Metric 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

Clarification Asked-

 Relevant documents highlighting the activities to address the student diversities Reports with seal and signature of Principal Photographs with caption and date, if any

Response-

1. Document for Mentoring / Academic Counselling is attached. **(Appendix-I)**

2. Document for Peer Feedback / Tutoring is attached. **(Appendix-II)**

3. Document for Remedial Learning Engagement is attached. **(Appendix-III)**

4. Document for Learning Enhancement / Enrichment inputs is attached. **(Appendix-IV)**

5. Document for Collaborative tasks is attached. **(Appendix-V)**

6. Multilingual interactions and inputs is attached. **(Appendix-VI)**

Appendix-I

2022-23

Mentor – Mentee Group

Batch 2022-24

Ref. No. SCE/2022-24 Date 12/01/2022

Mentoring Policy and Procedure

Batch 2022- 2024.

INTRODUCTION

Saket College of Education, Kalyan, hereby declares and adopt mentor policy for the students studying in the institution with predefined specific objectives.

Mentoring is a process where an experienced and knowledgeable person guides and supports as experienced person to help them achieve their personal and professional goals. The mentor provides guidance, advice, and support to the mentee helping them to develop their skills and knowledge in a particular area.

There are two main functions of the mentoring relationship.

The first is the 'career function', which helps mentees learn their craft and prepare for career progress. The mentor provides this function through the different ways of offering advice and guidance. The mentor also acts as a role model and source of inspiration for the mentee.

The second function is the 'psychosocial function', which focuses on how the mentoring relationship improves or strengthens the mentee's confidence and personal growth. Mentors can also support their mentees by offering acceptance, empathy, and encouragement and by demonstrating effective listening and questioning skills that support reflection.

The Mentor-Mentee program at our B.Ed. College is designed to foster a nurturing and supportive learning environment where experienced educators guide and empower aspiring teachers.

The following are some common purposes of Mentor -Mentee policy

1. Mentors pass on their expertise, knowledge, and experience to mentees.
2. Mentees can develop new skills or enhance existing ones under the guidance of their mentor. This can include leadership skills, problem-solving abilities, communication skills, and more.

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3. Mentors can provide guidance on career advancement, goal setting, and navigating professional challenges. Mentees may receive advice on career paths, job opportunities, networking, and personal branding.
4. Mentors often serve as role models, offering support and encouragement to mentees as they navigate personal and professional challenges.
5. Mentor-mentee programs can help promote diversity and inclusion by providing support and opportunities for individuals from underrepresented groups. Mentors can offer guidance on navigating potential biases or challenges related to diversity in the workplace or other settings.

Overall, mentor-mentee programs aim to foster positive relationships, facilitate learning and growth, and contribute to the success and well-being of both mentors and mentees.

The Mentoring program was designed to achieve the following objectives:

a) Foster a supportive and inclusive school culture.
b) Improve student engagement and motivation.
c) Enhance academic performance and achievement. Roles and responsibilities:
d) Develop students' social-emotional skills.
e) Encourage positive peer relationships and conflict resolution

Duties and responsibilities of Mentor

1. Mentors provide guidance and support to teacher candidates throughout their B.Ed. program. It includes assisting them in understanding coursework, fieldwork requirements, and navigating the challenges of teacher education.
2. Mentors serve as role models for teacher candidates, showcasing best practices in pedagogy, classroom management, assessment, and instructional strategies.
3. Mentors observe teacher candidates' teaching practice sessions, either in simulated classroom environments or during fieldwork placements in real schools.
4. Mentors may participate in meetings, workshops, and other collaborative activities to align their efforts with the goals of the teacher education program.

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5. Mentors provide input on candidate progress, participate in evaluation meetings, and assist in determining candidates' readiness for graduation and certification.

Duties / Responsibilities of Mentee

1. Mentees should be open to receiving feedback from their mentors, faculty members, and peers.
2. Mentees should engage in reflective practice, critically examining their experiences, beliefs, and teaching practices.
3. Mentees should demonstrate a strong commitment to their own learning and professional development.
4. Mentees should collaborate effectively with their mentors, peers, and colleagues in both academic and fieldwork settings.
5. Mentees should adhere to ethical principles and professional standards in their teaching practice and interactions with students.

Measuring outcomes of mentoring

1. Assess whether mentored students are more engaged in campus activities, such as clubs, organizations, or volunteer work.
2. Evaluate the impact of the mentoring experience on the peer mentors themselves, including their leadership skills, empathy, and ability to work with diverse populations.

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Saket Gyanpeeth's
SAKET COLLEGE OF EDUCATION
(Affiliated to University of Mumbai)

Ref. No. SCE/2022-24 Date 12/01/2022

NOTICE

MENTORING PROCEDURE

This is to inform to all faculty members of Saket College of Education, that a meeting is scheduled regarding mentoring procedure to be followed for B.Ed. Batch (2022-24) on 15th January 2022, at 4:00 pm. All teachers are asked to attend the meeting.

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www.saketedu.org, e-mail : saketcollegeofeducation.bed@gmail.com, 0251 - 2250469 / 2250951

Saket Gyanpeeth's

Saket College of Education Kalyan

Agenda of the meeting: Mentoring procedure for batch 2022-24

Name of the members present:

1. Mr. Vidyaprakash Maurya
2. Mrs. Renu Chaudhary
3. Mrs. Rasika Kulkarni
4. Mrs. Priti Chauhan
5. Mrs. Sunita Gautam
6. Mrs. Vandana Chaudhari
7. Mrs. Chhaya Shelke

Summary:

1. Discussion on mentoring policy was done.
2. Students were allotted to members.
3. Review of mentoring policy.
4. Roles and responsibilities of mentors were discussed.

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Saket Gyanpeeth's

Saket College of Education

Mentoring Committee

Academic Year 2022-24

Sr. No.	Name of the Faculty	Designation
1	Mr. Vidyaprakash Maurya	I/C Principal
2	Mrs. Renu Chaudhary	Mentor
3	Mrs. Chhaya Shelke	Mentor
4	Mrs. Sunita Gautam	Mentor
5	Mrs. Vandana Chaudhari	Mentor
6	Mrs. Paurnima Rajput	Mentor
7	Ms. Gokula Gopi	Mentor

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Saket Gyanpeeth's

Saket College of Education

Mentor – Mentee List

Academic Year 2022-24

Mentor : Mrs. Chhaya Shelke

Sr. No.	Name of the Mentee
1.	ALE SUNITA NETRA DHANMAYA
2.	ANSARI ANISA HAFIZ SALMA
3.	BARASKAR RUDRA RAVIKANT JAYSHREE
4.	BELOSE RAVINA CHANDRAKANT TEJAL
5.	BHARDWAJ SEEMA BALCHANDRA LILAWATIDEVI
6.	BHUTE YASHIKA AMARDEEP BABITA
7.	BINDA NAMRATA CHOTELAL SANDHYA
8.	CHATURVEDI MANSI JAYPRAKASH BARKHA
9.	CHAUDHARY MADHUKUMARI LAXMAN GEETA
10.	CHOUHAN JAHANGIR BILAL RAHISA
11.	CS RADHIKA SREEDHARAN RAMANI
12.	CUSHER ALISHA JOSEPH PHILOMEENA
13	DAS PUSHPANJALI LAXMINARAYAN MANJULATA
14	DUBEY ANURADHA BRIJESH CHANDA
15	DUBEY ANURAG SHIVASHANKAR SARITA

Mentor: Mrs. Sunita Gautam

Sr. No.	Name of the Mentee
1.	DUBEY ASHUTOSH SUBEDAR SEEMA
2.	DUBEY RUCHI SHASHIBHUSHAN INDU
3.	DUBEY SHALINI VIRENDRA NATH SUNITA
4.	GHADIGAONKAR PRASANNA PRAKASH PRIYANKA
5.	GHOLAP PRATIKSHA NILESH ANITA

6.	GONSALVES RUCHITA ROBIN SUNITA
7.	GOUDA RASHMI SANGOO KUNTI
8	JADHAV SANJAY SADASHIV SINDHU
9	JAISWAR JYOTI RAJENDRA SHRIMATI
10	JAISWAR POONAM MUNNALAL ASHA
11	JAISWAR PRITEE SUMANT VIDYAWATI DEVI
12	KANNOJIA BABY MUNNALAL KIRANDEVI
13	KARANDE SUNNY PRALHAD SAVITA

Mentor: Mrs. Renu Chaudhary

Sr. No.	Name of the Mentee
1.	KHAN MAJID ISTIYAK SEEMA
2.	KHAN SHAHEENA AKRAM NOORAIN
3.	KORI SANTOSHKUMAR GIRJASHANKAR CHADDADEVI
4.	KUMARI REKHA RAJENDRA MANTI DEVI
5.	LYAVI RUPALI LOKMANYA SHARDA
6.	MACWAN VIVEK SIMON PUSHPA
7.	MAJHI POOJA RAJKUMAR MUNNI DEVI
8	MANDHYANI POOJA HARESH KAMLA
9	MANI ANIKESH GANGESHWAR MAMTA
10	REENA MATHEW SUSAN
11	MAURYA AJAY SHIVRAM SHANTI
12	MIDDE SUSHILA NAGRAJ RATNABAI
13	MISHRA AKANKSHA SHASHI KANT SUDHA
14	MISHRA DEEPA KAMALKANT BHARATI
15	MISHRA KIRTI OM PRAKASH PRATIMA

Mentor: Mrs. Vandana Chaudhari

Sr. No.	Name of the Mentee
1.	MISHRA SHWETA SANJAY ANJU
2.	MUTHUKUMAR ANURADHA SAROJA

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3.	NAIR RAJI SANTOSH VIJAYA
4.	PANDEY ARCHANA MAHATMA URMILA
5.	PANDEY KALPANA RAMDAS JYOTI
6.	PANDEY MADHURANI PRAMOD GEETA DEVI
7.	PANDEY MONIKA MANIK KUSUM
8	PARASAD BHARATRAM ANIRUDH SHANICHARI
9	PARDESHI KARISHMA VILAS SHEVANTA
10	PATHAK NIKITA SUNIL SARITA
11	PATHAK SHRAVANI MOHAN MOHINI
12	PIPALWA SHIVANI NANDKISHOR RAMA
13	RADIYE DHANASHREE ANANT APARNA
14	RAI NAMRATA SHANKAR KUSUM
15	REBELLO FLAVIA AUGUSTINE MONA

Mentor: Mrs. Paurnima Rajput

Sr. No.	Name of the Mentee
1.	RODRIGUES CINDRELLA SEBASTIAN PRECILLA
2.	ROY CHAUDHURY MILLE MONOTOSH MUKTI
3.	SAHU AMBIKA SIMANCHAL ANJALI
4.	SANJU SOSAMMA KUNJAPPAN SUCY
5.	SAROJ POOJA SNATOSH MEENADEVI
6.	SAYED HAANIYAH TAJUDDIN LUBNA
7	SEEMAL RACHEL ANAND SALOMI
8	SHAIKH NEHA ZIYA FARHANA
9	SHAIKH SANA ZIYA FARHANA
10	SHARMA AASTHA RAJESH SUNITA
11	SHARMA ANKITA SANTOSH ANITA
12	SHIKH SANA MD TAHIR SHAJDA
13	SHINDE SHAMILI SHANKAR PRIYANKA
14	SHUKLA NILESH RAMESHCHANDRA DHARMAVATI
15	SHUKLA RAGINI DEVIPRASAD AARTIDEVI

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Mentor: Ms. Gokula Gopi

Sr. No.	Name of the Mentee
1.	SHUKLA SEEMA SARVESH PANKAMARI
2.	SINGASANE SAUKHYATA VISHAL VISHAKHA
3.	SINGH KISAN HARIPAL INDU
4.	SINGH KM RINKI PRAVIN MALA
5.	SINGH SURABHI DINESH HEMLATA
6.	THAKUR KAJAL VIMAL ARCHANA
7.	TRIPATHI NEHA SHAILENDRA MADHURI
8	TRIPATHI RANJU RAJBANSHI ANNAPURNA
9	UPADHYAY LEKHA DHIRAJ SANTOSHI
10	UPADHYAY NEHAL BADRINARAYAN SARITA
11	VAZ ANKITA LUKE NIRMALA
12	WALI SAVITA BASAPPA BASAVANNI
13	YADAV KIRAN SURENDRA URMILA
14	YADAV MANISHA RAMNAYAK NIRMALA
15	YADAV RAMESHKUMAR INDERJEET PERBJAVTI
16	ZOMATE PRACHI VISHNU LATA

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Mentor: Mentee Meeting

Name of Mentor:- Mrs. Vandana Chaudhari Academic Year:-2022-2024

Class:- S.Y. B.ED. Numberof Mentee:- 15

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Mishra Shweta Sanjay Anju	29/9/2023	Too many distraction	Employing focus enhancing tool		Shweta
2.	Muthukumar Anuradha Saroja		None	—		Anuradha
3.	Nair Raji Santosh Vijaya		None	—		Raji
4.	Pandey Archana Mahatma Urmila	30/9/2023	Time management	Discuss about time management		Archana
5.	Pandey Kalpana Ramdas Jyoti	30/9/2023	Expressing low motivation	share personal and other experience		Kpd
6.	Pandey Madhurani Pramod Geeta Devi	3/10/2023	Too much responsibility	suggested for share and care in family		
7.	Pandey Monika Manik Kusum	3/10/2023	Lack of interest	provided guidance for necessity of subject		Monika
8.	Prasad Bharatram Anirudh Shanichari	5/7/2023	Loneliness	peer monitoring program		

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9.	Pardeshi Karishma Vilas Shevanta	06/10/2023	Low confidence	Discussion and gave opportunity to express her self		
10.	Pathak Nikita Sunil Sarita		None	-		
11.	Pathak Shravani Mohan Mohini	7/10/2023	Lack of Interpersonal communication skill	provided guidance for proper communication		
12.	Pipalwa Shivani Nandkishor Rama	12/10/2023	Loneliness	provided a lifeline to those drowning in isolation		
13.	Radiye Dhanashree Anant Aparna		None	-		
14.	Rai Namrata Shankar Kusum	8/01/2024	procrastination	Discussed about discipline		
15.	Rebello Flavia Augustine Mona	12/1/2024	Lack of interest	Discussed importance of subject		

MENTOR

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Mentor: Mentee Meeting

Name of Mentor:- Mrs. Chhaya Shelke Academic Year:-2022-24

Class:- S.Y.B.ED. Numberof Mentee:- 15

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Ale Sunita Netra Dhanmaya	04/09/23	Experiencing low Motivation	Share Personal and others experience	Resolve	
2.	Ansari Anisa Hafiz Salma	05/09/23	To many distraction	Employing Focus enhancing tools	Resolve	
3.	Baraskar Rudra Ravikant Jayshree	08/09/23	Time Management Problem	Suggestion For time Management	Resolve	
4.	Belose Ravina Chandrakant Tejal		None	---	—	
5.	Bhardwaj Seema Balchandra Lilawatidevi	09/09/23	Lack of confidence	Discussion and gave opportunity to express her self	Resolve	Seema
6.	Bhute Yashika Amardeep Babita		None	---	—	
7.	Binda Namrata Chotelal Sandhya	11/09/23	To many distraction	Suggested Focus one thing at a	Resolve	
8.	Chaturevedi Mansi Jayprakash Barkha	12/09/23	Lack of Concentration	Embraced mindfulness techinque.	Resolve	

9.	Chaudhary Madhukumari Laxman Geeta	12/09/23	Lack of Concentration	Embraced mindfulness techinque		
10.	Chouhan Jahangir Bilal Rahisa		None			
11.	CS Radhika Sreedharan Ramani	14/09/23	Low Confidence	Discussion and gave opportunity to express her self		
12.	Cusher Alisha Joseph Philomeena		None	---		
13.	Das Pushpanjali Laxminarayan Manjulata		None	----		
14.	Dubey Anuradha Brijesh Chanda	14/09/23	Dealing with home Sickness	Discussed with affection show empathy		
15.	Dubey Anurag Shivashankar Sarita	15/09/23	Too many distraction	Employing focus enhancing tools		

For Mhire

MENTOR

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Mentor: Mentee Meeting

Name of Mentor:- Mrs. Paurnima Rajput Academic Year:-2022-2024

Class:- F.Y. B.ED. Number of Mentee:- 15

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Rodrigues Cindrella Sebastian Precilla		None	— — —		
2.	Roy Choudhry Mille Monotosh Mukti	5/9/23	Too much responsibi - lities in the family	Discuss to Share responsibilities in the family		mille
3.	Sahu Ambika Simanchal Anjali		None	— — —		
4.	Sanju sosamma Kunjappan Sucy		None	— —		
5.	Saroj Pooja Santosh Meenadevi	2/11/23	Lack of consentation	Embraaceel mindfulness technique.		
6.	Sayed Haaniyah Tajuddin Lubna		None	— — —		
7.	Seemal Rachel Anand Salomi	6/11/2023	Loneliness	To gain courage to face the Problem		S. Rachel
8.	Shaikh Neha Ziya Farhana		None	—		

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9.	Shaikh Sana Ziaur Rehman Farhana		None	—	—	S-Shaikh
10.	Sharma Aastha Rajesh Sunita	← 9/11/2023		Too many distraction	Employing focus enhancing tools	
11.	Sharma Ankita Santosh Anita		None	—	—	
12.	Shaikh Sana MD Tahir Hussien Shajda		None	—	—	MD
13.	Shinde Shamili Shankar Priyanka		None	—	—	
14.	Shukla Nilesh Rameshchandra Dharmavati	—	No issue	—	—	
15.	Shukla Ragini Deviprasad Aartidevi	5/12/23	Behavioral Problem	Taught how to talk with teachers and friend.	—	

MENTOR

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Dist. [illegible]

Mentor: Mentee Meeting

Name of Mentor:- Mrs. Sunita Gautam Academic Year:-2022-24

Class:- S.Y. B.ED.Numberof Mentee:- 13

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Dubey Ashutosh Subedar Seema	13/09/2023	Lack of concentration	Embraced mindfulness technique		
2	Dubey Ruchi Shashibushan Indu	14/09/2023	None	—		
3	Dubey Shalini Virendranath Sunita	14/09/2023	Text Anxiety	Encouraging open conversations about mental health		
4	Ghadigaonkar Prasanna Prakash Priyanka	16/09/2023	Technology related problem	Guidance from it teacher		
5	Gholap Pratiksha Nilesh Anita	16/09/2023	Late comer	Provided Discipline orientation		
6	Gonsalves Ruchita Robin Sunita		None	—		
7	Gouda Rashmi Sangoo Kunti	25/09/2023	Lack of Interest	Provided guidance for necessity of subject.		

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8	Jadhav Sanjay Sadashiv Sindhu		None	—		
9	Jaiswar Jyoti Prasad Shrimati Devi	27/09/2023	Time management Problem	Discussed about time management		
10	Jaiswar Poonam Munnalal Asha	7/10/2023	Remembering Problem	Discussed memory technique for recall		
11	Jaiswar Pritee Sumant Vidyawati Devi	3/11/2023	Test anxiety	fostered a supportive environment		
12	Kanojia Baby Munnalal Kiran	11/11/2023	Lack of Interest	Provided Guidance for		
13	Karande Sunny Pralhad Savita	-	None.	—	-	

For Sheikh
MENTOR

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Mentor: Mentee Meeting

Name of Mentor:- Mrs. Renu Chaudhary Academic Year:- 2023-2024

Class:- SY. B.ED. Number of Mentee:- 15

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Khan Majid Istiyak Seema	29/9/23	Regarding Internal marks + Page	Explained in detail	Resolved	
2.	Khan Shaheena Khatoon Akram Noorain	29/9/23	Regarding attendence	Explain the attendence system	Resolved.	
3.	Kori Santoshkumar Girjashankar Chandadevi	3/10/23	None	—	—	
4.	Kumari Rekha Rajendraprasad Manti Devi	3/10/23	None	—	—	
5.	Lyavi Rupali Lokmanya Sharda	9/10/23	Regarding community work	Explained in detail	Resolved	
6.	Macwan Vivek Simon Pushpa	10/10/23	NO issue	—	—	
7.	Majhi Pooja Rajkumar Munni Devi	11/10/23	NO issue	—	—	
8	Mandhyani pooja Haresh Kamala	12/10/23	Regarding Experin.	Explained	Resolved	
9	Mani anikesh Gangeshwar Mamta	13/10/23	Regarding Internship	Explained	Resolved	

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Mentor: Mentee Meeting

Name of Mentor:- Mrs. Renu Chaudhary Academic Year:- 2023-2024

Class:- SY. B.ED. Number of Mentee:- 15

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
10	Reena Mathew Susan	3/10/23	Regarding Internship	Explained the details of Internship	Resolved	Reena Mathew
11	Maurya Ajay Shivram Shanti	17/10/23	No issue	—	—	Ajay
12	Midde Sushila Nagraj Ratnabai	18/10/23	No issue	—	—	Sushila
13	Mishra Akanksha Shashikanth Sudha	26/0/123	Regarding Class Test and Project	Explained & given guidance	Resolved	Akanksha
14	Mishra Deepa Kamalkant Bharati	3/10/23	No issue	—	—	Deepa
15	Mishra Kirti Omprakash Pratima	25/10/23	No issue	—	—	Kirti

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Mentor: Mentee Meeting

Name of Mentor:- Mrs. Gokula Gopi Academic Year:- 2022-2024

Class:- S.Y. B.Ed. Numberof Mentee:- 16

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Shukla Seema Sarvesh Pankamari	13/09/23	Lack of confidence	Encouraging openconversation about speaking	Solved	
2.	Singasane Saukhyata Vishal Vishakha	16/9/23	Regarding books	explained book Issue system	Solved	
3.	Singh Kisan Haripal Indu	16/9/23	No Issue	—		
4.	Singh KM Rinki Pravin Mala	25/9/23	regarding Syllabus	explained & guided about syllabus	Solved	
5.	Singh Surabhi Dinesh Hemlata	25/9/23	No issue	—	✓	
6.	Thakur Kajal Vimal Archana	25/9/23	No issue	—	✓	
7.	Tripathi Neha Shailendra Madhuri	25/9/23	Late Comer	Provided discipline orientation	solved	
8.	Tripathi Ranju Rajbanshi Annapurna	27/9/23	NO issue	—	—	
9.	Upadhyay Lekha Dhiraj Santoshi	7/10/23	No Issue	-	-	
10.	Upadhyay Nehal Badrinarayan Sarita	7/10/23	Lack of interest	Provided guidance for necessary of subject	Solved	

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11.	Vaz Ankita Luke Nirmala	~~NO~~	No issue	–	–	
12.	Wali Savita Basappa Basavanni	27/9/23	No issue	–	–	
13.	Yadav Kiran Surendra Urmila	27/9/23	No issue	–	–	
14.	Yadav Manisha Ramnayak Nirmala	7/10/23	~~Remembering~~ Problem	memory activities taken	Solved	
15.	Yadav Rameshkumar Inderjeet Perbjavti	3/11/23	No issue	–	–	
16.	Zomate Prachi Vishnu Lata	11/11/23	No issue	–	–	

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Ref. No. SCE/2022-24 Date 12/01/2022

Report on Mentor -Mentee

Batch 2022-24

Semester-1

Need assessment:

- To help in academic enrichment for the First Semester.
- To help in developing teaching skills.
- To help understanding use of ICT in teaching.

Mentoring Aspects:

- Core Course: Learning Material, drill and practice writing answers.
- Micro -teaching -teaching skills, lesson planning teaching aids.
- Reading and reflection -Discussion. assignments, reference
- Participation in co-curricular activities

Micro teaching:

Microteaching, a teacher training technique currently practiced worldwide, provides teachers an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. With the proven success among the novice and seniors, microteaching helps to promote real-time teaching experiences.

Microteaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching.

Core courses and co-curricular activities:

In core courses like Teaching Practicum or Classroom Management, mentorship plays a vital role. Mentors, often experienced teachers or faculty members, guide mentees (B.Ed. students) through their practical teaching experiences. Mentors provide feedback, advice, and support to help mentees develop their teaching skills and confidence in real classroom settings

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Mentorship can extend beyond formal coursework into co-curricular activities. For example, in community service projects or workshops, experienced educators can serve as mentors, offering insights and guidance to students as they engage in activities outside the traditional classroom. This mentorship enhances students' learning experiences and encourages them to apply their knowledge and skills in different contexts.

Understanding the dynamics of mentor-mentee relationships can be beneficial in this course. Students learn about human development, motivation, and learning theories, which can inform their interactions as mentors or mentees. They also explore how mentors can support mentees' cognitive and socio-emotional development.

Resources

- E-books for reference
- Question paper.
- Previous year examination papers
- YouTube videos for cultural activities.

Feedback:

Assess whether the objectives of the mentor-mentee program align with the goals of the B.Ed curriculum and the needs of the students. Feedback should focus on whether these objectives are clearly communicated to both mentors and mentees.

Feedback for a mentor-mentee program in a B.Ed college should be constructive, actionable, and focused on improving the mentoring experience for all participants. By soliciting feedback from mentors, mentees, and other stakeholders, the program can evolve to meet the changing needs of students and support their development as future educators.

Semester-II

Need Assessment:

- To develop better understanding of core theory papers.
- To develop proficiency in using ICT tools in teaching learning.

- To develop proficiency in lesson planning and teaching skills.

Mentoring Aspects:

- Core courses -Learning Material, drill and practice writing answers.
- Internship activities
- Assessment tools of achievement
- Teaching aids using ICT.

Core -Course and activities.: The second semester also focuses on the theory part of the B.Ed curriculum .Mentoring involved preparing learning material ,referencing ,discussion on topics of theory papers. The respective course teachers provided to students teacher for core teachers gave additional assistance to mentee. They practiced solving Multiple Choice Questions .They also discussed the appropriate activities and teaching aids would lead to more effective teaching learning experience .The mentors also throughout the online session guided the mentees regarding the various activities that need to be conducted during second semester .

Resources

- E-books for reference
- Question Bank of Multiple -Choice Questions
- Power Point Presentations

Feedback:

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Semester-III

Need Assessment:

- To develop better understanding of Pedagogy of school subjects
- To develop confidence, interpersonal skills during practice teaching.
- To develop proficiency in lesson planning, teaching skills.
- To develop better understanding for Physical Education and Fine Arts Education

Mentoring Aspects

- Pedagogy of school subjects -common topics in all the methods
- Lesson preparation -teaching skills, activities, teaching aids, reference material
- Internship activities

Internship: The major focus of third semester is practice teaching during which student teachers must conduct an internship for 16 weeks in their practice teaching schools. They had to prepare and present lessons in their pedagogy and conduct all the required internship activities. The mentors also throughout guided the mentees regarding the various activities that need to be conducted during the internship period.

Pedagogy of school subject: The mentor mentee student teachers worked together on topics that were common in their pedagogy of school subject. The respective course teachers provided guidance and mentors gave additional assistance to mentee. They prepared learning material, discussion on topics such as methods of teaching, characteristics of textbooks, correlation with school subjects, qualities of a teacher etc.

Resources

- E-books and learning material.
- Question Bank (Multiple -Choice Questions)
- Sample lesson plans.

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Feedback:

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Feedback for a mentor-mentee program in a B.Ed. college should be constructive, actionable, and focused on improving the mentoring experience for all participants. By soliciting feedback from mentors, mentees, and other stakeholders, the program can evolve to meet the changing needs of students and support their development as future educators.

Semester-IV

Need Assessment:

- To develop better understanding of Pedagogy of core courses
- To develop better understanding of elective papers.
- To develop proficiency in research skills .

Mentoring Aspects:

- Core and elective courses: learning material ,drill and practice writing answers.

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2021-22

Mentor – Mentee Group

Batch 2021-23

Ref. No. SCE/2021-23 Date 4/3/2022

Mentoring Policy and Procedure

Batch 2021-23

INTRODUCTION

Saket College of Education, Kalyan (E) hereby declares and adopt mentor policy for the students studying in the institution with predefined specific objectives.

Mentoring is a process where an experienced and knowledgeable person guides and supports as experienced person to help them achieve their personal and professional goals. The mentor provides guidance, advice, and support to the mentee helping them to develop their skills and knowledge in a particular area.

There are two main functions of the mentoring relationship.

The first is the 'career function', which helps mentees learn their craft and prepare for career progress. The mentor provides this function through the different ways of offering advice and guidance. The mentor also acts as a role model and source of inspiration for the mentee.

The second function is the 'psychosocial function', which focuses on how the mentoring relationship improves or strengthens the mentee's confidence and personal growth. Mentors can also support their mentees by offering acceptance, empathy, and encouragement and by demonstrating effective listening and questioning skills that support reflection.

The Mentor-Mentee program at our B.Ed. College is designed to foster a nurturing and supportive learning environment where experienced educators guide and empower aspiring teachers.

The following are some common purposes of Mentor -Mentee policy

1. Mentors pass on their expertise, knowledge, and experience to mentees.
2. Mentees can develop new skills or enhance existing ones under the guidance of their mentor. This can include leadership skills, problem-solving abilities, communication skills, and more.

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3. Mentors can provide guidance on career advancement, goal setting, and navigating professional challenges. Mentees may receive advice on career paths, job opportunities, networking, and personal branding.
4. Mentors often serve as role models, offering support and encouragement to mentees as they navigate personal and professional challenges.
5. Mentor-mentee programs can help promote diversity and inclusion by providing support and opportunities for individuals from underrepresented groups. Mentors can offer guidance on navigating potential biases or challenges related to diversity in the workplace or other settings.

Overall, mentor-mentee programs aim to foster positive relationships, facilitate learning and growth, and contribute to the success and well-being of both mentors and mentees.

The Mentoring program was designed to achieve the following objectives:

a) Foster a supportive and inclusive school culture.
b) Improve student engagement and motivation.
c) Enhance academic performance and achievement. Roles and responsibilities:
d) Develop students' social-emotional skills.
e) Encourage positive peer relationships and conflict resolution

Duties and responsibilities of Mentor

1. Mentors provide guidance and support to teacher candidates throughout their B.Ed. program. It includes assisting them in understanding coursework, fieldwork requirements, and navigating the challenges of teacher education.
2. Mentors serve as role models for teacher candidates, showcasing best practices in pedagogy, classroom management, assessment, and instructional strategies.
3. Mentors observe teacher candidates' teaching practice sessions, either in simulated classroom environments or during fieldwork placements in real schools.
4. Mentors may participate in meetings, workshops, and other collaborative activities to align their efforts with the goals of the teacher education program.

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5. Mentors provide input on candidate progress, participate in evaluation meetings, and assist in determining candidates' readiness for graduation and certification.

Duties / Responsibilities of Mentee

1. Mentees should be open to receiving feedback from their mentors, faculty members, and peers.
2. Mentees should engage in reflective practice, critically examining their experiences, beliefs, and teaching practices.
3. Mentees should demonstrate a strong commitment to their own learning and professional development.
4. Mentees should collaborate effectively with their mentors, peers, and colleagues in both academic and fieldwork settings.
5. Mentees should adhere to ethical principles and professional standards in their teaching practice and interactions with students.

Measuring outcomes of mentoring

1. Assess whether mentored students are more engaged in campus activities, such as clubs, organizations, or volunteer work.
2. Evaluate the impact of the mentoring experience on the peer mentors themselves, including their leadership skills, empathy, and ability to work with diverse populations.

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Saket Gyanpeeth's
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(Affiliated to University of Mumbai)

Ref. No. SCE/2021-23 Date 04/03/2022

NOTICE

MENTORING PROCEDURE

This is to inform to all faculty members of Saket College of Education, that a meeting is scheduled regarding mentoring procedure to be followed for B.Ed. Batch (2021-23) on 9th March 2022 at 3:00 pm.

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Name of Mentor:- Mrs. Priti Chauhan **Academic Year:- 2021-2023**

Number of Mentee:-15

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Sayyed Almas Abdulkalim Zaibunnisa	5/04/22	Regarding Attendance	Explained the issues	Resolved	Almas
2.	Shaikh Mohdasif Aslam Nazma	9/04/22	About Freeship	Explained about Freeship	Resolved	Shaikh
3.	Sharma Bhavesh Lavlesh Parita	11/04/22	NO Issues	–	–	Bhavesh
4.	Sharma Ekta Sanjay Reeta	8/04/22	Regarding Internal exam Assessment	Explained about the marks scored in Internal Assessment		Ekta Sharma
5.	Sharma Mukesh Ramprakash Phoolpati Devi	11/04/22	Regarding Subject Issues	Illaborate about subject understanding Issues	Resolved	Mukesh Sharma
6.	Sharma Riya Rakesh Sweety	18/04/22	NO Issue	–	–	Sharma
7.	Sharma Sahil Pawankumar Sarema	18/04/22	NO Issues	–	–	Sahil

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8	Shingade Kunal Kashiram Kalyani	Regading Library Books	Explained about availability of Books	Regaeding Library Books	Resolved	
9	Shingole Vaishali Pundalik Suman	~~NO~~ 20/04/22	No Issues	-	-	Vaishali
10	Shirgaonkar Akanksha Mahendra	23/04/22	No Issues	-	-	Shirgaonkar
11	Shukla Swati Vinod Laxmi	19/04/22	No Issues	-	-	Swati
12	Singh Ankita Ravindra Kumar Sadhana	25/04/22	Attendance is very less	Regading 75% Attendance	Resolved	Ankita
13	Singh Jyoti Dhirendrapratap Renu	27/04/22	No Issues	-	-	
14	Singh Madhavi Mohanpyare Malti	29/04/22	No Issues	-	-	
15	Singh Nisha Omprakash Rita	27/04/22	No Issues	-	-	

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Mentor: Mentee Meeting

Name of Mentor:- Mrs. Renu Chaudhary Academic Year:- 2021-2023

Number of Mentee:- 12

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Ansari Rukhsarbegum Mansoor Alam Nasim Begum	07/04/22	Regarding Books.	Explained Books issuing System.	Resolved.	Rukhsar
2.	Arangachery Shinsee Anthony	05/04/22	No issues.	—	—	Shinsee
3.	Bhadane Hrushikesh Sunil Jyoti	09/04/22	No issues.	—	—	Bhande
4.	Bhangale Reshma Surendra Rajashree	18/04/22	About Scholarship	Informed about scholarship	Resolved.	R.S. Bhangle
5.	Birari Neha Devidas Nalini	16/04/22	No issues.	—	—	Birari
6.	Chaubey Shraddha Udaybhan Girijadevi	13/04/22	No issues.	—	—	Shraddha

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7.	**Chaurasiya Poonam Janardan Sangeeta**	20/04/22	Regarding Lib. Books.	Explained Information about Books.	Resolved.	Poonam
8	**Choudhary Minakshi Baburam Shobha**	20/04/22	Regarding Internship	Explained & Discuss about Internship	Resolved.	M Choudhary
9	**Desai Prashant Vishnu Vijayshri**	23/04/22	NO issues.	—	—	P Desai
10	**Dubey Akanksha Anil Poonam**	22/04/22	NO issues.	—	—	Akanksha
11	**Dubey Annu Ganesh Sunaina**	26/04/22	Regarding Syllabus.	Explained Syllabus	Resolved	
12	**Dubey Aradhana Suryamani Bhonumati**	27/04/22	NO issues.	—	—	Dubey

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Name of Mentor:- Mrs. Taiseen Shaikh Academic Year:- 2021-23

Number of Mentee:-12

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Dubey Kajal Indramani Meera	05.04.22	NO Issue			Dubey
2.	Dubey Sujata Gurunarayan Geeta Devi	05.04.22	regarding Sillabus	Explained sillabus in details	Resolved	Sujata
3.	Ghosale Smita Devram Meera	05.04.22	NO issue			Ghosale
4.	Gupta Ajay Baijnath	05.04.22	No issue			Gupta.A
5.	Gupta Soniya Rajendra Prasad Laxmi	05.04.22	Regarding subject	Discussed Explained	Resolved	Soniya Gupta
6.	Jadhav Poornima Balkrishna Savita	05.04.22	No issue	—	—	Jadhav
7.	Jaiswar Neerajkumar Vijaykumar Nishadevi	05.04.22	Regarding Internal Exam Qus	Explained	Resolved	Neeraj

8	Jasmin Jose Palayoor	19.05.22	No issue	—	—	
9	Kadam Rupali Deepak Sangeeta	19.05.22	Question Paper issue	Discuss	Resolve	
10	Khan Mahnaaz Bee Munir Mariyam	20.05.22	No issue	—	—	
11	Khan Samad Habib Rukhsana	20.05.22	No issue	—	—	
12	Kunju Supriya Sundaran Chandrika	20.05.22	No issue	—	—	

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Name of Mentor:- Mrs. Smita Gajbhiye **Academic Year:- 2021-2023**

Number of Mentee:- 12

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Mishra Priya Surendra Sadhuri	06/04/22	About syllabus	Explained Syllabus	Resolve	Priya
2.	Mishra Shubham Vedprakash Urmila	11/04/22	No issue	-	-	Shubham
3.	Mishra Sonal Sushil Anjali	12/04/22	Internship	Explained	Resolve	M Sonal
4.	Mulani Isha Hamjekhan Meenaz	18/04/22	Internship	Explained	Resolve	Mulani
5.	Musale Charulata Janba Vandana	19/04/22	About Syllabus	Explained	Resolve	Charu
6.	Nair Sarath Sasikumar Geetha	20/04/22	no issue.	-	-	Sarath
7.	Neelam Kumari	21/04/22	No issue.	-	-	

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8	Ojha Jyoti Ashok Shashikala	27/4/22	No issue.	—	—	Jyoti
9	Pal Khushbu Jokhairam Sushila	27/4/22	Community work	Explaind	Resolved	Khushbu
10	Pal Pooja Kapildeo Sarita	28/4/22	Attendence	Explained	Resolved	Pooja
11	Pal Smita Umashankar Savitri	29/4/22	No issue	-	-	Smitapal
12	Pal Tanuja Vinod Urmila	30/4/22	No issues	—	—	Tanuja

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Name of Mentor:- Mrs. Vandana Chaudhari Academic Year:- 2021-2023

Number of Mentee:- 12

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Upadhyay Divya Arvindkumar Rekha	07/04/22	No issue			Divya
2.	Vala Mayur Narshi Nirmala	07/04/22	No issue	—	—	Mayur
3.	Velges Serafine Thomas Delfine	11/04/22	About syllabus	Explained syllabus	Resolved	Anjali
4.	Vishwakarma Anjali Rajkumar Durga	18/04/22	No issue	—	—	Bhavana
5.	Yadav Bhavana Jaiprakash Umrai	20/04/22	No issue	—	—	Dyadav
6.	Yadav Dharmendra Ramprakash Leela	21/04/22	Regarding marks	Explained about marking system	Resolved	Dipu

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7	Yadav Dipu Arjun Mewati	21/04/22	Question paper issue	Explained Criteria	Resolved	Done
8	Yadav Govind Dayaram Lalati	27/04/22	No issue	—	—	Govind
9	Yadav Priya Rakesh Usha	28/04/22	Regarding Internship	explained internship in detailed	Resolved.	Priyadav
10	Yadav Rajesh Omprakash Pushpawati	29/04/22	No issue	—	—	Rajesh
11	Yadav Sarita Roopnarayan Samlawati	30/04/22	No issue	—	—	Sarita
12	Yadav Swatantra Ashok Pramila	30/04/22	No issue	—	—	

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After 1 month 4th 2022

Name of Mentor:- Mrs. Swapnali Shukla Academic Year:- 2021-2023

Number of Mentee:- 12

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Prasad Surekha Rambaram Surekha	07-04-22	Regarding syllabus	Explained	Resolved	Surekha
2.	Purohit Gayatri Shankar Sarla	09-04-22	No issue	-	-	Gayatri
3.	Rai Avinash Anil Premlata	11-04-22	Psychological Experi	Practice	Resolved	Avinash
4.	Rai Ritu Vinaykumar Rita	12-04-22	No Issue	-	-	Ritu
5.	Rajguru Pratiksha Devichand Vaishali	18-04-22	Assign. Photo	Guidance	Resolved	
6.	Rane Shilpa Sahadev Smita	19-04-22	Psy. Test	Give Proper Guidance	Resolved	Rane

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After 1 month 2022

Name of Mentor:- Mrs. Rasika Kulkarni Academic Year:- 2021-2023

Number of Mentee:- 12

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Singh Pooja Jitendra Asha	06-04-22	Lesson plan	Guidance	Resolved	Pooja
2.	Singh Prashant Shyam Ranjana	06-04-22	ICT	Practice	Resolved	Singh
3.	Singh Priya Sheru Sushila	09-04-22	No Issue	—	—	Singhpriya
4.	Singh Sangeeta Yogesh Geeta	11.04.22	content understanding	Remidial Teaching	Resolved	Sangeeta
5.	Singh Sonam Kamlesh Savitri	12-04-22	No Issue	—	—	Sonam
6.	Sulekha Kumari Bishnu Dev Roy Kiran Devi	18-04-22	No Issu	—	—	Sulekha

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7	Thakur Sonam Manoj Rani	19-04-22	Drama	Give Proper Guidance	Resolved	Thakur
8	Tiwari Amita Kanhaiyalal Shingarmati	20-04-22	No Issue	–	–	AmitaTiwari
9	Tiwari Anjali Kanhaiyalal Shingarmati	22-04-22	No Issue	–	–	AnjaliTiwari
10	Tiwari Jaya Anjanj Mamta	23-04-22	Reading & Reflecting	Explained	Resolved	Jaya
11	Tiwari Parmanand Omprakash Ramsavari	23-04-22	No Issue	–	–	Tiwari
12	Tripathi Alisha Brijesh Jyoti	25-04-22	No Issue	–	–	Alisha

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Ref. No SCE/2021-23 Date 4/03/2022

Report on Mentor -Mentee

Batch 2021-23

Semester-1

Need assessment:

- To help in academic enrichment for the First Semester.
- To help in developing teaching skills.
- To help understanding use of ICT in teaching.

Mentoring Aspects:

- Core Course: Learning Material, drill and practice writing answers.
- Micro -teaching -teaching skills, lesson planning teaching aids.
- Reading and reflection -Discussion. assignments, reference
- Participation in co-curricular activities

Micro teaching:

Microteaching, a teacher training technique currently practiced worldwide, provides teachers an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. With the proven success among the novice and seniors, microteaching helps to promote real-time teaching experiences.

Microteaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching.

Core courses and co-curricular activities:

In core courses like Teaching Practicum or Classroom Management, mentorship plays a vital role. Mentors, often experienced teachers or faculty members, guide mentees (B.Ed. students) through their practical teaching experiences. Mentors provide feedback, advice, and support to help mentees develop their teaching skills and confidence in real classroom settings

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Mentorship can extend beyond formal coursework into co-curricular activities. For example, in community service projects or workshops, experienced educators can serve as mentors, offering insights and guidance to students as they engage in activities outside the traditional classroom. This mentorship enhances students' learning experiences and encourages them to apply their knowledge and skills in different contexts.

Understanding the dynamics of mentor-mentee relationships can be beneficial in this course. Students learn about human development, motivation, and learning theories, which can inform their interactions as mentors or mentees. They also explore how mentors can support mentees' cognitive and socio-emotional development.

Resources

- E-books for reference
- Question paper.
- Previous year examination papers
- YouTube videos for cultural activities.

Feedback:

Assess whether the objectives of the mentor-mentee program align with the goals of the B.Ed. curriculum and the needs of the students. Feedback should focus on whether these objectives are clearly communicated to both mentors and mentees.

Feedback for a mentor-mentee program in a B.Ed. college should be constructive, actionable, and focused on improving the mentoring experience for all participants. By soliciting feedback from mentors, mentees, and other stakeholders, the program can evolve to meet the changing needs of students and support their development as future educators.

Semester-II

Need Assessment:

- To develop better understanding of core theory papers.
- To develop proficiency in using ICT tools in teaching learning.

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- To develop proficiency in lesson planning and teaching skills.

Mentoring Aspects:

- Core courses -Learning Material, drill and practice writing answers.
- Internship activities
- Assessment tools of achievement
- Teaching aids using ICT.

Core -Course and activities: The second semester also focuses on the theory part of the B.Ed. curriculum .Mentoring involved preparing learning material referencing, discussion on topics of theory papers. The respective course teachers provided to student's teacher for core teachers gave additional assistance to mentee. They practiced solving Multiple Choice Questions .They also discussed the appropriate activities and teaching aids would lead to more effective teaching learning experience .The mentors also throughout the online session guided the mentees regarding the various activities that need to be conducted during second semester .

Resources

- E-books for reference
- Question Bank of Multiple -Choice Questions
- Power Point Presentations

Feedback:

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Ref. No. SCE/2021-23 Date 04/03/2022

Semester-III

Need Assessment:

- To develop better understanding of Pedagogy of school subjects
- To develop confidence, interpersonal skills during practice teaching.
- To develop proficiency in lesson planning, teaching skills.
- To develop better understanding for Physical Education and Fine Arts Education

Mentoring Aspects

- Pedagogy of school subjects -common topics in all the methods
- Lesson preparation -teaching skills, activities, teaching aids, reference material
- Internship activities

Internship: The major focus of third semester is practice teaching during which student teachers must conduct an internship for 16 weeks in their practice teaching schools. They had to prepare and present lessons in their pedagogy and conduct all the required internship activities. The mentors also throughout guided the mentees regarding the various activities that need to be conducted during the internship period.

Pedagogy of school subject: The mentor mentee student teachers worked together on topics that were common in their pedagogy of school subject. The respective course teachers provided guidance and mentors gave additional assistance to mentee. They prepared learning material, discussion on topics such as methods of teaching, characteristics of textbooks, correlation with school subjects, qualities of a teacher etc.

Resources

- E-books and learning material.
- Question Bank (Multiple -Choice Questions)
- Sample lesson plans.

Ref. No. SCE/2021-23 Date 04/03/2022

Feedback:

Assess whether the objectives of the mentor-mentee program align with the goals of the B.Ed. curriculum and the needs of the students. Feedback should focus on whether these objectives are clearly communicated to both mentors and mentees.

Feedback for a mentor-mentee program in a B.Ed. college should be constructive, actionable, and focused on improving the mentoring experience for all participants. By soliciting feedback from mentors, mentees, and other stakeholders, the program can evolve to meet the changing needs of students and support their development as future educators.

Semester-IV

Need Assessment:

- To develop better understanding of Pedagogy of core courses
- To develop better understanding of elective papers.
- To develop proficiency in research skills.

Mentoring Aspects:

- Core and elective courses: learning material, drill and practice writing answers.

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Dist. Thane (M.S)

SAKET COLLEGE OF EDUCATION
KALYAN (E)
DIST.THANE

2020-21

Mentor – Mentee Group

Batch 2020-22

Ref. No. SCE/2020-22 Date 05/03/2021

Mentoring Policy and Procedure

Batch 2020-22

INTRODUCTION

Saket College of Education, Kalyan, hereby declares and adopt mentor policy for the students studying in the institution with predefined specific objectives.

Mentoring is a process where an experienced and knowledgeable person guides and supports as experienced person to help them achieve their personal and professional goals. The mentor provides guidance, advice, and support to the mentee helping them to develop their skills and knowledge in a particular area.

There are two main functions of the mentoring relationship.

The first is the 'career function', which helps mentees learn their craft and prepare for career progress. The mentor provides this function through the different ways of offering advice and guidance. The mentor also acts as a role model and source of inspiration for the mentee.

The second function is the 'psychosocial function', which focuses on how the mentoring relationship improves or strengthens the mentee's confidence and personal growth. Mentors can also support their mentees by offering acceptance, empathy, and encouragement and by demonstrating effective listening and questioning skills that support reflection.

The Mentor-Mentee program at our B.Ed. College is designed to foster a nurturing and supportive learning environment where experienced educators guide and empower aspiring teachers.

The following are some common purposes of Mentor -Mentee policy

1. Mentors pass on their expertise, knowledge, and experience to mentees.
2. Mentees can develop new skills or enhance existing ones under the guidance of their mentor. This can include leadership skills, problem-solving abilities, communication skills, and more.

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3. Mentors can provide guidance on career advancement, goal setting, and navigating professional challenges. Mentees may receive advice on career paths, job opportunities, networking, and personal branding.
4. Mentors often serve as role models, offering support and encouragement to mentees as they navigate personal and professional challenges.
5. Mentor-mentee programs can help promote diversity and inclusion by providing support and opportunities for individuals from underrepresented groups. Mentors can offer guidance on navigating potential biases or challenges related to diversity in the workplace or other settings.

Overall, mentor-mentee programs aim to foster positive relationships, facilitate learning and growth, and contribute to the success and well-being of both mentors and mentees.

The Mentoring program was designed to achieve the following objectives:

a) Foster a supportive and inclusive school culture.
b) Improve student engagement and motivation.
c) Enhance academic performance and achievement. Roles and responsibilities:
d) Develop students' social-emotional skills.
e) Encourage positive peer relationships and conflict resolution

Duties and responsibilities of Mentor

1. Mentors provide guidance and support to teacher candidates throughout their B.Ed. program. It includes assisting them in understanding coursework, fieldwork requirements, and navigating the challenges of teacher education.
2. Mentors serve as role models for teacher candidates, showcasing best practices in pedagogy, classroom management, assessment, and instructional strategies.
3. Mentors observe teacher candidates' teaching practice sessions, either in simulated classroom environments or during fieldwork placements in real schools.
4. Mentors may participate in meetings, workshops, and other collaborative activities to align their efforts with the goals of the teacher education program.

Ref. No. SCE/2020-22 Date 05/03/2021

5. Mentors provide input on candidate progress, participate in evaluation meetings, and assist in determining candidates' readiness for graduation and certification.

Duties / Responsibilities of Mentee

1. Mentees should be open to receiving feedback from their mentors, faculty members, and peers.
2. Mentees should engage in reflective practice, critically examining their experiences, beliefs, and teaching practices.
3. Mentees should demonstrate a strong commitment to their own learning and professional development.
4. Mentees should collaborate effectively with their mentors, peers, and colleagues in both academic and fieldwork settings.
5. Mentees should adhere to ethical principles and professional standards in their teaching practice and interactions with students.

Measuring outcomes of mentoring

1. Assess whether mentored students are more engaged in campus activities, such as clubs, organizations, or volunteer work.
2. Evaluate the impact of the mentoring experience on the peer mentors themselves, including their leadership skills, empathy, and ability to work with diverse populations.

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Ref. No. SCE/2020-22 Date 05-03-2021

NOTICE

MENTORING PROCEDURE

This is to inform to all faculty members of Saket College of Education, that a meeting is scheduled regarding mentoring procedure to be followed for B.Ed. Batch (2020-22) on 8th March 2021 at 2:30 pm. All the teachers are requested to attend the meeting.

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Mentor: Mentee Meeting

Name of Mentor:- Mrs. Renu Chaudhary Batch:- 2020-22

Number of Mentee:-06

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Arya Shraddha Gyanprakash Mamta	20.07.2020	Regarding syllabus	Given guidance	Resolved	Present
2.	Chaturvedi Renu Mayank Rajkumari	20.07.2020	Regarding internship	Given guidance	Resolved	Present
3.	Chavan Vrushali Anil Alpana	20.07.2020	Regarding assignments	Given guidance	Resolved	Present
4.	Das Sanjana Dilip Mithu	20.07.2020	No Issue	_____	_____	Present
5.	Deepti Subramanian Kalaiselvi	20.07.2020	Content understanding	Given Remedial teaching	Resolved	Present
6.	Dsouza Silkina Joseph Phelomena	20.07.2020	No Issue	_____	_____	Present

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Name of Mentor:- Mrs. Smita Gaikwad Batch:- 2020-2022

Number of Mentee:-07

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Dubey Ankita Sudhakar	21.07.2020	Regarding internship	Given guidance	Resolved	Present
2.	Dubey Sarita Saurabh Kumar Rajkumari	21.07.2020	Regarding Academics	Given guidance	Resolved	Present
3.	Gaikwad Mishkil Ashok Sheetal	21.07.2020	No Issue	_____	_____	Present
4.	Gupta Smita Vijay Tulsa	21.07.2020	Content understanding	Remedial teaching	Resolved	Present
5.	Hilloona Dilshad Jehangir Tanaz	21.07.2020	No Issue	_____	_____	Present
6.	Jha Neha Nikhilesh Suman	21.07.2020	Regarding community work	Explained community work and its importance in. Ed curriculum		Present

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7.	Maurya Priyanka Ram Bahadur Amaravati Devi	**21.07.2020**	**No Issue**	_____	_____	**Present**

Name of Mentor:- Mrs. Smita Gajbhiye Batch :- 2020-2022

Class Number of Mentee:- 07

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Dubey Ankita Sudhakar	22.07.2020	Regarding syllabus of B. Ed	Explained the B.Ed. syllabus	Resolved	Present
2.	Dubey Sarita Saurabh Kumar Rajkumari	22.07.2020	Regarding syllabus of B. Ed	Given guidance	Resolved	Present
3.	Gaikwad Mishkil Ashok Sheetal	22.07.2020	Regarding syllabus of B. Ed	Given guidance	Resolved	Present
4.	Gupta Smita Vijay Tulsa	22.07.2020	Regarding syllabus of B. Ed	_____	_____	Present
5.	Hilloona Dilshad Jehangir Tanaz	22.07.2020	Regarding syllabus of B. Ed	Given guidance	Resolved	Present
6.	Jha Neha Nikhilesh Suman	22.07.2020	Regarding syllabus of B. Ed	_____	_____	Present
7.	Maurya Priyanka Ram Bahadur Amaravati Devi	22.07.2020	Regarding syllabus of B. Ed	Explained detail B.Ed. syllabus	Resolved	Present

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Name of Mentor:- Jitendrakumar Gupta Batch :- 2020-22

Number of Mentee:-15

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Dubey Ankita Sudhakar	23.07.2020	Regarding syllabus	Given guidance	Resolved	Present
2.	Dubey Sarita Saurabh Kumar Rajkumari	23.07.2020	Regarding internship	Given guidance	Resolved	Present
3.	Gaikwad Mishkil Ashok Sheetal	23.07.2020	Regarding assignments	Given guidance	Resolved	Present
4.	Gupta Smita Vijay Tulsa	23.07.2020	No Issue	_____	_____	Present
5.	Hilloona Dilshad Jehangir Tanaz	23.07.2020	Content understanding	Given guidance	Resolved	Present
6.	Jha Neha Nikhilesh Suman	23.07.2020	No Issue	_____	_____	Present
7.	Maurya Priyanka Ram Bahadur Amaravati Devi	23.07.2020	No Issue	_____	_____	Present

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Name of Mentor : - Mrs. Sakshi Gole_ Batch:- 2020-22_

Number of Mentee:-07

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Dubey Ankita Sudhakar	24.07.2020	Regarding syllabus	Given guidance	Resolved	Present
2.	Dubey Sarita Saurabh Kumar Rajkumari	24.07.2020	Regarding internship	Given guidance	Resolved	Present
3.	Gaikwad Mishkil Ashok Sheetal	24.07.2020	No Issue	_____	_____	Present
4.	Gupta Smita Vijay Tulsa	24.07.2020	No Issue	_____	_____	Present
5.	Hilloona Dilshad Jehangir Tanaz	24.07.2020	Content understanding	Given guidance	Resolved	Present
6.	Jha Neha Nikhilesh Suman	24.07.2020	No Issue	_____	_____	Present
7.	Maurya Priyanka Ram Bahadur Amaravati Devi	24.07.2020	No Issue	_____	_____	Present

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Name of Mentor:- Mrs. Varsha Ganachari Batch:- 2020-2022

Number of Mentee:- 06

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Tripathi Khushboo Mahesh Aruna	25.07.2020	Regarding syllabus	Explained B.Ed. Syllabus	Resolved	Present
2.	Tripathi Khyati Mahesh Aruna	25.07.2020	Regarding internship	Given guidance	Resolved	Present
3.	Upadhyay Aanchal Gyandhar Neelam	25.07.2020	No Issue	_____	_____	Present
4.	Vaswani Deepa Dhanraj Laxmi	25.07.2020	No Issue	_____	_____	Present
5.	Verma Manjudevi Shivpujan Kamleshdevi	25.07.2020	Regarding assignments	Given guidance	Resolved	Present
6.	Yadav Pritee Lalbahadur	25.07.2020	No Issue	_____	_____	Present

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KALYAN (E) DIST.THANE

Ref. No. SCE/2020-22 Date 05/03/2021

Report on Mentor -Mentee

Batch 2020-22

Semester-1

Need assessment:

- To help in academic enrichment for the First Semester.
- To help in developing teaching skills.
- To help understanding use of ICT in teaching.

Mentoring Aspects:

- Core Course: Learning Material, drill and practice writing answers.
- Micro -teaching -teaching skills, lesson planning teaching aids.
- Reading and reflection -Discussion. assignments, reference
- Participation in co-curricular activities

Micro teaching:

Microteaching, a teacher training technique currently practiced worldwide, provides teachers an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. With the proven success among the novice and seniors, microteaching helps to promote real-time teaching experiences.

Microteaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching.

Core courses and co-curricular activities:

In core courses like Teaching Practicum or Classroom Management, mentorship plays a vital role. Mentors, often experienced teachers or faculty members, guide mentees (B.Ed. students) through their practical teaching experiences. Mentors provide feedback, advice, and support to help mentees develop their teaching skills and confidence in real classroom settings

Mentorship can extend beyond formal coursework into co-curricular activities. For example, in community service projects or workshops, experienced educators can serve as mentors, offering insights and guidance to students as they engage in activities outside the traditional classroom. This mentorship enhances students' learning experiences and encourages them to apply their knowledge and skills in different contexts.

Understanding the dynamics of mentor-mentee relationships can be beneficial in this course. Students learn about human development, motivation, and learning theories, which can inform their interactions as mentors or mentees. They also explore how mentors can support mentees' cognitive and socio-emotional development.

Resources

- E-books for reference
- Question paper.
- Previous year examination papers
- YouTube videos for cultural activities.

Feedback:

Assess whether the objectives of the mentor-mentee program align with the goals of the B.Ed. curriculum and the needs of the students. Feedback should focus on whether these objectives are clearly communicated to both mentors and mentees.

Feedback for a mentor-mentee program in a B.Ed. college should be constructive, actionable, and focused on improving the mentoring experience for all participants. By soliciting feedback from mentors, mentees, and other stakeholders, the program can evolve to meet the changing needs of students and support their development as future educators.

Semester-II

Need Assessment:

- To develop better understanding of core theory papers.
- To develop proficiency in using ICT tools in teaching learning.

- To develop proficiency in lesson planning and teaching skills.

Mentoring Aspects:

- Core courses -Learning Material, drill and practice writing answers.
- Internship activities
- Assessment tools of achievement
- Teaching aids using ICT.

Core -Course and activities: The second semester also focuses on the theory part of the B.Ed. curriculum .Mentoring involved preparing learning material referencing, discussion on topics of theory papers. The respective course teachers provided to student's teacher for core teachers gave additional assistance to mentee. They practiced solving Multiple Choice Questions .They also discussed the appropriate activities and teaching aids would lead to more effective teaching learning experience .The mentors also throughout the online session guided the mentees regarding the various activities that need to be conducted during second semester .

Resources

- E-books for reference
- Question Bank of Multiple -Choice Questions
- Power Point Presentations

Feedback:

Assess whether the objectives of the mentor-mentee program align with the goals of the B.Ed. curriculum and the needs of the students. Feedback should focus on whether these objectives are clearly communicated to both mentors and mentees.

Feedback for a mentor-mentee program in a B.Ed. college should be constructive, actionable, and focused on improving the mentoring experience for all participants. By soliciting feedback from mentors, mentees, and other stakeholders, the program can evolve to meet the changing needs of students and support their development as future educators.

Ref. No. SCE/2020-22 Date 05/03/2021

Semester-III

Need Assessment:

- To develop better understanding of Pedagogy of school subjects
- To develop confidence, interpersonal skills during practice teaching.
- To develop proficiency in lesson planning, teaching skills.
- To develop better understanding for Physical Education and Fine Arts Education

Mentoring Aspects

- Pedagogy of school subjects -common topics in all the methods
- Lesson preparation -teaching skills, activities, teaching aids, reference material
- Internship activities

Internship: The major focus of third semester is practice teaching during which student teachers must conduct an internship for 16 weeks in their practice teaching schools. They had to prepare and present lessons in their pedagogy and conduct all the required internship activities. The mentors also throughout guided the mentees regarding the various activities that need to be conducted during the internship period.

Pedagogy of school subject: The mentor mentee student teachers worked together on topics that were common in their pedagogy of school subject. The respective course teachers provided guidance and mentors gave additional assistance to mentee. They prepared learning material, discussion on topics such as methods of teaching, characteristics of textbooks, correlation with school subjects, qualities of a teacher etc.

Resources

- E-books and learning material.
- Question Bank (Multiple -Choice Questions)
- Sample lesson plans.

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Ref. No. _____ Date _____

Feedback:

Assess whether the objectives of the mentor-mentee program align with the goals of the B.Ed. curriculum and the needs of the students. Feedback should focus on whether these objectives are clearly communicated to both mentors and mentees.

Feedback for a mentor-mentee program in a B.Ed. college should be constructive, actionable, and focused on improving the mentoring experience for all participants. By soliciting feedback from mentors, mentees, and other stakeholders, the program can evolve to meet the changing needs of students and support their development as future educators.

Semester-IV

Need Assessment:

- To develop better understanding of Pedagogy of core courses
- To develop better understanding of elective papers.
- To develop proficiency in research skills.

Mentoring Aspects:

- Core and elective courses: learning material, drill and practice writing answers.

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COLLEGE OF EDUCATION KALYAN (E) DIST. THANE SAKET

2019-20

Mentor – Mentee Group

Batch 2019-21

Ref. No. SCE/2019-21 Date 8/11/2019

Mentoring Policy and Procedure

Academic Year 2019-21

INTRODUCTION

Saket College of Education, Kalyan, hereby declares and adopt mentor policy for the students studying in the institution with predefined specific objectives.

Mentoring is a process where an experienced and knowledgeable person guides and supports as experienced person to help them achieve their personal and professional goals. The mentor provides guidance, advice, and support to the mentee helping them to develop their skills and knowledge in a particular area.

There are two main functions of the mentoring relationship.

The first is the 'career function', which helps mentees learn their craft and prepare for career progress. The mentor provides this function through the different ways of offering advice and guidance. The mentor also acts as a role model and source of inspiration for the mentee.

The second function is the 'psychosocial function', which focuses on how the mentoring relationship improves or strengthens the mentee's confidence and personal growth. Mentors can also support their mentees by offering acceptance, empathy, and encouragement and by demonstrating effective listening and questioning skills that support reflection.

The Mentor-Mentee program at our B.Ed. College is designed to foster a nurturing and supportive learning environment where experienced educators guide and empower aspiring teachers.

The following are some common purposes of Mentor -Mentee policy

1. Mentors pass on their expertise, knowledge, and experience to mentees.
2. Mentees can develop new skills or enhance existing ones under the guidance of their mentor. This can include leadership skills, problem-solving abilities, communication skills, and more.

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3. Mentors can provide guidance on career advancement, goal setting, and navigating professional challenges. Mentees may receive advice on career paths, job opportunities, networking, and personal branding.
4. Mentors often serve as role models, offering support and encouragement to mentees as they navigate personal and professional challenges.
5. Mentor-mentee programs can help promote diversity and inclusion by providing support and opportunities for individuals from underrepresented groups. Mentors can offer guidance on navigating potential biases or challenges related to diversity in the workplace or other settings.

Overall, mentor-mentee programs aim to foster positive relationships, facilitate learning and growth, and contribute to the success and well-being of both mentors and mentees.

The Mentoring program was designed to achieve the following objectives:

a) Foster a supportive and inclusive school culture.
b) Improve student engagement and motivation.
c) Enhance academic performance and achievement. Roles and responsibilities:
d) Develop students' social-emotional skills.
e) Encourage positive peer relationships and conflict resolution

Duties and responsibilities of Mentor

1. Mentors provide guidance and support to teacher candidates throughout their B.Ed. program. It includes assisting them in understanding coursework, fieldwork requirements, and navigating the challenges of teacher education.
2. Mentors serve as role models for teacher candidates, showcasing best practices in pedagogy, classroom management, assessment, and instructional strategies.
3. Mentors observe teacher candidates' teaching practice sessions, either in simulated classroom environments or during fieldwork placements in real schools.
4. Mentors may participate in meetings, workshops, and other collaborative activities to align their efforts with the goals of the teacher education program.

Ref. No. SCE/2019/21 Date 8/4/2019

5. Mentors provide input on candidate progress, participate in evaluation meetings, and assist in determining candidates' readiness for graduation and certification.

Duties / Responsibilities of Mentee

1. Mentees should be open to receiving feedback from their mentors, faculty members, and peers.
2. Mentees should engage in reflective practice, critically examining their experiences, beliefs, and teaching practices
3. Mentees should demonstrate a strong commitment to their own learning and professional development.
4. Mentees should collaborate effectively with their mentors, peers, and colleagues in both academic and fieldwork settings.
5. Mentees should adhere to ethical principles and professional standards in their teaching practice and interactions with students.

Measuring outcomes of mentoring

1. Assess whether mentored students are more engaged in campus activities, such as clubs, organizations, or volunteer work.
2. Evaluate the impact of the mentoring experience on the peer mentors themselves, including their leadership skills, empathy, and ability to work with diverse populations.

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Ref. No. SCE/2019-21 Date 8/11/2019

NOTICE

MENTORING PROCEDURE

This is to inform to all faculty members of Saket College of Education, that a meeting is scheduled regarding mentoring procedure to be followed for B.Ed. Batch (2019-21) on 12th November 2019 at 2:00 pm. All the teachers are requested to attend the meeting.

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COLLEGE OF EDUCATION * SAKET KALYAN (E) DIST.THANE

Mentor: Mentee Meeting

Name of Mentor:- Mrs. Smita Gaikwad Academic Year:- 2019-21

Number of Mentee:- 08

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	ANSARI JAIFUN NAZIR HUSSAIN	2/12/19	No Issue	-----	—	Jaifun
2.	ASH LISA MONTU	3/12/19	Regarding Attendance	Discuss	Resolved	Lisa
3.	BHANDOLI TRIVENI VIJAY	5/12/19	No Issue	—	—	Triveni
4.	CHATTERJEE SUBHOSHREE	5/12/19	Regarding Subject	Explained	Resolved	Subho
5.	CHAUDHARY VASIULLAH HAQIQULLAH	6/12/19	No Issue	—	—	Vasiu
6	CUTLERIWALA ALIFIYA MURTAZA	9/12/19	No Issue	—	—	Alifiya
7	DEVRE MAMTA RAMESH	10/12/19	Regarding Issues Book	Explained	Resolved	Mamta
8	DHAMANSKAR ANUJA UMESH	11/12/19	No Issue	—	—	Anuja

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Name of Mentor:- Mrs. Renu Chaudhary Academic Year:- 2019-21

Number of Mentee:-10

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	GADA ABHISHEK VIJAY	3/12/19	Regarding Attendance	----- Discuss	Resolved	Abhishek
2.	GEHANI ANUKRITI	4/12/19	Regarding Attendance	Discuss	Resolved	Gehani
3.	GHOSH SWARNALI	4/12/19	No Issue	—	—	Swarnali
4.	GOSAVI SNEHA SIDDHESH	5/12/19	Explained Syllabus	Discuss	Resolved	Sneha
5.	HANEY FRANCIS	5/12/19	No Issue	—	—	Haney
6	JEBA MARY MUTHAPPA	6/12/19	No Issue	—	—	Mary
8	JETHE VIVEK JAIRAM	6/12/19	Explained Syllabus	Discuss	Resolved	Vivek
9	JOYCE THANKAM JOSEPH	6/12/19	No Issue	—	—	Joyce
10	KANOJIYA VINOD PATIRAM	9/12/19	No Issue	—	—	Vinod

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Name of Mentor. Mr. Jitendra Gupta Academic Year:- 2019-21

Number of Mentee:- 08

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	NERLEKAR JUILI VILAS	9/12/19	No Issue	-----	—	
2.	OJHA KUMARI NEHA PARMANAND	9/12/19	No Issue	—	—	Neha Ojha
3.	PANDEY ARUNA DEVPRAKASH	10/12/19	Explained	Explained	Resolved	
4.	PANDEY SAPNA HAUSILAPRASAD	11/12/19	No Issue	—	—	Pandeysapna
5.	PANDEY SHUBHA ANAND	11/12/19	Situation	Discussed	Resolved	Shubha
6	RACHNA KUMARI KAILASH	12/12/19	No Issue	—		
7	RAMYA HARIDASAN	12/12/19	Explained	Discussed	Resolved	Ramya
8	SAHA PRABHAT RAJKUMAR	13/12/19	Explained	Discussed	Resolved	Saha.

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Name of Mentor:-. Mrs. Swapnali Shukla Academic Year:- 2019-21

Number of Mentee:-08

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	KATRE SWATI RAJENDRA	16/12/19	No issue	-----	—	Swati
2.	KHANOLKAR MANASI KIRAN	16/12/19	No issue	—	—	Manasi
3.	MANDAL KRISHNAKUMAR GANESH	17/12/19	id card	Explain	Resolved	Mandal
4.	MASAND RUCHI RAMESHCHAND	17/12/19	No issue	—	—	Ruchi
5.	MAURYA ANITA RAMACHAL	17/12/19	Silabus	Discuss	Resolved	Anita
6	MISHRA JYOTI AKHILESH	18/12/19	Question on Silabus	Explain	Resolved	Jyoti
7	MISHRA SHIVA NAND	18/12/19	No issue	—	—	Shivanand
8	NAIR SHEEJA CHANDRASHEKHAR	18/12/19	No issue	—	—	Nair

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Dist. Thane (M S)

Name of Mentor: Mrs. Kanchan Pathak Academic Year:- 2019-21

Number of Mentee:-07

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	SINGH AMAN DHEERENDRA PRATAP	15/12/19	None	-----	—	Aman Singh
2.	SINGH RUPALI INDRABAHADUR	15/12/19	None	—	—	Rupali
3.	SOLOMY JEMINA MUTHAPPA	16/12/19	None	—	—	Jemina
4.	TALUKDAR ZAHRA FATIMA ASHABUDDIN AHMED	16/12/19	Library Books	Explain	Resolve	Zahra
5.	UPADHYYAY PRATIBHA SATISH	17/12/19	Silabus	Explain	Resolve	Pratibha
6	YADAV KRISHNA KUMAR PYARELAL	17/12/19	None	—	—	K.P. Yadav
7	YADAV POOJA SHIVSHANKAR	17/12/19	None	—	—	Pooja

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Ref. No. SCE/2019-21 Date 8-11-2019

Report on Mentor -Mentee

Batch 2019-21

Semester-1

Need assessment:

- To help in academic enrichment for the First Semester.
- To help in developing teaching skills.
- To help understanding use of ICT in teaching.

Mentoring Aspects:

- Core Course: Learning Material, drill and practice writing answers.
- Micro -teaching -teaching skills, lesson planning teaching aids.
- Reading and reflection -Discussion. assignments, reference
- Participation in co-curricular activities

Micro teaching:

Microteaching, a teacher training technique currently practiced worldwide, provides teachers an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. With the proven success among the novice and seniors, microteaching helps to promote real-time teaching experiences.

Microteaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching.

Core courses and co-curricular activities:

In core courses like Teaching Practicum or Classroom Management, mentorship plays a vital role. Mentors, often experienced teachers or faculty members, guide mentees (B.Ed. students) through their practical teaching experiences. Mentors provide feedback, advice, and support to help mentees develop their teaching skills and confidence in real classroom settings

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Mentorship can extend beyond formal coursework into co-curricular activities. For example, in community service projects or workshops, experienced educators can serve as mentors, offering insights and guidance to students as they engage in activities outside the traditional classroom. This mentorship enhances students' learning experiences and encourages them to apply their knowledge and skills in different contexts.

Understanding the dynamics of mentor-mentee relationships can be beneficial in this course. Students learn about human development, motivation, and learning theories, which can inform their interactions as mentors or mentees. They also explore how mentors can support mentees' cognitive and socio-emotional development.

Resources

- E-books for reference
- Question paper.
- Previous year examination papers
- YouTube videos for cultural activities.

Feedback:

Assess whether the objectives of the mentor-mentee program align with the goals of the B.Ed. curriculum and the needs of the students. Feedback should focus on whether these objectives are clearly communicated to both mentors and mentees.

Feedback for a mentor-mentee program in a B.Ed. college should be constructive, actionable, and focused on improving the mentoring experience for all participants. By soliciting feedback from mentors, mentees, and other stakeholders, the program can evolve to meet the changing needs of students and support their development as future educators.

Semester-II

Need Assessment:

- To develop better understanding of core theory papers.
- To develop proficiency in using ICT tools in teaching learning.

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- To develop proficiency in lesson planning and teaching skills.

Mentoring Aspects:

- Core courses -Learning Material, drill and practice writing answers.
- Internship activities
- Assessment tools of achievement
- Teaching aids using ICT.

Core -Course and activities: The second semester also focuses on the theory part of the B.Ed. curriculum .Mentoring involved preparing learning material referencing, discussion on topics of theory papers. The respective course teachers provided to student's teacher for core teachers gave additional assistance to mentee. They practiced solving Multiple Choice Questions .They also discussed the appropriate activities and teaching aids would lead to more effective teaching learning experience .The mentors also throughout the online session guided the mentees regarding the various activities that need to be conducted during second semester .

Resources

- E-books for reference
- Question Bank of Multiple -Choice Questions
- Power Point Presentations

Feedback:

Assess whether the objectives of the mentor-mentee program align with the goals of the B.Ed. curriculum and the needs of the students. Feedback should focus on whether these objectives are clearly communicated to both mentors and mentees.

Feedback for a mentor-mentee program in a B.Ed. college should be constructive, actionable, and focused on improving the mentoring experience for all participants. By soliciting feedback from mentors, mentees, and other stakeholders, the program can evolve to meet the changing needs of students and support their development as future educators.

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Semester-III

Need Assessment:

- To develop better understanding of Pedagogy of school subjects
- To develop confidence, interpersonal skills during practice teaching.
- To develop proficiency in lesson planning, teaching skills.
- To develop better understanding for Physical Education and Fine Arts Education

Mentoring Aspects

- Pedagogy of school subjects -common topics in all the methods
- Lesson preparation -teaching skills, activities, teaching aids, reference material
- Internship activities

Internship: The major focus of third semester is practice teaching during which student teachers must conduct an internship for 16 weeks in their practice teaching schools. They had to prepare and present lessons in their pedagogy and conduct all the required internship activities. The mentors also throughout guided the mentees regarding the various activities that need to be conducted during the internship period.

Pedagogy of school subject: The mentor mentee student teachers worked together on topics that were common in their pedagogy of school subject. The respective course teachers provided guidance and mentors gave additional assistance to mentee. They prepared learning material, discussion on topics such as methods of teaching, characteristics of textbooks, correlation with school subjects, qualities of a teacher etc.

Resources

- E-books and learning material.
- Question Bank (Multiple -Choice Questions)
- Sample lesson plans.

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Feedback:

Assess whether the objectives of the mentor-mentee program align with the goals of the B.Ed. curriculum and the needs of the students. Feedback should focus on whether these objectives are clearly communicated to both mentors and mentees.

Feedback for a mentor-mentee program in a B.Ed. college should be constructive, actionable, and focused on improving the mentoring experience for all participants. By soliciting feedback from mentors, mentees, and other stakeholders, the program can evolve to meet the changing needs of students and support their development as future educators.

Semester-IV

Need Assessment:

- To develop better understanding of Pedagogy of core courses
- To develop better understanding of elective papers.
- To develop proficiency in research skills.

Mentoring Aspects:

- Core and elective courses: learning material, drill and practice writing answers.

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Dist. Thane (M S)

2018-19

Mentor – Mentee Group

Batch 2018-20

Ref. No. SCE/2018-20 Date 5/11/2018

Mentoring Policy and Procedure

Batch 2018-20

INTRODUCTION

Saket College of Education, Kalyan (E) hereby declares and adopt mentor policy for the students studying in the institution with predefined specific objectives.

Mentoring is a process where an experienced and knowledgeable person guides and supports as experienced person to help them achieve their personal and professional goals. The mentor provides guidance, advice, and support to the mentee helping them to develop their skills and knowledge in a particular area.

Some important functions of the mentoring relationship.

The first is the 'career function', which helps mentees learn their craft and prepare for career progress. The mentor provides this function through the different ways of offering advice and guidance. The mentor also acts as a role model and source of inspiration for the mentee.

The second function is the 'psychosocial function', which focuses on how the mentoring relationship improves or strengthens the mentee's confidence and personal growth. Mentors can also support their mentees by offering acceptance, empathy, and encouragement and by demonstrating effective listening and questioning skills that support reflection.

The following are some common purposes of Mentor -Mentee policy

1. Mentors pass on their expertise, knowledge, and experience to mentees.
2. This can include leadership skills, problem-solving abilities, communication skills, and more.
3. Mentors can provide guidance on career advancement, goal setting, and navigating professional challenges. Mentees may receive advice on career paths, job opportunities, networking, and personal branding.

4. Mentors often serve as role models, offering support and encouragement to mentees as they navigate personal and professional challenges.
5. Mentor-mentee programs can help promote diversity and inclusion by providing support and opportunities for individuals from underrepresented groups.

Objectives:

a) Foster a supportive and inclusive school culture.
b) Improve student engagement and motivation.
c) Enhance academic performance and achievement. Roles and responsibilities:
d) Develop students' social-emotional skills.
e) Encourage positive peer relationships and conflict resolution

Duties and responsibilities of Mentor

1. Mentors provide guidance and support to teacher candidates throughout their B.Ed. program. It includes assisting them in understanding coursework, fieldwork requirements, and navigating the challenges of teacher education.
2. Mentors serve as role models for teacher candidates, showcasing best practices in pedagogy, classroom management, assessment, and instructional strategies.
3. Mentors observe teacher candidates' teaching practice sessions, either in simulated classroom environments or during fieldwork placements in real schools.
4. Mentors may participate in meetings, workshops, and other collaborative activities to align their efforts with the goals of the teacher education program.
5. Mentors provide input on candidate progress, participate in evaluation meetings, and assist in determining candidates' readiness for graduation and certification.

Duties / Responsibilities of Mentee

1. Mentees should be open to receiving feedback from their mentors, faculty members, and peers.

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2. 2. Mentees should engage in reflective practice, critically examining their experiences, beliefs, and teaching practices.
3. Mentees should demonstrate a strong commitment to their own learning and professional development.
4. Mentees should collaborate effectively with their mentors, peers, and colleagues in both academic and fieldwork settings.
5. Mentees should adhere to ethical principles and professional standards in their teaching practice and interactions with students.

Measuring outcomes of mentoring

1. Assess whether mentored students are more engaged in campus activities, such as clubs, organizations, or volunteer work.
2. Evaluate the impact of the mentoring experience on the peer mentors themselves, including their leadership skills, empathy, and ability to work with diverse populations.

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Saket Gyanpeeth's
SAKET COLLEGE OF EDUCATION
(Affiliated to University of Mumbai)

Ref. No. SCE/2018-20 Date 05/11/2018

NOTICE

MENTORING PROCEDURE

This is to inform to all faculty members of Saket College of Education, that a meeting is scheduled regarding mentoring procedure to be followed for B.Ed. Batch (2018-20) on 9th November 2018 at 1:30 pm. All the teachers are requested to attend the meeting.

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Saket Gyanpeeth's

Saket College of Education

Agenda of the meeting: Mentoring procedure for batch 2018-2020

Name of the members present.

1. Mr. Vidyaprakash Maurya
2. Mrs. Renu Chaudhary
3. Ms. Madhuri Malkhede
4. Mrs. Sakshi Gole
5. Mrs. Smita Gaikwad
6. Mrs. Smita Gajbhiye
7. Mrs. Chhaya Shelke
8. Mr. Jitendra Gupta

Summary:

1. Discussion on mentoring policy was done.
2. Students were allotted to members.
3. Review of mentoring policy.
4. Roles and responsibilities of mentors were discussed.

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Saket Gyanpeeth's

Saket College of Education

Mentoring Committee

Academic Year 2018-20

Sr. No.	Name of the Faculty	Designation
1.	Mr. Vidyaprakash Maurya	I/C Principal
2.	Mrs. Renu Chaudhary	Mentor
3.	Ms. Madhuri Malkhede	Mentor
4	Mrs. Sakshi Gole	Mentor
5	Mrs. Smita Gaikwad	Mentor
6.	Mrs. Smita Gajbhiye	Mentor
7.	Mrs. Chhaya Shelke	Mentor
8.	Mr. Jitendra Gupta	Mentor

Saket Gyanpeeth's

Saket College of Education

Mentor – Mentee List

Academic Year 2018-20

Mentor: Mrs. Renu Chaudhary

Sr. No.	Name of the Mentee
1.	ANJANA RAMACHANDRAN
2.	AYYER GAYATRI PARSHURAM
3.	BANERJEE NILANJANA AMIT
4.	BERA RAKHEE ANILKUMAR
5.	BHADEKAR PRIYA MOHAN MANISHA
6	BHATTACHARJEE ANJANA TAPAN
7	BOUDH SNEHA SURENDRA KUMAR
8	CHATURVEDI SONAL SANTOSH
9	CHAUDHARY YOGITA DATARAM
10	CHAUHAN AMITKUMAR PARASNATH
11	CHOUDHARY VANDITA HANSRAJ
12	DALVI ANNANYA MANGESH

Mentor: Ms. Madhuri Malkhede

Sr. No.	Name of the Mentee
1.	DAVDA RAJ PRAVIN
2.	DESAI ARCHANA ASHOK
3.	DUBEY ANJANA NAYELAL
4.	DUBEY MAHESHWARI PRASAD SHRIKRISHNA
5.	DUBEY POOJA ASHOK
6	DUBEY VINAY KUMAR KRIPASHANKAR
7	DUBEY NEHA ASHOK
8	GIRI SONI RAJKUMAR
9	GUPTA NIDHI AMAR NATH
10	GUPTA SACHIN VIKRAMPRASAD
11	GUPTA BRIJESH SURPHEK
12	GUPTA RANJANADEVI HARILAL
13	JADHAV KIRTI DAYANAND

SAKET COLLEGE OF EDUCATION

Mentor: Mrs. Sakshi Gole

Sr. No.	Name of the Mentee
1.	JAISWAR SUJEET INDRAMANI
2.	JALUI VICKY ABHAY
3.	JOHN LINCY LILLY
4.	JOSHIR MANOJ GANESHAN
5.	KAGINKAR SUJATA ARUN
6	KAMBLE POOJA BABAN
7	KHAN NEHA SALIM
8	KHAN ZEBA PARVEEN NASIR HUSSAIN
9	KUMAVAT PRIYANKA PRAVIN
10	LAKHWANI GEETA SURESHKUMAR
11	MAHADIK SMITA SURESH
12	MARU DHVANI KIRAN
13	MAURYA ANITA TILAKRAM
14	MAURYA SHILPA SHITALAPRASAD

Mentor: Mrs. Smita Gaikwad

Sr. No.	Name of the Mentee
1.	MAURYA SUNITA RAMNARESH
2.	METHWANI RAVINA CHANDERLAL
3.	MISHRA PRAVEEN KUMAR DINANATH
4.	MISHRA MINTI ARUN
5.	MOHAMMAD QURESH WAHI DALI
6	MOMIN UMME KULSUM KAMARUZZAMAN
7	NADAR PUSHPA JOTHI JAYAPALRAJ
8	NADAR PLEASY BELSIYA HENSON
9	NATH SAUMYABRATA
10	NEELAM MADHURI ROOPSINGH
11	PAI VISHAL PRAKASH
12	PANDEY PRAVESH DURGA PRASAD
13	PANDEY VIVEK NANHE LAL
14	PANDEY PRATIBHA DAYASHANKAR

Mentor: Mrs. Smita Gajbhiye

Sr. No.	Name of the Mentee
1.	PANDYA NIKHIL TARUNKUMAR
2.	PANIGRAHI SAPANA SOMNATH
3.	PARAB MRUGAJA ARVIND
4.	PATEL PRATIBHA ANILKUMAR
5.	PATIL TEJAS SANJAY
6	POOBAL RAYER PRATHIMA ANTHONY EDISON
7	PRAJAPATI PARESHKUMAR DALPATBHAI
8	PUSHPAKAR PANKAJ MOOLCHAND
9	RAJANI KUMARI
10	RAWAL POOJA DEVANAND
11	RECHODE PRATIMA ASHOK
12	ROY ALIK BUNAMALI
13	SALUNKHE AISHWARYA AJIT

Mentor: Mrs. Chhaya Shelke

Sr. No.	Name of the Mentee
1.	SANGEETA KUMARI YOGINDER KUMAR
2.	SATRA HARSHA DEEPAK
3.	SHAH ZILL RAJESH
4.	SHAIKH SABAH ABDUL KADER
5.	SHAIKH SIDDIQUA RAHMAN SAIFUR RAHMAN
6	SHARMA ABHISHEK RAMAWADHA
7	SIDDIQUE SHAGUFTA NADIM
8	SINGH BABALEE SHIVAJI
9	SINGH KAMINI SHYAMSUNDER
10	TARACHANDANI NAINA KISHORE
11	THAKUR MANISH RAMASHANKAR
12	THOMAS SALLY BENJAMIN
13	TINNA BHAVIKA AMARLAL

Mentor: Mr. Jitendra Gupta

Sr. No.	Name of the Mentee
1	TIWARI REETUDEVI JOGESH
2	UPADHYAY SARVESH OMPRAKASH
3	VARUDKAR SHREYA VIJAY
4	VISHWAKARMA PINKY MAHESH
5	WANKHEDE SACHIN SAHEBRAO
6	YADAV KANCHAN MANIKCHAND
7	YADAV SHIVKUMAR PYARELAL

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SAKET COLLEGE OF EDUCATION
KALYAN (E)
DIST. THANE

Mentor: Mentee Meeting

Name of Mentor:- Mrs. Renu Chaudhary Academic Year:- 2018-20

Number of Mentee:-12

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	ANJANA RAMACHANDRAN	7/01/2019	Regarding syllabus	To give detailed information	Resolved	Anjana
2.	AYYER GAYATRI PARSHURAM	8/01/19	No issues	—	—	AG
3.	BANERJEE NILANJANA AMIT	10/01/19	No issues	—	—	Nilanjana
4.	BERA RAKHEE ANILKUMAR	15/01/19	—	—		Rakhee
5.	BHADEKAR PRIYA MOHAN MANISHA	09/01/19	Personal issue related Subject	Solving with others	Solved	Priya
6	BHATTACHARJEE ANJANA TAPAN	8/01/19	No issues	—	—	Anjana
7	BOUDH SNEHA SURENDRA KUMAR	4/01/19	No issues	—	—	Sneha Boudh
8	CHATURVEDI SONAL SANTOSH	11/01/19	No issues	—	—	Sonal
9	CHAUDHARY YOGITA DATARAM	23/01/19	About Scholarship	Informed about Scholarship	Resolved	Chaudhary
10	CHAUHAN AMITKUMAR PARASNATH	21/01/19	No issues	—	—	Amit
11	CHOUDHARY VANDITA HANSRAJ	15/01/19	No issues	—	—	Choudhary
12	DALVI ANNANYA MANGESH	25/01/19	About Scholarship	Informed about Scholarship	Resolved	Annanya

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Name of Mentor:-. Ms. Madhuri Malkhede Academic Year:- 2018-20

ClassNumber of Mentee:-13

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	DAVDA RAJ PRAVIN	3/1/2019	No issues	-----	—	RD
2.	DESAI ARCHANA ASHOK	7/1/2019	No issues	—	—	Archupesh
3.	DUBEY ANJANA NAYELAL	22/1/2019	No issues	—	—	Anjana
4.	DUBEY MAHESHWARI PRASAD SHRIKRISHNA	16/1/2019	Regarding gotership	Explained gotership	Resolved	Maheshwari
5.	DUBEY POOJA ASHOK	18/1/2019	Regarding books	Explained publication	Resolved	Pooja
6	DUBEY VINAY KUMAR KRIPASHANKAR	15/1/2019	Regarding community work	Explained community work	Resolved	Vinay
7	DUBEY NEHA ASHOK	9/1/2019	—	—	—	Neha
8	GIRI SONI RAJKUMAR	24/1/2019	No issues	—	—	Soni
9	GUPTA NIDHI AMAR NATH	24/1/2019	Regarding ECA	Explained CCA	Resolved	Nidhi
10	GUPTA SACHIN VIKRAMPRASAD	28/1/2019	Regarding books	Explained reference text-books	Resolved	Sachin
11	GUPTA BRIJESH SURPHEK	18/1/2019	No issues	—	—	Brijesh
12	GUPTA RANJANADEVI HARILAL	25/1/2019	Regarding Academics	Explained Syllabus & gotership	Resolved	Ranjana
13	JADHAV KIRTI DAYANAND	25/1/2019	—	—	—	Kirti

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Name of Mentor. Mrs. Sakshi Gole Academic Year:- 2018-20

Number of Mentee:- 14

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	JAISWAR SUJEET INDRAMANI	11/2/2019	None	-----	—	Sujeet
2.	JALUI VICKY ABHAY	4/2/2019	Regarding Projectwork	Explained Project	Resolved	Vicky
3.	JOHN LINCY LILLY	5/2/2019	Regarding community work	Explained community work	Resolved	Lincy
4.	JOSHIR MANOJ GANESHAN	7/2/2019	No issues	—	—	
5.	KAGINKAR SUJATA ARUN .	8/2/2019	No issues	—	—	Sujata
6	KAMBLE POOJA BABAN	18/2/2019	Regarding Notes	Explained Academics notes	Resolved	Poojak
7	KHAN NEHA SALIM	6/2/2019	No issues	—	—	Nkhan
8	KHAN ZEBA PARVEEN NASIR HUSSAIN	6/2/2019	No issues	—	—	Kzeba.
9	KUMAVAT PRIYANKA PRAVIN	11/2/2019	Regarding attendence	Explained attendence procedure.	Resolved	Priyanka
10	LAKHWANI GEETA SURESHKUMAR	4/2/2019	No issues	—	—	G.S.Lakhwani
11	MAHADIK SMITA SURESH	7/2/2019	Regarding Peddogogy	Explained syllabus	Resolved	
12	MARU DHVANI KIRAN	9/2/2019	No issues	No.	—	Dhvka
13	MAURYA ANITA TILAKRAM	11/2/2019	No issues	—	—	Anita
14	MAURYA SHILPA SHITALAPRASAD	16/2/2019	No issues	—	—	Shilpa

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Name of Mentor Academic Year:- Smita Gaikwad 2018-20

Number of Mentee:- 14

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	MAURYA SUNITA RAMNARESH	2/12/2019	~~Nope~~ NO issues	-----	—	Sunita
2.	METHWANI RAVINA CHANDERLAL	5/1/2019	No issues	—	—	Ravina.
3.	MISHRA PRAVEEN KUMAR DINANATH	3/1/2019	No issues	—	—	MP
4.	MISHRA MINTI ARUN	16/1/2019	Regarding Attendence	Information given regarding attendence.	Resolved	
5.	MOHAMMAD QURESH WAHI DALI	5/1/2019	No issues	—		
6	MOMIN UMME KULSUM KAMARUZZAMAN	18/1/2019	Regarding Academics	Explained syllabus	Resolved	
7	NADAR PUSHPA JOTHI JAYAPALRAJ	17/1/2019	Regarding Internship	Explained internship	Resolved	
8	NADAR PLEASY BELSIYA HENSON	14/12/2019	Regarding Communication	Explained community	Resolved	
9	NATH SAUMYABRATA	14/12/2019	NO issues	—	—	
10	NEELAM MADHURI ROOPSINGH	20/12/2019	Regarding syllabus	Explained syllabus	—	
11	PAI VISHAL PRAKASH	13/12/2019	No issues	—	—	
12	PANDEY PRAVESH DURGA PRASAD	7/12/2019	No issues	—	—	
13	PANDEY VIVEK NANHE LAL	21/12/2019	No issues	—	—	
14	PANDEY PRATIBHA DAYASHANKAR	8/12/2019	No issues	—	—	

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Name of Mentor:- Mrs. Smita Gajbhiye Academic Year:- 2018-20

Number of Mentee:-14

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	PANDYA NIKHIL TARUNKUMAR	10/12/2019	Issues regarding hygiene	Explained in detail	Resolved	Pandya
2.	PANIGRAHI SAPANA SOMNATH	12/12/19	None	—	—	Sapana
3.	PARAB MRUGAJA ARVIND	11/12/19	None	—	—	MP
4.	PATEL PRATIBHA ANILKUMAR	20/12/2019	Regarding community work	Explained	Resolved	Patel Pratibha
5.	PATIL TEJAS SANJAY	18/12/2019	None	—	—	Tejas
7	POOBAL RAYER PRATHIMA ANTHONY EDISON	18/12/2019	None	—	—	Rayer
8	PRAJAPATI PARESHKUMAR DALPATBHAI	20/12/2019	Regarding syllabus	Explained syllabus	Resolved	Prajapati
9	PUSHPAKAR PANKAJ MOOLCHAND	22/12/2019	Regarding books & publication	Explained Publication	Resolved	Pkm
10	RAJANI KUMARI	23/12/2019	None	—	—	रजनी कुमारी
11	RAWAL POOJA DEVANAND	11/12/2019	Regarding timetable	Explained B.Ed syllabus	Resolved	Pooja Rawal
12	RECHODE PRATIMA ASHOK	5/12/2019	No he	—	—	Rpralma
13	ROY ALIK BUNAMALI	18/12/2019	Nothing	—	—	Alok
14	SALUNKHE AISHWARYA AJIT	19/12/2019				Aishwarya

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Dist. Thane (M S)

Name of Mentor: Mrs. Chhaya Shelke Academic Year: 2018-20

Number of Mentee:- 13

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	SANGEETA KUMARI YOGINDER KUMAR	2/1/2019	Regarding college timings	Explained time table.	Resolved	Sangeeta Kumari
2.	SATRA HARSHA DEEPAK	3/1/2019	Regarding library books	Explained books.	Resolved	H Satra
3.	SHAH ZILL RAJESH	7/1/2019	None	–	–	Zill
4	SHAIKH SABAH ABDUL KADER	8/1/2019	None	–	–	Sabah
5	SHAIKH SIDDIQUA RAHMAN SAIFUR RAHMAN	15/1/2019	None	–	–	Sally
6	SHARMA ABHISHEK RAMAWADHA	30/1/2019	None	–	–	Abhishek
7	SIDDIQUE SHAGUFTA NADIM	18/1/2019	None	–	–	Siddique
8	SINGH BABALEE SHIVAJI	17/1/2019	None	–	–	Babalee
9	SINGH KAMINI SHYAMSUNDER	25/1/2019	Nothing	–	–	Kamini
10	TARACHANDANI NAINA KISHORE	18/1/2019	Regarding internship syllabus	Explained internship community.		Naina
11	THAKUR MANISH RAMASHANKAR	24/1/2019	No issue			manish
12	THOMAS SALLY BENJAMIN	4/1/2019	–	–		Thomas
13	TINNA BHAVIKA AMARLAL	25/1/2019	No issue	–	–	Bhavika

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Name of Mentor:- Mr. Jitendra Gupta_ Academic Year:- 2018-20

Number of Mentee:-07

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	TIWARI REETUDEVI JOGESH	3/1/2019	About Syllabus	Explained Syllabus	Resolved	
2.	UPADHYAY SARVESH OMPRAKASH	5/1/2019	Concern regarding Question Paper	Guided about Q.P.	Resolved	
3.	VARUDKAR SHREYA VIJAY	8/1/2019	Nothing	—	—	
4.	VISHWAKARMA PINKY MAHESH	22/1/2019	Regarding Marks	Guided about marks	Resolved	
5.	WANKHEDE SACHIN SAHEBRAO	25/1/2019	No issues	—	—	
6	YADAV KANCHAN MANIKCHAND	29/1/2019	Nothing	—	—	
7	YADAV SHIVKUMAR PYARELAL	15/1/2019	No issues	—	—	S.P. Yadav

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Ref. No. _____ Date _____

Report on Mentor -Mentee

Batch 2018-20

Semester-1

Need assessment:

- To help in academic enrichment for the First Semester.
- To help in developing teaching skills.
- To help understanding use of ICT in teaching.

Mentoring Aspects:

- Core Course: Learning Material, drill and practice writing answers.
- Micro -teaching -teaching skills, lesson planning teaching aids.
- Reading and reflection -Discussion. assignments, reference
- Participation in co-curricular activities

Micro teaching:

Microteaching, a teacher training technique currently practiced worldwide, provides teachers an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. With the proven success among the novice and seniors, microteaching helps to promote real-time teaching experiences.

Microteaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching.

Core courses and co-curricular activities:

In core courses like Teaching Practicum or Classroom Management, mentorship plays a vital role. Mentors, often experienced teachers or faculty members, guide mentees (B.Ed. students) through their practical teaching experiences. Mentors provide feedback, advice, and support to help mentees develop their teaching skills and confidence in real classroom settings

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Mentorship can extend beyond formal coursework into co-curricular activities. For example, in community service projects or workshops, experienced educators can serve as mentors, offering insights and guidance to students as they engage in activities outside the traditional classroom. This mentorship enhances students' learning experiences and encourages them to apply their knowledge and skills in different contexts.

Understanding the dynamics of mentor-mentee relationships can be beneficial in this course. Students learn about human development, motivation, and learning theories, which can inform their interactions as mentors or mentees. They also explore how mentors can support mentees' cognitive and socio-emotional development.

Resources

- E-books for reference
- Question paper.
- Previous year examination papers
- YouTube videos for cultural activities.

Feedback:

Assess whether the objectives of the mentor-mentee program align with the goals of the B.Ed. curriculum and the needs of the students. Feedback should focus on whether these objectives are clearly communicated to both mentors and mentees.

Feedback for a mentor-mentee program in a B.Ed. college should be constructive, actionable, and focused on improving the mentoring experience for all participants. By soliciting feedback from mentors, mentees, and other stakeholders, the program can evolve to meet the changing needs of students and support their development as future educators.

Semester-II

Need Assessment:

- To develop better understanding of core theory papers.
- To develop proficiency in using ICT tools in teaching learning.

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- To develop proficiency in lesson planning and teaching skills.

Mentoring Aspects:

- Core courses -Learning Material, drill and practice writing answers.
- Internship activities
- Assessment tools of achievement
- Teaching aids using ICT.

Core -Course and activities: The second semester also focuses on the theory part of the B.Ed. curriculum .Mentoring involved preparing learning material referencing, discussion on topics of theory papers. The respective course teachers provided to student's teacher for core teachers gave additional assistance to mentee. They practiced solving Multiple Choice Questions .They also discussed the appropriate activities and teaching aids would lead to more effective teaching learning experience .The mentors also throughout the online session guided the mentees regarding the various activities that need to be conducted during second semester .

Resources

- E-books for reference
- Question Bank of Multiple -Choice Questions
- Power Point Presentations

Feedback:

Assess whether the objectives of the mentor-mentee program align with the goals of the B.Ed. curriculum and the needs of the students. Feedback should focus on whether these objectives are clearly communicated to both mentors and mentees.

Feedback for a mentor-mentee program in a B.Ed. college should be constructive, actionable, and focused on improving the mentoring experience for all participants. By soliciting feedback from mentors, mentees, and other stakeholders, the program can evolve to meet the changing needs of students and support their development as future educators.

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Ref. No. _____ Date _____

Semester-III

Need Assessment:

- To develop better understanding of Pedagogy of school subjects
- To develop confidence, interpersonal skills during practice teaching.
- To develop proficiency in lesson planning, teaching skills.
- To develop better understanding for Physical Education and Fine Arts Education

Mentoring Aspects

- Pedagogy of school subjects -common topics in all the methods
- Lesson preparation -teaching skills, activities, teaching aids, reference material
- Internship activities

Internship: The major focus of third semester is practice teaching during which student teachers must conduct an internship for 16 weeks in their practice teaching schools. They had to prepare and present lessons in their pedagogy and conduct all the required internship activities. The mentors also throughout guided the mentees regarding the various activities that need to be conducted during the internship period.

Pedagogy of school subject: The mentor mentee student teachers worked together on topics that were common in their pedagogy of school subject. The respective course teachers provided guidance and mentors gave additional assistance to mentee. They prepared learning material, discussion on topics such as methods of teaching, characteristics of textbooks, correlation with school subjects, qualities of a teacher etc.

Resources

- E-books and learning material.
- Question Bank (Multiple -Choice Questions)
- Sample lesson plans.

COLLEGE OF EDUCATION KALYAN (E) DIST.THANE SAKET

Ref. No. _____ Date _____

Feedback:

Assess whether the objectives of the mentor-mentee program align with the goals of the B.Ed. curriculum and the needs of the students. Feedback should focus on whether these objectives are clearly communicated to both mentors and mentees.

Feedback for a mentor-mentee program in a B.Ed. college should be constructive, actionable, and focused on improving the mentoring experience for all participants. By soliciting feedback from mentors, mentees, and other stakeholders, the program can evolve to meet the changing needs of students and support their development as future educators.

Semester-IV

Need Assessment:

- To develop better understanding of Pedagogy of core courses
- To develop better understanding of elective papers.
- To develop proficiency in research skills.

Mentoring Aspects:

- Core and elective courses: learning material, drill and practice writing answers.

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Appendix-II

Peer feedback 2.2.2 2018-19 (2)

SAKET COLLEGE OF EDUCATION, KALYAN (E).

Supervision Check List

Name of School Teacher : Shweta Tiwari and Prachi Pawar

Subject : Secretarial practice Topic : Qualities of secretory Date : 12/2/19

(Use Tick Mark)

I. Set induction

Topic

Demonstration — Use of Previous Knowledge ✓ — Posing intriguing Problem

Analogy

Teaching aids ✓ — Questioning — Narration

Story Telling

II Stimulus Variation (Tick Mark)

Questioning	Narration	B.B. Work
Pictures	Diagrams	Models
Maps	Charts	Experiment
Demonstration ✓	Dramatization	Recitation
Model Reading	Model Recitation	Any other

(Re. Extent of use : Teachnique of using. Selection etc.)

III. Questioning

Faulty Qs : (Tally mark frequency, note down examples)

Repetition of Q	Suggestive Q ✓
Changing form of Q	Easy
Mannerisms in Q e.g. Yes ?	Grammatical error in Q
Vague Q	Double Barreled Q
Difficult	Echo Q
Elliptical Q	Q not relevant to-content
Yes/No Q	Adequancy : Few/sufficient too many

IV. Response to pupil's Answer and Reinforcement (Tally Mark)

Correct Answers :

Verbal Reinforcement :

Yes	Right ✓	Good	V. Good
Exactly	That's right ✓	Correct	Excellent

Non – verbal Reinforcement :

Incorrect Answers :

Mocking	Gentle indication
Harsh remark	not indication

Pratially Correct Answer :

No indication

Further questioning of pupils

Further questioning of other pupils

Further questioning of other pupils and then questioning of first pupil ✓

Mannerism in Reinforcement : e.g. repeating answer

Handling of answer of pupils : v.good/good/average/poor/v. poor

Suggestions : Give more examples in explaination

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

V. Class-room interaction (Tick Mark)

	excessive	adequate	insufficient
Teacher-Student		✓	
Student-Student			✓
Student-Teacher		✓	

Suggestions :

VI. Closure : (Tick Mark)

Summary : adequate/too brief/too lengthy ✓
Developed by response of pupils
Developed by teacher
Developed at the end of the lesson ✓
Developed at specific points in the lesson

VII. Evaluation :

Followed same sequence as in lesson	Good/Average/Poor
Variety	Good/Average/Poor
Different techniques were used	Good/Average/Poor
Core elements were evaluated	Good/Average/Poor
Major objectives of lesson evaluated	Good/Average/Poor
C. B. Work well organised	Good/Average/Poor
C. B. Work neat	Good/Average/Poor
C. B. Work handwriting good	Good/Average/Poor

Suggestions :

VIII. Class-room Management :

Good/Average/Poor
Teachers efforts of maintaining discipline Good/Average/Poor
Suggestions :

IX. Plan implementation (Tick Mark)
Extent to which

	V.good	Good	Average	Poor	V.Poor
1. Objectives were kept in view		✓			
2. Objectives were realised		✓			
3. Interest created in pupils		✓			
4. Pupils were involved			✓		
5. Teacher's preparation			✓		
6. Teacher's mastery on method			✓		
7. Teacher's mastery on subject matter			✓		
8. Usage of language		✓			
9. Usage of teaching aids	✓				
10. Creation of rapport with the class		✓			

Suggestions :

Give more examples in explanation

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

2020-21

SAKET COLLEGE OF EDUCATION, KALYAN (E).

Supervision Check List

Name of School Teacher : ---------- नीलम नवघरकर ----------

Subject : ---------- हिन्दी ---------- Topic : ---------- रहस्य ---------- Date : 29/08/2021

(Use Tick Mark)

I. Set induction

Topic

Demonstration
Analogy
Teaching aids ✓
Story Telling

Use of Previous Knowledge ✓
Questioning

Posing intriguing Problem
Narration

II Stimulus Variation (Tick Mark)

Questioning ✓	Narration	B.B. Work
Pictures	Diagrams	Models
Maps	Charts ✓	Experiment
Demonstration	Dramatization	Recitation
Model Reading	Model Recitation	Any other

(Re. Extent of use : Teachnique of using. Selection etc.)

III. Questioning

Faulty Qs : (Tally mark frequency, note down examples)

Repetition of Q	Suggestive Q ✓
Changing form of Q	Easy
Mannerisms in Q e.g. Yes ?	Grammatical error in Q
Vague Q	Double Barreled Q
Difficult	Echo Q
Elliptical Q	Q not relevant to-content
Yes/No Q	Adequancy : Few/sufficient too many

IV. Response to pupil's Answer and Reinforcement (Tally Mark)

Correct Answers :

Verbal Reinforcement :

Yes	Right	Good ✓	V. Good
Exactly	That's right	Correct	Excellent

Non – verbal Reinforcement :

Incorrect Answers :

Mocking ✓ Gentle indication

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

Harsh remark not indication
Pratially Correct Answer :
No indication
Further questioning of pupils
Further questioning of other pupils
Further questioning of other pupils and
then questioning of first pupil
Mannerism in Reinforcement : e.g. repeating answer
Handling of answer of pupils : v.good/good/average/poor/v. poor
Suggestions :

V. Class-room interaction (Tick Mark)

	excessive	adequate	insufficient
Teacher-Student		✓	
Student-Student			
Student-Teacher			

Suggestions :

VI. Closure : (Tick Mark)

Summary : adequate/too brief/too lengthy
Developed by response of pupils
Developed by teacher
Developed at the end of the lesson
Developed at specific points in the lesson

VII. Evaluation :

Followed same sequence as in lesson	Good/Average/Poor
Variety	Good/Average/Poor
Different techniques were used	Good/Average/Poor
Core elements were evaluated	Good/Average/Poor
Major objectives of lesson evaluated	Good/Average/Poor
C. B. Work well organised	Good/Average/Poor
C. B. Work neat	Good/Average/Poor
C. B. Work handwriting good	Good/Average/Poor

Suggestions :

VIII. Class-room Management :

Good/Average/Poor

Teachers efforts of maintaining discipline Good/Average/Poor

Suggestions :

IX. Plan implementation (Tick Mark)
Extent to which

			V.good	Good	Average	Poor	V.Poor
1. Objectives were kept in view	--	------	✓				
2. Objectives were realised	--	------	✓				
3. Interest created in pupils	--	------		✓			
4. Pupils were involved	--	------					
5. Teacher's preparation	--	------	✓				
6. Teacher's mastery on method	--	------	✓				
7. Teacher's mastery on subject matter	--	------	✓				
8. Usage of language	--	------	✓				
9. Usage of teaching aids	--	------					
10. Creation of rapport with the class	--	------		✓			

Suggestions :

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2021-22

SAKET COLLEGE OF EDUCATION, KALYAN (E).

Supervision Check List

Name of School Teacher: Smita Pal

Subject: Science Topic: Nutrition and Diet Date: 15/9/22

(Use Tick Mark)

I. Set induction — Topic

Demonstration	✓ Use of Previous Knowledge	Posing intriguing
Analogy		Problem
✓ Teaching aids	Questioning	Narration
Story Telling		

II Stimulus Variation (Tick Mark)

Questioning	Narration	✓ B.B. Work
Pictures	✓ Diagrams	Models
Maps	Charts	Experiment
Demonstration	Dramatization	Recitation
Model Reading	Model Recitation	Any other

(Re. Extent of use: Technique of using. Selection etc.)

III. Questioning

Faulty Qs: (Tally mark frequency, note down examples)

Repetition of Q	Suggestive Q
Changing form of Q	✓ Easy
Mannerisms in Q e.g. Yes?	Grammatical error in Q
Vague Q	Double Barreled Q
Difficult	Echo Q
Elliptical Q	Q not relevant to-content
Yes/No Q	Adequancy : Few/sufficient too many

IV. Response to pupil's Answer and Reinforcement (Tally Mark)

Correct Answers :

Verbal Reinforcement :

✓ Yes	Right	Good	V. Good
✓ Exactly	That's right	Correct	Excellent

Non – verbal Reinforcement :

Incorrect Answers :

Mocking	Gentle indication
Harsh remark	✓ not indication

Pratially Correct Answer :

No indication

Further questioning of pupils

Further questioning of other pupils

Further questioning of other pupils and then questioning of first pupil

Mannerism in Reinforcement : e.g. repeating answer

Handling of answer of pupils : v.good/good/average/poor/v. poor

Suggestions :

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST. THANE

V. Class-room interaction (Tick Mark)

	excessive	adequate	insufficient
Teacher-Student	✓		
Student-Student	✓		
Student-Teacher	✓		

Suggestions :

VI. Closure : (Tick Mark) ✓

Summary : adequate/too brief/too lengthy
Developed by response of pupils
Developed by teacher
Developed at the end of the lesson
Developed at specific points in the lesson

VII. Evaluation :

Followed same sequence as in lesson	✓Good/Average/Poor
Variety	✓Good/Average/Poor
Different techniques were used	✓Good/Average/Poor
Core elements were evaluated	✓Good/Average/Poor
Major objectives of lesson evaluated	✓Good/Average/Poor
C. B. Work well organised	✓Good/Average/Poor
C. B. Work neat	✓Good/Average/Poor
C. B. Work handwriting good	✓Good/Average/Poor

Suggestions :

VIII. Class-room Management :

✓Good/Average/Poor
Teachers efforts of maintaining discipline ✓Good/Average/Poor
Suggestions :

IX. Plan implementation (Tick Mark)
Extent to which

	V.Good	Good	Average	Poor	V.Poor
1. Objectives were kept in view	✓				
2. Objectives were realised	✓				
3. Interest created in pupils	✓				
4. Pupils were involved	✓				
5. Teacher's preparation	✓				
6. Teacher's mastery on method	✓				
7. Teacher's mastery on subject matter	✓				
8. Usage of language	✓				
9. Usage of teaching aids	✓				
10. Creation of rapport with the class	✓				

Suggestions : — Overall good.

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST. THANE

2022-23

SAKET COLLEGE OF EDUCATION, KALYAN (E).

Supervision Check List

Name of Student Teacher : मधु रानी पांडेय

Subject : हिन्दी (गद्य) Topic : गद्य का रेखाचित्र Date : 17/7/2023

(Use Tick Mark)

I. Set induction

Demonstration
Analogy
Teaching aids
Story Telling
✓ Use of Previous Knowledge
Topic
Posing intriguing Problem
Questioning
Narration

II Stimulus Variation (Tick Mark)

✓ Questioning
Pictures
Maps
Demonstration
Model Reading
Narration
Diagrams
Charts
Dramatization
Model Recitation
B.B. Work
Models
Experiment
Recitation
Any other

(Re. Extent of use : Teachnique of using. Selection etc.)

III. Questioning

Faulty Qs : (Tally mark frequency, note down examples)

Repetition of Q
Changing form of Q
Mannerisms in Q e.g. Yes ?
Vague Q
Difficult
Elliptical Q
Yes/No Q
✓ Suggestive Q
✓ Easy
Grammatical error in Q
Double Barreled Q
Echo Q
Q not relevant to-content
Adequancy : Few/sufficient too many

IV. Response to pupil's Answer and Reinforcement (Tally Mark)

Correct Answers :
Verbal Reinforcement :
Yes
Exactly
Right
That's right
✓ Good
Correct
V. Good
Excellent
Non – verbal Reinforcement :
Incorrect Answers :
Mocking
Harsh remark
✓ Gentle indication
not indication
Pratially Correct Answer :
No indication
✓ Further questioning of pupils
✓ Further questioning of other pupils
Further questioning of other pupils and then questioning of first pupil
Mannerism in Reinforcement : e.g. repeating answer
Handling of answer of pupils : v.good/good/average/poor/v. poor
Suggestions : आवाज थोड़ा और बढ़ाओ।

SAKET COLLEGE OF EDUCATION ★ KALYAN (E) DIST. THANE

V. Class-room interaction (Tick Mark)

	excessive	adequate	insufficient
Teacher-Student		✓	
Student-Student		✓	
Student-Teacher		✓	

Suggestions :

VI. Closure : (Tick Mark)

Summary : adequate/too brief/too lengthy
Developed by response of pupils
Developed by teacher
Developed at the end of the lesson
Developed at specific points in the lesson

VII. Evaluation :

Followed same sequence as in lesson	Good/Average/Poor
Variety	Good/Average/Poor
Different techniques were used	Good/Average/Poor
Core elements were evaluated	Good/Average/Poor
Major objectives of lesson evaluated	Good/Average/Poor
C. B. Work well organised	Good/Average/Poor
C. B. Work neat	Good/Average/Poor
C. B. Work handwriting good	Good/Average/Poor

Suggestions : फलक लेखन स्पष्ट है।

VIII. Class-room Management :

Good/Average/Poor
Teachers efforts of maintaining discipline Good/Average/Poor
Suggestions :

IX. Plan implementation (Tick Mark)
Extent to which

	V.good	Good	Average	Poor	V.Poor
1. Objectives were kept in view		✓			
2. Objectives were realised		✓			
3. Interest created in pupils		✓			
4. Pupils were involved		✓			
5. Teacher's preparation		✓			
6. Teacher's mastery on method		✓			
7. Teacher's mastery on subject matter		✓			
8. Usage of language		✓			
9. Usage of teaching aids		✓	✓		
10. Creation of rapport with the class			✓		

Suggestions : शिक्षण कार्य अच्छा किया गया।

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST. THANE

2.4.13

SAKET COLLEGE OF EDUCATION, KALYAN (E).

Supervision Check List

Name of School Teacher : Prachi Pawar and Shweta Tiwari

Subject : mathematics Topic : Straight line Date : 25/03/19

(Use Tick Mark)

I. Set induction

Topic

Demonstration	✓ Use of Previous Knowledge	Posing intriguing Problem	
Analogy			
Teaching aids		Questioning	Narration ✓
Story Telling			

II Stimulus Variation (Tick Mark)

Questioning ✓	Narration	B.B. Work
Pictures	Diagrams	Models ✓
Maps	Charts ✓	Experiment
Demonstration	Dramatization	Recitation
Model Reading	Model Recitation	Any other

(Re. Extent of use : Teachnique of using. Selection etc.)

III. Questioning

Faulty Qs : (Tally mark frequency, note down examples)

Repetition of Q	Suggestive Q
Changing form of Q ✓	Easy
Mannerisms in Q e.g. Yes ?	Grammatical error in Q
Vague Q	Double Barreled Q
Difficult	Echo Q
Elliptical Q	Q not relevant to-content ✓
Yes/No Q	Adequancy : Few/sufficient too many

IV. Response to pupil's Answer and Reinforcement (Tally Mark)

Correct Answers :

Verbal Reinforcement :

Yes ✓	Right	Good ✓	V. Good
Exactly	That's right	Correct	Excellent

Non – verbal Reinforcement :

Incorrect Answers :

Mocking	Gentle indication ✓
Harsh remark ✓	not indication

Pratially Correct Answer :

No indication

Further questioning of pupils

Further questioning of other pupils

Further questioning of other pupils and then questioning of first pupil

Mannerism in Reinforcement : e.g. repeating answer

Handling of answer of pupils : v.good/good/average/poor/v. poor

Suggestions :

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

V. Class-room interaction (Tick Mark)

	excessive	adequate	insufficient
Teacher-Student	✓		
Student-Student		✓	
Student-Teacher		✓	

Suggestions :

VI. Closure : (Tick Mark)

Summary : adequate/too brief/too lengthy ✓
Developed by response of pupils ✓
Developed by teacher
Developed at the end of the lesson ✓
Developed at specific points in the lesson

VII. Evaluation :

Followed same sequence as in lesson	Good/Average/Poor ✓
Variety	Good/Average/Poor ✓
Different techniques were used	Good/Average/Poor ✓
Core elements were evaluated	Good/Average/Poor ✓
Major objectives of lesson evaluated	Good/Average/Poor ✓
C. B. Work well organised	Good/Average/Poor ✓
C. B. Work neat	Good/Average/Poor ✓
C. B. Work handwriting good	Good/Average/Poor ✓

Suggestions :

VIII. Class-room Management :

Good/Average/Poor ✓
Teachers efforts of maintaining discipline Good/Average/Poor ✓
Suggestions :

IX. Plan implementation (Tick Mark)
Extent to which

	V.good	Good	Average	Poor	V.Poor
1. Objectives were kept in view		✓			
2. Objectives were realised		✓			
3. Interest created in pupils		✓			
4. Pupils were involved		✓			
5. Teacher's preparation		✓			
6. Teacher's mastery on method	✓				
7. Teacher's mastery on subject matter	✓	✓			
8. Usage of language		✓			
9. Usage of teaching aids					
10. Creation of rapport with the class	✓				

Suggestions :

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST. THANE

2-4-13

SAKET COLLEGE OF EDUCATION, KALYAN (E).

Supervision Check List

Name of School Teacher : ---------नीलम नवघरकर----------

Subject : ---------हिन्दी---------- Topic : ---------कबीर के पद---------- Date : ---------28/08/2021---------

(Use Tick Mark)

I. Set induction

Topic

Demonstration
Analogy
Teaching aids ✓
Story Telling

Use of Previous Knowledge ✓
Questioning

Posing intriguing Problem
Narration

II Stimulus Variation (Tick Mark)

Questioning ✓	Narration	B.B. Work
Pictures ✓	Diagrams	Models
Maps	Charts ✓	Experiment
Demonstration	Dramatization	Recitation
Model Reading	Model Recitation	Any other

(Re. Extent of use : Teachnique of using. Selection etc.)

III. Questioning

Faulty Qs : (Tally mark frequency, note down examples)

Repetition of Q	Suggestive Q ✓
Changing form of Q	Easy
Mannerisms in Q e.g. Yes ?	Grammatical error in Q
Vague Q	Double Barreled Q
Difficult	Echo Q
Elliptical Q	Q not relevant to-content
Yes/No Q	Adequancy : Few/sufficient too many

IV. Response to pupil's Answer and Reinforcement (Tally Mark)

Correct Answers :

Verbal Reinforcement :

Yes ✓	Right	Good	V. Good
Exactly	That's right	Correct ✓	Excellent

Non – verbal Reinforcement :

Incorrect Answers :

Mocking ✓ Gentle indication

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Harsh remark not indication
Pratially Correct Answer :
No indication
Further questioning of pupils
Further questioning of other pupils
Further questioning of other pupils and
then questioning of first pupil
Mannerism in Reinforcement : e.g. repeating answer
Handling of answer of pupils : v.good/good/average/poor/v. poor
Suggestions :

V. Class-room interaction (Tick Mark)

	excessive	adequate	insufficient
Teacher-Student			
Student-Student			
Student-Teacher			

Suggestions :

VI. Closure : (Tick Mark)

Summary : adequate/too brief/too lengthy
Developed by response of pupils
Developed by teacher
Developed at the end of the lesson
Developed at specific points in the lesson

VII. Evaluation :

Followed same sequence as in lesson	Good/Average/Poor
Variety	Good/Average/Poor
Different techniques were used	Good/Average/Poor
Core elements were evaluated	Good/Average/Poor
Major objectives of lesson evaluated	Good/Average/Poor
C. B. Work well organised	Good/Average/Poor
C. B. Work neat	Good/Average/Poor
C. B. Work handwriting good	Good/Average/Poor

Suggestions :

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DIST. THANE

VIII. Class-room Management :

Good/Average/Poor

Teachers efforts of maintaining discipline Good/Average/Poor

Suggestions :

IX. Plan implementation (Tick Mark)
Extent to which

	V.good	Good	Average	Poor	V.Poor
1. Objectives were kept in view -- ------	✓				
2. Objectives were realised -- ------	✓	✓			
3. Interest created in pupils -- ------					
4. Pupils were involved -- ------	✓				
5. Teacher's preparation -- ------	✓				
6. Teacher's mastery on method -- ------	✓				
7. Teacher's mastery on subject matter -- ------	✓				
8. Usage of language -- ------	✓				
9. Usage of teaching aids -- ------			✓		
10. Creation of rapport with the class -- ------					

Suggestions :

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Appendix-III

Remedial learning engagement 2.2.2. 2018-19 (3)

SAKET GYANPEETH'S

SAKET COLLEGE OF EDCUATION (B.Ed.)

(Affiliated to University of Mumbai)

Saket Vidyanagari, Chinchpada Road, Katemanivli,
Kalyan (East) - 421 306. Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher Soni Giri

Roll No. 21

Subject Organisation of Management (OCM)

Lesson No. (General) (?)

Lesson No. (In the method)

Topic Management and Importance of Management

Practising School Saket Junior College

Std. XI Div. E

Date 20/2/19

Time - From ? To ?

Previous knowledge of the class

Students have knowledge about Concept, Features and Objectives of management.

Teaching Points	General Objectives
* Meaning of management * Defination of management * Importance of management	Knowledge:- Pupil acquire the knowledge of management and importance of management. Understanding:- The pupil acquire develops the understanding of management and importance Application:- The pupil apply their knowledge in practically in Business basis. Skill:- The pupil develops the skill in business management

Teaching Aids :- Chart

Reference Aids :- OCM 12th Textbook.

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Content Analysis	Objective : Specifications
Importance of management- Management is highly important for the survival and growth of an organization.	Knowledge- The pupil acquire the knowledge of management. And Importance of management.
1) Helps to achieve goals- Management helps any organization to accomplish the objectives very easily.	Understanding- The pupil understand of importance of management.
2) Ensures optimum use of resources- Management helps the organization to make proper use of resources.	Application- The pupil apply in management and concept of management in their real life.
3) Motivates people- The most important task of management is to motivate people.	Skills- The pupil develops the skills of management -
4) Establishes a Sound Organization- Establish and Survival are depend on management.	
5) Co-ordinates activities- Management harmonizes all these activities.	
6) Helps in economic development- Management does not help but Organization grow then help in economic development.	
7) Fulfilling Social Objectives- Every Organization its Social responsibility to fulfill by paying wages etc.	

SAKET COLLEGE OF EDUCATION

Lesson Notes.

Name of pupil Teacher:- Soni Gini	practising School:- Saket Junior College.
Roll No:- 21	Std:- XI Div:-
Subject:- OCM.	
Lesson no:- 8	Date 20/2/19.
Topic:- Management	Time:-
Sub-topic:- Importance of Management	

Previous knowledge of students:- Students have knowledge about concept, features and objectives of management.

Teaching point	General Objectives.
* Meaning of management	Knowledge:- pupil acquire the knowledge of management and Importance of management
* Importance of management 1) Helps to achieve goals	Understandings:- The pupil develop the understanding of importance of management
2) Ensures optimum use of resources.	
3) Motivates people	Applications:- The pupil apply their knowledge in practically in of management.
4) Establishes a Sound Organization	
5) Co-ordinates activities	Skills:- The pupil develops the skill in management.
6) Helps in the economic development	
7) Fulfilling Social Objectives	

Teaching Aids:- Chart.

Reference Books:- Textbooks.

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST THANE

Procedure (Student Teacher)

Introduction:- Introduces the topic with the help of (by asking) questions.

1) What is management?
2) What is features of management?

Statement of Aim:- So, today we are going to study about the importance of management.

Presentation:-
Explain the management ~~and~~ importance of management with the help of examples (Teacher gives the detail explanation)

Conclusion:- So today we have learnt about the importance of management

Core elements:- ~~x~~
Scientific temper.

Values:- Neatness, punctuality
Scientific attitude.

Evaluation

Generalisation

1) What is important role of management?
2) What are objectives of management?

Recapitulation:-
1) What points included in management?
optimum use of resources
2) ~~What~~

Application:- ??
True / False.
1) Management can be done without any objective.
2) Management helps in using the resources properly.

Assignment:- What is management? (write down your opinion)

Content Analysis

* Importance of Management:- Management is highly important for the survival and growth of an organization.

1) Helps to achieve goals:- management helps any organization to accomplish the objectives very easily.

2) Ensures Optimum use of resources:- Management helps the organization to make Proper use of resources.

3) Motivates people:- The most important task of management is to motivate people.

4) Establishes a Sound Organization:- Establish and Survival are depend on management.

5) Coordinates activities:- management harmonizes all these activities.

6) Helps in economic development:- Management does not help but Organization grow then help in economic development

7) Fulfilling Social Objectives:- Every Organization its Social responsibility to fulfill by paying wages etc.

Objectives :- Specification.

Knowledge:- The pupil acquires the knowledge of management and importance of management

Understanding:- The pupil understand of importance of management.

Application:- The pupil apply in management and importance of management

Skills:- The pupil develops the skills of in management.

→ Attitude concept of manage in their real life!

Black Board Work.

Date :-
Std :- XI

Subject :- OCM
Unit 6 Management
Sub Unit :- Importance of management

Definition :-
According to Henry Fayol, "to forecast, to plan, to organise, to command, to co-ordinate and to control."

Examples of Importance of management :-
It helps in Achieving group - it arranges the production, assembles and organizes the resources etc.

seen

Black Board Work.

Date :-
Std :- XI

Subject :- OCM
Unit :- Management
Sub Unit :- Importance of management

Definition :-

According to Henry Fayol, "to forecast, to plan, to organise, to command, to co-ordinate and to control."

Examples Of Importance of Management :-

It helps in Achieving group - it arranges the production, assembles and organizes the resources etc.

Procedure	Evaluation
Introduction :- Introduces the topic with the help of questions:- ① What is management? ② What is features of management?	**Generalization :-** ① What are objectives of management? ② Which point included in Importance of management?
Statement of Aim :- So today we are going to study about the importance of management.	
Presentation :- Explain the management and its importance with the help of examples. And showing various pictures related the topic. And write down the Blackboard also and explaining deeply. Importance of management explain also and asking the questions in these related topic.	**Recapitulation :-** ① What points included in optimum use of resources?
	Application :- True or false ① management can be done without any objective. ② management helps in using the resources properly.
Conclusion :- So, today we have learn about the Importance of management.	
Core Elements :- Scientific tempey.	**Assignment :-** What is management?
Values :- Neatness, punctuality, Scientific attitude.	

BLACK BOARD WORK

Jottins Diagram :-

Definition:-

According to Henry fayol, "to forcast, to plan, to organise, to Command, to co-ordinate and to control."

Summary :-

Examples of Importance of Management

It helps in Achieving group - it arranges the production, assembles and organizes the resources etc.

Remarks Items

- ✓ Set induction
- ..... Model Reading
- ..... Model Recitation
- ..... Objective Qns.
- ..... Silent Reading
- ..... Narrations
- ✓ Explanations
- ..... Illustrations
- ✓ Questions
- ✓ Use of teaching aids
- ✓ Class Response
- ..... Class Participation
- ..... Black Board work
- ✓ Experiments
- ..... Demonstrations
- ..... Specimen observation
- ..... Dramantization
- ..... Student's reading / recitation / drill
- ✓ Closure
- ✓ Teacher's knowledge of content
- ✓ Teacher's preparation of lesson
- ..... Method of teaching
- ..... Interest created
- ..... Class control

Seen the remarks of the supervisor

Guiding Professor

Suggestions :-

- control class properly.
- Need more focus on content.
- Handled teaching aid properly.
- taken response from students.

General Remarks Overall lesson was good. Need more improvement.

Supervising Professor

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2019 - 20

SAKET GYANPEETH'S

SAKET COLLEGE OF EDCUATION (B.Ed.)

(Affiliated to University of Mumbai)

Saket Vidyanagari, Chinchpada Road, Katemanivli,
Kalyan (East) - 421 306. Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher Jadhav Kirti Dayanand

Roll No. 26

Subject maths

Lesson No. (General) (01)

Lesson No. (In the method) 1

Topic Expansion formula.

Practising School Anand Global kalyan East

Std. VIII Div.

Date 26/07/19

Time - From 8:45 To 9:15

Previous knowledge of the class

students have previous knowledged about variable constant & Algebric expression.

Teaching Points	General Objectives
i) $(a+b)^2 = a^2 + 2ab + b^2$ ii) $(a-b)^2 = a^2 - 2ab + b^2$ iii) $(a+b)(a-b) = a^2 - b^2$	1) Knowledge :- pupil acquire the knowledge about expansion of binomials 2) understanding :- pupil develop an understanding of expansion formula. 3) Application :- 3) pupil applied their knowledge and understanding about binomial expansion 4) skill pupil develop the skill required to study expansion formula, and able to solve complex binomial expansion expression.

Teaching Aids :- Activity chart showing the relationship between geometry and algebra.

Reference Aids :- Book w.w.w. mathsisfun.com

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Content Analysis	Objective : Specifications
A We have studied the following expansion formulae	pupil understanding term expansion.
Activity II :- In the figure alongside the square with side a is divided into 4 rectangles namely, square with side (a-b) square with side b and two rectangles of side (a-b) and b	1) knowledge :- pupil recognize the term expansion of formula.
	2) Understanding pupil will also understanding relationship between expansion.
	3) Application :- pupil will be able to use it in daily life.
A(Square I) + A(rect II) + A(rectangle III) + A(rectangle IV) = A(□PQRS)	4) Skill pupil develop skill of observation of various examples and How to solve example of expansion.
$\therefore (a-b)^2 + (a-b)b + (a-b)b + b^2 = a^2$	
$(a-b)^2 + 2ab - 2b^2 + b^2 = a^2$	
$\therefore (a-b)^2 + 2ab - b^2 = a^2$	
$\therefore (a-b)^2 = a^2 - 2ab + b^2$	
Let us multiply the algebric expansion and obtain the formula.	
$(a-b)^2 = (a-b) \times (a-b)$	
$= a(a-b) - b(a-b)$	
$= a^2 - ab - ab + b^2$	
$= a^2 - 2ab + b^2$	

Name of the pupil Teacher
Jadhav Kirti Dayanand
Roll No:- 26
Subject :- maths
Lesson No:-(General) 01
Lesson No:- (In method)
Topic:- Expansion formula

practising school
Aanand Global Kalyan East.
Std: VIII Div:- —
Date:- 26/7/19
Time:- ~~9:15 to~~ 8:45 to 9:15

Previous knowledge of the class:-
Students have previous knowledged about variable, constant & Algebric expression.

Teaching point.
1) $(a+b)^2 = a^2 - 2ab + b^2$
ii) $(a-b)^2 = a^2 - 2ab + b^2$
iii) $(a+b)(a-b) = a^2 - b^2$

General objectives
Knowledge pupil acquire the knowledge about expansion of binomical
understanding pupil develop an understanding of expansion formula.
Application 2) pupil applied their knowledge and familiar understanding about binomial expansion ~~with~~ familiar
skill 3) pupil develop the skill required to study expansion formula and able to solve complex binomial expression.

Teaching Aids:- Activity chart showing the relationship between geometry and algebra

Reference:- www.mathsisfun.com
Book

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST. THANE

Content Analysis

We have studied the following expansion formulae

Activity II In the figure alongside, the square with side a is divided into 4 rectangles namely, square with side $(a-b)$ square with side b and two rectangles of side $(a-b)$ and b

A(square I) + A(rect II) + A + A(rectangle III) + A(Square IV)

$= A[\square PQRS)$

$(a-b)^2 + (a-b)b + (a-b)b + b^2 = a^2$

$(a-b)^2 + 2ab - 2b^2 + b^2 = a^2$

$(a-b)^2 + 2ab - b^2 = a^2$

$\therefore (a-b)^2 = a^2 - 2ab + b^2$

Let us multiply the algebric expanssion and obtain the formula.

$(a-b)^2 = (a-b) \times (a-b)$

$= a(a-b) - b(a-b)$

$= a^2 - ab - ab + b^2$

$= a^2 - 2ab + b^2$

Objective specification

specific of pupil understanding term expansion

1) knowledge
pupil recognize the term expansion of formula.

2) Understanding
pupil will also understanding relationshi between expansion.

3) Application
pupil will be able to use it in daily life.

4) skill
pupil develop skill of observation of variou examples and How to solve example of expansi

Procedure

Introduction: what we know general identities like $(a+b)^2$ $(a-b)^2$ but have you ever visualized this?

Statement of Aim:- so today we will learn about expansion formula.

presentation:- Teacher explain the formula

$(a+b)^2 = a^2+2ab+b^2$

teacher ~~ask to~~ give example and ask student to solve the given example.

student solve example.

Teacher explain next formula.

$(a-b)^2 = a^2-2ab+b^2$

by using chart.

teacher solve example and ask student write down given example teacher give example and say to student solve given example. student solve example. teacher give home work

Conclusion:- so, today we learn about expansion formula of $(a+b)^2$, $(a-b)^2$ & $(a-b)(a-b)$

Core element: Inculcation of scientific temper

value:- scientific attitude.

Evaluation

Generalization

1) $(x+y)^2$ expand the given binomial.

Recapitulation

$(x+2y)^2$ explain the above example.

Application

expand the example base on expansion formula.

1) $(98)^2$

Assignment

expand given example

1) $(2x-5y)^2$

2) $(52)^2$

3) $(5m+3n)(5m-3n)$

Date

subject:- maths std.

unit:- Expansion formula.

Ex.1) $(x-2y)^2$

$= x^2 - 2(x)(-2y) + (2y)^2$

$= \boxed{x^2 + 2xy + 4y^2}$

2) $(101)^2 = (100+1)^2$

$= 10000 + 200 + 1$

$= 10201$

$\therefore (101)^2 = \boxed{10201}$

Formula

1) $(a+b)^2 = a^2 + 2ab + b^2$

2) $(a-b)^2 = a^2 - 2ab + b^2$

3) $(a+b)(a-b) = a^2 - b^2$

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(1) Set induction was as per the plan
(2) concept was clear
(3) B. B work was Good
(4) Teaching aids used
(5) Examples were more Relevant
(6) Explanation was Good.
(7) Recapitulation was done by Game method.
(8) Assignment was Given
(9) ~~Less~~ overall Lesson was Good.

Procedure	Evaluation
Introduction :- In What we know general identities like $(a+b)^2 (a-b)^2$ but have you ever visualize this?	**Generalization :-** 1) $(x+y)^2$ expand the given binomial.
Statement of Aim :- So, today we will learn about expansion formula.	
Presentation :- Teacher explain the formula $(a+b)^2 = a^2+2ab+b^2$ teacher give example and ask students to solve the given examples students solve examples. Teacher explain next formula $(a-b)^2 = a^2-2ab+b^2$ by using chart. teacher solve example and ask students write down given example teacher give example and say to students solve solve given example. student solve teacher give homwork.	**Recapitulation :-** $(x+y)^2$ expand the above example.
	Application :- expand the example base on expansion formula 1) $(98)^2$
Conclusion :- So, today we learn about expansion formula, $(a+b)^2 (a-b)^2$	
Core Elements :- Inculcation of scientific temper	**Assignment :-** expand it 1) $(2x-5y)^2$ 2) $(52)^2$ 3) $(5m+3n)(5m-3n)$
Values :- Scientific attitude.	

BLACK BOARD WORK

Jottins Diagram :-

Subject :- maths

Ex. 1) $(x-2y)^2$

$(x-2y)^2 = x^2 - 2(x)(-2y) + (2y)^2$

$= x^2 + 4xy + 4y^2$

2) $(101)^2 = (100+1)$

$= 10000 + 200 + 1$

$= 10201$

$\therefore (101)^2 = 10201$

Summary :-

Date :- 26/07/19

Std :- 8th

Formula

1) $(a+b)^2 = a^2 + 2ab + b^2$

2) $(a-b)^2 = a^2 - 2ab + b^2$

3) $(a+b)(a-b) = a^2 - b^2$

Remarks Items

- ✓ Set induction
- ..... Model Reading
- ..... Model Recitation
- ..... Objective Qns.
- ..... Silent Reading
- ..... Narrations
- ..... Explanations
- ..... Illustrations
- ✓ Questions
- ✓ Use of teaching aids
- ✓ Class Response
- ✓ Class Participation
- ✓ Black Board work
- ..... Experiments
- ..... Demonstrations
- ..... Specimen observation
- ..... Dramantization
- ..... Student's reading / recitation / drill
- ..... Closure
- ✓ Teacher's knowledge of content
- ✓ Teacher's preparation of lesson
- ✓ Method of teaching
- ✓ Interest created
- ✓ Class control

Seen the remarks of the supervisor

Guiding Professor

Suggestions :-

1) Set induction as per the plan
2) concept was clear
3) B. B work was Good
4) Teaching Aids used
5) Example were more Relevant
6) Explaination was Good
7) Recaptualization was done by Game method
8) Assignment was Given
9)

General Remarks Overall lesson was Good.

Supervising Professor 26/7/19

SAKET COLLEGE OF EDUCATION * KALYAN (E) DIST. THANE

2021-22

SAKET GYANPEETH'S

SAKET COLLEGE OF EDCUATION (B.Ed.)

(Affiliated to University of Mumbai)

Saket Vidyanagari, Chinchpada Road, Katemanivli,
Kalyan (East) - 421 306. Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher ..Miss. Nilima Umeshchandra Pandey

Roll No. 39.

Subject ..Science (Biology)

Lesson No. (General) (6th)

Lesson No. (In the method) 1st

Topic ..Chp 5. Cell structure and organisation.

Practising School ..Saket College of arts, science and commerce.

Std. ..XI th.. Div. ..A

Date ..12:09:22

Time - From ..12:45.. To ..01:20

Previous knowledge of the class

Pupils Know about the basics of cell and its type.

Teaching Points	General Objectives
• Cell • Kinds of cell • Difference between Prokaryotic and Eukaryotic cell. • Prokaryotic cell.	Knowledge - pupils acquire knowledge of cell. Understanding - pupils understand characteristics of cell & its types. Application - pupils will apply this information SRill - pupil acquire sRill to construct cell diagram.

Teaching Aids :- Book, cloth material, Onion.

Reference Books:- www.cancer.gov > clef > cell.

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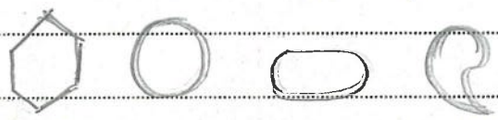
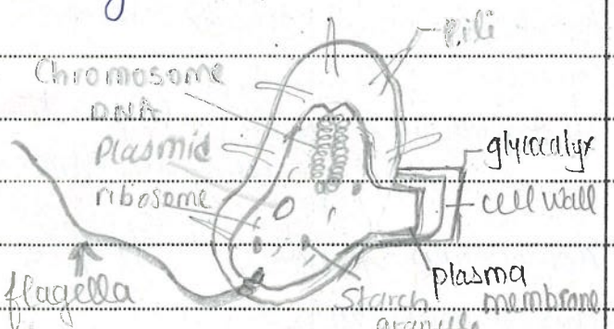
Content Analysis	Objective : Specifications
Cell: as we have seen paper, cotton form the simple unit of the complex book or cloth so is cell the basic, fundamental unit of life. We Know that Rober Hooke first observed cell under his built microscope & named it cell in Latin which means 'empty room'. Features of cell: cell shape, size, type, etc.  Observation: simple, compound, Light, Electron microscope. Kinds of Cell: Prokaryotic & Eukaryotic ① Lack of membrane bound organelle ② No nuclear membrane ① Membrane bound organelle present ② Nuclear membrane present. Prokaryotic Cell  ① Cell Envelop and its three layers - glycocalyx, cell wall, plasma membrane. ② In cytoplasm - food granules, plasmid, chromosome DNA, infolding mesosomes, ribosomes of 70S (50S + 30S) are present ③ Chromatophore, tubular pili, Frimbriae, Flagella, cilia are seen.	Knowledge. ① Pupils recall cell definition ② Pupils remember cell functions and structure Understanding ① Pupils understand features of cell ② Pupils distinguish between prokaryotic & Eukaryotic cell. Application ① Pupils give examples of organisms showing prokaryotic cell ② Pupils collect information on prokaryotic cell. Skill ① Pupils learn the skill of drawing prokaryotic cell.

LESSON NOTES

Name of pupil teacher: Miss. Nilima Umeshchandra Pandey	Practising college : Saket College of Arts, Science and Commerce.
Roll no. 39.	
Subject : Science (Biology)	Std : XI th Div :
Lesson No. (General) : 6th	
Lesson No. (In method) : 1st	Date : 11.09.22
Topic : Chp. 5. Cell structure and organisation	Time : From 12.45 to 1.20
Sub topic : Cell and its types.	

Previous Knowledge of class

Pupils are aware about basics of cell

Teaching Points	Genral Objectives
• Cell • Kinds of Cell • Difference between Prokaryotic and Eukaryotic cell • Prokaryotic cell	Knowledge : pupil acquire Knowledge of cell Understanding : pupils understand characteristics of cell & its types. Application : pupils will apply this information to distingish prokaryotic & eukaryotic cell. SKill : pupil acquire sKill to construct cell diagrams.

Teaching aid : Book, cloth, onion

Reference Books : www.cancer.gov > def > cell, NCERT textbook IX th Std, chapter 5.

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST. THANE

Content Analysis

Cell

We have seen paper, cotton form the simple unit of the complex book or cloth so is cell the basic, fundamental unit of life, organism. We know that Robert Hooke first observed cell under his built microscope & named it cell in latin which means "Empty room".

Features of cell : cell shap, cell size, cell Type, etc.

different cell shapes

Cell observation: Simple microscope, light microscope, electron microscope are used

Kinds of cell : Prokaryotic & Eukaryotic

① Lack membrane bound cell organelle	Presence of membrane bound cell organelle
② No nuclear membrane	Nuclear membrane Present.
③ DNA is not organised	Organised DNA.

Prokaryotic cell

① Cell envelop & its three layers - glycocalyx for protection it is slimy or capsule

② Cell wall for mechanical support & Gram staining

③ Plasma membrane for protection of cytoplasm

④ In Cytoplasm - food granules, plasmid chromosome attached to cell membrane infolding - mesosome.

⑤ Ribosome 70S (50S + 30S)

⑥ Chromatophore in Photosynthetic bacteria

⑦ Flagella, tubular pili, cilia, Trimbriae

Example: Kingdom monera & Protista

Objective Specification

① Knowledge

Pupils gain the knowledge related to cell.

Pupils recall cell discovery

Pupils recall cell definition

② Understanding

Pupils understand chracters of cell & Prokaryotic cell

Pupil give examples of prokaryotic cell

③ Application

Pupils apply this knowledge to understand organisms

④ Skill

Pupil develop the skill of drawing a prokaryotic cell.

Procedure

Introduction done by Questioning, teaching aid

Introduction: ① Can you tell what is this notebook made up of?
② Now, what is this cloth made up of?
③ Do you remember the experiment you did with this onion?

Statement of aim: So, today we are going to learn about Cell.

Presentation

Teachers define → Cell

① Teacher first gives introduction of cell, definition and its characteristics.
② Teacher uses black board, explanation skill to explain types of cells.
③ Teacher distinguishes between prokaryotic & Eukaryotic cell.
④ Teacher explains prokaryotic cell in detail
⑤ Teacher does ~~recap~~ evaluation, and gives assignment.

Conclusion Today we have learned about cell & indetail about prokaryotic cell.

Core element: Inculcation of scientific temper

Values: Scientific attitude
Critical thinking.

Evaluation

Genralisation

① What are 2 types of cell? studied by you these
② Is cell visible to naked eye.

~~Recapitulation~~ Application

① Kingdom _____ shows prokaryotic cell.
② _____ is capacity of cell to divide & differentiate.

~~Application~~ Recapitulation

① State any 2 characteristics of Prokaryotic cell.
② State any 2 characteristics of Eukaryotic cell.

Assignment

Enlist 10 organism ~~w~~that show prokaryotic cell.

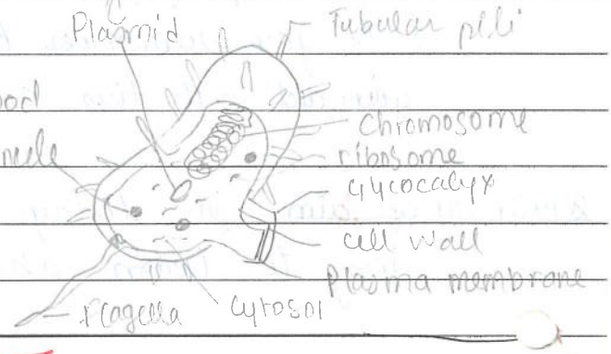
Black Board Work.

12.09.2022 Subject : Biology
XIth Std Topic : Chp 5. Cell structure and Organisation

- 5.1. Cell
- 5.2. Kinds of Cell
- 5.3. Prokaryotic cell

Assignment
- Enlist 10 organisms having Prokaryotic cell.

Prokaryotic Cell



Assignment –

Seen

* Prievious knowledge give for the teaching Aids. – good
* Black . Board writting – good.
* used clour chalk – V. good.
* Ask the Generalisation question
* Presentation is good.
* Interaction is more imporeut.

Satisfied

12/9/22

Procedure	Evaluation
Introduction :- Introduction done by teaching aids and Questioning. ① Can you tell what is notebook made up of? ② Now, what is cloth made up of? ③ Do you remember the experiment you did with onion.	**Generalization :-** ① What are the types of cell studied by you?
Statement of Aim :- So, today we are going to learn about cell.	② Are cells visible to naked eye?
Presentation :- • Teacher defines cell and it characteristics. • Teacher uses black board, explanation skill to explain types of cell • Teacher distinguishes between Prokaryotic & Eukaryotic cell. • Teacher explains prokaryotic cell with diagram in detail • Teacher does evaluation and gives assignment	**Recapitulation :-** ① State any 2 Characteristics of Prokaryotic cell ② State any 2 characteristics of Eukaryotic cell
	Application :- ① Kingdom _____ shows prokaryotic cell ② _____ capacity of cell to divide & differentiate.
Conclusion :- Today we have learned about cell and Prokaryotic cell.	
Core Elements :- Inculcation of scientific temper	**Assignment :-** Enlist 10 organism that show prokaryotic cell.
Values :- Scientific attitude. Critical Thinking.	

BLACK BOARD WORK

Jottins Diagram :-

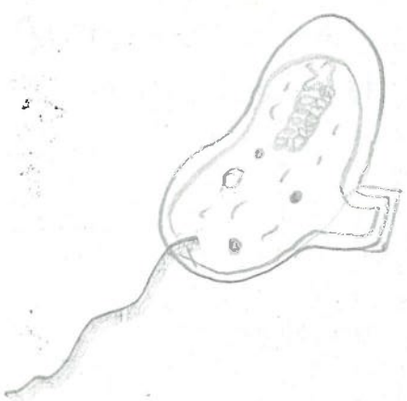
12.09.2022

XI th Std.

Subject: Biology

Topic: 5. Cell structure and organisation.

Prokaryotic Cell



Summary :-

Assignment.

Enlist 10 different organisms showing prokaryotic cell.

Remarks Items

..... Set induction ✓
..... Model Reading
..... Model Recitation
..... Objective Qns.
..... Silent Reading
..... Narrations
..... Explanations ✓
..... Illustrations ✓
..... Questions ✓
..... Use of teaching aids ✓
..... Class Response ✓
..... Class Participation ✓
..... Black Board work ✓
..... Experiments ✓
..... Demonstrations
..... Specimen observation
..... Dramantization
..... Student's reading / recitation / drill
..... Closure ✓
..... Teacher's knowledge of content ✓
..... Teacher's preparation of lesson ✓
..... Method of teaching ✓
..... Interest created ✓
..... Class control ✓

Seen the remarks of the supervisor

Guiding Professor

Suggestions :-

Previous knowledge give for the Teaching Aids - good

Black-Board writting - good.
Used clour chalk - V. good.

General Remarks

Ask the generalisation question.
Presentation is good.
Interaction is more important.
Satisfied.

Supervising Professor

Rahi
12/9/22

SAKET COLLEGE OF EDUCATION
KALYAN (E) DIST. THANE

2022-23

SAKET GYANPEETH'S

SAKET COLLEGE OF EDCUATION (B.Ed.)

(Affiliated to University of Mumbai)

Saket Vidyanagari, Chinchpada Road, Katemanivli,
Kalyan (East) - 421 306. Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher Sanjis Sasamma Kunjappan

Roll No. 64

Subject English

Lesson No. (General) (Unit1)

Lesson No. (In the method) 1.3

Topic "The Pilgrim"

Practising School Saket vidya mandir school

Std. VIII Div. A

Date 18/07/2023

Time - From 8.50 To 9.15

Previous knowledge of the class

Students know about unselfish love, generosity and the value of helping others.

Teaching Points	General Objectives
• Helping others • Being kind to others • Good deeds always comes back • encountering problems positively.	1. Knowledge - students have knowledge about people traveling to holy places, they know the value of helping other. 2. Understanding - They understand that if help is received at the right time one can do better 3. Application - students remember and tell their experiences where they got help from others. 4. Skill - students develop self help skills and be Independent.

Teaching Aids :- Pictures of pilgrims, quotes about helping others.

Reference Books:- std VIII - English Textbook
Unselfish kids - Paul. D. Parkinson
What is given from the heart - Patricia

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Content Analysis	Objective : Specifications
The poem is an inspiring and thought provoking poem written by an unknown poet, it is about an old man who crosses the ravine in the evening and learns that anyone who comes after him would have to face the same difficulties as he faced while crossing the chasm, so he stops to build a bridge for an unknown youth traveller who is going to follow the same path after him. Even though he is reached the other end he comes back and stops to help. A traveller who comes by feel that he's wasting his time constructing the bridge. the poem tells us that experienced people should always build the route and road easier for young people to follow.	1. Knowledge - • Students recall the aim as to why the old man decided to build the bridge. • students get the knowledge about the importance of helping others. 2. Understanding - • Students understand the value of helping others. • They comprehend the reason of the old man to build the bridge. 3. Application • students are able to apply phrases given in the passage in their own language. • students apply values learned in different situations. 4. skill - a. Listening - The students listen to poem carefully and relate. b. Speaking - students are able to speak in a poetic way c. Reading - the students express their views by reading about the old mans journey d. Writing - students take keen interest in expressing their views in writing

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LESSON NOTES

Name of the Pupil Teacher Sanju Kunjappan

Practising School .....

Roll No. 64

Std. VIII Div. .....

Subject English

Date .....

Lesson No. (General) ( )

Time - From ..... To .....

Lesson No. (In the method)

Topic The Pilgrim - Poem

Previous knowledge of the class

Life is a journey, at the end of a dark tunnel you will always find light.

Teaching Points	General Objectives
• journey of life • encountering problems • helping others • our good deeds always come back • experience and knowledge counts	Remembering - will be able to • Student recall the poem Understanding student identify and discuss new words Applying - • student recite poem rhythmically Analysing - student differentiate the phase and experience of life Evaluating student evaluating ups and down in life. creating - students creating principles of life.

Teaching Aids :- ~~An activity, involvement of students~~ chart

SAKET COLLEGE OF EDUCATION * KALYAN (E) DIST. THANE

Content Analysis	Objective : Specifications
The poem is an inspiring and thought provoking poem written by an unknown poet. It is about an old man who crosses the ravine in the evening and learns that anyone who comes after him would have to face the same difficulties as he faced while crossing the chasm. So he stops to build a bridge for an unknown youth traveller who is going to follow the same path after him. Even though he is reached the other end he comes back and stops to help A traveller who comes by feels that he's wasting his time constructing the bridge The poem tells us that experienced people should always build the route and road easier for young people to follow.	Remembering - - student recalls the journey of life. - student state the ups and down of life Understanding - student understand the meaning of new word and line. - student describe new words in their own word. Applying - - student recite poem with rhythm. - student interpret life with different example. Analysing - - student analyse different aspects of life. - student interprets life with principle & values Evaluating - - student evaluate between situations. • student select meaning of life - student create few line about life

Skill
LWRS
Learn Listen write · reading speaker

Procedure	Evaluation
Introduction :- Teacher ask question - ① why did the old man build the bridge? What do you mean by Pilgrim. Where do you see a crowd pilgrim ② Was the fellow pilgrim confused? why?	**Generalization :-** ① How can you as an individual contribut to the society? ② What values acc to you should the young generation inculcate in their life?
Statement of Aim :- We are going to learn a meaningful poem about Life; "The Pilgrim". (How can we as humans give to our Society?)	
Presentation :- Teacher read poem loudly in class, students should read silently. (object ques) "what would you do in life to help others?"	**Recapitulation :-** ① What message does the poem convey? ② Did the old man need to build the bridge?
- Teacher explains meanings of new words. students listen carefully.	
- Teacher explains first stanza of the poem - the poem start by telling us about a pilgrim who was traveling alone on a highway. Soon it was evening and the weather was cold. the poet also describe the evening as 'gray' which could mean cloudy or late evening time when the sun has just set.	**Application :-** ① How will you help your fellow classmates in studies? ② Explain the first stanza in your own word? ③ Write appreciation of the first stanza?
Conclusion :- Today we learnt first stanza of the poem.	
Core Elements :- Values, Beliefs, Principles	**Assignment :-** write summary in your own word?

BLACK BOARD WORK

Jottins Diagram :-

Date - 8/07/2023
Day - Saturday

Subject - English
Unit - 1
1.2 - The Pilgrim

- New words

1) pilgrim - a person who travel a long way to visit a religious place
2. lone - alone
3. gray - ~~old age~~ old and weather (lot of cloud and little light)
4. chasm - a very deep gap in earth surface
5. twilight - time after sunset and before it get completely dark
6. ~~span the tide~~ - go across the tide

Summary :-

Qualities

old pilgrim → old, experienced, helpful

fellow pilgrim → curious, puzzled, thoughtless

young pilgrim → young, frightened, inexperienced

Remarks Items

- Set induction
- Model Reading
- Model Recitation
- Objective Qns
- Silent Reading
- Narrations
- Explanations
- Illustrations
- Questions
- Use of teaching aids
- Class Response
- Class Participation
- Black Board work
- Experiments
- Demonstrations
- Specimen observation
- Diagrammatic
- Student's reading (explain)
- Closure
- Teacher's knowledge of content
- Teacher's preparation of lesson
- Method of teaching
- Interest created
- Class control

Suggestions :-

General Remarks

Procedure	Evaluation
Introduction :- Introduce students to the lesson by asking questions?	**Generalization :-**
1. Have you helped anyone in need?	• Why did the old man came back and build the bridge?
2. How do you feel when your parents or friends help you?	
Statement of Aim :- So today we are going to learn a beautiful poem about a traveller, "The Pilgrim"	• Is it important to help others? Why?
Presentation :-	• How will you help others?
• Teacher may read the poem loudly, slowly in the class beginning with the title of the poem and the poet. Students can read it silently	**Recapitulation :-**
• Teacher can jot down new words, explain the meaning as well as the pronunciation of the new words	• Find the meaning of the phrase "cold and gray", "span the tide"?
• Every stanza can be read and explained well giving example and share experiences.	• What message does the poem convey?
	Application :-
	• If you were in place of the old man, what would you do?
	• Make a list of new words and frame sentences out of it.
	• Write a story about generosity in your own words
Conclusion :- So today we learnt about selfless love and helping others	
Core Elements :- Helping, generosity, selfless love	**Assignment :-**
Values :- Love and care for others, Helping others, unselfish deeds	• Write the summary of each paragraph?

BLACK BOARD WORK

Jottins Diagram :-

Date - 17/07/2023
Day - Monday

Subject - English
Unit 1
1-3 The Pilgrim

Std - VIII

- New words

1. pilgrim - a person who travels a long way to visit a religious place.
2. lone - alone
3. cold and gray - weather [lot of cloud and little light]
4. chasm - a very deep gap in earth's surface

Summary :-

Qualities

old pilgrim → old, experienced, helpful

fellow pilgrim → curious, puzzled, thoughtless

young pilgrim → young, frightened, inexperienced

Remarks Items

..... Set induction
..... Model Reading
..... Model Recitation
..... Objective Qns.
..... Silent Reading
..... Narrations
..... Explanations
..... Illustrations
..... Questions
..... Use of teaching aids
..... Class Response
..... Class Participation
..... Black Board work
..... Experiments
..... Demonstrations
..... Specimen observation
..... Dramantization
..... Student's reading / recitation / drill
..... Closure
..... Teacher's knowledge of content
..... Teacher's preparation of lesson
..... Method of teaching
..... Interest created
..... Class control

Suggestions :-

- Introduction was good.
- Teaching aid was used to set introduction
- Content related questions were asked.
- Model reading was good.
- in poem - stanza ↓ not para.
- good use of examples
- explaination was very good.

General Remarks

Seen the remarks of the supervisor

Guiding Professor

Supervising Professor

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2.4.1

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Saket Vidyanagari, Chinchpada Road, Katemanivli,
Kalyan (East) - 421 306. Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher Prachi Vishnu Tomate

Roll No. 91

Subject Mathematics

Lesson No. (General) (2)

Lesson No. (In the method) (1)

Topic Types of angle

Practising School Saket Vidya Mandir

Std. 6th Div. B

Date 17/7/2023

Time - From 9:15 am To 9:50 am

Previous knowledge of the class

Students are already familiar with the angles like, right angle, acute angle, obtuse angle.

Teaching Points	General Objectives
Definition of angle Type of angles a) Zero angle b) Straight angle c) reflex angle d) Complete angle	Knowledge : Pupil acquires knowledge about angles. Understanding : Pupil gain an understanding of type of angles. Application : Pupil applies the gained knowledge in daily life. Skill : Ability to identify different type of angles.

Teaching Aids :- Cut outs of angle, Scissor, Divider

Reference Books:- https:// byjus.com , https:// www.vedantu

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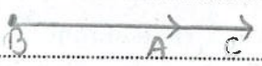
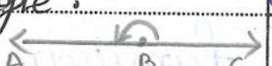
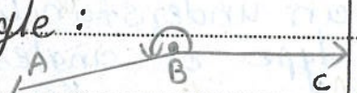
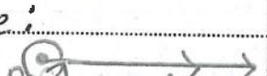
Content Analysis	Objective : Specifications
Topic : Type of angles Definition of Angle : A figure which is formed by two rays or lines that shares a common endpoint is called as angle.	Knowledge : Pupil acquire knowledge about angles Specification : Pupil recognize the concept of angles
Type of Angles : a) Zero angle.  In figure the two stick lie one upon the other. There is no change in their position. The angle bet^n the stick is called a zero angle. The measure of the zero angle is written as 0°	Understanding : Pupil gain an understanding type of angles. Specification : ① Pupil is able to explain various types of angles. ② Pupil identify various type of angles.
b) Straight angle :  If the stick is turned further in the direction shown in fig. we get a position as in fig. An angle like this is called Straight angle. A Straight angle measures 180°.	Application : Pupil applies the gained knowledge in daily life.
c) Reflex angle :  If the stick is turned even further in previous fig. we get an angle like this. This angle is >180°. Such an angle is called reflex angle. It is <360	Specification : Pupil identifies & applied in an unfamiliar situation. Skills : Ability to identify types of angles in daily life.
d) Complete angle :  The stick completes one round & come back to its original position as in fig. An angle made in this way is called Complete angle. The measure of this angle is 360°.	Specification : Pupil were able to differentiate the type of angles in surrounding.

Procedure	Evaluation
Introduction :- Student teacher ask questions to the pupil. 1) what is the name of the shape in my hand ? **Statement of Aim :-** So today we will learn about angles **Presentation :-** Student-teacher write the topic on the board & start on the board & start the definition of angle. Student-teacher shows cut out of angle & scissor to explain & discuss the type of angles. Explaining each type of angle with examples. Also asking questions which lead them to the next type of angle. Like Qtub Minar makes which angle with ground. **Conclusion :-** So today we learned different types of angles. **Core Elements :-** Indias Common Cultural heritage. **Values :-** Team work, Passion	**Generalization :-** Students listen & answer. Students see & answer. Students listen and note down. **Recapitulation :-** So today we learned about type of angels with exeample. Student recapitulate **Application :-** Student teacher asks : ① Corners of a book partially opened makes which angle ? ② What angle does the clock make when it is twelve o'clock ? **Assignment :-** Match the pairs Measure of angle / Type of angles 1) 180° — a) Zero angle 2) 240° — b) straight angle 3) 360° — c) Reflex angle 4) 0° — d) Complete angle

BLACK BOARD WORK

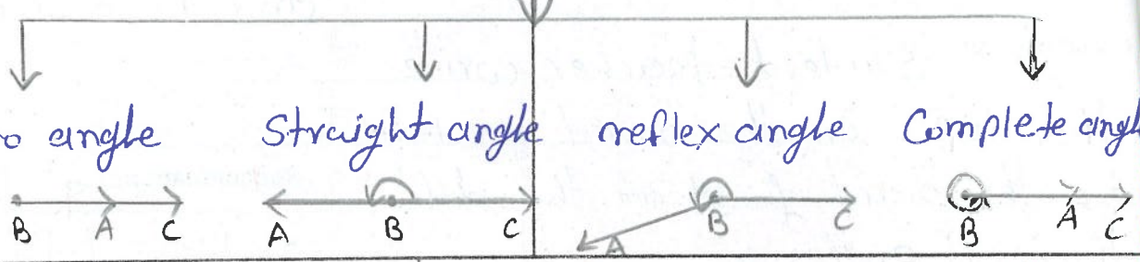
Jottins Diagram :-

Date: 17/7/23
Day: Monday

Subject: Mathematics
Chapter: 2. Angles
Topic: Type of angles

Class: 6th
Div: B

Type of angles



Summary :-

Remarks Items

Good Set induction
..... Model Reading
..... Model Recitation
..... Objective Qns.
..... Silent Reading
..... Narrations
Good Explanations
..... Illustrations
Good Questions
Vgood Use of teaching aids
..... Class Response
..... Class Participation
..... Black Board work
..... Experiments
..... Demonstrations
..... Specimen observation
..... Dramantization
..... Student's reading / recitation / drill
..... Closure
..... Teacher's knowledge of content
..... Teacher's preparation of lesson
..... Method of teaching
..... Interest created
Good Class control

Suggestions :-

- Introduction was good.
- Teaching aid was used to introduce content. Good
- Explaination was good with the help of teaching aid.
- Use of teaching aid was vgood.
- Reinforcement was done with proper questions

General Remarks

Lesson was good.

Seen the remarks of the supervisor

Guiding Professor

Supervising Professor

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SAKET GYANPEETH'S

SAKET COLLEGE OF EDUCATION (B.Ed.)

(Affiliated to University of Mumbai)

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Kalyan (East) - 421 306. Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher ..... Savita Wali .....

Roll No. 87

Subject .....

Lesson No. (General) ( )

Lesson No. (In the method) (4)

Topic ..... Disaster Mangement .....

Practising School ..... Saket VidyaMandir English Schol .....

Std. VI th Div. B

Date .....

Time - From 8:05 am To 8:40 am

Previous knowledge of the class

Pupil are familiar with flood, storm, Earthquakes and different types of disasters like Himachal flood situation.

Teaching Points	General Objectives
1. Defination of Concept of disaster. 2. Types of Disaster man-made and Natural 3. Natural Disaster. → Earthquakes. → Floods → Storms → Forest Fires	Knowledge : Pupil acquire knowledge about Disaster. Understanding : Pupil gain an understanding on types of Disasters Application : Pupil applies the gained knowledge. Skills : Ability to identify types of Natural Disaster

Teaching Aids :- Charts, Pictures.

Reference Books:- Youtube : https : // youtube / IREGYNC · FTA

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Content Analysis	Objective : Specifications
Topic : Disaster Mangement Types of Natural Disasters Def:	Knowledge : Pupil acquir Knowledge about types of Disaster management
	Specification : Pupil recalls the concepts of
1. Floods : A frequently occuring natural disaster in all parts of the world is flood.	Disaster management.
Effects : → Huge loss to life and property.	Understanding : Pupil gains an understanding on types of disaster management.
→ Social erosion.	Specification : Pupil is
→ Destruction of standing	able to explain types
→ After effects of floods like spread of diseases and epidemics affecting the health of the people.	of Disasters.
	Application : Pupil applies the gained knowledge in practicality.
Storms : The formation of high and low air pressure belts in the atmosphere causes changes in weather resulting in strong winds or Storms.	Specification : Pupil identifies and applies the importance on how to overcome the disaster management.
	Skill : Ability to identify
Effects of Storm : → Great damage in the	different types of disaster management.
Storm affected region.	Specification : Pupil identifies
→ Tremendous losses to life & property.	& applies the importance on how to overcome of disaster management

Procedure	Evaluation
Introduction :- Student Teacher asks questions to the pupils by showing pictures disasters.	**Generalization :-** Students listen and answer Students see and answer
Statement of Aim :- So today we will learn about " Disaster Mangement"	Students listen & notedown.
Presentation :- Student Teacher writes on board and starts the topic by showing Demo's, printouts. → Explained Natural Disasters like ① Earthquakes. ② Floods. ③ Storms. ④ Forest fires. Also adding values and importance of Disaster management in practicality.	**Recapitulation :-** So today we learned about types of disaster management. → Students recapitulate. **Application :-** Student Teacher asks : ① what is meant by disasters? ② what are the types of disaster.
Conclusion :- So today we learned about diff^n types of Natural Disasters	
Core Elements :- Protection of Environment	**Assignment :-** Keep a Evacuation bag ready for emergency.
Values :- Safety ; Neatness.	

Rajmeet

BLACK BOARD WORK

Jottins Diagram :-

Sub: Science

Chapter: Disaster management

Different types of Natural Disasters.

1. Earthquakes
2. Floods
3. Storms
4. Forest Fires.

Summary :-

Science

Disaster management

of Natural Disasters.

Remarks Items

Good Set induction
..... Model Reading
..... Model Recitation
..... Objective Qns.
..... Silent Reading
..... Narrations
Good Explanations
..... Illustrations
..... Questions
Good Use of teaching aids
..... Class Response
Good Class Participation
Good Black Board work
..... Experiments
..... Demonstrations
..... Specimen observation
..... Dramantization
..... Student's reading / recitation / drill
..... Closure
Good Teacher's knowledge of content
..... Teacher's preparation of lesson
..... Method of teaching
..... Interest created
V-good Class control

Seen the remarks of the supervisor

Guiding Professor

Suggestions :-

- Introduction was done with proper use of teaching aids
- use of proper questions related to Content.
- ~~214~~
- 2014 - landslid was there Malin village - give proper knowledge.
- student participation was good.
- explaination was good.
- Can ~~have~~ recent examples like Manali - Flood situation

General Remarks

lesson was good.

Supervising Professor

Class test

Radhika.C.S
11

Saket Gyanpeeth's

SAKET COLLEGE OF EDUCATION, KALYAN (EAST)

~~D. T. Ed.~~ (Marathi Medium) / B. Ed.

2.4.1

3

I / II UNIT TEST / TERMINAL / PRELIM / ANNUAL EXAMINATION 20 -20

Class F.Y.B.Ed. Division Exam Seat No. 11

Subject Mathematics Paper Section Date 12/8/23

Total No. of Answer Books 1 + =

Supervisor's Signature

Q. No.	1	2	3	4	5	6	7	8	9	10	11	12	Total	Examiner's Signature
Marks Obtained	04/25												7.5/15	

Begin writing from here

Q(1).

Introduction :-

curriculum which is a tool for making education successful. Education is the process of making a goal in future, but curriculum is a input for that goal oriented process. Means education is goal oriented process and curriculum is the input for goal oriented process. We can say curriculum is a guideline for the education. These both are maintain a close relationship with education.

For preparing a good curriculum there is a need of experienced pedagogues, philosopheers, preceptors etc. Because of their experience through they are making curriculum. A curriculum should be systematic and orderwise. So not a simple person cannot make a curriculum for education. Curriculum, ~~ths~~ is the input for the education. For preparing curriculum there is a many types of approaches.

1. Contentric approach
2. Topical approach.

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Concentric approach.

This is a type of approa for making a curriculum for the education. In this approach, ~~a data~~ a subject/topic is spread over all the years. Means, there is a particular topic is given in the curriculum in the smaller standards, but it will be ~~exten~~ continuing the secondary and higher secondary levels. Through this approach students can understands the topic or they get the sense of the topic throughout the school period. Teacher can teach a topic from previous knowledge of pupil. Teacher can connect a link between old knowledge and new knowledg easily. Through Concentric approaches all the maxims also gets satisfied. Means, teacher can use the methods like, simple - complex, known to unknown, particular to general. el

So, through this approach pupil get interest and motivated in the particular subject.

Merits of Concentric approach.

① Through Concentric approach pupil get a sense about the subjects and this will become motivated.

② Because of previous knowledge from previous standards, pupil can get satisfactio and the get the subject knowledge.

Demerits of Concentric approach

① While preparing curriculum, Repeatation shou not be there. If a topic is repeated in the curriculum, it students will get demotivated

Topical approach.

This is the another type of approach for preparing a curriculum. In this approach, there is a preparation of new topics and given to children according to their age. Here, there will be no previous knowledge, all the topics were prepared newly. This is prepared according to the age, mental ability of a child. For example, the topics which are available in the primary classes won't included in secondary and higher secondary classes. In primary if they studying about, numbers, higher secondary they will study about pure and applied mathematics. So, this approach is prepared according to the age. Topic is increasing according to the age.

Merits of Topical approach

1. pupil can learn different-different topics according to age, mental ability wise.
2. pupil get interested if they learn new topics

Demerits of Topical approach

1. There is no previous knowledge in students. If a teacher wants to teach a particular subject, but she need previous knowledge from children, it is not possible.

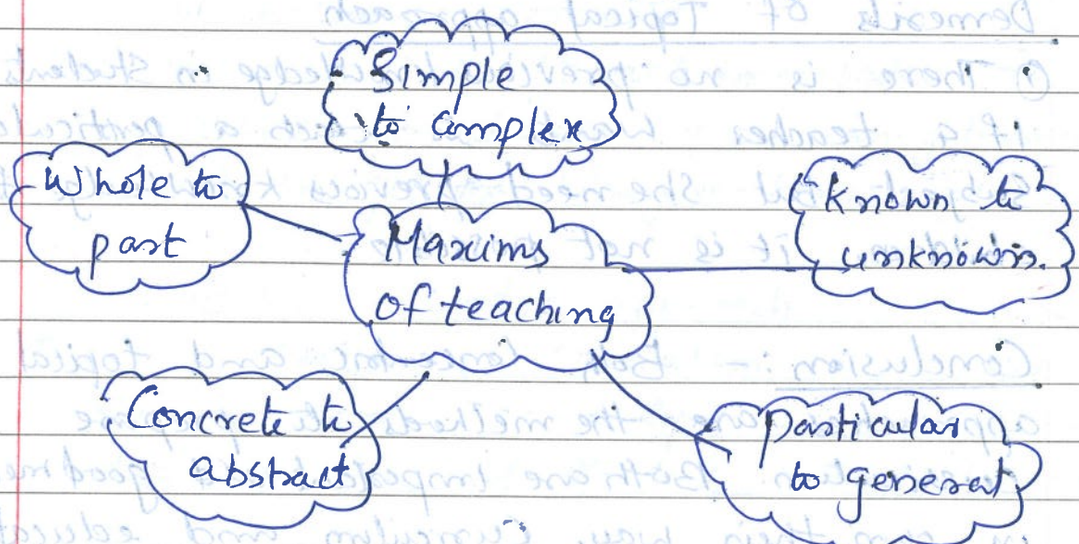
Conclusion:- Both Concentric and topical approaches are the methods to prepare curriculum. Both are important and good methods in own their way. Curriculum and education process a close relationship

Q(2)(1). Introduction.

A teacher has a big role in class room for making a ambience of learning. She will do, by activities and other process making it easier. A teacher is very important for making a student life better. All the teachers cannot teach their students in good way. They need many features in their self.

A teacher contain many qualities. A teacher should be mastery in their subject and also know how to transfer the information to students. To become a teacher is not easy. 'Mastery' and 'how to transfer the ideas' both are making a perfect teacher.

Maxims are the tool / helpers for helping teachers for teaching better way. These are simple ways to make a class better and motivated. Through maxims, students are able to understand the topic with interest and motivation. Through a good class, they get satisfactions. Maxims are helping a teacher to teach in better and interesting ways.



SAKET GYANPEETH'S

SAKET COLLEGE OF EDUCATION, KALYAN (EAST)

D. T. Ed. (Marathi Medium) / B. Ed.

I/ II UNIT TEST / TERMINAL / PRELIM / ANNUAL EXAMINATION - 20 -20

Class F.Y.B.Ed. Division _____ Exam Seat No. _____

Subject Maths Paper _____ Section _____ Date 12/8/23

Total No. of Answer Books 1 + _____ = _____

Supervisor's Signature & Date

Q. No.	1	2	3	4	5	6	7	8	9	10	11	12	Total	Examiner's Signature
Marks Obtaind														

Begin writing from here.

Simple to complex method is Very Important method of teaching. And it is very interesting maxim also.

Simple to Complex.

A Students is totally depends upon their teacher for learning a subject. They have already some known information. A syllabus contain different types topics. Something will be Simple and some of the topics will be Complex. Some of the topics are difficult to understand.

A teacher has a variety of topics in the curriculum. She/he has to start the lecture from a simple topic. first of all she has to create a good ambience and interest in the classroom. from a simple topic she have to make interest in the children. once the pupil get interest teacher has to explain/start about the complex topics. So because of interest, Students are able to understand the difficulty topics also.

For eg:- For explaining Solving of equations, method, teacher can explain by one variable and two variable. After that she can explain a difficulty topics also.

Conclusion.

Maxims are very important in education. For a perfect teacher can use mi types of maxims for increasing his/her knowle and for creating good ambience with in the children. Teacher has to start the topics from simple to complex, is the better way of teac

Appendix-IV

2.2.2 (4)

Saket Gyanpeeth's
Saket College of Education
Curricular Enrichment 2022-23
Environmental Education

Environment is all about our surrounding, and nature present nearby us. As we know global warming is increasing day after day, so plantation and trees is how much vital for all living beings. Environmental education connects us to the world around us, teaching us about both natural and built environments. EE raises awareness of issues impacting the environment upon which we all depends, as well as actions must be taken to improve and sustain it.

On 28th April 2023, at 11:00 am onwards our students gave speech on protection of environment, faculty members and principal sir guided students of both first year and second year, about how we can save nature and natural resources of our environment, about cleanliness & tree plantation as well. After the speech and guidance all students were instructed to do tree plantation activity. So all staff members, Principal sir, students has planted various saplings in the garden, they used the tools and make the space to plant seed / sapling, planted today is fruitful in coming years, the plantation we have done today in our campus will become grown tree in 3 to 5 years that will give shade, purified air, flowers and fruits, a small gesture of today is blissful for tomorrow. We all must save our environment and keep on doing various activities to protect nature in our surroundings.

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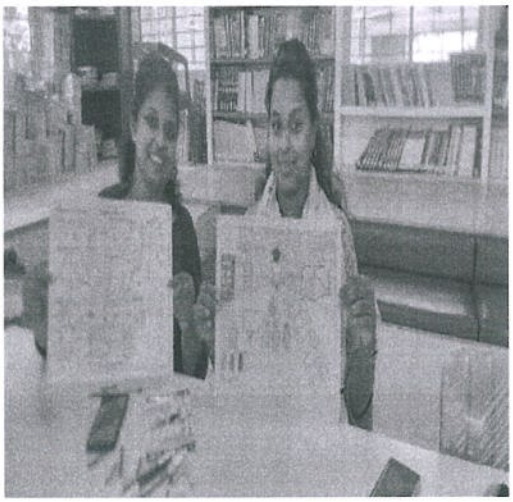
KALYAN (E) DIST. THANE

Saket Gyanpeeth's
Saket College of Education
Curricular Enrichment 2022-23
Poster Making Competition

The poster making competition was held on 23rd April 2022. The topic of the competition was Feminism which is a vast topic to discuss and the participants had to show their imagination and creativity through poster. This competition took place in our college campus and all students enthusiastically participated in the competition.

The judge for the event were prof. Dr. Taiseen Khan, and other senior faculty members also visited the competition and encouraged the participants. Competition starts at 2:00 pm and windup by 4:00 pm in the evening. This helps in enrichment of students in more creative way.

At the end of the program students were shortlisted by judges and certificate for competition was also distributed by principal sir, as well as he appreciated their efforts and exhibited all posters in classroom. The function was ended with National Anthem.



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Dist. Thane (M.S)

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KALYAN (E)
DIST.THANE

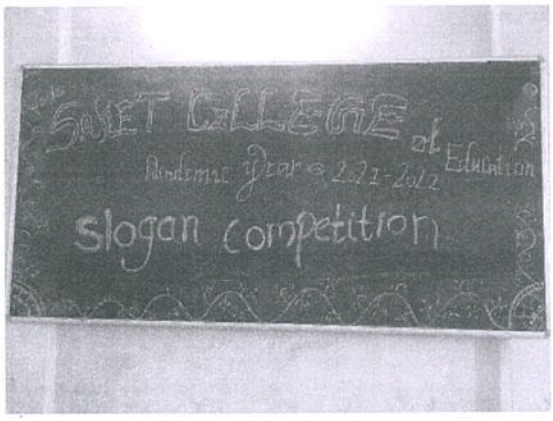
Saket Gyanpeeth's
Saket College of Education
Curricular Enrichment 2022-23
Slogan Competition

"Present vocal on your thoughts"

Slogan competition helps students to enrich and express their thoughts in to words using rhyming and encourage them to pass on their message of awareness to the outer world, and also increases the caliber, confidence, creative thinking and conciseness of the students. It also challenge them to distill complex ideas in to powerful words.

The competition was organized in classroom of our college on 04th May 2022 on Feminism to put up light on various sector of life where women's play vital role. Principal sir was arbitrator for the event organized and the main motive of the event was to aware young minds about the ***"importance of creative writing and power of words"***.

At the end of the day slogans were displayed on walls of classroom which also motivates students for further maximum participation and express their interest during the various competitions. The function was ended with National Anthem.



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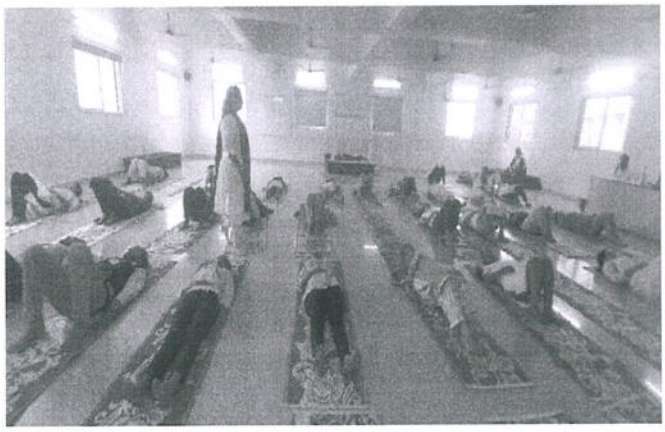
KALYAN (E) DIST. THANE

Saket Gyanpeeth's
Saket College of Education
Curricular Enrichment 2022-23
International Yoga Day 21-06-2022

The International Day of Yoga have motive to raise "awareness about multiple benefits of doing Yoga" across the world. The Yoga is being practiced in India from ancient time and now many countries in the world are practicing yoga as regular activity in their busiest schedule. In recognition of its universal appeal the United Nations declared 21st June to be the International Day.

On 21st June 2022, Mrs. Heena Bhat gave a brief introduction on Yoga and how it plays an vital role in relaxing the mind and body and boosting people's immune system, strengthen physical, mental, spiritual and emotional health. Following with this all the students practiced warm up exercise and performed sitting and standing asanas, Heena mam in between also encouraged students to practice yoga regularly to remain fit and improve concentration.

The Celebration at last got closed with a vote of thanks. The function was ended with National Anthem.



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Saket Gyanpeeth's
Saket College of Education
Curricular Enrichment 2022-23
Hindi Diwas

Hindi Diwas is celebrated on 14th September each year. Since from 1949 Hindi Language was accepted as National language of India by each Member of Parliament, that is the reason we celebrate hindi diwas every year with same enthusiasm and energy.

At our college we celebrated the day to keep alive the value and culture of our heritage, it also enriches and helps students to stay connected with their nation's language. Poster and slogan making completion was held on auspicious occasion of Hindi diwas, the program was held on 14th September 2022 beginning from 12:00 pm which was followed by welcome song and then move forwarded towards some speech given by principal sir and then competition was started number of participation was high and students were encouraged by teachers and principals. After the program was done all posters were hanged on walls of classroom and last vote of thanks was given by students at 4:00 pm. The function was ended with National Anthem.

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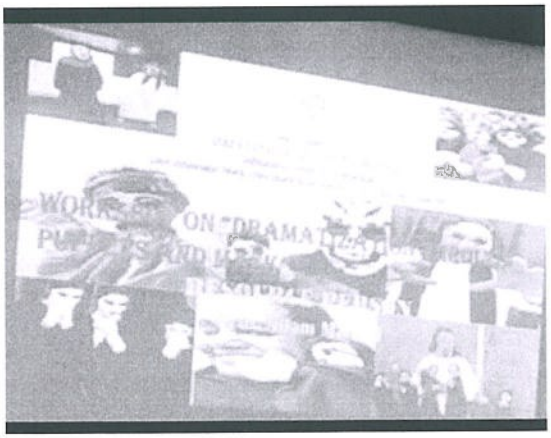
Saket Gyanpeeth's
Saket College of Education
Curricular Enrichment 2022-23
Puppet Show

As per the syllabus of Bachelor of Education, Drama and Art is a part of their co-curricular activity, to enrich the skill in students, "Workshop on Dramatization Roles, in Puppet and Mask making" was organized at Saket College of Education in auditorium room on 24th September 2022 at 11:00 am onwards.

The puppet show was played and acted by few students of our college and team member of Resource person Nilam Mandal. The story of show was commendable and the theme was "Save Water Save Life", this workshop main motive was to make students more active about art and drama and how this activity make learning and teaching more attractive and fun for both students and educators. Teaching is the most vital aspect of life and to make it more interesting an educator must learns various method and trick to tackle the subject as per the demand of students puppet is one of those methods which can make teaching fun and interesting. The workshop was attended by all faculty, management members and students. Nilam mam also took the class of how to make puppet in simplest and easiest way. At the end vote of thanks was given by our senior faculty and some good memories were captured forever.



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Saket Gyanpeeth's
Saket College of Education
Curricular Enrichment 2022-23
Science Day

National Science Day is celebrated on 28th February of every year to mark the discovery of "Roman Effect" by Sir **Dr. C.V. Raman**. On 28th February 1928. It was his discovery that got him Nobel Prize in Physics in 1930.

The program started when all staff, principal sir and students gathered in classroom at 12:00 pm at first lamp lighting was done and flower were showered at photo of C.V. Raman sir. The anchor of the program was our student Savita Wali, she welcomed staff and sir on behalf of everybody and then 4 groups of girl sang welcome song afterward functions get continued by Essay and Quiz competition which was organized at college, students also decorated board and made Rangoli. Student's maximum participation was there in Quiz and Essay competition. Faculty gives us explanation about importance of science day. Students made various science models and we all went through the exhibition and celebrated science day with enthusiasm and fun. Our teaching faculty and principal also guided students about science day and given information about it. This program helps students for their enrichment about science and its benefit in regular use. With lots of learning and enjoying the function with our friends and faculty member we also remember C.V. Raman Sir for their devotion towards their work in science and we follow their steps. The function was ended with National Anthem.

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Saket Gyanpeeth's
Saket College of Education
Curricular Enrichment 2022-23
Women's Day

International Women's Day is celebrated every year on 08th March, showing respect towards every women in our society. Women's day is celebrated every year as a significance of social, economic, cultural, and political accomplishment of women. The day also implies an act of accelerate gender uniformity.

At our college also Women's Day was celebrated the program was organized by students, they decorated the classroom, board. Proceeding students welcome all female faculty members by giving flowers and gift showing their gesture of love and respect towards them. During the program students participated in various activities such as speeches, stories, songs and Rangoli competition. The also showcase their talent through drama and act showing their belief in women empowerment in very creative way. The fun game activity was also carried out in which faculty member has to take the participation and everybody enjoyed a lot. We also learn about how the contribution of women is required in our daily life and we should respect their efforts, let it be home maker or working women.

The function was concluded with motivational speech given by our principal Mr. Vidyaprakash Maurya sir and other faculty members. The function was ended with National Anthem.

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Saket Gyanpeeth's
Saket College of Education
Curricular Enrichment 2022-23
Community Work

Community service is volunteering job performed by one or group of people for the benefit of the public or institution. Performing community service is not the same as, since it is not always performed on a voluntary basis. It may be mandated by schools to meet the requirements of a class, such as in the case of or to meet the requirements of graduating a class valedictorian.

For curricular enrichment of students we have conducted community work at "Pragati Aandh Vidyalya", Badlapur on 11th March 2023, students and staff reached there by 11:00 am, and everybody meet with the principal and discussed what work can be done afterwards our students did work as per guided which includes cleaning and serving foods to students, after the work vidyalya students showed their talent how they read different language using tool and they also played harmonium and other instruments and sing song in really nice way.

Later before leaving our Saket College of Education students distributed various daily use items to students like tiffin box, comb, oil, bag and other things and took a good bye from them. This work and visit help our students to be more closer toward the various part of society and also inspire them to be more active in social work to become helping hand and kind human being.

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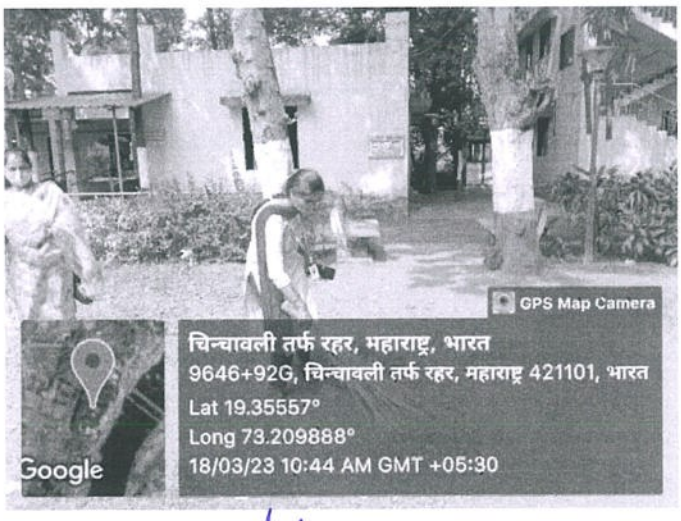
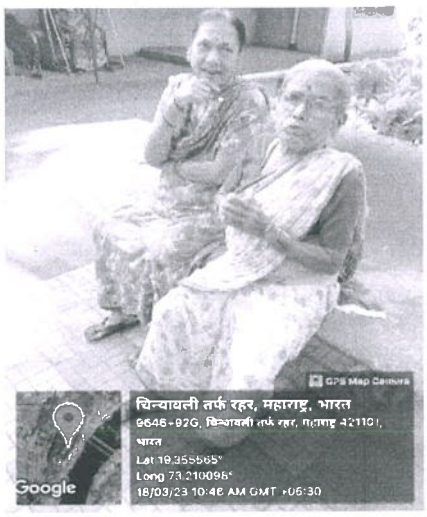
Our college organized community work at "Matoshree Vrudaashram", Khadavli on 18th March 2023, students of both first year and second year was included in this work along with teaching staff. We reached there by 11:00 am and met the manager, he guided us and showed the ashram, introduced with members present over there and allowed us for doing seva. Our students had done cleaning in the ashram, served food to them and also listened experience of elder person and gained multiple life lessons. This visit helps students get aware about to help elders and take care of them. At the end before leaving everybody got a warm see off from the members of old age home.

Our students also bring various items for member of vrudaashram, and this little token of love with warm gesture in return we get to see the smile of aashram people which was actually priceless.





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Saket College of Education
Curricular Enrichment 2022-23
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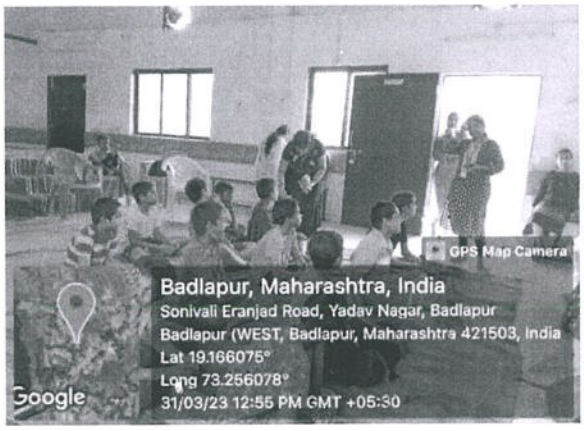
Our college organized community work at "Satkarm Aashram", Badlapur on 31st March 2023, students of both first year and second year was included in this work along with teaching staff. We reached there by 11:00 am and met the manager, he guided us and showed the ashram, introduced with members present over there and allowed us for doing seva. Our students had done cleaning in the ashram, served food to them and also played fun activity and games with them which gave our students a wonderful experience. This visit helps students get aware about to help each other and become helping hand in society. At the end before leaving everybody got a warm see off from the members of Satkarm Aashram.

Our students also bring various items to give them as a little token of love with warm gesture in return we get to see there endless smiles that was precious and worthy.



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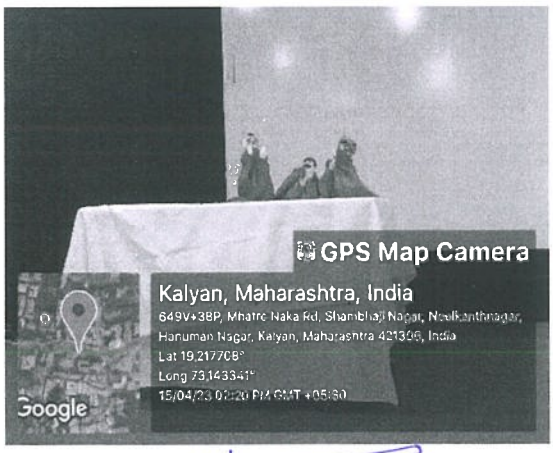
Saket Gyanpeeth's
Saket College of Education
Curricular Enrichment 2022-23
Art & Drama Activity

As per the syllabus of Bachelor of Education, Drama and Art is a part of their co-curricular activity, to enrich the skill in students, "Workshop on Drama and Art in Education" was organized at Saket College of Education in auditorium room on 15th April 2023 at 11:00 am onwards by prof. Nilam Mandal.

Drama in India Originated from the Vedas: there are four types of vedas written by Maharishi Ved Vyas Rig Veda, Yajur Veda, Sam Veda, Atharva Veda. Drama as valuable form of communication provides learners (Student) with an opportunity to work together. It gives students the change to express themselves more effectively in everyday situations. Drama enhances verbal and nonverbal expression of Ideas improves voice modulation fluency of language etc. speech delivered by a speaker. Dramatization plays an important role in the teaching of all the subjects not only for languages, literature and history. This skill makes all subjects interesting. An interesting act using puppets was played and our students also performed a drama act with a story in it. Everybody in the room have big round of applauds for the performance. Our management and all teaching faculty members appreciated the efforts and initiatives taken by our students and encouraged them for maximum participation. At the end vote of thanks was given to everyone present in the room, the participants and the resource person.



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Saket Gyanpeeth's
Saket College of Education
Curricular Enrichment 2022-23
Art & Drama Activity

Sports help human body to stay physically fit, mentally strong and increase strength of our muscles. Regular practice of sports is beneficial in multiple ways for our body and mind to stay healthy and calm. Along with sports an healthy diet we can enjoy healthy life at fullest.

To encourage students to play games in their regular day to day life, Sports Day was organized at our Saket College of Education on 24th April 2023, from morning 09:00 am onwards, all faculty members, students and principal sir all gather at our college ground. Our sports coach Mr. Rajendra Tele sir guided us about schedule for the day. We started with some warm up exercise and then followed by it students played badminton, running competition and other outdoor games, also they played some indoor games which includes carom, chess and table tennis. As per the competition winner was also judged by the sir.

At the end of the day, principal sir appreciated students for their efforts and maximum participation, also the certificates were distributed to the winners by principal sir.

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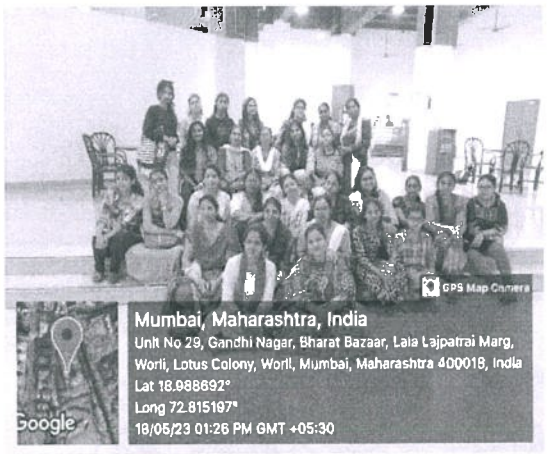
Saket Gyanpeeth's
Saket College of Education
Curricular Enrichment 2022-23
Educational Visit

As a part of syllabus, Field Visit has to be conducted for pedagogy subjects to make students have experience about the practical knowledge and tools that are available. For various subjects like science, history, geography etc.

Our Saket college of Education organized trip to Nehru Science Center, the Museum of Living History and Nehru Planetarium on 18th May 2023, worli Mumbai. Along with student's three faculty members of respective subjects accompanied students for the visit. Firstly we reached byculla station and then took bus from there till worli to reach at Nehru planetarium by 10:30 am. We reached there and visited The Museum of Living History, there we got to see multiple ancient things written items and sculpture, statues and other evidences of ancient and medieval history. Then proceeding further we want to Nehru Planetarium by 12:30 and attended the show. Then after a small refreshment break, everyone headed towards Nehru Science Center and under the guidance of respective faculty member student learned & experienced about various experimental tools usage and requirements.

After the visit at end of the day we headed back towards station from bus and come back to our place.



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KALYAN (E) DIST. THANE

SAKET COLLEGE OF EDUCATION B.Ed.

2019 - 2020

NAME:- VANDITA CHOUDHARY.

STD:- S.Y.B.Ed.

MEDIUM:- ENGLISH

METHOD:- ECONOMICS

SUBJECT:- REFLECTIVE JOURNAL.

SEMESTER:- III

SAKET COLLEGE OF EDUCATION B.Ed
2019-20

NAME :- VANDITA CHOUDHARY

ROLL NO :-

STD :- S.Y.B.Ed [SEM-3]

MEDIUM :- ENGLISH

METHOD :- ECONOMIC

DATE :-

SUBJECT :- REFLECTIVE JOURNAL.

SAKET COLLEGE OF EDUCATION
KALYAN (E)
DIST. THANE

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9.	Mark list	
10.	Xerox copy of School document	
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PERSONAL INFORMATION.

NAME :- VANDITA HANSRAJ CHOUDHARY.

ADDRESS :- Room No:-308, 3rd floor, Sai Niwas Apt, Jijai Nagar, Virar Road, Nallasopara [East].

STATUS SINGLE

NATIONALITY :- INDIAN

GENDER :- FEMALE

DATE OF BIRTH :- 26/05/1997

EDUCATION QUALIFICATION.

B.COM :- UNIVERSITY OF MUMBAI, VIVA COLLEGE OF ARTS, COMMERCE AND SCIENCE, VIRAR [WEST].

H.S.C. :- VIVA JUNIOR COLLEGE OF COMMERCE, NALLASOPARA [EAST].

S.S.C. :- MAHARASHTRA BOARD, LOKMANYA ENGLISH HIGH SCHOOL, NALLASOPARA [EAST].

SCHOOL INFORMATION.

NAME :- SAKET VIDYA MANDIR

ADDRESS :- Saket Vidhya Mandir,
Chinchpada Road,
Kalyan (East)

EMAIL :- Saketschool1448@gmail.com.

ESTABLISHED :- 1994

SCHOOL HOURS :- Secondary (V to X) :- 8am to 12:30pm
primary (I to IV) :- 1pm to 5:30 pm
Nursery :- 1:30pm to 3:30pm
Jrkg :- 1pm to 5pm
Srkg :- 1pm to 5pm.

SATURDAY :- Co-curriculum activity.

CAPACITY OF EACH CLASS :- 50-60 Student.
Each classroom is provided with appropriate furniture board and projector.

BOARD :- Maharashtra State Board.

MEDIUM :- English.

VISION AND MISSION.

To equip Student with advanced knowledge and latest skill in their choosen discipline.

To nurture a scientific spirit of inquiry among the Student.

To provide value based education with will mould them into good and responsible citizen playing a meaningful role in Society.

To top the student potential both hidden and obvious and offer a platform for their talents.

FACILITY

The School offer various facilities like computer lab with internet connectivity library with huge collection of books and journals on a variety of subjects.

RULES AND REGULATION.

School follows strictly the rule and regulation which are also mentioned in daily diary for the reference of parents.

Eg:- list of holidays, fee date and late payment fine, Examination rules uniform rules code of conduct in School teachers etc.

ACKNOWLEDGEMENT

I am Vandita Hansraj choudhary, the B.ed Student of Saket college of education, express my deep sense of gratitude to my principal Sir, teaching staff and non-teaching staff for their support and assistance

I would even like to express my deep sense of gratitude to principal, teachers of Saket Vidaya Mandir, English High School for their co-operation, support and guidance for the successful conduct of my internship programme.

I am also grateful to my family, friends as well as school student for helping me in my endeavour.

PRAYER

Ya kunden Thushrahara Dhavala Ya Shubhra vastravrita
Ya veena varadanda Mandit Kara Ya Shveta Padmasana.
Ya Brahmachyuta Shankara Prabhatibihi Devain Sada Vandita
Sa mam Pattu Saraswati Bhagawatee Nishesha Jadhya Paha II II.

PLEDGE

India is my country. All Indians are my brothers and sister.

I love my country and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents teachers and all elders respect and treat everyone courtesy.

To my country and my people, I pledge my devotion in their well being and prosperity alone lies my happiness.

NATIONAL ANTHEM

Jana - gana - mana - adhinayaka - Jaya he,
Bharat - Bhagya - vidhata,

Panjab - Sindhu - Gujarat - Maratha,
Dravida - Utkala - Banga,

Vindhya - Himachal - Yamuna - Ganga,
Uchhala Jaladhi Taranga,

Tava Shubh Naame Jaage,
Tava Shubh Aashisha Maage,
~~Gre~~
Gaahe Tava Jaya Gatha,
Jana Gana Mangala Dayaka Jaya He,

Bharat Bhagya Vidhata,
Jaya He! Jaya He! Jaya He!
Jaya, Jaya, Jaya, Jaya, He.

PRAYER BEFORE CLASS:

Oh! Jagadishwara, lord of universe

Show me the way, my fattiering stop guide

oh the path of truth.

Oh lord of love, to they feet

I surrender myself may your love flow into my heart.

Oh Gaurudeva Supreeme

The lamp of my intellect alright

my leading stop Guide.

~~Oh~~ the path of truth

Oh God! from my Path remove obstacles

Give me Strength

To pursue they will with love.

IMPORTANCE OF ASSEMBLY.

School assembly is important aspect of a curriculum. It has the potential to nulture and maintain a positive school culture that stress interpersonal intelligence motivational talks throughout different Phase of schooling have the power to make positive contribution to student self confidence and development & are therefore essential to raising achievement as well as students.

Motivational school assembly programme encourage students to reflect specific topics relevants to them as well as universal value, such as respect, co-operation & peace. Even motivational assemblies are crucial in personal & social education as well as moral & cultural aspects of a curriculum It covers topics that cannot be covered in traditional classroom setting.

The most important factor of a school assembly is wholeness. The participation of a whole community whether it's entire middle school population or a specific group like seniors. A good school assembly program can foster a sense of togetherness & unity.

* Time Table *

CLASS - VIII (B)

SR NO.	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	Maths	Maths	Science	Maths	Maths	COCCURRICULAR ACTIVITY
2	Maths	English	M.P.T	Maths	History	
3	Marathi	Geography	M.P.T	Hindi	Science	
4	English	Hindi	Maths	Marathi	P.T	
	RECESS					
5	History	Science	Geography	Civics	Computer	
6	Science	History	Marathi	Maths	Computer	
7	Computer	Geography	English	English	Hindi	
8	Hindi	Marathi	Hindi	Science	Marathi	
9	Maths	Drawing	V. Education	Geography	History	

Sr No	Name of Student
1	Athram Vaishnavi Sanjay
2	Bisht Prerana Pramod
3	Chaurasia Riddi Vinod
4	Dodmani Sneha Rajesh
5	Dubey Shruti Manoj
6	Jadhav Shravani Umaji
7	Jadhav Shakshi Bhimrao
8	Kadam Vaishnavi Vinayak
9	Konar Manalaxmi Narayan
10	Mankar Swapnali Umesh
11	Mishra Sasha Ashok
12	Mishra Anuksha Rakesh
13	Naidu Sandhya Somaraj
14	Padanwar Krishnashree S.
15	Pandey Shreya Shivkant
16	Sakpal Soniya Rajesh
17	Sharma Harshita Sunil
18	Shetty Kangana M.
19	Sinde Manasavi Sanjay
20	Singh Anshika Pradeep
21	Singh Khushi Sanjay
22	Thingalaya Shreya V.
23	Yadav Mahalaxmi N.
24	Yadav Indra Murugan
25	Yadav Monika Kallu
26	Anire Rajnandini A.
27	Ahmed Ethyas Graffan
28	Bhaskar Navin Jagdish
29	Chaube Satyaprakash Anil
30	Chogale Ruturaj Jayesh
31	Gaikwad Kunal Anil
32	Gupta Shubham Munnalal
33	Kanagi Chinmay Harish
34	Konar Fausakidas S
35	Khirekar Manthan N
36	Lokande Shreyas P

AUGUST - 2019

working days = 27

Sr. No.	Name of Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	No. of days present
37	Mallupa Munesh G	P	A	A	A	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	26
38	Mhatre Ashish Ravindra	P	P	P	A	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	26
39	Mishra Krishna Omprakash	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	26
40	Mondal Dockey Debasis	P	P	A	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	26
41	Munde Deep Dinesh	P	P	P	A	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	26
42	Nair Prajit M	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	26
43	Ovnal Aryan Vikas	P	P	A	A	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	26
44	Patwa Harshkumar	P	A	P	P	P	P	P	P	P	A	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	26
45	Pandey Janardan R	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	26
46	Pathak Pushkar	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	26
47	Rai Anmol Sunil	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	26
48	Sow Sonukumar Sanjay	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	26
49	Sharma Sachin Nagdev	P	P	P	A	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	26
50	Singh Yash Santosh	P	P	P	P	A	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	26
51	Singh Aditya Rajeev	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	26
52	Singh Amit Aniket	P	P	P	P	N	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	26
53	Singh Harjeet Ravijay	P	P	P	A	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	26
54	Singh Subham Ramsingh	P	P	A	A	S	P	P	P	P	P	P	S	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	26
55	Tiwari Hariram S	P	P	P	P	A	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	26
56	Upadhyay Abhishek K	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	26
57	Upadhyay Karan Manoj	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	26
58	Yadav Adarsh A	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	26
59	Yadav Ankush Kamlesh	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	26
60	Yadav Prabhat Subash	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	26
61	Yadav Sanjay Vinay	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	26
62	Tiwari Suyash Jayesh	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	26
63	Lokande Shreyash D	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	06

Total No. of Girls 26
Total No. of boys 37
63

No. of Girls present	23	22	22	22	23	23	23	23	23	23	23	23	24	24	25	24	24	24	24	25	25	23	23	23	24	25	25	25	25	24	24	25	24
No. of Boys present	35	34	33	26	36	36	36	36	36	37	32	35	35	33	33	33	32	36	32	37	36	34	36	36	33	35	37	35	35	35	35	35	35
No. of Girls absent	03	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	2	1	1	3	3	3	2	1	1	1	1	2	2	1	2
No. of Boys absent	02	3	4	10	1	1	1	1	1	5	2	2	4	4	4	5	1	5	6	1	3	1	1	4	02	00	02	02	02	02	2	2	2	

PAGE No.
DATE

Sr. No.	Name of Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	No. of days present
37	Mallupa Mukesh G	P	A	A	P																										P	P	P	26
38	Mhatre Ashish Ravindra	P	P	P	A																										P	P	P	26
39	Mishra Krishna Omprakash	P	P	P	P																										P	P	P	26
40	Mondal Rockey Debasis	P	P	A	P																										P	P	P	26
41	Munde Deep Dinesh	P	P	P	A																										P	P	P	26
42	Nair Prajit M	P	P	P	P																										P	P	P	26
43	Oswal Aryan Vikas	P	P	A	A																										P	P	P	25
44	Patwa Hitesh Kumar	P	A	P	P																										P	P	P	27
45	Pandey Janardan R	P	P	P	P																										P	P	P	25
46	Pathak Pushkar	P	P	P	P																										P	P	P	27
47	Rai Anmol Sunil	P	P	P	P																										P	P	P	25
48	Sow Sonukumar Sanjay	P	P	P	P																										P	P	A	27
49	Sharma Sachin Nagdev	P	P	P	A																										P	P	P	25
50	Singh Yash Santosh	P	P	P	P																										P	P	P	27
51	Singh Aditya Rajeev	P	P	P	P																										P	P	P	25
52	Singh Amit Aniket	P	P	P	P																										P	P	P	27
53	Singh Harjeet Ravijay	P	P	P	A																										P	P	P	25
54	Singh Subham Ramsingh	P	A	A	P																										P	P	A	27
55	Tiwari Maxiram S	P	P	P	A																										P	P	P	26
56	Upadhyay Abhishek K	P	P	P	P																										P	P	P	26
57	Upadhyay Karan Manoj	P	P	P	P																										P	P	P	26
58	Yadav Adarsh A	P	P	P	P																										P	P	P	26
59	Yadav Ankush Kamlesh	P	P	P	P																										P	P	P	26
60	Yadav Prabhat Subash	P	P	P	P																										P	P	P	26
61	Yadav Sanjay Vinay	P	P	P	P																										P	P	P	26
62	Tiwari Sujash Jayesh	P	P	P	P																										P	P	P	26
63	Lokande Shreyash D	A	A	A	A																										A	A	A	06

Total No. of Girls 26
Total No. of boys 37
63

No. of Girls present	23	22	22	22	23	23	23	23	23	23	23	23	24	24	25	24	24	24	24	25	25	23	23	23	24	25	25	25	25	24	24	25	24
No. of Boys present	35	34	33	26	36	36	36	36	36	32	35	35	33	33	33	32	36	32	37	36	34	36	36	33	35	37	35	35	35	35	35	35	35
No. of Girls absent	03	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	2	1	1	3	3	3	2	1	1	1	1	2	2	1	2
No. of Boys absent	02	3	4	10	1	1	1	1	1	5	2	2	4	4	4	5	1	5	6	1	3	1	1	4	02	00	02	02	02	02	2	2	2

AUGUST

MONTH :- JULY - 2019

working days = 27

Sr. No.	Name of Students		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	No. of days present
37	Mallupa	Mahesh G	P	P	P	P	P	A		P	P	P	P	P	P	P	P	P	P	P	P	P		P	P	P	P	P	P		P	P	P	26
38	Mhatre	Ashish Ravindra	P	P	P	P	P	P		P	P	A	P	P	P	P	P	P	P	P	P	P		P	P	P	P	P	P		P	P	P	26
39	Mishra	Krishna Omprakash	P	P	A	P	P	P		P	P	P	P	P	P	P	P	P	P	P	P	P		P	P	P	P	P	P		P	P	P	26
40	Mondal	Rockey Debasis	P	P	P	P	P	P		P	P	P	P	P	P	P	P	P	P	P	P	P		A	P	P	P	P	P		P	P	P	26
41	Munde	Deep Dinesh	P	P	P	P	P	P		P	P	P	P	P	P	P	P	P	P	P	P	P		P	P	P	P	P	P		P	P	P	26
42	Nair	Prajit M	P	P	P	P	P	P		P	P	P	P	P	P	A	P	P	P	P	P	P		P	P	P	P	P	P		P	P	P	26
43	Oval	Aryan Vikas	P	P	P	P	A	P		P	P	P	P	P	P	P	P	P	P	P	P	P		P	P	P	A	P	P		P	P	P	25
44	Patwa	Harshkumar	P	P	P	P	P	P		P	P	P	P	P	P	P	P	P	P	P	P	P		P	P	P	P	P	P		P	P	P	27
45	Pandey	Janardan R	P	P	P	P	P	P		P	A	P	P	P	P	P	P	P	P	P	P	A		P	P	P	P	P	P		P	P	P	23
46	Pathak	Pushkar	P	P	P	P	P	P		P	P	P	P	P	P	P	P	P	P	P	P	P		P	P	P	P	P	P		P	P	P	27
47	Rai	Anmol Sunil	P	A	P	P	P	P		P	P	P	P	P	P	P	P	A	P	P	P	P		P	P	P	P	P	P		P	P	A	27
48	Saw	Sonukumar Sanjay	P	P	P	P	P	P		P	P	P	P	P	P	P	P	P	P	P	P	P		P	P	P	P	P	P		P	P	P	27
49	Sharma	Sachin Nagdev	P	P	P	P	P	P		P	P	P	P	P	P	P	P	P	P	P	P	P		P	P	P	P	P	P		P	P	P	27
50	Singh	Yash Santosh	P	P	P	P	P	P		P	P	P	P	P	P	P	P	P	P	P	P	P		P	P	P	P	P	P		P	P	P	27
51	Singh	Aditya Rajeev	P	P	P	A	P	P		P	P	P	P	P	P	P	P	P	P	A	P	P		P	P	P	P	P	P		P	P	P	26
52	Singh	Amit Aniket	P	P	P	P	P	A		P	P	P	P	P	P	P	P	P	P	P	P	P		P	P	P	P	P	P		P	P	P	27
53	Singh	Harjeet Ravijay	P	P	P	P	P	P		P	P	P	P	P	P	P	P	P	P	P	P	P		P	P	A	P	P	P		P	P	P	27
54	Singh	Subham Ramsingh	P	P	P	P	P	P		P	P	P	P	P	P	P	P	P	P	P	P	P		P	P	P	P	P	P		P	P	P	27
55	Tiwari	Hariram S	P	P	P	P	P	P		P	P	P	P	P	P	P	P	P	P	P	P	P		P	P	P	P	P	P		P	P	P	27
56	Upadhyay	Abhishek K	P	P	P	P	P	P		P	A	P	P	P	P	P	P	P	P	P	P	P		P	P	P	P	P	P		P	P	P	27
57	Upadhyay	Karan Manoj	A	P	P	P	P	P		P	P	P	P	P	P	P	P	P	P	P	P	P		P	P	P	P	P	P		P	P	A	26
58	Yadav	Adarsh A	P	P	P	P	P	P		P	P	P	P	P	P	P	P	P	P	P	P	P		P	P	P	P	P	P		P	P	P	27
59	Yadav	Ankush Ramlash	P	P	P	P	P	P		P	P	P	P	P	P	P	P	P	P	P	P	P		P	P	P	P	P	P		A	P	P	26
60	Yadav	Prabhat Subash	P	P	P	P	P	P		P	P	P	P	P	P	P	P	P	P	P	P	P		P	P	P	P	P	P		P	P	P	27
61	Yadav	Sanjay Vinay	P	P	P	P	P	P		P	P	P	P	P	P	P	P	P	P	P	P	P		P	P	P	P	P	P		P	P	P	27
62	Tiwari	Sujash Jayesh	P	P	P	P	P	P		P	P	P	P	P	P	P	P	P	P	P	P	P		P	P	P	P	P	P		P	P	P	27
63	Lokande	Shreyash D	P	P	P	P	P	P		P	P	P	P	P	P	P	P	P	P	P	P	P		P	P	P	P	P	P		P	P	P	27
			S U N D A Y																															
			26	23	23	23	25	24		23	26	25	26	26	25		25	25	26	24	25	24		24	25	25	25	25	24		24	25	24	
			36	35	35	35	35	34		36	34	34	33	34	36		34	35	35	35	35	35		35	37	35	35	35	35		35	35	35	
			00	03	03	03	01	02		03	00	01	00	00	01		1	1	0	2	1	2		2	1	1	1	1	2			2	1	2
			01	02	02	02	02	03		01	03	03	04	03	02		03	02	02	02	02	02		02	00	00	00	00	00			2	2	2

Total No. Of Girls 26

Total No. of boys 37

63

No. of Girls present

No. of Boys present

No. of Girls absent

No. of Boys absent

Day 1.

On the Internship programme Started in Semester IIIrd once again with great excitement today. We all are very enthusiastic to Start the day. We had reached the School at 7:30am sharp in the morning. We wished great morning to principal Madam and Respected teachers in the classroom and Staffroom we all knew them & they also knew us because of IInd Semester internship So there was no need to introduce ourselves again.

Bell rang & all of us gathered for the assembly as prayer. Started we felt very much peaceful and all the tensions has gone with celebration after assembly we waited in Staff room. As it was our first day at School Geeta Mam Supervisor of Saket Vidya Mandir English High School come to brief us about our duties at school. Then we took teachers timetable from Staff room.

We have selected one class of IVth B for our last internship program I went in this class & took attendance of Students Since class teacher of IVth B was busy with some another work. I continue in the same class to manage the Student as well as to handle them. Then we went for the Std IVth A to proxy period & taken activity at 12:30 pm School over.

Day-2

Again on the second day of our internship. we all of us reach at sharp 7.30am on this day geeta Mam distribute the period among us geeta Mam told about teacher is absent on this day so you all responsibility to handle the classroom of this absent teacher. we all are very excited especially me because it~~is~~ ~~the~~ it's my 1st experience to take a lecture as a teacher. my period is in 5th in Std VIII th A. when I enter in the classroom all student are shouted a "Good morning teacher". This is my 1st experience to face student my feeling like I am nervous a little bite excited because it's all new for me. I am controlling the class first time ~~but~~ I enjoying ~~but~~ this moment student are busy in own study but when I am going their then I am talking to student to open your geography textbook and I taking geography lesson NO.5 (land use) period is over and I exit the classroom.

After the 5th Period I am going to last Period means 9th Period to V th Std our last Period in work experience. In this period student have various types of activity like a story telling, ~~solve~~ puzzle, playing games, etc. I am enjoying this period. last period is over and school also over after all this we all standing on ground / gate and leave the student in line.

Day 3.

Again after two days this is third day our internship and we all are very excited and started a school with new beginning of full energy. As usual geeta mam distributing pasted among us. I am going to 1st period in class IIIth first of all I taken attendance of the class and after the attendance. I am starting period with subject Science Student are reading the chapter of Science.

After 1st Period of IIIth Sudha Mam gave me Ith 3rd english book for checking 35 books are checked by me. I completed that work and went to the next period in class IXth in this classroom I am taking Economic subject Student are reading the chapter of Economics and I am controlling this classroom.

All this work School are over. And then with the long day hour work at school ended by 12:30 pm by singing national Anthem.

Day - 4

This is our fourth day of our Internship started with new begining of teaching & their responsibility. we reach at 7:30 am in the School Geeta mam given instruction to all of us and given daily timetable. as usually one teacher are absent in class 7th B so I was going to class 7th B on 1st Period. taking presenty of this class after the presenty I was started period with taking oral of Science subject. I was taken objective type of question to student first period over at 8:30 am I am leaving this class

After this period I was going to class 8th B that is Muthulakshmi Mam class Because She called me for her work, to check a book (Homework book - Science) I was checked all that in the classroom finally I finished this work and went to 5th B classroom at 11:30 that is in 8th Period for taking Marathi Period. I asked the student to read the marathi textbook. I was controlling that classroom much better.

All this activity School are over.

DAY-5

This was the 5th day of our internship almost 1 week is over. Continously we all come to School for internship we are enjoying this moment. Internship is not easy for us because handling the Student was not easy task but we all handled very well.

On this day I went to class 9th A first time. Std 9th is a big class so it is task for me to handled class 9th but they all are very friendly and talkative nature. I like that class. I asked student to open Economic textbook. I was telling about meaning of trade after study period was not over so I asked Student for activity like Solving Puzzles | Riddles.

After 8th Period my work was over. Really it was very busy for me but I enjoyed a lot finishing the School work I was busy in my daily work TO writting daily dairy. School is over at 12:30 pm we were standing on gate for leaving the Students one by one.

DAY - 6

CO-CURRICULAR ACTIVITY.

DAY - 7

This is 7th day of our internship. we all reached at 7:30 am sharp to the school attend the assembly & physical activities of the class. Then we all were waiting in the staff room for instruction. I went in V th B to take attendance after attendance I went in VII th A for dictating workbook of English I took 2 period means 3rd and 4th period for dictating workbook then I finish the work

After this I went to XI th A to take period of Sciena to completing their work. I finish this work at 11:30 means it was 8th period. Then Geeta Mam called me for her work because She was busy with another work. She gave me Hindi book for checking.. I checked the books and that work was finished in 3rd period.

After that my work is over. I don't have any work. So I went for relaxation and after that me and my friend was went in 9th Std in last period. that was last period Sen we and student get fun activity. we all enjoyed a lot with students.

All this work was over. with that busy day our work was also over by 12:30 by Singing national anthem.

Day 8

On 8th day I went to school. It looks fun me As usual Geeta Mam gave us Instruction to all us and Me and My friend went to every floor of school one by one. After that I went to class XI th in 4th period for Maths Revision. I was written on the board first time and really my handwriting was very and after completing I asked to Student understood or not then all said yes.

After the 4th Period I went to class V th A In that class that period is off. So I asked to Geeta Mam to take student on ground. and She gave me permission. So I and one of the teacher went to together with students on ground. All Students plays various games. I had too fe much fun with them. all this activity was done. I was also done with my work.

Day-9.

This was my Nineth day of my Internship we reached school at 7:30 am sharp at school. on this day me and my friend Yashmin going to Geeta Mam to asking for work. She told use one teacher is busy today. So we have to handle the classes so. first of all we went to class IX^th in 1st Period. I took attendance when I started a period. So I was taken revision of this class Period is over and I ~~am~~ leaved that class.

Then Geeta mam gave me another work to me. she told class 8th student Id was not proper Some mistakes are their. So, write the name of that Student and Roll NO.

Last Period I went to class 10th Because that period was free. So I taken reading.

Day 10

This was my tenth day of my internship as usual we all reached at 7.30 am Sharp to the School to attend the assembly & physically activated on the class. Then we waiting in a staffroom for instruction.

I went in XIth B to take attendance after attendance I went in Vth A for dectating workbook of Marathi. when my work finished then I went to class VIIth for revision. I taken revision of this class.

Then one of the teacher has given us paper for correction purpose for 7th Std I was checked almost 63 papers of Maths subject Then after the correction I completed my work.

School was over with all and all the Student were stood for Singing national Anthem.

DAY 11

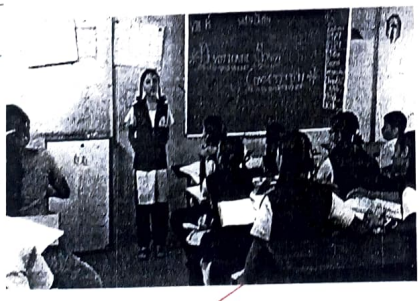
This is one more day of my internship we reached at 7:30 sharp. Geeta Mam told me that two teacher are busy in their work. So we have to handle the classroom.

First of all me and my priya went to class VI.th for controlling. Priya was taken attendance of Student and I was controlling the classroom. Then priya was started with Hindi Subject She explained one poem of Hindi After finishing the poem we started asking question. So, all that activity is completed after that I went to class VII.th B because that class teacher gave me work to dictating answer of sub-English to the Student continuously I was taken 2 period i.e. 4th and 5th period for dictating.

After all this work geeta teacher gave me one more work. She told me about her classroom. I finished that work and then I went to 1st floor for my work to update the daily dairy.

DAY 12

CO-CURRICULAR ACTIVITY.



DAY-13.

HOLIDAY FOR AASHADI EK ADASHI

DAY-14.

One more day of our Internship as usually we reached at 7:30 am sharp at School and again a Supervisor Geeta teacher distribute the todays's duty amongus. She told us her responbility distributing lecturers among other teachers so we went to inform teacher's todays period. Then I went to 2nd period in class X^th A to the first time It's not easy for me because of class X^th then I taking attendance of this class after attendance. I Started period by telling Student to do your own Study and then they Started doing their work I was watching to them so that they cannot disturb class and that's how Second period woes over. and I leaved that class.

Then I went to class V^th on 8^th period i.e. drawing period. So I told the Student to draw Something. All Students were drawn beautiful drawing and they enjoyed that period.

After all nine period School is over and all Student sung national anthem.

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DAY - 15.

Another day of internship we all reached at 7:30 am sharp to the school and attended the assembly. Then we all are waiting in a staffroom for instruction. I went in XI^th A to take attendance. After the attendance over. then I was controlling the class and ~~go~~ taking the science revision.

After this period I went to class 8^th B to completing their book so I dictated the science answer. Then Reshma teacher gave me ~~Reshma teacher~~ Maths books for checking. I checked all books of VI^th Standard.

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Day. 16.

All most two week has completed of our internship. on 16th day we all reached at 7:30 am in morning as usual. Geeta miss was standing on the ground. I wish her good Morning Madam.

Then after she allotted the responsibility among us. She told us to handled the classroom. I went to classroom of Std VI in 2nd period to taking surprise exam of geography subject for 20 marks In 2nd and 3rd period continuously test was going on. After writing test I collected all the papers and notebook then I went for staff room. I had free time so I checked that papers and notebook.

Then Geeta Madam told be to go in V th Std in 8th period. when I went their I told them for reading.

School was over by 12:30 and After national Anthem me and my all friends leave the students one by one.

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DAY - 17.

Almost one month was over for the internship we all are very happy and use to with student and School. As usually Geeta Madam called me she told us that today is program in our school so all helped them in that program.
Then I went to class VIIIth B in 3rd Period for controlling the class. students were making too much noise but I handled it very well. I told them take out your English textbook open page no. 60 with chp. 5 I stood one girl and told her read loudly. one by one student were reading textbook. when period was over after that I went to 9th B because there was some pending work so I started dictating science workbook notes. I was their for two period.
In class 6th/A I announce a test on It is geography test of chapter No 2 my work was finished at 11. am so I was seating on my class (1st floor) School was over by 12:30 pm All students were stood for National Anthem after this we all went to ground and leaving children one by one. at 1.00 pm we all went for home.

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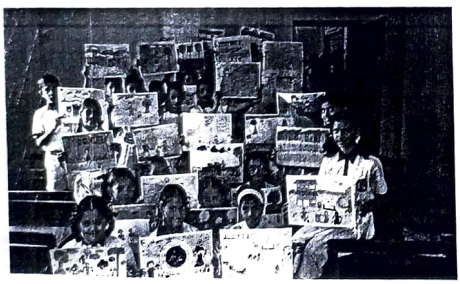
Day - 18

Co-Curricular Activity



Day-19

The next day of our internship. I was late on this day because I woke up late in the morning I reached at 8.00 am at School. Supervisor told me that be on time. I said yes mam After that I went to staffroom for asking my today's work mam told that go to class V^th A and take the attendance first because class teacher was busy with another work so I went for the attendance then I started lecture with marathi reading i.e. chapter No. 3.

As I told to 6^th A Student that I am going to take your test on next day of geography so I have teaken the test. I was set the paper for 20 marks. almost 2 period I was there for exam that is 6^th & 7^th period exam was done I was collected the paper. Then all I went from class for checking the paper. because I have free time almost half of the papers was checked. then one mam called me. I stood in class VIII^th B for handling them because ma'm has some work so I asked question of Scienc Subject. Period is over at 12 am after all this School was over and all Student sing national anthem went for home.

Day-20

Again I went your school for the next day of internship we all reach at 7:30 am sharp then we all went to staff room for asking today's work. So, Greeta Ma'm alloting the duty among us. I went to class 6th/B for dictating English notes in 2nd period I went to 7th/B to collecting the Maths workbook because maths teacher told us to checked the book. So, I and my friend started checking all maths workbook in 3rd & 4th Period.

Due to half day school time there was no recess was given to Student and student also very happy because of its last day.

On this day heavy rainfall so I can understand the geographical climate and weather with priya to Student in class 7th in 5th Period.

After all this activity School are over and Student ~~run~~ for went to home by singing national anthem.

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Day - 21

This is our second day of month started of the internship and this month conducting I unit test and also arranged parents teacher meeting from std 5th to 8th time 12:30 to 1:30 pm

We all reached School at 7:30 am Sharp as usual ~~...~~. Geeta ma'm told us about our duties and the parents teacher meeting. Then I went for the class VIth for conducting this is Ist Period so in this period Students Stand for prayer. After the prayer I teiken the attendance and started the period with English Subject. I take revision so asking question.

After that I went for class 8th/B because the class teacher calling me for her work main told to fill the attendance and some coork I finished my work 10.am. Then I went to class 9th for controlling in 9th Period is ~~over~~ that is 12pm

After all this School is over then parents arrived at 12.30 for parents teacher meeting so we all given the instruction to parents for going in class room.

Day - 22

This is our 22nd day of Internship we are all enjoying the Internship because with Student is very fun for us. On this day we all reached at 7:30 am sharp in the School In the School 9th Std Student goes to every classroom for the Yoga activity. They teach yoga to other Student. I see this activity and learned.

Independence are arriving so our teacher told that to prepared Student for independence day A Std 8th/B are prepare a song for 15th August So we all help to for preparation of song.

After this I went to class 7th/B for dictation de testing History workbook. I was there for 2 period that is 7th/8th period for dictating History workbook. After that Shweta told me for checking paper of 5th Std Hindi Subject So me & Shy checked the all paper.

After all this School are over and all Student Singing national anthem & run for the home.

Day-23

On the next day we all reached at 7:30 am sharp in school and attended the school prayer.

In this month exam time was started and also festivals started so we help to teacher for preparing time-table of exam. to responsibility to counted seats of the classes so they can arrange setting arrangement for examination.

After that I went to Class 6th/A for controlling because main are busy in examination work. So I taken the geography revision in 7th Period.

After that we all met Greeta main to asked for some work of examination. She told there is no work for today so we all leaved from school at 1:pm after school.

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Day -24

Co-Curricular Activity.

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Day -25

On monday next day I reached little late at School i.e. 7.45 am Geeta ma'm met me on ground floor. She told that again be on time. I said sorry ma'm and yes I will be on time next day.

Then I met Shweta She told me that to take revision of 6th/B S6. I went to class 6th/B to taking revision In 3rd Period then period is over at 9:30 am leaved this classroom.

Shweta come up Geography Paper for checking She has taken the test on last week. So me and my friend checked all the paper in period 4th to 7th almost 2hrs we checked all the paper.

Then I was goes for relaxation then School are over we all went to ground floor for leaving Student one by one after national anthem Steedent are seen for the tower

Day -26

On this day we reached School at 7:30 am. Sharp then we all went to the meet Geeta ma'm to asking today's duty. She told that 2 teacher ~~or~~ not came so you handle the class.

Then I went to class 5th/A to taking ~~over~~ test which the class teacher announced last day. So I was there for taking test in 3rd Period. Test are over and I leaved that classroom at 9:30 Then I went to checking paper of civics 8th/A ~~is~~ checked by me, priya & Harsha. almost 2½ hrs we checked the paper Then I went to class 9th/B in last period. This is last period So there I taken some activity like ~~Sentakshari~~ Student are enjoying a lot periodis over 12:30 am. School also over all student are stand for national anthem then they all went for the Home.

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Day-27

On this day we reached at 7:30 am School to School Geeta ma'm standing on Ground floor. I wish to her good morning ma'm She also replied.

Then we went to Staffroom to asking todays duty geeta ma'm allotting duty among us today I don't have heavy work so I am completing my daily work for 9:30 I did my blue print file work almost 1½ hour I did it come up with civics paper which is remaining pose checking then me and she checked all papers.

Then School is over at 12:00pm me and my friends went to Ground floor After National Anthem and leaved Student one by one.

Day-28

HOLIDAY DUE TO UNREST IN LOCALITY.

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Day-29

Almost 1 month is completed finally of my internship this ~~is~~ we all are very happy. We all reached 7:30 am Shreya as usual Geeta Ma'm called us for alloting the today's responsibility. She told that Exam are very closed so you all get revision of all subject of every class. and also help to teachers also we all say yes ma'm.

Then I went for 6th/A and taken for praying all student speaked loudly pray. Then I have taken attendance. When I finished the attendance. I realised that too many Students were absent in the classroom so I informed to Class teacher. After the attendance I said to Student to open your History text book and stand (Student for reading and other Student to pay attention on it.

School is over 12:30 pm & all Student singing 'national Anthem.

Day-30

Co- Curricular Activity.

Day 31

I reached at 1.20 sharp Yesterday Ma'm allotted duty to us all the period of all classroom and alotting to period In other teacher also work is informed to period Ground floor.

Then I went for the classroom 9th/A there is Economic period is started but Economics subject need for them but my method is Economic So I goes their to introducing Economic subject Because Rebeca teacher is Economic teacher but She goes absent.

Then my period is over at 10.a.m and this is recess tym for 8th to 10th std so we all also get break so we started breakfast.

Recess are over 10:30am then I went to class 10th/A it is Hindi Period for Yesterday Ma'm teach Hindi subject but she goes busy so I went their. I take revision of the Student asking question to the Student they answer very well. At 12:30pm School over by singing National Anthem.

Day-32

We reached the school at 7:30 sharp and then as usually we all want to meet Geeta ma'm to asking today's responsibility she told that tomorrow is independence day so we should celebrate this day. She told their help to Student for celebrating day. we all say yes mam.

Then I went to the class 6th theres History period So I said to Student for reading I Stand I Student for reading all other Student to pay attention Then I went 10th A class after this class in 4th Period in this class Marathi period is started So I said Student I will get you revision by using grammar of Marathi because it very important period is over at 10.am. In after this 2 period I went to 10th B for controlling I asked question to Hindi subject because there is Hindi Period. After that period I went to 9th B class. Again there is Marathi Period So I said to Student for reading This period is also over then I went for 7th A because last day Maths Teacher Announce maths test for 20 Marks. So I took this exam because She told me. Then after the test I went to class 8th A There is drawing period started So I said Student do their own work.

After all period my heavy day over and School also over at 12.30 pm.

Day -32

We reached the school at 7:30 shaam and then as usually we all want to meet Geeta ma'm so asking today's responsibility she told that tomorrow is Independance day so we should celebrate this day. She told that help to Student for celebrating day. we all say yes mam.

Then I went to the class 6th three for History period So I said to Student for reading I stand 1 Student for reading all other Student to pay attention Then I went 10th A class after this class in 4th Period in this class Marathi Period is started So I said Student I will get you revision by asking grammar of Marathi because it very important period is over at 10 am. In after this 2 period I went to 10th B for controlling I asked question to Hindi subject because there is Hindi Period. After that period I went to 9th B class. Again there is Marathi Period So I said to Student for reading This period is also over then I went for 7th A because last day Maths Teacher Announce maths test for 20 marks. So I took this exam because she told me. Then after the test I went to class 8th A There is drawing period started So I said Student do their own work.

After all period my heavy day over and school also over at 12.30 pm.

Day-33

INDEPENDENCE DAY.

This is our years of celebrating Interdependence day. We reached at School at 7:am for celebration at 8:00 am we stood on ground for flag hosting ceremony then after that we sung National Anthem after that we all went to college for flag hosting and after that we sang National Anthem My B.ed group has prepared A patriotic Song on that day.

Day-34

After the celebration of Independence Day this is our next day of the Internship we reach at 7:30 am Sharp. Then we went to staffroom to asking geeta ma'm todays duties. She arranged the period of other teacher period and said go and tell their period so me and my friend went to every class of every floor for informing their lectures according to timetable.

I went to class 8th/B there is maths period going on, so I given some maths problem on board to solve this problem they solved this sum in his/her maths notebook period is over by 8:30am.

Then I went to class 6th/B there is English period started so I told Student for reading I stand 1 student for Reading after that I went for my work.

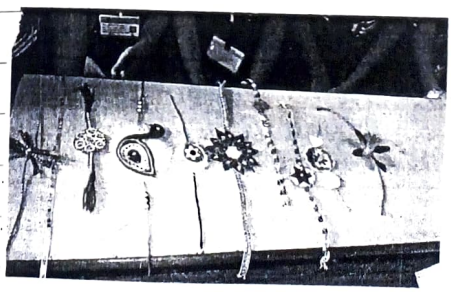
School was over by 12:30.

Day-35

HOLIDAY FOR PARSI NEW YEAR

Day-36

Co-Curricular Activity



Day-37

We reached at 7:30 on this day exam are started in School. Geeta ma'm told that for supervision she said help to other ma'm for supervision.

So I went to Block No. 4 on Second floor there is class 7th and 8th 5th & 6th first exam is Maths/Science and English/Hindi respectively. almost exam goes 2 hours I help Muttuswami ma'm in supervision

After completing 1 hour we collected all the first paper. ma'm has give second half paper to student. when she went for signing the paper I supervise the class during the exam period.

When exam was completed the Paper has been collected from student then we arranged all papers.

Day-38

We all reached on time i.e. by 7:30 in the school This is second day of Exam. Geeta' mam told us to help all teacher. So I went to Block No. 9 today Marathi and maths Paper was Paper of 5th & 6th Std. We have given Answer sheet and question to the students.. After that ma'm went for signing the answer sheet. At that time I was supervising the class properly and one Answersheet is less. So she told me to bring it from the Staffroom. After that Geeta ma'm has come to change some question there is something wrong in it. I wrote that correction on Board as ma'm told me to write after 2 hour Paper has been collected & she arranged the papers.

Day - 39

HOLIDAY FOR BAKRI EID.

Day-40

We all reached on time because exam is there. This is 3rd day of the exams. We went to staffroom for asking him about exams. The tdc is to help the teacher in supervision.

So I went in std 9th & 10th class i.e. Block No 2. today was Maths & Science Paper. As question paper Answer sheet was given to the student after ringing bell. So ma'm was busy in signing the paper. on that time I was supervising the class. After 2 hours exam was over & conected all the paper of 10th and mam and me arranged all the paper.

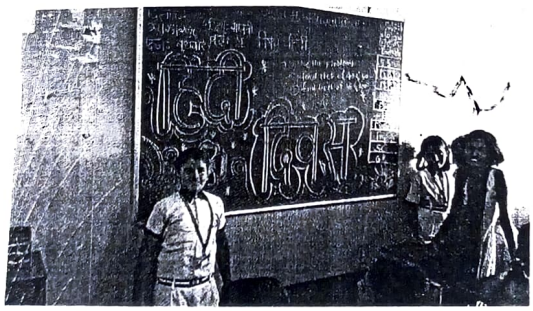
After that Geeta ma'm had given Hindi Answer paper for counting marks.

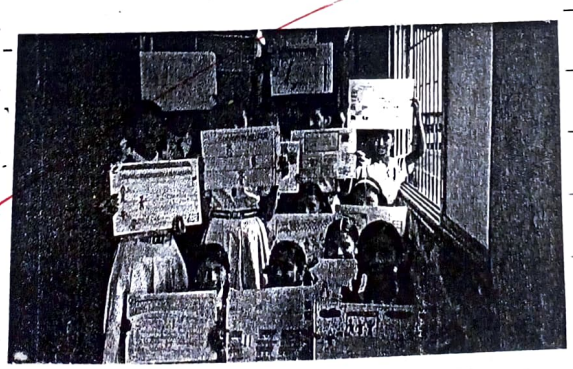
Day - 41

Today was last of exam. in School. We reached at 7:30 am as usual Then I went for Supervision as allotted by Geeta Ma'm. Sharp 8 am Exam has been started. Today S.S or Economics Exam was there. I went to Block No.5 to help the ma'm. I helped the ma'm for distributing the Question Paper and answer sheet. I Supervised the Student till 10.am After that Exam was over. We collected all the papers and arranged in sequence i.e. ROLL NO. wise. after that I went to update my daily report. and then we left the School at 12:30 pm.

Day-42.

Co-Curricular Activity





Day-43

This is our 43rd day of Internship on this day baseline exam was there for Std 5th to 8th. today was English paper Exam has been started at 8.am. and end at 10 am. I am going to take a first lecture of my life i.e. in class 8th A I was little bit nervous but ready to go.

So As I went to take a lecture student wished me "Good morning Teacher" and I replied told them to settle down. I started my lesson no. of geography Landform I introduced what do you mean by land. Then some activity I gave the sheet to all students. on that sheet land type was written according to that they have to tell me some use of that land suddenly rang bell at 11:30 and my period is over but it was very good.

After 9th Period school was over children went for their Home.

Day-44

On this day we reached at 7:30 am Skimp to the School we wished Meeta Ma'm Good Morning.

TOday's Maths baseline exam was there for 5th to 8th Std. So she said you can't take you lesson. After completing their exam you can take your lesson.

Them ~~after~~ till 10.am we prepared our lesson for teaching when after 10.am I went to 8th/B for teaching them geography chapter Population. I have given Introduction and various example of it and we discuss much more thing about population of various countries. Then lecture was over. Bell has rang.

After that I went to class 7th B for ~~electing~~ English workbook in last Period that is in 4th Period. After the School was over we went to Home.

Day-45

This is over 45th day of the internship we all went in a staffroom to asking today's responsibility Veera Ma'm told that there is half day of our school so you can't take a lesson std 5th to 8th because of baseline exam today is Science subject baseline so we all decided exam. Today that we will take std 9th lesson.

Then at 8.am me and my friend goes to other classroom to informed their teacher's period. Then we went for preperation of lesson.

my lesson at 11.00 am on 9th/B I went there for taking lesson. I taught Economic subject is new for them because this subject is introduct first time in 9th std. I taught about trade and types of trade. I maked the chart of types of trade for better understanding my period is over by 11:30 am but I didn't leaved that class. I continued.

by 12:30 School was over all student went for home.

Day-46

Almost 2 months are over our internship program. This is our 46th day. we all going into staffroom to asked Geeta ma'm for today's duties. on that day ma'm told us that tommorow is parents meeting.

Then she allotted the period among other teacher and told that informing to all. Then I went to class 7th/A for controlling there is History period is started. So I stood one student for reading I will started student for reading randomly at 10.am. Then I went to 1st floor of classroom for completing my work.

School was over at 12:30 pm all student sung national anthem and we all standed on Ground floor for leaving student one by one. After that we went from School.

Day-4-1

This is the last day of this month. On that day I was little bit late but almost every day I reache on time except this day. then I met Geeta maim to informed that I came here.

Today is a half day of this School because of Parent's teacher meeting only 5 period that mean School will leave at 10.am. I went to 9th class for taking my lesson I was their till 8:40. I taught them urbanisation. I observed that I was better explaining than earlier. at the ending of that period I went to class 8th B just handling the Student because of their teacher was absent I told the Student to do their own work. After 10am Student School was over.

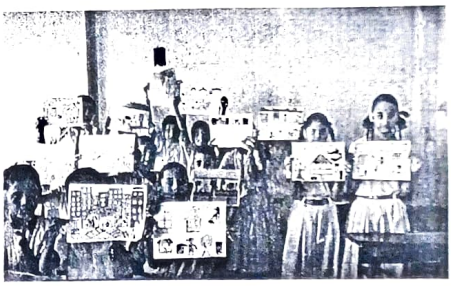
After that Parent's meeting held we have to take sign from parent I try them to reach at correct hall.

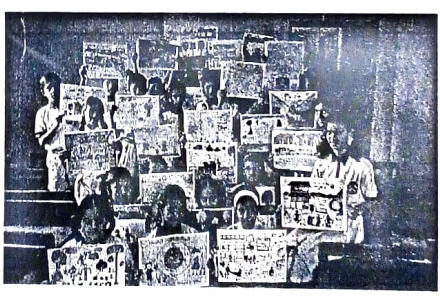
Day - 48

Co-Curricular Activity.

Day-4.

HOLIDAY FOR GOPALKALA





Day-50.

Our Internship program's 3rd month was Started. This is my 50th day of internship Feeling like we completed half century of internship we all reached at 7:30 am Sharp and went to staff room for asking todays Schedule.

I went in 1st period in classroom 7th/B for taking the attendance. After taking attendance I Started taking oral test for English Subject. I asked the question from 3rd chapter. because of the revision

After than I went on 1st floor so I asked today my lesson. So I went for preparation on 10am I went for teaching Economic in 9th/B. chapter NO.1 Introduction to Economic. My Period was over by 10:30am. After that I went in 5th/B in Hindi Period I told the Student for reading and last period I went in 6th/A there is work experience period. In this period student are telling Stories, Solving puzzles, Riddles, etc. period was by 12:30 Student leaved for home.

Day - 51

This is over 51st day of my internship almost internship was over. At usually we all went to met Geeta ma'm for asking duties of today. She told that 1 teacher is absent to handle this class Then I went to class 9th B for attendance after the attendance I started period with maths subject I given studen to solve maths problem on Board this period was over by 8:30. So I leaved this classroom. Today is my 6th less I was preparing for that I went to 7th B to take my less on of geography At 11. am. I taught them Soil chapter. I use demonstration method so that they can understand easily my period was over by 11:30 am. So that after finishing my period. I left this class I went for completing my worn.

At 12:30 pm School is over and all student went for home

Day-52

I reached at School by 7:45am this is our 52nd day of our internship. I went to met Geeta Ma'm that I was came.

Then I went for 2nd period in 9th/A there was Science period are Started So I told to student open your science textbook page no 56 Chp NO. 5 then I Started taking reading one by one randomly but student said they have work So I said complete your work but don't make any noise. they did their own study I went to 7th/B in Geography period. I asked question which I taught on yesterday. After period is over. I went to 8th/B in science period I told Student for reading they readed chapter of Science one by one.

School is over by 12:30am all Student went one by one for home. I also left by 1pm.

Day - 53

Today I reached sharp at 7:30 am on the school as usually we all going to meet Geeta ma'm asking today's responsibility She told other teacher free period so you can get your lesson we all give five period is free. So we allotted that period among us.

I got 3rd period for my lesson today my lesson on Std 8th/B. So I went for my lesson at 8.40 am I taught Geography chp name Humidity and cloads. In this lesson I taught about evaporation and humidity in the air my period is over by 9:10 am.

Then I went to class 7th/B In 4th period because no teacher was there So I controlled the class properly. I write down few sums on board of maths and told them to solve it.

After all that School is over by singing national anthem by 12:30 pm.

Day-54

Co-Curricular Activity

Day - 55

On this day we reached at 7:30 am in school we met to Geeta mam She told me that I teacher is not coming today. So you will handle their classroom.

On thay day I went to 5th/A for controlling them in 1st Period. I have taken attendance and then started my period with reading then muttulaxmi mam gave the work of baseline exam marksheet. Me and my friend helped her to fill that marks in marksheet. Our work was over by 10:30 am. then I went in 9th B for teaching them Economic subject urbanisation and problems. I marked a chart of problem of urbanisation for better understanding. my period was over by 10.am. So after that I don't have any work

I went to staffroom for updating my diary.

Day-56

Today is a very beautiful day we reached sharp at 7:30 am then we all met geeta ma'm and asked her about today's schedule. She told us help the other teaching part marks counting of baseline exam.

So I went to one mam for helping her in counting marks of Scienc paper std 7th & 8th after that I went for preparation of my lesson.

Then In 7th period at 10:30 am I went to class 6th A for taking my lesson. I taught them geography chapter name weather and climate I have given an example of boiling water to understand better & my period was over I went to staff room

After that I don't have any work so I wrote down my daily report

Day -57

On that day I was little bit late I reached at 8.am that is in first period then I met Geeta mam to informed I came. I went to meet muttulaxmi mam because she called me she gave me work to fill the baseline marksheet. I was their until 10.am because after that I went for my lesson in 7th/B.

Then I went for my lesson at 10.am I taught them about agriculture in geography subject for better understanding I showed pictures of related agriculture

After that I went to class 8th/B for controlling them I have taken reading randomly standing and of them. After period is over. I left the class room.

Day-58

HOLIDAY FOR GANESH CHATURTHI

Day-59

We all reached school at 7:30 am. Greeta maam alloting the responsibility among us She told that two teachers are coming late So you handle their class until they are not here.

Then I went to classroom 6th/A in first period then I took attendance and after that I took revision of maths I write on blackboard Some maths problem to solve it in your notebook.

After that today my theme lesson are started This is my first theme lesson. I prepared for this lesson. one theme like role play. I select 3 student for my theme lesson. then I gave instruction to how to play. I how to conversate then at 9:10 am I went to taking my theme lesson. I gave Introduction & Start the role play. then after the role play. I appreciate them and then explain the topic of transport and communication.

Day-60

This is 60th day of our internship program. now four days are remaining for ending our internship.

On that day I reached school at 7:30 am and we all went to staff room for asking todays responsibility

Today is my co-teaching with school teacher my subject is Geography and my 1st peer lesson is tides and their types. tides are explained the main I give introduction to student then I type I teached and 2nd type they taught we have good co-ordination among us. my peer lesson time is 10:30 am. In class 7th/A

After that one mam called me to help her In filling baseline exam marksheet almost 2 hours I did it. After that I don't have any work so I completed my personal work I prepared for my next plan and write down my daily report in my dairy.

After that at 12:30 pm school is over and all student are left the school sung national anthem.

Day-61

HOLIDAY FOR

MUHARRAM

Day-62

On that day we reached at 7:30 am in the School. Geeta Mam standing on ground. I wish her good morning mam. She gave reply me back.

Then we went to staffroom for asking todays responsibility. Geeta mam allotting duty amongus

On that day this my second peer lesson so I was preparing peer that one another teacher co-teaching with me. todays lesson is my 6th/A at 11:am. I teach geography subject. In geographt I taught temperature. In temperature my teaching point is different temp on Earth and range of temperature. I taught range of temperature with showing diagram of temperature zone and 2nd teacher taught them about different temperature on the earth. we have good co-ordination among us. After that I went to 8th/B for controlling the class in 8th period.

After nine period school is over at 12:30 pm by singing national anthem.

Day-63

CO-CURRICULAR ACTIVITY

Day-64

We reached School at 7:30 am Sharp. This was on last day of the Internship We all very happy because we completed our internship program without any difficulties. Saket vidhya mandir School is really good school our teachers are very supportive.

On that day Geeta mam told that handle the classroom which I was proxy period. So, I went to class 5th A in 3rd period there is English period already started Sudha mam teach English Mam subject She called me for teached that lesson to student because She have another work So I taught English lesson.

Then I have last lesson of peer I request one mam to my peer lesson So I went to class 7th/A at 10:30 for my lesson I taught geography chapter name is Air pressure they gave introduction and taught air pressure belt. We have good co-ordination among us.

After that my work is completed and my internship also completed on 24/9/19 and School also over at 12:30 pm.

MARKLIST OF IX | B

SUB:- ECONOMICS

Roll No.	MARKS
1	04
2	14
3	13
4	15
5	Ab
6	04
7	06
8	Ab
9	Ab
10	Ab
11	Ab
12	Ab
13	Ab
14	15
15	08
16	Ab
17	Ab
18	11
19	11
20	05
21	04
22	07
23	18
24	Ab
25	Ab
26	Ab
27	09
28	06
29	08
30	07
31	09
32	08
33	09
34	16
35	09
36	10
37	09
38	09
39	11
40	13
41	Ab
42	07
43	Ab
44	09
45	11
46	08
47	06
48	Ab
49	Ab
50	09
51	11
52	13
53	12
54	Ab
55	05
56	10
57	09
58	05
59	05
60	09
61	06
62	Ab
63	Ab

PAGE No.
DATE

* PROGRESS REPORT *

SAKET VIDYA MANDIR
ENGLISH HIGH SCHOOL
(Govt. Recognised)
Managed by Saket Gyanpeeth (Reg.)
Saket Vidya Nagari Marg, Chinchpada Road,
Katemanivli, Kalyan (East) - 421 306

PROGRESS REPORT
20 - 20

Name of the Student :
Register No. :
Date of Birth :
Standard : Division
Parent's / Guardian's Name :
and Address :
Parent's / Guardian's Education : Occupation
Relation with the Ward :
Name of the Mother :
Mother's Education :
Specimen Signature : Father Mother

INFORMATION RELATED TO HEALTH

Age : Years Months
Weight : Kg.
Height : cms.
Disorder Observed :

Remedies followed to :
Overcome the disorder :

HEADMISTRESS
SAKET VIDYA MANDIR
ENGLISH HIGH SCHOOL
CHINCHPADA ROAD,
KALYAN(E) - 421 306
DIST. THANE

Fees Receipt

College Copy

SAKET GYANPEETH'S

SAKET VIDYAMANDIR ENGLISH HIGH SCHOOL-PRIMARY

Saket Vidyanagari Marg, Chinchpada Road, Katemanivali, Kalyan(E)

FEE RECEIPT

Date :

Receipt No :

Received From :

Student ID No. :

Description	Amount	Description	Amount
Tuition Fee	-		
Laboratory Fees	-		
Co-Curricular Activities			

Amount Paid :

Amount in Words:
INR One Thousand Twenty Only.

Cashier Signature

Note :
1 This receipt should be preserved & presented for refund of deposit.

This receipt should be preserved and produced when required.

Received

SAKET VIDYAMANDIR ENGLISH HIGH SCHOOL

SAKET VIDYA MANDIR
ENGLISH HIGH SCHOOL

Managed by : SAKET GYANPEETH (Regn. No. E-1488 Dtd. 18-7-1994)
Saket Vidya Nagari Marg, Chinchpada Road, Katemanivali, Kalyan (E) Phone 2250951

Affix the Photograph

ADMISSION FORM
PRE-PRIMARY / PRIMARY / SECONDARY

Date _____
Serial No. _____
G. R. No. _____

Student's Name in Full : _____ (Surname) _____ (Name) _____ (Father's Name)

Religion _____ Nationality _____ Place of Birth _____
Caste _____ Sub Caste _____
If Schedule Caste / Schedule Tribe / Backward Class etc. state which _____
Date of Birth (in Figures) _____ (in words) _____
Last School attended _____
Last Std. passed _____ Std. in which admission is sought _____
Father's (or Guardian's) Office Address and Occupation _____
Telephone No. (if any) _____ Monthly Income of the Family _____
Local Address _____
Permanent Address at Native Place _____
Whether the student staying with the Parent / Guardian _____
The student's relation with the Parent / Guardian _____
Whether any brother or sister of the child is studying in our school _____ Std. _____ Div. _____
Please admit my son / daughter / ward in Std. _____ of your school.
I hereby agree to abide by all rules and regulations of the school.

_____
Signature of Parent / Guardian

N.B. : School Leaving Certificate of the Last School attended and the mark sheet must be attached alongwith this application.

FOR OFFICE USE ONLY

Master / Miss _____ is admitted in Std. _____
Div. _____
Date _____

_____

Serial No. _____ G. R. No. _____ Admitted in Std. / Div. _____
Name of the Student _____ Date of Birth _____
Admission Fees Rs. _____ Tuition Fees Rs. _____ Term Fees Rs. _____

PUPILS' DAILY ATTENDENCE

विद्यार्थ्यांची दैनंदिन उपस्थिती

Date
दिनांक _____

Signature सही	Std. & Divn. इयत्ता व तुकडी	No. Present उपस्थित		No. Absent अनुपस्थित		TOTAL एकूण		Grand Total एकूण पट संख्या	Teacher's Signature शिक्षकाची सही
		Boys मुले	Girls मुली	Boys मुले	Girls मुली	Boys मुले	Girls मुली		

LEAVING CERTIFICATE

No Change in an entry in this certificate shall be made except by the authority issuing it & any infringement of this requirement is liable to involve the imposition of penalty such as that of rustication

SAKET GYANPEETH'S

SAKET VIDYA MANDIR ENGLISH HIGH SCHOOL

PRIMARY SECTION

PERMANENTLY NO GRANT BASIS

Saket Vidyanagari Marg, Chinchpada Road, Katemanivli, Kalyan (East) - 421306, Dist. Thane (MAH)

क्रमांक : व्हीएलएस-१०९८(४५०) प्राशि-३ दिनांक : ९ जुलै १९९९

LEAVING CERTIFICATE

1300

Register No. of the Pupil _____ L.C. No. _____

1.	Name of Pupil in full	:
2.	Caste and Sub-caste in the case of pupils belonging to backward classes and category Classes (e.g. SC/ST/VJ & NT)	:
3.	Place of Birth	:
4.	Date of Birth, month and year according to the Christian era and the New National Calendar both in words and figures.	:
5.	Last School attended	:
6.	Date of admission	:
7.	Progress	:
8.	Conduct	:
9.	Date of Leaving School	:
10.	Year in which studying and since When	:
1.	Reason for leaving School	:
2.	Remarks	:

Certified that above information is in accordance with the School Register.

Prepared by Checked by Head Mistress

Date _____

B. : 1. Entries Regarding the date of birth according to the Christian era and the New National Calendar and the year (i.e. Std.) in which studying in columns 4 & 10 of the Leaving Certificate should be made both in figures and in words.

2. These Entries shall be in manuscript and not typewritten.

GENE R

विद्यार्थ्याचे पूर्ण नांव व आईचे नांव Name of the pupils in full and mother's name 2	जात व पोटजात (फक्त मागास वर्गियांचे बाबतीत) Caste with sub-caste (only in the case of pupils belonging to backward classes) 3	जन्मस्थळ Place of Birth 4	मातृभाषा Mother tongue 5	जन्म दिनांक अंकी व अक्षरी Date of birth, month & year, according to the Christian era both in words & figures 6

Cancelled

SAK... OF EDUCATION
...LYAN (E)
DIST. THANE

** SAKET COLLEGE OF EDUCATION

S.Y.B.ED

2018-19

NAME : ANITA N. PATIL

ROLL NO : 17

SEMESTER : IV th

CO-CURRICURAL ACTIVITIE

seen

** SAKET COLLEGE OF EDUCATION **

S.Y.B.ED

2018-19

Name - Anita N Patil

Roll No - 17

Co-Curricular Activities

INDEX

Sr No.	Particulars	Page No.
1	WORLD AIDS DAY	1-3
2	SAVITRIBAI PHULE DAY	4-6
3	MARATHA DIWAS	7-9
4	NATIONAL SCIENCE DAY	10-12
5	NATIONAL WOMEN DAY	13-15
6	WORLD CONSUMER DAY	16-19
7	RANGOLI COMPETITION	20-22
8	REPUBLIC DAY	23-25

World Aids Day

International theme for 2019 is "Getting to zero end Aids by 2030".

The national theme for this year is "The time to act is now"

In 2012, the United Nations stated that it's possible to eradicate the disease by 2016 in part of course by preventing new infections. However within African American communities across the country unfortunately that has not been the case

WORLD AIDS DAYS THEME ⇒

This year's world AIDS Day is anticipated to see renewed activism from the civil society as 1st December 2019 falls only 6 months before the International AID's Conference in washington This year also marks the 30th year since AID's was first Report WORLD AID DAY will be

a Plateform to pay tribute to early advocates of the response. Observed world wide. on 1st December since 1988, WORLD AIDS DAY is the moment of the years where milions of people come together ceeross the globe to commemorate people what lost their live to the epidemic of recommit to ending the epidemic.

We all stadents of BEd come together and present speech, songs, drama about AIDS and celebraked that day very properly. The department ceetively participaked in spreding awareness & believes that the future-generation has the ability to tensitize other of prevent spread of HIV.

SAVITRIBAI PHULE DAY

"Savitribai Phule Day" is celebrated every year to commemorate the women education in India. Sakal College of Education Celebrates "Savitribai Phule's Birth anniversary as a Women Empowerment Day and orgnized the 'Savitribai Phule" memorial lecture devoted to women's issues, women Rights and women Empowerment. Women Development Cell has been set up to look to matter related to women grievances and development. It also helps and guides enrolment of more number of women students in the college so that a very safe, secure and friendly atmosphere prevails on the campus for women.

Savitribai phule plays an important role in improving

women's rights in India during British rule. Phule along with her husband founded the first girl's school run by native Indians at Bhide wada in Pune in 1848. She worked very hard to abolish discrimination and unfair treatment of people based on case and gender. She is regarded as an important figure of the social reform movement in Maharashtra. All of girls participated in that programme. Every girls ideal is a savitribai Phule. They performs, dance, speech, poems etc. We all of hed student celebrated that Jayanti very joyfully.

MARATHI DIWAS

MARATHI is spoken as a native language by 258 million people and our Indian constitution recognized a prominent language in India. Marathi is a official language in state Maharashtra.

Marathi Diwas was celebrated on 27 January. In that day our marathi language teacher calculated the morning assembly in which appreciated the marathi language and highlighted its importance in to the words. And also discuss the planning of the program students and staff come dressed in colourful traditional outfit, Navvari, saari etc The two best dressed student from each class were awarded for their enthusiasm and two female staff also awarded.

In that day, we all of

NATIONAL SCIENCE DAY

Saket College of Education, Kalyan (E) celebrated National science day on 28th February 2017 very joyful and enthusiastically. All student of saket college are in the campus come together in excited and joyfully, celebrated science day.

On 28 February every year, National Science Day celebrated to marry of Discovery of Raman effect by Indian physicist Sir Chandrashe-kar venkat Raman on 28 February 1928. For his discovery, Raman was awarded the nobel prize in physics in 1930. In our college 100 students of arts, science, Ed worked for feverel weeks, to put up grand exhibition with scientific experimental set up, posters, display, herbal

NATIONAL WOMEN DAY

Sohet college of Education celebrated National women day on 9th March 2017 with joyfully. International women day dedicated to the every woman in this planet on 8th March. In this day all women celebrated very seriously. The united Nations gave official recognition to international womans day in 1975.

This event was simply for girls and young women man participate in the some of the given speech, some one done drama and sony one in the worlds. All girls are came in th colurful saaries. Every girls are participated in this class. In this event this shown such type of drama why women are not always further in every participation of life.

WORLD CONSUMER DAY

Sahel College of Education celebrated World Consumer day at 15 March, Every year 15 march is observed as the world Consumer Right day an annual occasion for celebration & solidarity with in the international consumer Day Since the consumer protection act 1986 was enacted on this day in 1986. which has opened up governance process of our country to the common public also had far reaching implication for consumer protection

The act envisages the promotion & protection of following rights for the consumer

* Right to safety
* Right to be informed
* Right to choise

RANGOLI COMPETITION

All students of sanet college of education participated enthusiastically in Rangoli competition. Rangoli competiti organized on dated 21st march 2017 in sanet college of eduction. The college participated two different group of each competition. The principal of sanet college of education said By organizing such competition in college. that introduced the value of our cutural. At the same time skills of creativity & art innovation can be developed.

Student started Rangoli designed all have done very good. some student designed peacock and some students designed colourful flowers, some students made

REPUBLIC DAY

Republic day in India is celebrated every year with great honner on 26th of January to honour the constitution of India as it come into force on the same day in the year 1950. it had replaced the govern-ment of India act.

sonet college of Education celebrated Republican day on 26th of January at Tuesday. In 2016. India is celebrating it's 68th Republic Day. The student saluted the national flag and pledged themselves to upholding the honour and integrity, diversity and uniqueness that is "India"

Republic celebrati-on is a huge national event Celebration in India especially

Appendix-V

SAKET GYANPEETH'S

SAKET COLLEGE OF EDUCATION

A. Y 2018-19

Community Work Dates

Sr.No	Dates	Name of the Institute
1	24/12/2018 & 25/12/2018	Matoshree Vrudhaashram . Khadavli,
2	26/12/2018 & 27/12/2018	Beru Matimand Pratishthan , Badlapur
3	28/12/2018 & 29/12/2018	Pragati Andh Vidyalaya , Badlapur

Community Work
Academic Year (2018-19)

Saket Gyanpeeth's

SAKET COLLEGE OF EDUCATION

(Affiliated to University of Mumbai)

Ref No. SCE/2018-19 Date 14-12-2018

To,

Matoshree,
Ashram, Khadavli
Maharashtra.
(421605).

Dear Sir/ Madam ,

Sub- Community Work

Our College is an institution where students are admitted to trained as teachers. As a part of the syllabus, they are Expected to go for educational Community Work where they can gain knowledge in other fields.

Surely this visit will Educational Community Work our students to their duty towards community.
You are therefore requested to allow our students for Education Community Work and oblige.

Thanking you,

Yours Faithfully,

I/C Principal
...e of Education
...nagari Marg,
Chinchpada, Kalyan (E) 421 306.
Dist. Thane (M S)

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

दि. 24 व 25 डिसेंबर स. 10 ते 11.30 या वेळात नोटीस परवानगी देत आहे.
NP
14/12/18

Saket Gyanpeeth's
SAKET COLLEGE OF EDUCATION
(Affiliated to University of Mumbai)

Ref. No. SCE/2018-19

Date : 17th December 2018

NOTICE

Community Work

All the students hereby informed that our college organized community work on 24th and 25th December 2018 to"**Matoshree Vrudhdhashram"** khadivali.

Time :- 10.00 am

Note :-

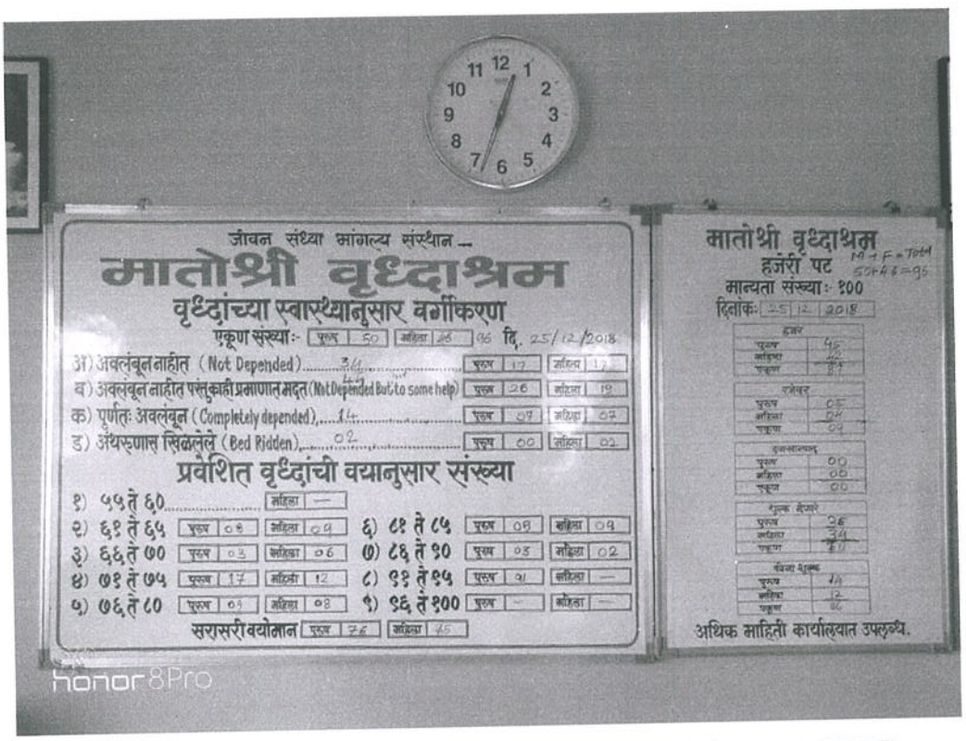
1. College ID is mandatory.

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

I/C Principal
PRINCIPAL
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)

Copy To

1. The Chairman / Hon. Secretary, Saket Gyanpeeth
2. The C.E.O. Saket Gyanpeeth
3. Notice Board
4. Notice File



जीवन संध्या भागत्य संस्थान –

मातोश्री वृध्दाश्रम

वृध्दांच्या स्वास्थ्यानुसार वर्गीकरण

एकूण संख्या:- पुरुष 50 महिला 46 96 दि. 25/12/2018

अ) अवलंबून नाहीत (Not Depended) ..... पुरुष 17 महिला 17

ब) अवलंबून नाहीत परंतु काही प्रमाणात मदत (Not Depended But, to some help) पुरुष 26 महिला 19

क) पूर्णतः अवलंबून (Completely depended) ..... पुरुष 07 महिला 07

ड) अंथरुणास खिळलेले (Bed Ridden) ..... पुरुष 00 महिला 02

प्रवेशित वृध्दांची वयानुसार संख्या

१) ५५ ते ६० ..... महिला —

२) ६१ ते ६५ पुरुष 08 महिला 09

३) ६६ ते ७० पुरुष 03 महिला 06

४) ७१ ते ७५ पुरुष 17 महिला 12

५) ७६ ते ८० पुरुष 09 महिला 08

६) ८१ ते ८५ पुरुष 09 महिला 09

७) ८६ ते ९० पुरुष 03 महिला 02

८) ९१ ते ९५ पुरुष 01 महिला —

९) ९६ ते १०० पुरुष — महिला —

सरासरी वयोमान पुरुष 76 महिला 75

honor8Pro

मातोश्री वृध्दाश्रम

हजेरी पट

मान्यता संख्या: १००

दिनांक: 25 12 2018

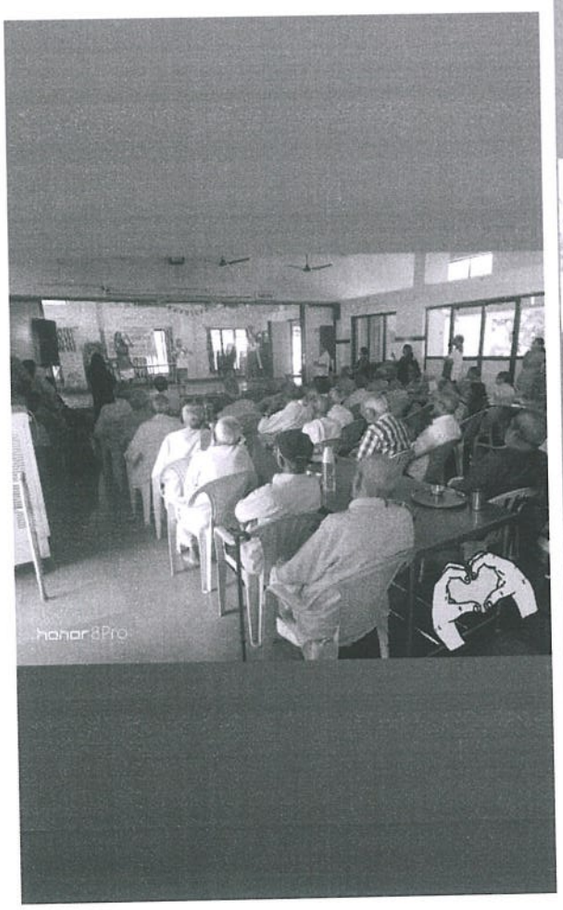
हजर	
पुरुष	46
महिला	46
एकूण	92
गैरहजर	
पुरुष	05
महिला	04
एकूण	09
दुरवलनाथ	
पुरुष	00
महिला	00
एकूण	00
मृत्यू दिनांक	
पुरुष	26
महिला	34
एकूण	60
येणेप्रमाणे	
पुरुष	71
महिला	12
एकूण	86

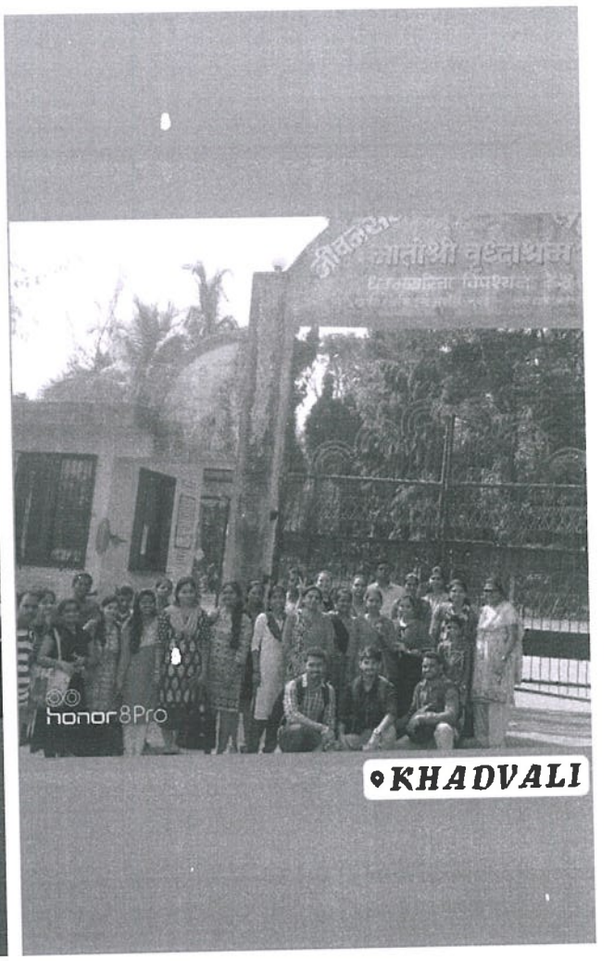
अधिक माहिती कार्यालयात उपलब्ध.

honor8Pro

EDUCATION * SAKET COLLEGE OF
KALYAN (E)
DIST.THANE

EDUCATION * SAKET COLLEGE OF
KALYAN (E)
DIST.THANE





SAKET COLLEGE OF EDUCATION
KALYAN (E)
DIST. THANE

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION, KALYAN (EAST)

"VISITED MATOSHRI VRUDHAASHRAM, KHADVALI."
COMMUNITY WORK REPORT (2018-19)

29th December 2018

All the Students of Saket College of Education visited One day in"Matoshri VrudhAshram, Khadwali" on 24th and 25th December 2018. The Head of Manager Matoshri Vrudhashram khadavli, welcomed us and gave us the proper planning of what were the activities to be done with their Old Age people in there be a part of Matoshri Vrudhashram.

On this day, our students cleaned the place and surrounding area of this Matoshri Vrudhashram also Inside their room, courtyard after refreshing of students they also permission to meet aaji Aioba interact with them they also sharing experience to our students. At the End of the session our group members student teacher and teacher giving some motivational thoughts to all.

From this community visit students learn how to tackled the problems of our life and live happily

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

Sujata
INCHARGE

(COMMUNITY WORK)

जीवन-संध्या मांगल्य संस्थान

JEEVAN SANDHYA MANGALYA SANSTHAN

Reg. No. M.S.M 417 - 96, G.B.B. SB/F - 18335 (Mumbai) Dt. 15-03-96

MATOSHREE VRIDDHASHRAM

Estd. : 29/03/98

Supported By :- Archana Trust Suburban, Mumbai
Village Sor, Post Padgha, Khadavli (C.Rly.), Tal. Bhiwandi,
Dist. Thane, Maharashtra 421101 Tel. : 9820943114 / 0251-2020015
UNDER SCHEME SOCIAL WELFARE DEPARTMENT, GOVT. OF MAHARASHTRA

Letter No. 576

General

Date : 25/12/2018

Ref. No.

To Selcet College of Education
Kalyan (East)

THANKS LETTER FOR DONATION IN KIND

Respected Sir / Madam

We are grateful to you for your good-self for sharing your interest and respect paid to our senior citizens of "Maatoshree Vriddhasram" at Sor (Khadavli Rly. Stn.) by providing following donation in kind.

S. No.	Item	Qty.
1	Biscuits - 75	

We expect your same approch towards our social activity in future

Thanks & Regards

for

Manager
MATOSHREE VRIDDHASHRAM

Donar Sign.

SAKET COLLEGE OF EDUCATION B.ED

. .B.ED.

A.Y 2018 - 2019

Semester : **Subject :**

SR. NO	NAME OF THE STUDENT	Sign.
1	ANJANA RAMACHANDRAN	
2	AYYER GAYATRI PARSHURAM	
3	BANERJEE NILANJANA AMIT	
4	BERA RAKHEE ANILKUMAR	
5	BHADEKAR PRIYA MOHAN	
6	BHATTACHARJEE ANJANA TAPAN	
7	BOUDH SNEHA SURENDRA KUMAR	
8	CHATURVEDI SONAL SANTOSH	
9	CHAUDHARY YOGITA DATARAM	
10	CHAUHAN AMITKUMAR PARASNATH	
11	CHOUDHARY VANDITA HANSRAJ	
12	DALVI ANNANYA MANGESH	
13	DAVDA RAJ PRAVIN	
14	DESAI ARCHANA ASHOK	
15	DUBEY ANJANA NAYELAL	
16	DUBEY MAHESHWARI PRASAD SHRIKRISHNA	
17	DUBEY POOJA ASHOK	
18	DUBEY VINAY KUMAR KRIPASHANKAR	
19	DUBEY NEHA ASHOK	
20	GIRI SONI RAJKUMAR	
21	GUPTA NIDHI AMAR NATH	
22	GUPTA SACHIN VIKRAMPRASAD	
23	GUPTA BRIJESH SURPHEK	
24	GUPTA RANJANADEVI HARILAL	
25	JADHAV KIRTI DAYANAND	
26	JAISWAR SUJEET INDRAMANI	
27	JALUI VICKY ABHAY	
28	JOHN LINCY LILLY	
29	JOSHIR MANOJ GANESHAN	
30	KAGINKAR SUJATA ARUN	
31	KAMBLE POOJA BABAN	
32	KHAN NEHA SALIM	
33	KHAN ZEBA PARVEEN NASIR HUSSAIN	
34	KUMAVAT PRIYANKA PRAVIN	
35	LAKHWANI GEETA SURESHKUMAR	
36	MAHADIK SMITA SURESH	
37	MARU DHVANI KIRAN	
38	MAURYA ANITA TILAKRAM	
39	MAURYA SHILPA SHITALAPRASAD	
40	MAURYA SUNITA RAMNARESH	
41	METHWANI RAVINA CHANDERLAL	
42	MISHRA PRAVEEN KUMAR DINANATH	
43	MISHRA MINTI ARUN	

SAKET COLLEGE OF EDUCATION B.ED

S.Y.B.ED.

A.Y 2018 - 2019

Semester : **Subject :**

SR. NO	NAME OF THE STUDENT	Sign.
44	MOHAMMAD QURESH WAHI DALI	
45	MOMIN UMME KULSUM KAMARUZZAMAN	
46	NADAR PUSHPA JOTHI JAYAPALRAJ	
47	NADAR PLEASY BELSIYA HENSON	
48	NATH SAUMYABRATA	
49	NEELAM MADHURI ROOPSINGH	
50	PAI VISHAL PRAKASH	
51	PANDEY PRAVESH DURGA PRASAD	
52	PANDEY VIVEK NANHE LAL	
53	PANDEY PRATIBHA DAYASHANKAR	
54	PANDYA NIKHIL TARUNKUMAR	
55	PANIGRAHI SAPANA SOMNATH	
56	PARAB MRUGAJA ARVIND	
57	PATEL PRATIBHA ANILKUMAR	
58	PATIL TEJAS SANJAY	
59	POOBAL RAYER PRATHIMA ANTHONY	
60	PRAJAPATI PARESHKUMAR DALPATBHAI	
61	PUSHPAKAR PANKAJ MOOLCHAND	
62	RAJANI KUMARI	
63	RAWAL POOJA DEVANAND	
64	RECHODE PRATIMA ASHOK	
65	ROY ALIK BUNAMALI	
66	SALUNKHE AISHWARYA AJIT	
67	SANGEETA KUMARI	
68	SATRA HARSHA DEEPAK	
69	SHAH ZILL RAJESH	
70	SHAIKH SABAH ABDUL KADER	
71	SHAIKH SIDDIQUA RAHMAN SAIFUR	
72	SHARMA ABHISHEK RAMAWADHA	
73	SIDDIQUE SHAGUFTA NADIM	
74	SINGH BABALEE	
75	SINGH KAMINI	
76	TARACHANDANI NAINA KISHORE	
77	THAKUR MANISH RAMASHANKAR	
78	THOMAS SALLY BENJAMIN	
79	TINNA BHAVIKA AMARLAL	
80	TIWARI REETUDEVI JOGESH	
81	UPADHYAY SARVESH OMPRAKASH	
82	VARUDKAR SHREYA VIJAY	
83	VISHWAKARMA PINKY MAHESH	
84	WANKHEDE SACHIN SAHEBRAO	
85	YADAV KANCHAN MANIKCHAND	
86	YADAV SHIVKUMAR PYARELAL	S.P. Yadav.

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST. THANE

Saket Gyanpeeth's

SAKET COLLEGE OF EDUCATION

(Affiliated to University of Mumbai)

Ref. No SCE/2018-19 Date 14/12/2018

To,

Beru Matimand
Pratishthan
421503

Dear Sir/ Madam ,

Sub- Community Work

Our College is an institution where students are admitted to trained as teachers. As a part of the syllabus, they are Expected to go for educational Community Work where they can gain knowledge in other fields.

Surely this visit will Educational Community Work our students to their duty towards community.
You are therefore requested to allow our students for Education Community Work and oblige.

Thanking you,

Yours Faithfully,

I/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M.S)

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST. THANE

Visiting Time :- 10 to 1 P.M.

No radio shooting & photos - not allowed.

Date- 26/12/18 & 27/12/18

Saket Gyanpeeth's
SAKET COLLEGE OF EDUCATION
(Affiliated to University of Mumbai)

Ref. No. SCE/ 2018-19

Date 19th December 2018

NOTICE

Community Work

All the students are informed that we are going to visit community work on 26th and 27th December 2018 to "**Beru matimand pratishthan**", Badlapur

Time :- 10.00 am

Note :-

1.College ID is mandatory.

COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

Principal
PRINCIPAL
Saket College of Education
Saket Vidyanagari Marg.
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)

Copy To

1. The Chairman / Hon. Secretary, Saket Gyanpeeth
2. The C.E.O. Saket Gyanpeeth
3. Notice Board
4. Notice File

COLLEGE OF EDUCATION
SAKET

SAKET COLLEGE OF EDUCATION
KALYAN (E)
DIST. THANE

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION, KALYAN (EAST)

"VISITED TWO DAYS IN BERU MATIMAND PATISHTHAN BADLAPUR."
COMMUNITY WORK REPORT (2018-19)

02nd January 2019

All the Students of Saket College of Education visited two days in "BERU Matimand Patishthan" on 26th and 27th December 2018. The Principal of BERU MATIMAND PRTISHTH & incharge welcomed us and gave us the proper planning of what were the activities to be done with their school children.

Our students visited the MATIMAND School Children and noticed their daily schedule how they are doing their routine work and spend their whole day. Even our students get motivated by looking at their strength and how they are doing work. As introduced themselves which was highly appreciable. Our students cleaned the courtyard of the MATIMAND PATISHTHAN and actively participated in the activity.

Some of the Children explored their talent by doing Craft, Candled Making work by showing their hidden talent. As during the lunch our students served the children they created a bond with them.

The student's learn multiple lessons from this community visit, and understand their duty towards community.

Incharge
(Community Work)

SAKET COLLEGE OF EDUCATION * KALYAN (E) DIST THANE

SAKET COLLEGE OF EDUCATION B.ED

.B.ED.

A.Y 20 18 20 19

Semester : **Subject :**

SR. NO	NAME OF THE STUDENT	Sign.
1	ANJANA RAMACHANDRAN	
2	AYYER GAYATRI PARSHURAM	
3	BANERJEE NILANJANA AMIT	
4	BERA RAKHEE ANILKUMAR	
5	BHADEKAR PRIYA MOHAN	
6	BHATTACHARJEE ANJANA TAPAN	
7	BOUDH SNEHA SURENDRA KUMAR	
8	CHATURVEDI SONAL SANTOSH	
9	CHAUDHARY YOGITA DATARAM	
10	CHAUHAN AMITKUMAR PARASNATH	
11	CHOUDHARY VANDITA HANSRAJ	
12	DALVI ANNANYA MANGESH	
13	DAVDA RAJ PRAVIN	
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15	DUBEY ANJANA NAYELAL	
16	DUBEY MAHESHWARI PRASAD SHRIKRISHNA	
17	DUBEY POOJA ASHOK	
18	DUBEY VINAY KUMAR KRIPASHANKAR	
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25	JADHAV KIRTI DAYANAND	
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27	JALUI VICKY ABHAY	
28	JOHN LINCY LILLY	
29	JOSHIR MANOJ GANESHAN	
30	KAGINKAR SUJATA ARUN	
31	KAMBLE POOJA BABAN	
32	KHAN NEHA SALIM	
33	KHAN ZEBA PARVEEN NASIR HUSSAIN	
34	KUMAVAT PRIYANKA PRAVIN	
35	LAKHWANI GEETA SURESHKUMAR	
36	MAHADIK SMITA SURESH	
37	MARU DHVANI KIRAN	
38	MAURYA ANITA TILAKRAM	
39	MAURYA SHILPA SHITALAPRASAD	
40	MAURYA SUNITA RAMNARESH	
41	METHWANI RAVINA CHANDERLAL	
42	MISHRA PRAVEEN KUMAR DINANATH	
43	MISHRA MINTI ARUN	

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

SAKET COLLEGE OF EDUCATION B.ED

.B.ED.

A.Y 20 - 20

Semester : **Subject :**

SR. NO	NAME OF THE STUDENT	Sign.
44	MOHAMMAD QURESH WAHI DALI	
45	MOMIN UMME KULSUM KAMARUZZAMAN	
46	NADAR PUSHPA JOTHI JAYAPALRAJ	
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48	NATH SAUMYABRATA	
49	NEELAM MADHURI ROOPSINGH	
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54	PANDYA NIKHIL TARUNKUMAR	
55	PANIGRAHI SAPANA SOMNATH	
56	PARAB MRUGAJA ARVIND	
57	PATEL PRATIBHA ANILKUMAR	
58	PATIL TEJAS SANJAY	
59	POOBAL RAYER PRATHIMA ANTHONY	
60	PRAJAPATI PARESHKUMAR DALPATBHAI	
61	PUSHPAKAR PANKAJ MOOLCHAND	
62	RAJANI KUMARI	
63	RAWAL POOJA DEVANAND	
64	RECHODE PRATIMA ASHOK	
65	ROY ALIK BUNAMALI	
66	SALUNKHE AISHWARYA AJIT	
67	SANGEETA KUMARI	
68	SATRA HARSHA DEEPAK	
69	SHAH ZILL RAJESH	
70	SHAIKH SABAH ABDUL KADER	
71	SHAIKH SIDDIQUA RAHMAN SAIFUR	
72	SHARMA ABHISHEK RAMAWADHA	
73	SIDDIQUE SHAGUFTA NADIM	
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75	SINGH KAMINI	
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78	THOMAS SALLY BENJAMIN	
79	TINNA BHAVIKA AMARLAL	
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81	UPADHYAY SARVESH OMPRAKASH	
82	VARUDKAR SHREYA VIJAY	
83	VISHWAKARMA PINKY MAHESH	
84	WANKHEDE SACHIN SAHEBRAO	
85	YADAV KANCHAN MANIKCHAND	
86	YADAV SHIVKUMAR PYARELAL	

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

Saket Gyanpeeth's

SAKET COLLEGE OF EDUCATION

(Affiliated to University of Mumbai)

Ref. No. SCE/2018-19 Date 15/12/2018

To,

Pragati Andh
Vidyalaya
Badlapur
421503

Dear Sir/ Madam ,

Sub- Community Work

Our College is an institution where students are admitted to trained as teachers. As a part of the syllabus, they are Expected to go for educational Community Work where they can gain knowledge in other fields.

Surely this visit will Educational Community Work our students to their duty towards community.
You are therefore requested to allow our students for Education Community Work and oblige.

Thanking you,

Yours Faithfully,

I/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E), 421 306.
Dist. Thane (M.S.)

28/12/2018 To 29/12/2018

President,
Pragati Andha Vidyalaya
Badlapur Dist Thane

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST. THANE

Saket Gyanpeeth's
SAKET COLLEGE OF EDUCATION
(Affiliated to University of Mumbai)

Ref. No. SCE/2018-19

Date 21st December 2018

NOTICE

Community Work

All the students are informed that we are going to visit community work on 28th and 29th December 2018 at **"Pragati Blind School Badlapur"** .

Time :- 10.00 am

Note :-

1. College ID is mandatory.

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

Hon. PRINCIPAL
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada, Kalyan (E) 421 306.
Dist. Thane (M S)

Copy To

1. The Chairman / Hon. Secretary, Saket Gyanpeeth
2. The C.E.O. Saket Gyanpeeth
3. Notice Board
4. Notice File

SAKET COLLEGE OF EDUCATION
KALYAN (E)
DIST. THANE

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION, KALYAN (EAST)

"VISITED ONE DAYS IN PRAGATI BLIND SCHOOL"
COMMUNITY WORK REPORT (2018-19)

03th January 2019

All the Students of Saket College of Education visited two days in "PRAGATI BLIND SCHOOL- BADLAPUR" on 28th December and 29th December 2018. The Principal of Pragati Blind School, Mr Ganesh Tayade welcomed us and gave us the proper planning of what were the activities to be done with their Blind Students.

On This day our students visited the Blind School and noticed their daily schedule of how they learn and spend their whole day. Even our students get motivated by looking at their strength and how this blind students are trained by their trained teachers. As this Blind Students brilliantly introduced themselves which was highly appreciable. Our students cleaned the courtyard of the school and actively participated in the activity. Some of the blind students explored their talent by singing instrumental song and entertained us by showing their hidden talent. As during the lunch our students served the blind students and they created a bond with them.

INCHARGE
(COMMUNITY WORK)

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

SAKET COLLEGE OF EDUCATION B.ED

.B.ED.

A.Y 2018 - 2019

Semester : **Subject :**

SR. NO	NAME OF THE STUDENT	Sign.
1	ANJANA RAMACHANDRAN	
2	AYYER GAYATRI PARSHURAM	
3	BANERJEE NILANJANA AMIT	
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6	BHATTACHARJEE ANJANA TAPAN	
7	BOUDH SNEHA SURENDRA KUMAR	
8	CHATURVEDI SONAL SANTOSH	
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35	LAKHWANI GEETA SURESHKUMAR	
36	MAHADIK SMITA SURESH	
37	MARU DHVANI KIRAN	
38	MAURYA ANITA TILAKRAM	
39	MAURYA SHILPA SHITALAPRASAD	
40	MAURYA SUNITA RAMNARESH	
41	METHWANI RAVINA CHANDERLAL	
42	MISHRA PRAVEEN KUMAR DINANATH	
43	MISHRA MINTI ARUN	

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST. THANE

SAKET COLLEGE OF EDUCATION B.ED

.Y.B.ED.

A.Y 2018 - 20 19

Semester : **Subject :**

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49	NEELAM MADHURI ROOPSINGH	
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55	PANIGRAHI SAPANA SOMNATH	
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58	PATIL TEJAS SANJAY	
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62	RAJANI KUMARI	
63	RAWAL POOJA DEVANAND	
64	RECHODE PRATIMA ASHOK	
65	ROY ALIK BUNAMALI	
66	SALUNKHE AISHWARYA AJIT	
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75	SINGH KAMINI	
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78	THOMAS SALLY BENJAMIN	
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81	UPADHYAY SARVESH OMPRAKASH	
82	VARUDKAR SHREYA VIJAY	
83	VISHWAKARMA PINKY MAHESH	
84	WANKHEDE SACHIN SAHEBRAO	
85	YADAV KANCHAN MANIKCHAND	
86	YADAV SHIVKUMAR PYARELAL	S.P. Yadav

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

जीवन संध्या मांगल्य संस्थान
JEEVAN SANDHYA MANGALYA SANSTHAN

रजि. नं. एम्.एस्.एम्. ४१७-९६ जी. बी. बी. एस्बी./एफ्. - १८३३५ (मुंबई) दि. १५ - ३ - ९६
नोंदणीकृत : ७०१, प्रेमरतन अपार्टमेंट, डॉ. बाबासाहेब आंबेडकर रोड, मुलुंड (प.) मुंबई - ८०.
I. T. EXEMPTION ORDER No. DIT (E) / MC / 80G / 2621
PAN No. : AAATJ2015Q MOb. : 9820943114
Email : jamskdv@gmail.com

RECEIPT No. 2097

Date 25/12/18

Received with thanks from Shri/Smt. Saket College of Education

Add Kalyan (East)

Mob. : Email :

the sum of Rupees One Thousand Five Hundred only

by Cash /Cheque/Draft No Cash

in Payment of Donation A/c General

Date 25/12/2018

Rs. 1500/-

Payment by cheque subject to realisation

Paid by

Authorised Sign.

Website : www.jeevensandhya.org.in

RECEIPT

☎ 0251-2665182

PRAGATI ANDHA VIDYALAYA

Founder : Late Smt. Suhasini Manjrekar (Tai)

Regd.No.Mumbai / 7 / 68 THANE F- 267 THANE BADLAPUR,DIST,THANE. Pin 421 503.

No. 128 Date : 29/12/2018

Received with thanks from....Saket college Kalyan.....

.....

the sum of Rupees.....Two Thousand, Five hundred, Fifty only.....

.....

Name of Bank _____ by cash/cheque/demand draft No.....

Dated..... as Donation.....

Rs. 2550/-

Subject To Realisation Of Cheque

A) Donations paid to The Pragati Andha Vidyalaya are exempted from payment of Income Tax within the limits prescribed for recognised charities.

B) The receipt is valid after realisation of the cheque.

For. Pragati Andha Vidyalaya

PRAGATI ANDH VIDYALAYA SANSTHA
BADLAPUR
PAN NO.:- AAATP1770G

President,
Pragati Andha Vidyalaya
At Post Badlapurgaon,Tal. Ambernath,
Dist. Thane, Pin-421504

The Exemption Granted u/s 80G(5)(VI) of the I.T. Act.1961 dt. 27.08.2007 for the perfod 01.04.07 to 31.03.10. Shall continue for permanent by Order No. THNCIT/80G/62/TPAV/2010-11/1828 dt. 25.10.2010

Community Work
Academic Year (2019-20)

SAKET GYANPEETH'S

SAKET COLLEGE OF EDUCATION

A. Y. 2019-20

Community Work Dates

Sr. No.	Dates	Name of the Institute
1	23/12/2019 & 24/12/2019	Matoshree Vrudhaashram. Khadavli,
2	28/12/2019 & 29/12/2019	Pragati Andh Vidyalaya , Badlapur

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

Saket Gyanpeeth's
SAKET COLLEGE OF EDUCATION
(Affiliated to University of Mumbai)

Ref. No. SCE/B.Ed.2019-20

Date 16th December 2019

NOTICE

Community Work

All the students are informed that we are going to visit community work on 23rd and 24th December 2019 at "**Matoshree Vrudhdhashram**" khadivali

Time :- 10.00 am

Note :-

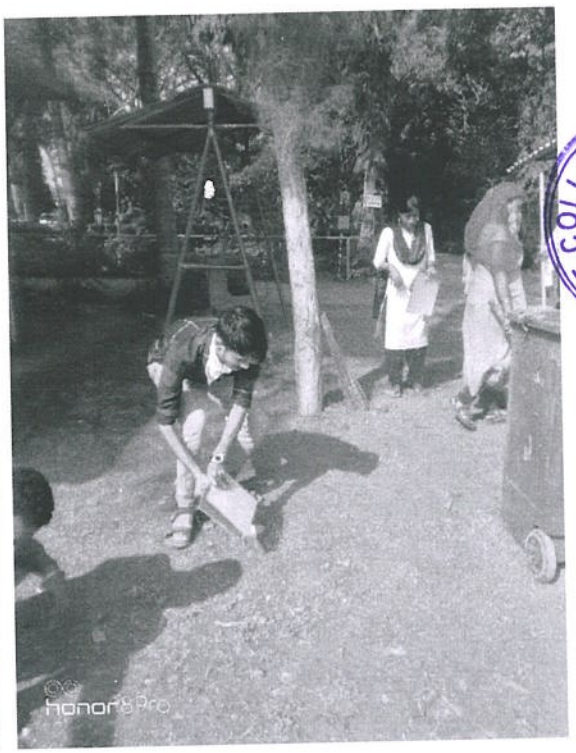
1. College ID is mandatory.

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST. THANE

PRINCIPAL
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)

Copy To

1. The Chairman / Hon. Secretary, Saket Gyanpeeth
2. The C.E.O. Saket Gyanpeeth
3. Notice Board
4. Notice File



SAKET COLLEGE OF EDUCATION
KALYAN (E)
DIST. THANE

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION, KALYAN (EAST)

"VISITED MATOSHRI VRUDHASHRAM KHADWALI"

COMMUNITY WORK REPORT (2019-20)

27th December 2019

All the Students of Saket College of Education visited One day in "Matoshri VrudhAshram, Khadwali" on 23rd and 24th December 2019. The Head of Manager Matoshri Vrudhashram khadavli, Mr.Mohan Panche welcomed us and gave us the proper planning of what were the activities to be done with their Old Age people in there be a part of Matoshri Vrudhashram.

On this day, our students cleaned the place and surrounding area of this Matoshri Vrudhashram also Inside their room, courtyard, after refreshing of students they also permission to meet aaji, Aioba interact with them they also sharing experience to our students. At the End of the session our group members student teacher and teacher giving some motivational thoughts to all.

From this community visit students learn how to tackled the problems of our life and live happily

INCHARGE
(COMMUNITY WORK)

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

Saket Gyanpeeth's

SAKET COLLEGE OF EDUCATION

(Affiliated to University of Mumbai)

Ref. No. SCE/BED/2019-20

Date 21st December 2019

NOTICE

Community Work

All the students are informed that we are going to visit community work on 28th and 29th December 2019 at "**Pragati Blind School Badlapur**" .

Time :- 10.00 am

Note :-

1. College ID is mandatory.

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST. THANE

I/C PRINCIPAL
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)

Copy To

1. The Chairman / Hon. Secretary, Saket Gyanpeeth
2. The C.E.O. Saket Gyanpeeth
3. Notice Board
4. Notice File

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION, KALYAN (EAST)

" VISITED TWO DAYS IN PRAGATI BLIND SCHOOL, BADLAPUR".
COMMUNITY WORK REPORT (2019-20)

30th December 2019

All the Students of Saket College of Education visited two days in "PRAGATI BLIND SCHOOL- BADLAPUR" on 28th and 29th December 2019. The Principal of Pragati Blind School, Mr Ganesh Tayade welcomed us and gave us the proper planning of what were the activities to be done with their Blind Students.

First day our students visited the Blind School and noticed their daily schedule of how they learn and spend their whole day. Even our students get motivated by looking at their strength and how this blind students are trained by their trained teachers. As this Blind Students brilliantly introduced themselves which was highly appreciable.

Day Two Our students cleaned the courtyard of the school and actively participated in the activity. Some of the blind students explored their talent by singing instrumental songs and entertained us by showing their hidden talent. As during the lunch our students served the blind students and they created a bond with them.

SAKET COLLEGE OF EDUCATION * KALYAN (E) DIST.THANE

INCHARGE
(COMMUNITY WORK)

जीवन संध्या मांगल्य संस्थान
JEEVAN SANDHYA MANGALYA SANSTHAN

रजि. नं. एम्.एस्.एम्. ४१७-९६ जी. बी. बी. एस्बी./एफ्. - १८३३५ (मुंबई) दि. १५ - ३ - ९६
नोंदणीकृत : ७०१, प्रेमरतन अपार्टमेंट, डॉ. बाबासाहेब आंबेडकर रोड, मुलुंड (प.) मुंबई - ८०.
I. T. EXEMPTION ORDER No. DIT (E) / MC / 80G / 2621
PAN No. : AAATJ2015Q MOb. : 9820943114
Email : jamskdv@gmail.com

RECEIPT

No. 1476

Date 24/12/19

Received with thanks from Shri/Smt. Saket College of Education

Add. Kalyan

Mob. : 9324179216 Email :

the sum of Rupees One thousand five hundred only

by Cash /~~Cheque/Draft~~ No. Cash

in Payment of Donation A/c Fees

te 24/12/19

: 1500/-

Payment by cheque subject to realisation

Paid by

Authorised Sign.

Website : www.jeevensandhya.org.in

Community Work
Academic Year (2021-22)

Saket Gyanpeeth's

SAKET COLLEGE OF EDUCATION

(Affiliated to University of Mumbai)

Ref. No. SCE/2021-22

Date : 11/05/22

To,
Dr. Mitra charitable Trust
Ruchana Pools CHS Ltd
Chakki Naka Kalyan (E)

Dear Sir/ Madam,

Sub- Community Work

Our College is an institution where students are admitted to trained as teachers. As a part of the syllabus, they are expected to go for Educational Community Work where they can gain knowledge in other fields.

Surely this visit will Educational Community Work our students to their duty towards community.

You are therefore requested to allow our students for Education Community Work and oblige.

Thanking you,

Yours Faithfully,

I/C Principal
Saket College of Education

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST. THANE

DOCTOR MITRA CHARITABLE TRUST CHAKKINAKA, KALYAN (E) REGD. NO -E- 4020 THANE

Saket Gyanpeeth's
SAKET COLLEGE OF EDUCATION
(Affiliated to University of Mumbai)

Ref. No. SCE/B.Ed./2021-22

Date : 14th May 2022

NOTICE

Community Work

All the students are hereby informed that our college is organizing community work on 21st May 2022 at "Dr. Mitra Charitable Trsut", chakkinaka, Kalyan East.

Time : 11:00 am

Note :- College ID is mandatory.

SAKET COLLEGE OF EDUCATION ★ KALYAN (E) DIST.THANE

I/C Principal

I/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)

Copy To

1. The Chairman / Hon. Secretary, Saket Gyanpeeth
2. The C.E.O. Saket Gyanpeeth
3. Notice Board
4. Notice File

COLLEGE OF EDUCATION * SAKET

EDUCATION * SAKET COLLEGE OF
KALYAN (E)
DIST. THANE

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION, KALYAN (EAST)

"VISITED DOCTOR MITRA CHARITABLE TRUST"
COMMUNITY WORK REPORT (2021-23)

Date:- 22nd MAY 2022

All the Students of Saket College of Education visited One day in DOCTOR MITRA CHARITABLE TRUST, KALYAN (EAST) on 21 May 2022. The Secretary, DOCTOR MITRA CHARITBLE TRUST, Mr. Jadhav welcomed us and gave us the proper planning of what were the activities to be done with their Old Age people in this part of trust.

Our students cleaned the place and area of this trust. They distributed medicines based on their health issues. After the distribution it was remarkable that the main head of Doctor Mitra Charitable Trust gave information about health awareness to our students.

The student learned from this visit how we should have sympathy, and empathy towards each other and how to live our life happily.

for

INCHARGE
(COMMUNITY WORK)

SAKET COLLEGE OF EDUCATION ★ KALYAN (E) DIST.THANE

Community Work
Academic Year (2022-23)

Saket Gyanpeeth's

SAKET COLLEGE OF EDUCATION

(Affiliated to University of Mumbai)

Ref. No. SCE/BEd/2022-23

Date : 28/03/2023

To,

The Secretary
Satkarm Ashram
Yadav Nagar, Somivli
Badlapur (West)

Dear Sir/ Madam ,

Sub- Community Work

Our College is an institution where students are admitted to trained as teachers. As a part of the syllabus, they are expected to go for Educational Community Work where they can gain knowledge in other fields.

Surely this visit will Educational Community Work our students to their duty towards community.

You are therefore requested to allow our students for Education Community Work and oblige.

Thanking you,

Yours Faithfully,

I/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

सत्कर्म आश्रम बदलापूर पश्चिम

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION
Affiliated to University of Mumbai
NURTURING POTENTIAL

Ref : - SCE/B.Ed/2022-23 Date:- 25th March 2023

NOTICE

Community Work

All the students hereby informed that our college organized community work on 30th March and 31st March 2023 at "**Satkarma Balak Asharam Badlapur**".

Time :- 10.00 am

Note :-

1. College ID is mandatory.

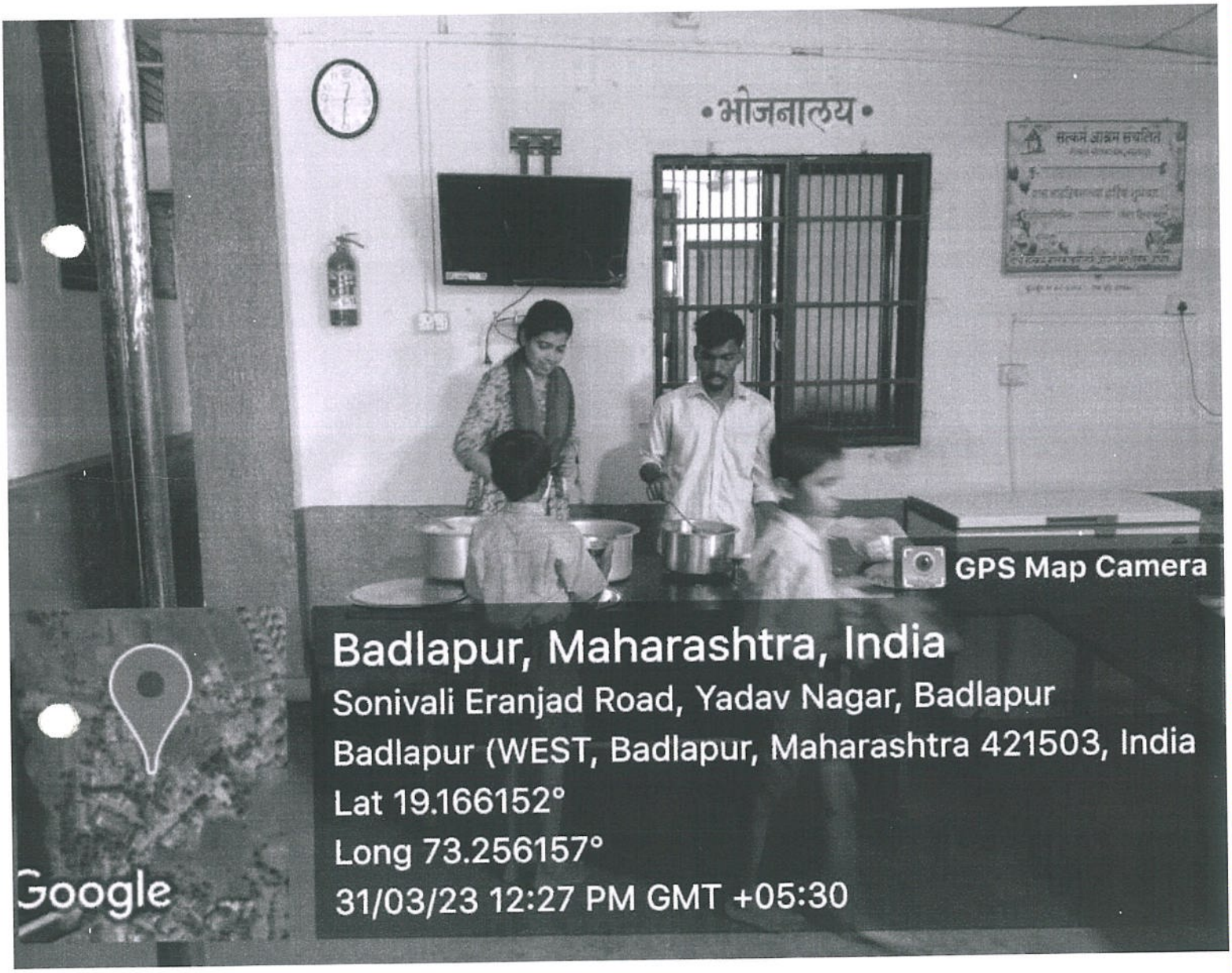
SAKET COLLEGE OF EDUCATION KALYAN (E) DIST. THANE

I/c Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)

Copy To

1. The Chairman / Hon. Secretary, Saket Gyanpeeth
2. The C.E.O. Saket Gyanpeeth
3. Notice Board
4. Notice File

SAKET COLLEGE OF EDUCATION
KALYAN (E) DIST.THANE



SAKET COLLEGE OF EDUCATION
KALYAN (E) DISTT THANE

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION, KALYAN (EAST)

"VISITED SATKARMA BALAK AASHRAM, BADLAPUR."
COMMUNITY WORK REPORT (2021-23)

Date:- 1st April 2023

All the Students of Saket College of Education visited One day at "Satkarma Balak Aashram Govt. Reg. Badlapur, Thane (west) on 30th and 31st March2023. The Secretary of Satkarma Balak Aashram , Mr.Naganath Kanehre welcomed us and gave us the proper planning of what were the activities to be done with their orphan children of Balak Aashram.

On the First day, our students interacted with Children what they learned and how they stay here independently and after this session students cleaned the Balak Aashram place and surroundings.

On the second day students of Balak Aashram explored their talent and entertained us by showing their hidden talent and at the End of the session some of our students gave valuable thoughts to our children which will help them in future.

In this community visit- our students learned how important it is enjoy each and every day of our life.

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

INCHARGE

(COMMUNITY WORK)

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

Saket Gyanpeeth's

Saket College of Education

S.Y. B.ED.

Academic Year 2022-24

Sr.No	Name of the Candidate	Signature
1	ALE SUNITA NETRA DHANMAYA	
2	ANSARI ANISA HAFIZ SALMA	
3	BARASKAR RUDRA RAVIKANT JAYSHREE	
4	BELOSE RAVINA CHANDRAKANT TEJAL	
5	BHARDWAJ SEEMA BALCHANDRA LILAWATIDEVI	
6	BHUTE YASHIKA AMARDEEP BABITA	
7	BINDA NAMRATA CHOTELAL SANDHYA	
8	CHATURVEDI MANSI JAYPRAKASH BARKHA	
9	CHAUDHARY MADHUKUMARI LAXMAN GEETA	
10	CHOUHAN JAHANGIR BILAL RAHISA	
11	CS RADHIKA SREEDHARAN RAMANI	
12	CUSHER ALISHA JOSEPH PHILOMEENA	
13	DAS PUSHPANJALI LAXMINARAYAN MANJULATA	
14	DUBEY ANURADHA BRIJESH CHANDA	
15	DUBEY ANURAG SHIVASHANKAR SARITA	
16	DUBEY ASHUTOSH SUBEDAR SEEMA	
17	DUBEY RUCHI SHASHIBHUSHAN INDU	
18	DUBEY SHALINI VIRENDRA NATH SUNITA	
19	GHADIGAONKAR PRASANNA PRAKASH PRIYANKA	
20	GHOLAP PRATIKSHA NILESH ANITA	
21	GONSALVES RUCHITA ROBIN SUNITA	
22	GOUDA RASHMI SANGOO KUNTI	
23	JADHAV SANJAY SADASHIV SINDHU	
24	JAISWAR JYOTI RAJENDRA SHRIMATI	
25	JAISWAR POONAM MUNNALAL ASHA	
26	JAISWAR PRITEE SUMANT VIDYAWATI DEVI	

27	KANNOJIA BABY MUNNALAL KIRANDEVI	
28	KARANDE SUNNY PRALHAD SAVITA	
29	KHAN MAJID ISTIYAK SEEMA	
30	KHAN SHAHEENA AKRAM NOORAIN	
31	KORI SANTOSHKUMAR GIRJASHANKAR CHADDADEVI	
32	KUMARI REKHA RAJENDRA MANTI DEVI	
33	LYAVI RUPALI LOKMANYA SHARDA	
34	MACWAN VIVEK SIMON PUSHPA	
35	MAJHI POOJA RAJKUMAR MUNNI DEVI	
36	MANDHYANI POOJA HARESH KAMLA	
37	MANI ANIKESH GANGESHWAR MAMTA	
38	~~MATHEW~~ REENA MATHEW SUSAN	
39	MAURYA AJAY SHIVRAM SHANTI	
40	MIDDE SUCHILA NAGRAJ RATNABAI	
41	MISHRA AKANKSHA SHASHI KANT SUDHA	29/10/24
42	MISHRA DEEPA KAMALKANT BHARATI	29/10/24
43	MISHRA KIRTI OM PRAKASH PRATIMA	
44	MISHRA SHWETA SANJAY ANJU	
45	MUTHUKUMAR ANURADHA SAROJA	
46	NAIR RAJI SANTOSH VIJAYA	
47	PANDEY ARCHANA MAHATMA URMILA	
48	PANDEY KALPANA RAMDAS JYOTI	
49	PANDEY MADHURANI PRAMOD GEETA DEVI	
50	PANDEY MONIKA MANIK KUSUM	
51	PARASAD BHARATRAM ANIRUDH SHANICHARI DEVI	
52	PARDESHI KARISHMA VILAS SHEVANTA	
53	PATHAK NIKITA SUNIL SARITA	
54	PATHAK SHRAVANI MOHAN MOHINI	
55	PIPALWA SHIVANI NANDKISHOR RAMA	
56	RADIYE DHANASHREE ANANT APARNA	

SAKET COLLEGE OF EDUCATION
KALYAN (E) DIST. THANE

SAKET COLLEGE OF EDUCATION
KALYAN (E)
DIST.THANE

57	RAI NAMRATA SHANKAR KUSUM	
58	REBELLO FLAVIA AUGUSTINE MONA	
59	RODRIGUES CINDRELLA SEBASTIAN PRECILLA	
60	ROY CHAUDHURY MILLE MONOTOSH MUKTI	
61	SAHU AMBIKA SIMANCHAL ANJALI	
62	SANJU SOSAMMA KUNJAPPAN SUCY	
63	SAROJ POOJA SNATOSH MEENADEVI	
64	SAYED HAANIYAH TAJUDDIN LUBNA	
65	SEEMAL RACHEL ANAND SALOMI	
66	SHAIKH NEHA ZIYA FARHANA	
67	SHAIKH SANA ZIYA FARHANA	
68	SHARMA AASTHA RAJESH SUNITA	
69	SHARMA ANKITA SANTOSH ANITA	
70	SHIKH SANA MD TAHIR SHAJDA	
71	SHINDE SHAMILI SHANKAR PRIYANKA	
72	SHUKLA NILESH RAMESHCHANDRA DHARMAVATI	
73	SHUKLA RAGINI DEVIPRASAD AARTIDEVI	
74	SHUKLA SEEMA SARVESH PANKAMARI	
75	SINGASANE SAUKHYATA VISHAL VISHAKHA	
76	SINGH KISAN HARIPAL INDU	
77	SINGH KM RINKI PRAVIN MALA	
78	SINGH SURABHI DINESH HEMLATA	
79	THAKUR KAJAL VIMAL ARCHANA	
80	TRIPATHI NEHA SHAILENDRA MADHURI	
81	TRIPATHI RANJU RAJBANSHI ANNAPURNA	
82	UPADHYAY LEKHA DHIRAJ SANTOSHI	
83	UPADHYAY NEHAL BADRINARAYAN SARITA	
84	VAZ ANKITA LUKE NIRMALA	
85	WALI SAVITA BASAPPA BASAVANNI	
86	YADAV KIRAN SURENDRA URMILA	

87	YADAV MANISHA RAMNAYAK NIRMALA	
88	YADAV RAMESHKUMAR INDERJEET PERBJAVTI	
89	ZOMATE PRACHI VISHNU LATA	

Saket Gyanpeeth's

SAKET COLLEGE OF EDUCATION

(Affiliated to University of Mumbai)

Ref. No. SCE/BEd/2022-23 Date : 17/03/2023

To,
The Manager
Matoshree Vridhaashram
Khadavli Radha
Khadavli

Dear Sir/ Madam ,

Sub- Community Work

Our College is an institution where students are admitted to trained as teachers. As a part of the syllabus, they are expected to go for Educational Community Work where they can gain knowledge in other fields.

Surely this visit will Educational Community Work our students to their duty towards community.

You are therefore requested to allow our students for Education Community Work and oblige.

Thanking you,

Yours Faithfully,

I/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M.S.)

visited on 18/03/2023

for व्यवस्थापक
मातोश्री वृध्दाश्रम

Ref : - SCE/B.Ed/2022-23 Date:- 17th March 2023

NOTICE

Community Work

All the students hereby informed that our college organized community work on 18th march 2023 at **"Matoshree Vrudhdhashram khadivali"**.

Time :- 10.00 am

Note :-

1. College ID is mandatory.

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST. THANE

I/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)

Copy To

1. The Chairman / Hon. Secretary, Saket Gyanpeeth
2. The C.E.O. Saket Gyanpeeth
3. Notice Board
4. Notice File

SAKET COLLEGE OF EDUCATION
KALYAN (E)
DIST.THANE

EDUCATION * SARET COLLEGE OF
KALYAN (E)
DIST.THANE

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION, KALYAN (EAST)

"VISITED MATOSHRI VRUDHAASHRAM, KHADVALI."
COMMUNITY WORK REPORT (2021-23)

Date:- 19th MARCH 2023

All the Students of Saket College of Education visited One day in "Matoshri Vrudhaashram, Khadvali" on 18th March 2023. The Head of Matoshri Vrudhashram,khadvali, Mr.Mohan Panche welcomed us and gave us the proper planning of what were the activities to be done with their Old Age people in there be a part of Matoshri Vrudhashram.

On this day, our students cleaned the place and surrounding area of Matoshri Vrudhaashram. They gave us the permission to meet "Aaji Ajooba" and interact with them. The Old people of Asharam also shared their experience with our students. At the End of the session our students and teachers gave motivational words.

From this community visit students learned how to tackle the problems of our life and to live life happily.

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

INCHARGE

(COMMUNITY WORK)

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION
F.Y.B.ED.
A.Y 2022-23

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST. THANE

SR. NO	NAME OF THE STUDENT	Sign
1	ALE SUNITA NETRA DHANMAYA	
2	ANSARI ANISA HAFIZ SALMA	
3	BARASKAR RUDRA RAVIKANT JAYSHREE	
4	BELOSE RAVINA CHANDRAKANT TEJAL	
5	BHARDWAJ SEEMA BALCHANDRA LILAWATIDEVI	
6	BHUTE YASHIKA AMARDEEP BABITA	
7	BINDA NAMRATA CHOTELAL SANDHYA	
8	CHATURVEDI MANSI JAYPRAKASH BARKHA	
9	CHAUDHARY MADHUKUMARI LAXMAN GEETA	
10	CHOUHAN JAHANGIR BILAL RAHISA	
11	CS RADHIKA SREEDHARAN RAMANI	
12	CUSHER ALISHA JOSEPH PHILOMEENA	
13	DAS PUSHPANJALI LAXMINARAYAN MANJULATA	
14	DUBEY ANURADHA BRIJESH CHANDA	
15	DUBEY ANURAG SHIVASHANKAR SARITA	
16	DUBEY ASHUTOSH SUBEDAR SEEMA	
17	DUBEY RUCHI SHASHIBHUSHAN INDU	
18	DUBEY SHALINI VIRENDRA NATH SUNITA	
19	GHADIGAONKAR PRASANNA PRAKASH PRIYANKA	
20	GHOLAP PRATIKSHA NILESH ANITA	
21	GONSALVES RUCHITA ROBIN SUNITA	
22	GOUDA RASHMI SANGOO KUNTI	
23	JADHAV SANJAY SADASHIV SINDHU	
24	JAISWAR JYOTI RAJENDRA PRASAD SHRIMATI DEVI	
25	JAISWAR POONAM MUNNALAL ASHA	
26	JAISWAR PRITEE SUMANT VIDYAWATI DEVI	
27	KANNOJIA BABY MUNNALAL KIRAN	
28	KARANDE SUNNY PRALHAD SAVITA	
29	KAZI AFREEN GULAM RUKSHANA	
30	KAZI SHIRIN GULAM RUKSHANA	
31	KHAN MAJID ISTIYAK SEEMA	

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION
F.Y.B.ED.
A.Y 2022-23

SR. NO	NAME OF THE STUDENT	Sign
32	KHAN SHAHEENA KAATOON AKRAM NOORAINA	
33	KORI SANTOSHKUMAR GIRJASHANKAR CHANDADEVI	
34	KUMARI REKHA RAJENDRA PRASAD MANTI DEVI	
35	LYAVI RUPALI LOKMANYA SHARDA	
36	MACWAN VIVEK SIMON PUSHPA	
37	MAJHI POOJA RAJKUMAR MUNNI DEVI	
38	MANDHYANI POOJA HARESH KAMALA	
39	MANI ANIKESH GANGESHWAR MAMTA	
40	MATHEW REENA MATHEW SUSAN	
41	MAURYA AJAY SHIVRAM SHANTI	
42	MIDDE SUSHILA NAGRAJ RATNABAI	
43	MISHRA AKANKSHA SHASHI KANT SUDHA	
44	MISHRA DEEPA KAMALKANT BHARATI	
45	MISHRA KIRTI OM PRAKASH PRATIMA	
46	MISHRA SHWETA SANJAY ANJU	
47	MUTHUKUMAR ANURADHA SAROJA	
48	NAIR RAJI SANTOSH VIJAYA	
49	PANDEY ARCHANA MAHATMA URMILA	
50	PANDEY KALPANA RAMDAS JYOTI	
51	PANDEY MADHURANI PRAMOD GEETA DEVI	
52	PANDEY MONIKA MANIK KUSUM	
53	PARASAD BHARATRAM ANIRUDH SHANICHARI DEVI	
54	PARDESHI KARISHMA VILAS SHEVANTA	
55	PATHAK NIKITA SUNIL SARITA	
56	PATHAK SHRAVANI MOHAN MOHINI	
57	PIPALWA SHIVANI NANDKISHOR RAMA	
58	RADIYE DHANASHREE ANANT APARNA	
59	RAI NAMRATA SHANKAR KUSUM	
60	REBELLO FLAVIA AUGUSTINE MONA	
61	RODRIGUES CINDRELLA SEBASTIAN PRECILLA	
62	ROY CHOUDHURY MILLE MONOTOSH MUKTI	

SAKET COLLEGE OF EDUCATION
KALYAN (E) DIST. THANE

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION
F.Y.B.ED.
A.Y 2022-23

SR. NO	NAME OF THE STUDENT	Sign
63	SAHU AMBIKA SIMANCHAL ANJALI	
64	SANJU SOSAMMA KUNJAPPAN SUCY	
65	SAROJ POOJA SNATOSH MEENADEVI	
66	SAYED HAANIYAH TAJUDDIN LUBNA	
67	SEEMAL RACHEL ANAND SALOMI	
68	SHAIKH NEHA ZIYA REHMAN	
69	SHAIKH SANA ZIAUR REHMAN	
70	SHARMA AASTHA RAJESH SUNITA	
71	SHARMA ANKITA SANTOSH ANITA	
72	SHAIKH SANA MD TAHIR SHAJDA	
73	SHINDE SHAMILI SHANKAR PRIYANKA	
74	SHUKLA NILESH RAMESHCHANDRA DHARMAVATI	
75	SHUKLA RAGINI DEVIPRASAD AARTIDEVI	
76	SHUKLA SEEMA SARVESH PANKAMARI	
77	SINGASANE SAUKHYATA VISHAL VISHAKHA	
78	SINGH KISAN HARIPAL INDU	
79	SINGH KM RINKI PRAVIN MALA	
80	SINGH SURABHI DINESH HEMLATA	
81	THAKUR KAJAL VIMAL ARCHANA	
82	TRIPATHI NEHA SHAILENDRA MADHURI	
83	TRIPATHI RANJU RAJBANSHI ANNAPURNA	
84	UPADHYAY LEKHA DHIRAJ SANTOSHI	
85	UPADHYAY NEHAL BADRINARAYAN SARITA	
86	VAZ ANKITA LUKE NIRMALA	
87	WALI SAVITA BASAPPA BASAVANNI	
88	YADAV KIRAN SURENDRA URMILA	
89	YADAV MANISHA RAMNAYAK NIRMALA	
90	YADAV RAMESHKUMAR INDERJEET PERBJAVTI	
91	ZOMATE PRACHI VISHNU LATA	

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

Saket Gyanpeeth's

SAKET COLLEGE OF EDUCATION

(Affiliated to University of Mumbai)

Ref. No. SCE/B.Ed./2022-23 Date : 10/03/2023

To,

The President
Pragati Andha Vidyalaya
Badlapur East

Dear Sir/ Madam ,

Sub- Community Work

Our College is an institution where students are admitted to trained as teachers. As a part of the syllabus, they are expected to go for Educational Community Work where they can gain knowledge in other fields.

Surely this visit will Educational Community Work our students to their duty towards community.

You are therefore requested to allow our students for Education Community Work and oblige.

Thanking you,

Yours Faithfully,

I/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada, Kalyan (E) 421 306.
Dist. Thane

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

Received 10/03/2023
प्रगति अंध विद्यालय
मु.पो.बदलापूर गांव,ता.अंबरनाथ
जिल्हा-ठाणे पिन-४२१५०४
फोन नं.(०२५१)२६६५१८२,२६६५४२५

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION
NURTURING POTENTIAL
Affiliated to University of Mumbai

Ref : - SCE/B.Ed/2022-23 Date:- 6th March 2023

NOTICE

Community work

All the students hereby informed that our college organized community work on 11th &12th march 2023 at **"Pragati Blind School Badlapur",**

Time :- 10.30 am

Note :-

1. College ID is mandatory.

I/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)

Copy To

1. The Chairman / Hon. Secretary, Saket Gyanpeeth
2. The C.E.O. Saket Gyanpeeth
3. Notice Board
4. Notice File

COLLEGE OF EDUCATION * SAKET KALYAN (E) DIST.THANE

प्रगती अंध विद्यालय

SAKET GYANPEETH'S

SAKET COLLEGE OF EDUCATION, KALYAN EAST

COMMUNITY WORK REPORT (2021-23)
"VISITED PRAGATI BLIND SCHOOL"

Date:- 13th MARCH 2023

All the Students of Saket College of Education visited two days in "PRAGATI BLIND SCHOOL- BADLAPUR" on 11th and 12th March 2023. The Principal of Pragati Blind School, Mr. Ganesh Tayade welcomed us and gave us the proper planning of what were the activities to be done with their Blind Students.

On the first day, our students visited the Blind School and noticed their daily schedule how they learn and spend their whole day. Even our students get motivated by looking at their strength and how this blind students trained by their trained teachers. As this Blind Students brilliantly introduced themselves which was highly appreciable. Our students cleaned the courtyard of the school and actively participated in the activity.

On the second day, some of the blind students explored their talent by singing instrumental song and entertained us by showing their hidden talent. As during the lunch our students served the blind students and they created a bond with them.

INCHARGE

(COMMUNITY WORK)

SAKET COLLEGE OF EDUCATION * KALYAN (E) DIST.THANE

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION B.Ed.
F.Y.B.Ed

Educational Visit 11/03/23 A.Y.2022-23 — [Community work]

Roll No	Name of the Students		Sign
1	ALE SUNITA NETRA DHANMAYA		
2	ANSARI ANISA HAFIZ SALMA		
3	BARASKAR RUDRA RAVIKANT JAYSHREE		
4	BELOSE RAVINA CHANDRAKANT TEJAL		
5	BHARDWAJ SEEMA BALCHANDRA LILAWATIDEVI		
6	BHUTE YASHIKA AMARDEEP BABITA		
7	BINDA NAMRATA CHOTELAL SANDHYA		
8	C.S. RADHIKA SREEDHARAN RAMANI		11/3/23
9	CHATURVEDI MANSI JAYPRAKASH BARKHA		
10	CHAUDHARY MADHUKUMARI LAXMAN GEETA		
11	CHOUHAN JAHANGIR BILAL RAHISA		
12	CUSHER ALISHA JOSEPH PHILOMEENA		
13	DAS PUSHPANJALI LAXMINARAYAN MANJULATA		
14	DUBEY ANURADHA BRIJESH CHANDA		
15	DUBEY ANURAG SHIVASHANKAR SARITA		
16	DUBEY ASHUTOSH SUBEDAR SEEMA		
17	DUBEY RUCHI SHASHIBHUSHAN INDU		
18	DUBEY SHALINI VIRENDRA NATH SUNITA		
19	GHADIGAONKAR PRASANNA PRAKASH PRIYANKA		

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION B.Ed.
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A.Y.2022-23

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

Roll No	Name of the Students		Sign
20	GHOLAP PRATIKSHA NILESH ANITA		Gholap
21	GONSALVES RUCHITA ROBIN SUNITA		
22	GOUDA RASHMI SANGOO KUNTI		Rashmi
23	JADHAV SANJAY SADASHIV SINDHU		
24	JAISWAR JYOTI RAJENDRA SHRIMATI		
25	JAISWAR POONAM MUNNALAL ASHA		Poonam
26	JAISWAR PRITEE SUMANT VIDYAWATI DEVI		
27	KANNOJIA BABY MUNNALAL KIRANDEVI		
28	KARANDE SUNNY PRALHAD SAVITA		Sunny
29	KAZI AFREEN GULAM RUKSANA		
30	KAZI SHIRIN GULAM RUKSANA		
31	KHAN MAJID ISTIYAK SEEMA		
32	KHAN SHAHEENA AKRAM NOORAIN		
33	KORI SANTOSHKUMAR GIRJASHANKAR CHADDADEVI		Santosh
34	KUMARI REKHA RAJENDRA MANTI DEVI		
35	LYAVI RUPALI LOKMANYA SHARDA		Birador
36	MACWAN VIVEK SIMON PUSHPA		
37	MAJHI POOJA RAJKUMAR MUNNI DEVI		Pooja
38	MANDHYANI POOJA HARESH KAMLA		
39	MANI ANIKESH GANGESHWAR MAMTA		

SAKET GYANPEETH'S
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A.Y.2022-23

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

Roll No	Name of the Students		Sign
40	MATHEW REENA MATHEW SUSAN		
41	MAURYA AJAY SHIVRAM SHANTI		
42	MIDDE SUCHILA NAGRAJ RATNABAI		
43	MISHRA AKANKSHA SHASHI KANT SUDHA		
44	MISHRA DEEPA KAMALKANT		
45	MISHRA KIRTI OM PRAKASH PRATIMA		
46	MUTHUKUMAR ANURADHA SAROJA		
47	NAIR RAJI MOHAN KUMAR VIJAYA		
48	PANDEY ARCHANA MAHATMA		
49	PANDEY KALPANA RAMDAS JYOTI		
50	PANDEY MADHURANI PRAMOD GEETA DEVI		
51	PANDEY MONIKA MANIK		
52	PARASAD BHARATRAM ANIRUDH SHANICHARI DEVI		
53	PARDESHI KARISHMA VILAS		
54	PATHAK NIKITA SUNIL SARITA		
55	PATHAK SHRAVANI MOHAN MOHINI		
56	PIPALWA SHIVANI NANDKISHOR RAMA		
57	RADIYE DHANASHREE ANANT APARNA		
58	RAI NAMRATA SHANKAR KUSUM		
59	REBELLO FLAVIA AUGUSTINE MONA		

SAKET GYANPEETH'S
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SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

Roll No	Name of the Students		Sign
60	RODRIGUES CINDRELLA SEBASTIAN PRECILLA		
61	ROY CHAUDHURY MILLE MONOTOSH MUKTI		
62	SAHU AMBIKA SIMANCHAL ANJALI		
63	SANJU SOSAMMA KUNJAPPAN SUCY		
64	SAROJ POOJA SNATOSH MEENADEVI		
65	SAYED HAANIYAH TAJUDDIN LUBNA		
66	SEEMAL RACHEL ANAND SALOMI		
67	SHAIKH NEHA ZIYA FARHANA		
68	SHAIKH SANA ZIYA FARHANA		
69	SHARMA AASTHA RAJESH SUNITA		
70	SHARMA ANKITA SANTOSH ANITA		
71	SHIKH SANA MD TAHIR SHAJDA		
72	SHINDE SHAMILI SHANKAR PRIYANKA		
73	SHUKLA NILESH RAMESHCHANDRA DHARMAVATI		
74	SHUKLA RAGINI DEVIPRASAD AARTIDEVI		
75	SHUKLA SEEMA SARVESH PANKAMARI		
76	SHWETA MISHRA		
77	SINGASANE SAUKHYATA VISHAL VISHAKHA		
78	SINGH KISAN HARIPAL INDU		
79	SINGH KM RINKI PRAVIN MALA		

SAKET GYANPEETH'S

SAKET COLLEGE OF EDUCATION B.Ed.

F.Y.B.Ed

A.Y.2022-23

Roll No	Name of the Students		Sign
80	SINGH SURABHI DINESH HEMLATA		
81	THAKUR KAJAL VIMAL ARCHANA		
82	TRIPATHI RANJU RAJBANSHI ANNAPURNA		
83	TRIPATHI NEHA SHAILENDRA		
84	UPADHYAY LEKHA DHIRAJ SANTOSHI		
85	UPADHYAY NEHAL BADRINARAYAN SARITA		
86	VAZ ANKITA LUKE NIRMALA		
87	WALI SAVITA BASAPPA		
88	YADAV KIRAN SURENDRA URMILA		
89	YADAV MANISHA RAMNAYAK NIRMALA		
90	YADAV RAMESHKUMAR INDERJEET PERBJAVTI		
91	ZOMATE PRACHI VISHNU LATA		

SAKET COLLEGE OF EDUCATION * KALYAN (E) DIST. THANE

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION B.ED.
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SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

Educational visit

Subject :- community work Date : 11-03-23

Sr.No	Name of the Students	Photo	Sign
1	ANSARI RUKHSARBEGUM MANSOOR ALAM		Rukhsar
2	ARANGACHERY SHINSEE ANTHONY		Shinsee
3	BHADANE HRUSHIKESH SUNIL JYOTI		
4	BHANGALE RESHMA SURENDRA RAJASHREE		R.S. Bhangale
5	BIRARI NEHA DEVIDAS NALINI		11/3/2023
6	CHAUBEY SHRADDHA UDAYBHAN GIRIJADEVI		Shraddha
7	CHAURASIYA POONAM JANARDAN SANGEETA		
8	CHOUDHARY MINAKSHI BABURAM SHOBHA		Choudhary
9	DESAI PRASHANT VISHNU VIJAYSHRI		Desai
10	DUBEY AKANKSHA ANIL POONAM		
11	DUBEY ANNU GANESH SUNAINA		
12	DUBEY ARADHANA SURYAMANI BHANUMATI		Aradhana
13	DUBEY KAJAL INDRAMANI MEERA		
14	DUBEY SUJATA GURUNARAYAN GEETA DEVI		Sujata
15	GHOSALE SMITA DEVRAM MEERA		
16	GUPTA AJAY BAIJNATH		
17	GUPTA SONIYA RAJENDRA PRASAD LAXMI		Soniya Gupta 11/03/23
18	JADHAV POORNIMA BALKRISHNA SAVITA		Poornima
19	JAISWAR NEERAJKUMAR VIJAYKUMAR NISHADEVI		Neeraj
20	JASMIN JOSE PALAYOOR		
21	KADAM RUPALI DEEPAK SANGEETA		Rupali
22	KHAN MAHNAAZ BEE MUNIR MARIYAM		

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SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

Subject : Date :

Sr.No	Name of the Students	Photo	Sign
23	KHAN SAMAD HABIB RUKHSANA		
24	KUNJU SUPRIYA SUNDARAN CHANDRIKA		
25	MISHRA PRIYA SURENDRA SADHURI		Priya
26	MISHRA SHUBHAM VEDPRAKASH URMILA		Shybam
27	MISHRA SONAL SUSHIL ANJALI		Sonal
28	MULANI ISHA HAMJEKHAN MEENAZ		
29	MUSALE CHARULATA JANBA VANDANA		11/3/23
30	NAIR SARATH SASIKUMAR GEETHA		
31	NEELAM KUMARI		Neelam Kumari
32	OJHA JYOTI ASHOK SHASHIKALA		
33	PAL KHUSHBU JOKHAIRAM SUSHILA		
34	PAL POOJA KAPILDEO SARITA		
35	PAL SMITA UMASHANKAR SAVITRI		
36	PAL TANUJA VINOD URMILA		11/03/2023
37	PANCHAL VAISHNAVI RAJIV VIBHAVARI		
38	PANDEY ANJALI RAMKUMAR SANJU		Anjali 11/3/23
39	PANDEY NILIMA UMESHCHANDRA GEETA		
40	PANDEY SHEEBU VISHESHWAR NATH RITA		Sheebu
41	PANDIT RAVISHANKAR NANDU KUNTI		
42	PANICKER ROSHNI RAJEEVAN BINDU		Roshni 11/03/23
43	PARDESHI PRACHI KAILASH SARITA		Prachi
44	PATA TEJASKUMAR LACHHMEYA RAJESHWARI		

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SAKET COLLEGE OF EDUCATION B.ED. KALYAN (E) DIST.THANE

Subject : Date :

Sr.No	Name of the Students	Photo	Sign
45	PATEL KOMAL DAYASHANKAR SEETA		
46	PATWA RAHUL RAMSAGAR RAMA		
47	PRAJAPATI MOHANLAL HIRALAL KESAR		
48	PRAJAPATI RAKESH NEHARV PRABHAWAIT		
49	PRASAD SUREKHA RAMBARAM SUREKHA		
50	PUROHIT GAYATRI SHANKAR SARLA		
51	RAI AVINASH ANIL PREMLATA		
52	RAI RITU VINAYKUMAR RITA		
53	RAJGURU PRATIKSHA DEVICHAND VAISHALI		
54	RANE SHILPA SAHADEV SMITA		
55	RODRIGUES MARISHCA SEBASTIAN PRECILLA		
56	SABAT PINKEY CHITRASEN PUSHPA		
57	SAHANE ROSHAN RAVINDRA JYOIT		
58	SALUJI MUHAMMED IRFAN ATIYA		
59	SAMBARE OMKAR SHANKAR SHARMILA		
60	SANKHWAR KEERTI BHAGWANDAS KUSMA		
61	SAYYED ALMAS ABDULKALIM ZAIBUNNISA		
62	SHAIKH MOHDASIF ASLAM NAZMA		
63	SHARMA BHAVESH LAVLESH PARITA		
64	SHARMA EKTA SANJAY REETA		
65	SHARMA MUKESH RAMPRAKASH PHOOLPATI DEVI		
66	SHARMA RIYA RAKESH SWEETY		

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SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

Subject :

Date :

Sr.No	Name of the Students	Photo	Sign
67	SHARMA SAHIL PAWANKUMAR SAREMA		
68	SHINGADE KUNAL KASHIRAM KALYANI		Kunal
69	SHINGOLE VAISHALI PUNDALIK SUMAN		
70	SHIRGAONKAR AKANKSHA MAHENDRA		Sheeti Shirg
71	SHUKLA SWATI VINOD LAXMI		Amrita
72	SINGH ANKITA RAVINDRA KUMAR SADHANA		
73	SINGH JYOTI DHIRENDRA PRATAP RENU		Rosem
74	SINGH MADHAVI MOHANPYARE MALTI		
75	SINGH NISHA OMPRAKASH RITA		11-03-23
76	SINGH POOJA JITENDRA ASHA		
77	SINGH PRASHANT SHYAM RANJANA		
78	SINGH PRIYA SHERU SUSHILA		
79	SINGH SANGEETA YOGESH GEETA		
80	SINGH SONAM KAMLESH SAVITRI		
81	SULEKHA KUMARI BISHNU DEV ROY KIRAN DEVI		
82	THAKUR SONAM MANOJ RANI		
83	TIWARI AMITA KANHAIYALAL SHINGARMATI		
84	TIWARI ANJALI KANHAIYALAL SHINGARMATI		Anjali Tiwari 11/03/23
85	TIWARI JAYA ANJANJ MAMTA		
86	TIWARI PARMANAND OMPRAKASH RAMSAVARI		
87	TRIPATHI ALISHA BRIJESH JYOTI		
88	UPADHYAY DIVYA ARVINDKUMAR REKHA		

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION B.ED.
S.Y.B.Ed.
Academic Year 2022-23

Subject : Date :

Sr.No	Name of the Students	Photo	Sign
89	VALA MAYUR NARSHI NIRMALA		
90	VELGES SERAFINE THOMAS DELFINE		
91	VISHWAKARMA ANJALI RAJKUMAR DURGA		
92	YADAV BHAVANA JAIPRAKASH UMRAI		
93	YADAV DHARMENDRA RAMPRAKASH LEELA		
94	YADAV DIPU ARJUN MEWATI		
95	YADAV GOVIND DAYARAM LALATI		
96	YADAV PRIYA RAKESH USHA		
97	YADAV RAJESH OMPRAKASH PUSHPAWATI		
98	YADAV SARITA ROOPNARAYAN SAMLAWATI		
99	YADAV SWATANTRA ASHOK PRAMILA		

SAKET COLLEGE OF EDUCATION
KALYAN (E) DIST. THANE

SAKET COLLEGE OE EDUCATION B.Ed

2019-20

SYBEd SEM III

JADHAV KIRTI DAYANAND

SUB-LESSON PLAN

ASSINGMENT :- INTERNSHIP PROGRAM FILE

Sr No	lesson Name.	Observer profassor	sign	Remark.
1)	practice teaching lesson plan			
	Lesson 1	Jitendra sir		
	lesson-2	Renu mam.		
	lesson-3	Smita mam.		
	lesson-4	Jitendra sir		
	lesson-5	Jitendra sir.		
	lesson-6	Smita mam		
	Lesson-7			
	lesson-8			
	lesson-9			
2)	Co-teaching Lesson.			
	Lesson-1	Renu mam		
	lesson-2	Jitendra sir		
	Theme based Lesson	sm		
	Lesson-1	Smita mam		
	Lesson-2	Renu mam		
	Nai talim			
	Lesson-1	Smita mam		
	Lesson-2	Jitendra sir.		

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST. THANE

Practice teaching lesson

Name of the Pupil Teacher Jadhav Kirti Dayanand Roll NO:- 26 Subject: Maths Lesson NO:- General (02) Lesson No:-(In method) 02 Topic :- Expansion formulae Sub Topic:- Expansion of (x+a) (x+b)	practising School Anand Global Kalyan East Std 10th Div:- Date: 31/07/19 time:-

Previous knowledge of the class:- Students have previous knowledged about constant variable and simple binamial, monomial algebric expansion.

Teaching point	General objective
I) Activity: Expand (x+a) (x+b) using formulae for area of square and rectangle II Expansion of (x+a) (x+b) III) practice set 5.1	1) Pupil acquire the knowledge about expansion of (x+a) (x+b) 2) Pupil develop an understanding of expansion formula (x+a)(x+b) 3) Pupil applied their knowledge and understanding about familiar with expansion of (x+a) (x+b) 4) Pupil develop the skill required to study expansion formula (x+a) (x+b)

Teaching Aids:- Activity chart showing the expansion formula for areas of a square and rectangle.

Reference:- Book ww.w gyaara.com

Content Analysis

Activity

Expansion of $(x+a)(x+b)$

$(x+a)(x+b)$

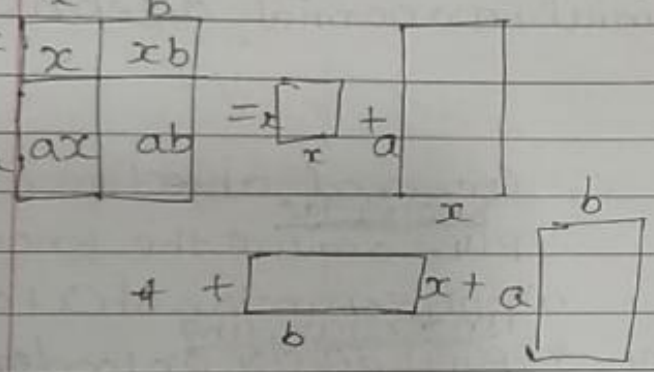
$= x(x+b) + a(x+b)$

$= x(x) + x(b) + a(x) + a(b)$

$= x^2 + xb + xa + ab$

$= \boxed{x^2 + x(a+b) + ab}$

Activity: Expand $(x+a)(x+b)$ using formulae for area of a square and rectangle



$(x+a)(x+b) =$

$= x^2 + ax + bx + ab$

$\therefore (x+a)(x+b)$

$= x^2 + (a+b)x + ab$

objective specification

↳ pup ~~specific~~

1) pupil understanding term expansion $(x+a)(x+b)$

1) Knowledge

pupil recognize the term expansion of $(x+a)(x+b)$

2) Understanding

pupil will also understanding relationship between expansion $(x+a)(x+b)$

3) Application

Pupil will be able to use it in daily life

4) skill :- Pupil develop skill of observation of various problem (example) and How to solve example of $(x+a)(x+b)$ expansion of

procedure:- yesterday we have learn about expansion of binomical.

statement of Aim:- So today we will learn about expansion formula. $(x+a)(x+b) = x^2 + (a+b)x + ab$

presentation:- Teacher explain the activity expand $(x+a)(x+b)$ using chart
Teacher say to student write down this activity in your book.
teacher solve examples of $(x+a)(x+b)$
Student ask Question to teacher
teacher give answer and explain the topic.
teacher ask Question and say students to expand given example.
studend expand example
teacher and give to answer to stud teacher.
teacher give homerk.
studenst write down homework
teacher evaluat topic.
conclusion:- So today we learn about expansion formula of $(x+a)(x+b)$
core element:- Inculcation of scientific temper
value:- scientific attitude.

Evaluation.
1) tell me the expansion formula of $(a+b)^2$
2) tell me the expansion formula of $(a-b)^2$.

Recapitulation:
1) $(x+2)(x+3)$ solve it

Application
1) $(y+4)(y-3)$
2) $\left(m+\frac{3}{2}\right)\left(m+\frac{1}{2}\right)$
solve the given example.

Assigment.
1) $\left(x+\frac{1}{x}\right)\left(x-\frac{1}{x}\right)$
2) $(9x-5t)(9x+3t)$
3) $(3x+4y)(3x+5y)$
4) $(p+8)(p-3)$
5) $(x-3)(x-7)$

Black Board work

subject - maths

Date 31/07/19

std. VIII

Unit:- Expansion formulae.

Subunit: Expansion of $(x+a)(x+b)$

Formula

$(x+a)(x+b) = x^2+(a+b)x+ab$

Ex 1) $(x+2)(x+3)$

$= x(x+3)+2(x+3)$

$= x(x)+x(3)+2(x)+2(3)$

$= x^2+3x+2x+6$

$= x^2+5x+6.$

Ex 2) $(m+\frac{3}{2})(m+\frac{1}{2})$

$= m^2+(\frac{3}{2}+\frac{1}{2})m+\frac{3}{2}\times\frac{1}{2}$

$= m^2+\frac{4m}{2}+\frac{3}{4}$

$= m^2+2m+\frac{3}{4}$

seen.

Set Induction done -

Blackboard done

Lesson explained nicely

Adequate content knowledge

Effective class control

Overall lesson is good.

SAKET GYANPEETH'S

SAKET COLLEGE OF EDCUATION (B.Ed.)

(Affiliated to University of Mumbai)

Saket Vidyanagari, Chinchpada Road, Katemanivli,
Kalyan (East) - 421 306. Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher : Jadhav Kirti Dayanand.

Roll No. 26

Subject

Lesson No. (General) (02)

Lesson No. (In the method) 2

Topic Expansion formulae

subtopic :- Expansion of $(x+a)(x+b)$

Practising School Anand Global school

Std. 8th Div. —

Date 21/07/19

Time - From 8:45 To 9:15

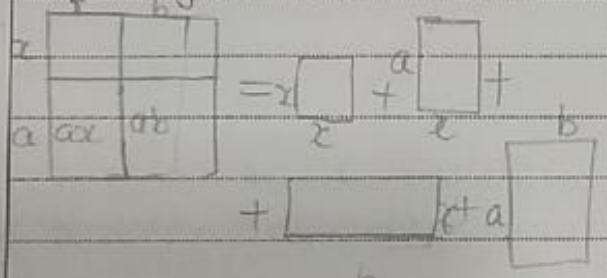
Previous knowledge of the class

Students have previous knowledged about constant variable and simple binomial, monomial algebraic expression. expansion.

Teaching Points	General Objectives
I) Activity :- Expand $(x+a)(x+b)$ using formula for area of square ~~for area~~ of and rectangle II) Expansion of $(x+a)(x+b)$ III) Practice set 5.1	Knowledge :- Pupil acquire the knowledge about expansion of $(x+a)(x+b)$ understanding :- Pupil develop an understanding of expansion formula $(x+a)(x+b)$ Application :- Pupil applied their knowledge and understanding about familiar with expansion of $(x+a)(x+b)$ Skill :- Pupil develop the skill required to study expansion formula $(x+a)(x+b)$

Teaching Aids :- Activity chart showing the expansion formula for area of a square and rectangle.

Reference ~~Aids~~ :- Book www.mathsifun.com

Content Analysis	Objective : Specifications
	Specific:
Expansion of $(x+a)(x+b)$	pupil understanding term expansion $(x+a)(x+b)$
$(x+a)(x+b)$	
$= x(x+b) + a(x+b)$	1) knowledge: ① pupil recognize the term expansion of $(x+a)(x+b)$
$= x(x) + x(b) + a(x) + a(b)$	② pupil memorize term expansion of $(x+a)(x+b)$
$= x^2 + xb + xa + ab$	
$= x^2 + x(a+b) + ab$	
Activity:- Expand $(x+a)(x+b)$ using formula for area of a square and rectangle.	understanding: ① pupil will also understanding relationship between expansion of $(x+a)(x+b)$
	② pupil express their view on expansion of $(x+a)(x+b)$
	Application
	① pupil will be able to use it in daily life.
$\therefore (x+a)(x+b)$	⑪ pupil judge their knowledge about expansion of $(x+a)(x+b)$
$= x^2 + ax + bx + ab$	
$\therefore (x+a)x+b)$	
$= x^2 + (a+b)x + ab.$	
	skill
	① Pupil develop skill of observation of various example on and How to solve example of expansion of $(x+a)(x+b)$
	⑪ pupil handale solution of expansion of $(x+a)(x+b)$ carefully.

Procedure	Evaluation
Introduction :- yesterday we have learn about expansion of binomial.	**Generalization :-** 1) tell me the expansion formula of $(a+b)^2$ 2) tell me the expansion formula of $(a-b)^2$.
Statement of Aim :- so today we will learn about expansion formula $(x+a)(x+b) = x^2+(a+b)x+ab$.	
Presentation :- 1) Teacher explain the activity expand $(x+a)(x+b)$ using chart.	**Recapitulation :-** 1) $(x+2)(x+3)$ so expand it.
2) Teacher say students to write down this activity in your book.	
3) teacher solve example of $(x+a)(x+b)$	
4) Student ask question to teacher	
5) teacher give answer and explain the topic.	**Application :-** Expand
6) teacher ask question and say students to expand given example	b) the given example. 1) $(y+4)(y-3)$ 2) $(m+\frac{3}{2})(m+\frac{1}{2})$
(7) Students solve example and give answer to teachers	
(8) teacher give home work.	solve the given example.
9 Student write down homework.	
Conclusion :- So, today we learn about expansion formula $(x+a)(x+b)$	
Core Elements :- Inclucation of scientific temper.	**Assignment :-** Expand it
Values :- Scientific attitude.	1) $(x+\frac{1}{x})(x-\frac{1}{x})$ 2) $(9x-5t)(9x+3t)$ 3) $(p+8)(p-3)$

BLACK BOARD WORK

Jottins Diagram :-

Summary :-

Date.
Std.

Subject :- maths

Unit : Expansion & formulae

Subunit :- Expansion of $(x+a)(x+b)$

Formula.

$(x+a)(x+b) = x^2+(a+b)x+ab$

Ex.1 $(x+2)(x+3)$

$= x(x+3)+2(x+3)$

$= x(x)+x(3)+2(x)+2(3)$

$= x^2+3x+2x+6$

$= x^2+5x+6$

Ex.2) $(m+\frac{3}{2})(m+\frac{1}{2})$

$= m^2+(\frac{3}{2}\times\frac{1}{2})m+\frac{3}{2}\times\frac{1}{2}$

$= m^2+\frac{4m}{2}+\frac{3}{2}$

$= m^2+2m+\frac{3}{2}$

Remarks Items

- Set induction
- Model Reading
- Model Recitation
- Objective Qns
- Silent Reading
- Narrations
- Explanations
- Illustrations
- Questions
- Use of teaching aids
- Class Response
- Class Participation
- Black Board work
- Experiments
- Demonstrations
- Specimen observation
- Dramantization
- Student's reading / recitation / drill
- Closure
- Teacher's knowledge of content
- Teacher's preparation of lesson
- Method of teaching
- Interest created
- Class control

Suggestions :-

Set Induction done

- Blackboard work done

- Lesson explained nicely.

General Remarks

Seen the remarks of the supervisor

Guiding Professor

Supervising Professor

Name of the pupil teacher
Jadhav Kirti Dayanand
Roll No: 26
Subject :- maths
Lesson No :- General (03)
Lesson No :- (In method) (03)
Topic :- Expansion formulae
Subtopic. Expansion of $(a+b)^3$

Practising school
Anand Global
Kalyan East
Std : VIII Div :-
Date :- 2/8/19
Time :- 8:45 to 9:15

previous knowledge of the class :- Students have previous knowledge about constant variable monomial binomial ~~expansi~~ algebric expansion.

Teaching point	General objectives
1) (II) Expansion of $(a+b)^3$	1) Pupil acquire the knowledge about expansion of $(a+b)^3$
2) Practice set 5.2	2) Pupil develop understanding of expansion formula $(a+b)^3$
	3) Pupil applied their knowledge and understanding about familiar with expansion of $(a+b)^3$
	4) Pupil develop the skill required to study expansion formula $(a+b)^3$

Teaching Aids :- Aeti chart showing formula of $(a+b)^3$

Reference Book :- www.www.mathsisfun.com.

Content Analysis

Expansion of $(a+b)^3$

$(a+b)^3 = (a+b)(a+b)^2$

$= (a+b)(a+b)^2$

$= a(a^2+2ab+b^2) + b(a^2+2ab+b^2)$

$= a^3+2a^2b+ab^2+a^2b+2ab^2+b^3$

$= a^3+3a^2b+3ab^2+b^3$

$\therefore (a+b)^3 = a^3+3a^2b+3ab^2+b^3$

Let us study some examples Base on the above expansion formula:

Ex $(x+3)^3$.

We know that

$(a+b)^3 = a^3+3a^2b+3ab^2+b^3$

In given example $a=x$ and $b=3$

$\therefore (x+3)^3$

$= x^3+3(x^2)\times(3)+3(x)(3)^2+(3)^3$

$= x^3+9x^2+27x+27$

objective specification

specific

1) Pupil understanding term expansion $(a+b)^3$

1) Knowledge

Pupil recognize the term expansion of $(x+a)(a+b)^3$ ② Pupil memorize term expansion of $(a+b)^3$

2) Understanding

Pupil will also understand relationship between expansion $(a+b)^3$

② Pupil express their view on expansion of $(a+b)^3$

3) Application

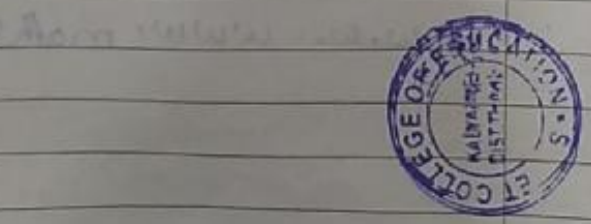
① Pupil will be able to use it in daily life.

② Pupil judge their knowledge about expansion of $(a+b)^3$

4) Skill

* Pupil develop skill of observation of various examples and How to solve example of $(a+b)^3$.

* The pupil handle solution of expansion of $(a+b)^3$ carefully.



procedure:- yesterday we have learn about expansion of $(x+a)(x+b)$

statement of Aim: so today we will learn about expansion $(a+b)^3$

presentation:- Teacher explain formula $(a+b)^3$ using chart.
Teacher say write down formula in your notebook
teacher solve examples of $(x+a)(x+b)^3$
student ask question.
teacher give to answer, teacher ask question and say students to expand given example using formula $(a+b)^3$. students solve examples
teacher give home work
student write down the home work.

conclusion:- so today we learn about expansion of $(a+b)^3 = a^3+3a^2b+3ab^2+b^3$

core element:- Inclucation of scientific temper.
value:- scientific attitude

Evaluation.
Generalization
Evaluation
1) tell me the expansion formula of $(x+a)(x+b)$

Recapitulation.
1) $(2x+4)^3$
Sol expand it using formula of $(a+b)^3$

Application
1) $(101)^3$ Expand
2) $(x+\frac{1}{x})^3$

Expand examples based on the above expansion formula.

3) Assigment:
1) $(7x+84)^3$
2) $(52)^3$
3) $(7x+84)^3$
4) $(2m+\frac{1}{5})^3$

Black Board work

Date 2/08/19
std: 8th.

subject:- maths
Unit:- Expansion formulae
subunit:- expansion of $(a+b)^3$

Formula:-
$(a+b)^3 = a^3+3a^2b+3ab^2+b^3$

Ex1 $(k+4)^3$
= ~~Let~~ In given example.
$a=k \quad b=4$
$\therefore (k+4)^3 = (k)^3 + 3(k)^2(4) + 3(k)(4)^2 + (4)^3$
$= k^3+12k^2+48k+64$

Seen

2) $(x+\frac{1}{x})^3$
$\therefore a=x \quad b=\frac{1}{x}$
$(x+\frac{1}{x})^3 = (x)^3+3\times x^2\times\frac{1}{x} + 3(\frac{1}{x})^2 x + (\frac{1}{x})^3$
$= x^3+3x+3\frac{1}{x}+\frac{1}{x^3}$
$= x^3$
$(x+\frac{1}{x})^3 = x^3+3x+\frac{3}{x}+\frac{1}{x^3}$

* Introduction with questions
* B.B.W - Topic - ~~expansion~~ - E
step by step with colour chalks
* explain Expansion of $(a+b)^3$ with examples explain examples step by step with the help of students
* confident knowledge - good
* overall lesson - good
keep it up

Smita
21/8/19.

COLLEGE OF EDUCATION KALYAN (E) DIST. THANE

SAKET GYANPEETH'S

SAKET COLLEGE OF EDCUATION (B.Ed.)

(Affiliated to University of Mumbai)

Saket Vidyanagari, Chinchpada Road, Katemanivli,
Kalyan (East) - 421 306. Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher Jadhav Kirti Dayanand

Roll No. 26

Subject Maths

Lesson No. (General) (03)

Lesson No. (In the method) 03

Topic Expansion formulae

Subtopic :- Expansion of $(a+b)^3$

Practising School Anand Global school

Std. 8th Div. F

Date 2/08/19

Time - From 8:45 To 9:15

Previous knowledge of the class

students have previous knowledge about constan. variable, monomial, binomial algebric expansion.

Teaching Points	General Objectives
Te 1) II Expansion of $(a+b)^3$ 2) practice set 5.2	Knowledge :- Pupil acquire the knowledge about expansion of $(a+b)^3$ 2) Understanding :- Pupil develop an understanding of expansion formula $(a+b)^3$ 3) Application :- Pupil applied their knowledge and understanding about familiar with expansion of $(a+b)^3$ 4) Skill :- Pupil develop the skill required to study expansion formula $(a+b)^3$

Teaching Aids :- chart showing expansion formula of $(a+b)^3$

Reference Aids :- Book w.w.w. quara.com

Content Analysis	Objective : Specifications
Expansion of $(a+b)^3$	specific: pupil understanding term expansion $(a+b)^3$
$(a+b)^3=(a+b)(a+b)(a+b)$	
$=(a+b)(a+b)^2$	
$=(a+b)a(a^2+2ab+b^2)+b$	Knowledge: ① Pupil recognize the term expansion of $(a+b)^3$ ② Pupil memorize term expansion of $(a+b)^3$
$=a(a+b2ab+b^2)+b(a^2+2ab+b^2)$	
$=a^3+2a^2b+ab^2+a^2b+2ab^2+b^3$	
$=a^3+3a^2b+3ab^2+b^3$	
$\therefore (a+b)^3=a^3+3a^2b+3ab^2$ $+b^3$	2) Understanding :-
	① Pupil will also understanding relationship between ~~expansio~~ expansion $(a+b)^3$
Let us study some example Base on the above expansion formula	② Pupil express their view on expansion of $(a+b)^3$
Ex1) $(x+3)^2$	
We know that $(a+b)^3=a^3+3a^2b+3ab^2$ $+b^3$	3) Application :-
	1) Pupil will be able to use it in daily life.
In given example $a=x$ and $b=3$	② Pupil Judge their knowledge about expansion of $(a+b)^3$
$\therefore (x+3)^2$	
$=x^3+3(x^2)\times(3)+3(x)(3)^2$ $+(3)^3$	Skill
$=x^3+9x^2+27x+27$	① Pupil develop skill of observation of various example and How to solve example of $(a+b)^3$
	② Pt The Pupil handle solution of expansion of $(a+b)^3$ Cearfully.

Procedure	Evaluation
Introduction :- yesterday we have learn about expansion of $(x+a)(x+b)$	**Generalization :-** 1) tell me the expansion formula of $(x+a)(x+b)$
Statement of Aim :- so today we will learn about expansion of $(a+b)^3$	
Presentation :- Teacher explain formula $(a+b)^3$ using chart. Teacher say write down formula in your note book. teacher solve examples of $(a+b)^3$ student ask Question to teacher. teacher give to answer. teacher ask Question and say students to expand given example using formula. $(a+b)^3$. students solve example teacher give home work student write down the home work. students note down home work.	**Recapitulation :-** 1) $(k+4)^3$ expand it using formula $(a+b)^3$.
	Application :- 1) $(101)^3$ 2) $(x+\frac{1}{x})$ Expand examples base on the above expansion formula.
Conclusion :- so, today we learn about expansion of $(a+b)^3 = a^3+3a^2b+3ab^2+b^3$	
Core Elements :- Inclucation of scientific temper	**Assignment :-** 1) $(7x+8y)^3$ 2) $(52)^3$ 3) - 3) $(2m+\frac{1}{5})^3$ Expand it.
Values :- scientific attitude.	

BLACK BOARD WORK

Date 2/8/19
Std:- 8th

Jottins Diagram :-

sub:- maths
Unit:- Expansion formulae
subunit:- expansion of $(a+b)^3$

Formula:
$(a+b)^3 = a^3+3a^2b+3ab^2+b^3$

Ex·1 $(k+4)^3$
let In given example.
$a=4 \quad b=4$
$\therefore (k+4)^3 = (k)^3+3(k)^2\times 4 + 3\times(k)\times(4)^2+(4)^3$
$(k+4)^2 = k^3+12k^2+48k+64$

Summary :-

Ex·2) $(x+\frac{1}{x})^3$
$a=x \quad b=\frac{1}{x}$
$(x+\frac{1}{x})^3 = x^3+3x(x)^2x(\frac{1}{x}) + 3(\frac{1}{x})^2x(x)+(\frac{1}{x})^3$
$= x^3+3x+\frac{3}{x}+\frac{1}{x^3}$
$(x+\frac{1}{x})^3 = x^3+3x+\frac{3}{x}+\frac{1}{x^3}.$

Remarks Items

..... Set induction
..... Model Reading
..... Model Recitation
..... Objective Qns
..... Silent Reading
..... Narrations
..... Explanations
..... Illustrations
..... Questions
..... Use of teaching aids
..... Class Response
..... Class Participation
..... Black Board work
..... Experiments
..... Demonstrations
..... Specimen observation
..... Dramantization
..... Student's reading / recitation / drill
..... Closure
..... Teacher's knowledge of content
..... Teacher's preparation of lesson
..... Method of teaching
..... Interest created
..... Class control

Seen the remarks of the supervisor

Guiding Professor

Suggestions :-

* Introduction with questions
* B.B.W- step by step
* explain problem step by step
* Overall lesson good

General Remarks

Supervising Professor

Name of the Pupil Teacher Jadhav Kirti Dayanand Roll No:- 26 Subject:- maths Lesson No:-General (04) Lesson No:-(In method) 04 SubTopic:- Expansion of $(a-b)^3$ Topic :- Expansion formulae.	practising School Anand Global Kalyan East Std :. VIII Div:- Date :- Time. 7/8/19

Previous knowledge of the class:-
students have previous knowledge about, constant variable simple binomial, monomial algebric expansion.

Teaching Point	General objective
1) AE Expansion of $(a-b)^3$	1) Knowledge Pupil acquire the knowledge about expansion of $(a-b)^3$
2) Practice set 5.3	2) Pupil develop an understanding of expansion formula $(a-b)^3$
	3) Application Pupil applied their knowledge and understanding about familiar with expansion of $(a-b)^3$
	4) Skill Pupil develop the skill required to study expansion formula $(x+a)(a-b)^3$

Teaching Aids:. Chart showing Expansion of $(a-b)^3$

Reference:- www.quora.com

Content Analysis

Expansion of $(a-b)^3$

$\therefore (a-b)^3 = (a-b)(a-b)(a-b)$

$= (a-b)(a^2-2ab+b^2)$

$= a(a^2-2ab+b^2) - b(a^2-2ab+b^2)$

$= a^3 - 2a^2b + ab^2 - a^2b + 2ab^2 - b^3$

$= a^3 - 3a^2b + 3ab^2 - b^3$

$\therefore (a-b)^3 = a^3 - 3a^2b + 3ab^2 - b^3$

1) Expand $(x-2)^3$

we know that

$(a-b)^3 = a^3 - 3a^2b + 3ab^2 - b^3$

Here taking $a = x$ $b = 2$

$(x-2)^3 =$

$= (x)^3 - 3x^2 \times 2 + 3x \times (2)^2 - (2)^3$

$= x^3 - 6x^2 + 12x - 8$

simplify

1) $(p+q)^3 + (p-q)^3$

$= p^3 + 3p^2q + 3pq^2 + q^3$

$+ p^3 - 3p^2q + 3pq^2 - q^3$

$= 2p^3 + 6pq^2$

objective specification

specific

Pupil understanding term expansion of $(a-b)^3$ ② pupil memorize term expansion of $(a-b)^3$

1) Knowledge

pupil recognize the term expansion of $(a-b)^3$ ② pupil express their wiewon factors of ~~quadratic~~ $(a-b)^3$

3) Application

① pupil will be able to use it in daily life. ② pupil jude their knowledge about expansion of $(a-b)^3$

4) skill

① pupil develop skill of observation of various ~~problems~~ example and How to solve example of $(a-b)^3$

② pupil handale solution of expansion of q $(a-b)^3$ cearfully.

procedure:-

Introduction:- ~~In~~ yesterday we have learnt about expansion of ~~bino~~ $(a+b)^3$

statement of Aim:- so today we will learn about expansion formula of $(a-b)^3$.

presentation:- Teacher explain formula $(a \mp b)^3$ using chart.
Teacher say write down formula in your notebook teacher solve examples of $(a \mp b)^3$.
student ask question to teacher.
teacher give answer.
teacher solve examples of $(a-b)^2$. students write down in notebook. teacher ask questions.
student give answer.
teacher give home work.

Conclusion:- so today we lear about expansion formula of $(a-b)^3$
$= a^3 - 3a^2b + 3ab^2 - b^3$

core element:- Inculcation of scientific temper.
value: scientific attitude.

Evaluation

Generalization:
tell me the expansion formula of $(a-b)^3$

Recapitulation
1) $(2m-5)^3$
2) $\left(2p - \frac{1}{2p}\right)^3$

Expand given Example

Application
1) simplify following.
$(2a+b)^3 - (2a \mp b)^3$
2) expand the given example.
$(198)^3$

Assigment:-
1) $(4-p)^3$ Expand
2) $(58)^3$ Expand.
3) $\left(\frac{x}{3} - \frac{3}{x}\right)^3$ Expandit
4) simplify:
i) $(4a-3)^3 (4a+3)^3$
ii) $(5x-7y)^3 (5x+7y)^3$

Black Board work

Date

Subject :- maths Std :-

~~subunit~~ :- Expansion formula

subunit :- Expansion of $(a-b)^3$.

~~Formula~~

We know that

$(a-b)^3 = a^3 - 3a^2b + 3ab - b^3$

Expand

1) $(2m-5)^3$

$\Rightarrow (2m-5)^3 = (2m)^3 - 3\times(2m)^2\times 5 + 3\times 2m\times(5)^2 - (5)^3$

$= 8m^3 - 60m^2 + 150m - 125$

2) simplify

$(2a+3)^3 - (2a-b)^3$

$= (2a)^3 + b^3 + 3\times(2a)^2\times b + 3\times 2a\times b - \{(2a)^3 - (b)^3 - 3\times(2a)^2\times b + 3\times 2a\times(b)^3\}$

$= 8a^3 + b^3 + 12a^2b + 6ab^2 - 8a^3 + b^3 + 12a^2b - 6ab^2$

$= 2b^3 + 24a^2b$

7/08/2019

(1) Set induction was done as per the plan
(2) Exploration was Good.
(3) voice audible to the whole class.
(4) Teaching aids used
(5) interested Generated in pupils
(6) Example were more Relevant
(7) Evaluation was done well.
(8) Don't accept Chorus answers.
(9) B.B work was Good.
(10) class control was Good.
(11) Assignment was Given
(12) Over all Lesson was Good

COLLEGE OF EDUCATION KALYANJI DIST.THANE

SAKET GYANPEETH'S

SAKET COLLEGE OF EDCUATION (B.Ed.)

(Affiliated to University of Mumbai)

Saket Vidyanagari, Chinchpada Road, Katemanivli,
Kalyan (East) - 421 306. Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher: Jadhav Kirti Dayanand

Roll No. 26

Subject: Maths

Lesson No. (General) (04)

Lesson No. (In the method)

Topic: Expansion of $(a-b)^3$

Sub Topic :- Expansion formula

Practising School: Aaryan d: Global school

Std. 8th Div. -

Date 7/8/19

Time - From 8.45 To 9.15

Previous knowledge of the class :

Students have previous knowledge about constant variable, simple binomial, monomial algebric expansion.

Teaching Points	General Objectives
1) Expansion of $(a-b)^3$ 2) Practice set 5.3	1) Knowledge :- Pupil acquire the knowledge about expanson of $(a-b)^3$ 2) understanding :- Pupil develop an understanding of expansion formula $(a-b)^3$ 3) Application :- pupil applied their knowledge and understanding about familiar with expansion of $(a-b)^3$ 4) Skill :- Pupil develop the skill required to study expansion formula $(a-b)^3$.

Teaching Aids :- Chart showing Expansion of $(a-b)^3$

Reference Aids :- Book www.com.quara.com

Content Analysis	Objective : Specifications
	1) Knowledge
Expansion of $(a-b)^3$	① pupil recognize the term expansion of $(a-b)^3$
$\therefore (a-b)^3 = (a-b)(a-b)(a-b)$	⑪ pupil memorise term expansion of $(a-b)^3$
$= (a-b)(a-b)^2$	
$= (a-b)(a^2-2ab+b^2)$	
$= a(a^2-2ab+b^2) -$	understanding
$-b(a^2-2ab+b^2)$	① pupil will be also understanding relationship between expansion of $(a-b)^3$
$= a^3-2a^2b+ab^2-a^2b$	
$+2ab^2+b^3$	(2) pupil express their view on expansion of $(a-b)^3$
$= a^3-3a^2b+3ab^2-b^3$	
$\therefore (a-b)^3 = a^3-3a^2b+3ab^2-b^3$	
	Application.
1) Expand $(x-2)^3$	① pupil will be able to use it in daily life
We know that	⑪ pupil judge their knowledge about expansion of $(a-b)^3$
$(a-b)^3 = a^3-3a^2b+3ab^2-b^3$	
Here taking $a=x$ $b=2$	
$\therefore (x-2)^2$	Skill
$= (x^3)-3(x^2)2+3(x)(2)^2-(2)^3$	① pupil develop skill of observation of various example and How to solve example of $(a-b)^3$
$= x^3 -$	⑪ pupil handale solution of expansion of $(a-b)^3$ cearfully.

Procedure	Evaluation
Introduction :- yesterday we have learn about expansion of $(a+b)^3$ $= a^3+3a^2b+3ab^2+b^3$	**Generalization :-** tell me the expansion formula of $(a-b)^3$
Statement of Aim :- so today we will learn about explansion of $(a-b)^3$	
Presentation :- Teacher explain formula $(a-b)^3$ using chart. Teacher say write down in your notebook teacher solve examples of $(a-b)^3$. student ask question to teacher teacher give answer. teacher solve examples of $(a-b)^3$ students write in note book. teacher ask questions. student give answer. teacher give home work, students notedown home work.	**Recapitulation :-** 1) $(2m-5)^3$ 2) $(2p-\frac{1}{2p})^3$ Expand given Example.
	Application :- 1) simplyfy following. $(2a+b)^3-(2a-b)^3$ 2) Expand the given example $(198)^3$
Conclusion :- so today we learn about exfansion of $(a-b)^3 = a^3-3a^2b+3ab^2-b^3$	
Core Elements :- Inclucation of scientific temper.	**Assignment :-** Expand it 1) $(4-p)^3$ 2) $(58)^3$ 3) $(\frac{x}{3}-\frac{3}{x})^3$
Values :- scientific attitude.	

BLACK BOARD WORK

Date: 7/8/19
Std:- 8th

Jottins Diagram :-

Summary :-

subject:- maths
Unit:- Expansion formulae
subunit:- Expansion of $(a-b)^3$

We know that
$(a-b)^3 = a^3 - 3a^2b + 3ab^2 - b^3$

Expand:-

1) $(2m-5)^3 = (2m)^3 - 3\times(2m)^2\times 5 + 3\times 2m\times(5)^2 - (5)^3$

$= 8m^3 - 60m^2 + 150m - 125$

2) simplify:
$(2a+3)^3 - (2a-b)^3$

$= [(2a)^3 + b^3 + 3\times(2a)^2\times b + 3\times 2a\times b] - [(2a)^3 - (b)^3 - 3\times(2a)^2\times b + 3\times 2a\times(b)^3]$

$= 8a^3 + b^3 + 12a^2b + 6ab^2 - 8a^3 + b^3 + 12a^2b - 6ab$

$= 2b^3 + 24a^2b$

Remarks Items

- ✓ Set induction
- ..... Model Reading
- ..... Model Recitation
- ..... Objective Qns.
- ..... Silent Reading
- ..... Narrations
- ✓ Explanations
- ..... Illustrations
- ✓ Questions
- ✓ Use of teaching aids
- ✓ Class Response
- ✓ Class Participation
- ✓ Black Board work
- ..... Experiments
- ..... Demonstrations
- ..... Specimen observation
- ..... Dramantization
- ..... Student's reading / recitation / drill
- ..... Closure
- ✓ Teacher's knowledge of content
- ✓ Teacher's preparation of lesson
- ✓ Method of teaching
- ✓ Interest created
- ✓ Class control

Suggestions :-

(1) Set induction was done as per plan
(2) Explaination Good Good
(3) voice Audible to the whole class
(4) Teaching Aids used
(5) interested Generated in pupil
(6) Example were most Relevant
(7) Evaluation was done Vr. well
(8) Don't Accept chorus Answers
(9) B.B work was Good
(10) class control was Good
(11) Assignment was Given

General Remarks Overall lesson was Good.

Seen the remarks of the supervisor

Guiding Professor

Supervising Professor

7/8/2019

Name of the pupil Teacher Jadhav Kirti Dayanand Roll No:- 26 Subject :- maths Lesson No:- General 05 Lesson No:- In method 05 Topic:- Expansion formulae subtopic:- expansion of $(a+b)^3$ $(a+b+c)^3$	practising school Anand Global kalyan East std. VIII Div:- - Date : Time:- 8:45 to 9:15

previous knowledge of the class:-
students have previous knowledge about constant, variable, simple binomial, monomial algebraic expansion.

Teaching Point:	General objectives.
1) Expansion of $(a+b+c)^2$ 2) 2) practice set 5.4	Knowledge: 1) Pupil acquire the knowledge about expansion of $(a+b+c)^2$ understanding 2) pupil develop an understanding of expansion formula $(a+b+c)^2$ Application 3) pupil applied their knowledge and understanding about familiar with expansion of $(a+b+c)^2$ Skill 4) pupil develop the skill require to study expansion formula $(a+b+c)^2$

Teaching Aids:- chart showing for expansion formula of $(a+b+c)^3$

Reference:- www.w.mathfun.com
Book

Content Analysis.

Expansion of $(a+b+c)^2$

$(a+b+c)^2 = (a+b+c)^2(a+b+c)$

$= a(a+b+c)+b(a+b+c)+c(a+b+c)$

$= a^2+ab+ac+ba+b^2+bc$
$+ca+bc+c^2$

$= a^2+b^2+c^2+2ab+2bc$
$+2ac.$

$\therefore (a+b+c)^2 = a^2+b^2+c^2+2ab+2bc+2ac$

Ex1) Expand $(p+q+3)^2$

$= p^2+q^2+(3)^2+2\times p\times q+2\times q\times 3$
$+2\times p\times 3$

$= p^2+q^2+9+2pq+6q+6p$

$= p^2+q^2+2pq+6q+6p+9$

objective specification

1) Pupil understanding term expansion of $(a+b+c)^2$

1) knowledge
pupil recognize the term expansion of $(a+b+c)^2$ (i) pupil memorise term expansion of $(a+b+c)^2$

2) Understanding
(i) pupil will also understanding relationship between expansion of $(a+b+c)^2$
(ii) pupil express their view on expansion of $(a+b+c)^2$

3) Application:-
(i) pupil will be able to use it in daily life.
(ii) pupil judge their knowledge about expansion of $(a+b+c)^2$

4) Skill
(i) pupil develop skill of observation of various example and how to solve examples of $(a+b+c)^2$
(ii) pupil handale solution of facts expansion of $(a+b+c)^2$ cearfully.

procedure :-

Introduction :- ~~last~~ yesterday we have learn about expansion of $(a-b)^3$

statement of Aim :- so today we will learn about expansion formula $(a+b+c)^2$

presentation :- Teacher explain formula by help of chart.
student ask questions
teacher given answer.
teacher solve example of $(a+b+c)^2$ on Black Board.
student copy the example in note book.
Teacher give examples of students
student solve examples.
teacher give home work.

condusion :- so today we learn about expansion formula of $(a+b+c)^2 = a^2+b^2+c^2+2ab+2bc+2ac$

core element :- Inclucation of scientific temper.

value :- scientific attitude.

Evaluation.
1) tell me the expansion formula of $(a+b+c)(a-b)^3$

Recapitulation
Expand the given example
1) $(2p+q+5)^2$

Application
simplify
$(3k-4x-2m)^2 - (3k-4x-2m)^2$

Assigment
1) $(3x+4y-5p)^2$

2) $(7m+3n-4k)^2$
Expand it.

Date
std. 8th.

subject: maths
Unit:- Expansion formulae
subunit:- expansion of $(a+b+c)^2$

$(2p+q+5)^3$ Expand:

$= (2p)^2+(q)^2+(5)^2$
$+2(2p\times q)+2(q\times 5)$
$+2(2p\times 5)$
$= 4p^2+q^2+25$
$+4pq+10q+20p$
$= 4p^2+q^2+4pq+20p+10q+25$

Formula.

$(a+b+c)^2$
$= a^2+b^2+c^2+2pq+2q$
$+2ab+2bc+2ac$

~~7/08/2019~~

a/8/19 - Blackboard work done
- Coloured chalk used
- Lesson explained with examples.
- Teaching aid effectively used.
- Class responded and participated.
* Blackboard work should be enhanced
- * Generalization done.

Overall lesson is V. good.
9/8/19.

SAKET GYANPEETH'S

SAKET COLLEGE OF EDCUATION (B.Ed.)

(Affiliated to University of Mumbai)

Saket Vidyanagari, Chinchpada Road, Katemanivli,
Kalyan (East) - 421 306. Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher Jadhav Kirti Dayanand

Roll No. 26

Subject Maths

Lesson No. (General) (05)

Lesson No. (In the method) 05

Topic Expanpansion formulae

Sub Topic :- expansion of $(a+b+c)^3$

Practising School Anand Global kalyan East

Std. VIII Div. —

Date 9/8/19

Time - From 8:45 To 9:15

Previous knowledge of the class

Students have previous knowledge about constant variable simple binomial, monomial algebraic expansion

Teaching Points	General Objectives
1) Expansion of $(a+b+c)^2$ 2) Practice set 5.4	1) knowledge :- pupil acquire the knowledge about expansion of $(a+b+c)^2$ 2) understanding :- pupil develop an understanding of expansion formula $(a+b+c)^2$ | 3) pupil applied their knowledge and understanding about familiar with expansion of $(a+b+c)^2$ 4) skill :- pupil develop the skill required to study expansion formula $(a+b+c)^2$.

Teaching Aids :- Chart showing expansion formulae of $(a+b+c)^3$

Reference Aids :- Book www.maths fun.com.

Content Analysis	Objective : Specifications
Expansion of $(a+b+c)^2$	(i) pupil understanding term expansion of $(a+b+c)^2$ knowledge
$(a+b+c)^2 = (a+b+c)(a+b+c)$	(i) pupil recognize the term expansion of $(a+b+c)^2$
$= a(a+b+c)+b(a+b+c)$	(ii) pupil memorise term expansion of $(a+b+c)^2$.
$+c(a+b+c)$	Understanding.
$= a^2+ab+ac+ba+b^2+bc$	(i) pupil will also understanding relationship between expansion of $(a+b+c)^2$
$+ca+bc+c^2$	(ii) pupil express their view on expansion of $(a+b+c)^2$.
$= a^2+b^2+c^2+2ab$	Application.
$+2bc+ac.$	(i) pupil will be able to use it in daily life
$\therefore (a+b+c)^2 = a^2+b+c^2+2ac$	(ii) pupil judge their knowledge about expansion of $(a+b+c)^2$
$+2bc+2ac.$	skill
Ex 1) Expand $(p+q+3)^2$	(i) pupil develop skill of observation of various example and How to solve examples of $(a+b+c)^2$
$= p^2+q^2+(3)^2+2\times p\times q$	(ii) pupil handale solution of expansion of $(a+b+c)^2$ cearfully.
$+2\times q\times 3+2\times p\times 3$	
$= p^2+q^2+9+2pq+6q$	
$+6p$	
$= p^2+q^2+9+2pq+6q$	
$+6p+9$	

Procedure	Evaluation
Introduction :- yesterday we have learn about expansion of $(a-b)^3$	**Generalization :-** tell me the expansion formula of $(a-b)^3$
Statement of Aim :- so today we will learn about expansion formula $(a+b+c)^2$	
Presentation :- ① Teacher explain formula by help of chart. ② Student ask question to teacher. ③ teacher give answer to student ④ teacher solve example of $(a+b+c)^2$ on Black Board. ⑤ student copy the example in note book. ⑥ Teacher give examples of students. ⑦ student solve examples ⑧ ~~student~~ ~~solve~~ Teacher give home work. ⑨ students write down home work.	**Recapitulation :-** Expand the given example. 1) $(2p+9+5)^2$ **Application :-** simplify. $(3k-4r-2m)^2$ $-(3k-4r-2m)^2$
conclusions :- so, today we learn about expansion formula	
Conclusion :- so of $(a+b+c)^2 = a^2+b^2+c^2+2ab+2bc+2ac$	
Core Elements :- Inclucation of scientific temper.	**Assignment :-**
Values :- scientific attitude	1) $(3x+4y-5p)^2$ 2) $(7m-3n-4k)^2$

BLACK BOARD WORK

Date:- 7/08/19
Std:- 8th

Jottins Diagram :-

Summary :-

subject:- maths
Unit : Expansion formulae
subunit:- expansion of $(a+b+c)^2$

Ex-1) $(2p+q+5)^3$ Expand

$= (2p)^2+(q)^2+(5)^2+2(2p\times q)$
$+2(q\times 5)+2(2p\times 5)$
$= 4p^2+q^2+25+4pq$
$+10q+20p$

$= 4p^2+q^2+4pq+20p+10q+25$

Formula.

$(a+b+c)^2 = a^2+b^2+c^2+2ab$
$+2bc+2ac.$

Remarks Items

- ✓ Set induction
- ..... Model Reading
- ..... Model Recitation
- ..... Objective Qns.
- ..... Silent Reading
- ..... Narrations
- ..... Explanations
- ..... Illustrations
- ..... Questions
- ✓ Use of teaching aids
- ✓ Class Response
- ✓ Class Participation
- ✓ Black Board work
- ..... Experiments
- ..... Demonstrations
- ..... Specimen observation
- ..... Dramantization
- ..... Student's reading / recitation / drill
- ..... Closure
- ✓ Teacher's knowledge of content
- ✓ Teacher's preparation of lesson
- ..... Method of teaching
- ✓ Interest created
- ✓ Class control

Seen the remarks of the supervisor

Guiding Professor

Suggestions :-

- Blackboard work done.
- Coloured chalk used.
- Lesson explained with examples.
- Teaching aid effectively used.
- Class responded & Participated
- Blackboard work should be enhanced.
- Generalization done.

General Remarks

Overall lesson is v good.

COLLEGE OF EDUCATION SAKET KALYAN (E) DIST THANE

Supervising Professor

7/8/19

Name of the pupil teacher	practising School
Jadhav Kirti Dayanand	Anand Global
Roll No :- 26	Kalyan East.
subject :- maths	
Lesson No: General (07)	std :- VIII Div :- —
Topic :- Factorisation of Algebraic expression.	Date :- /
Subtopic :- Factors of quadratic trinomial	Time :- 8:45 to 9:15

previous knowledge of class :-

Students have previous knowledge of monomial and binomial expression.

Teaching Point	General objectives:
1) Factors of quadratic trinomials.	① Knowledge :- pupil acquire the knowledge about factors of quadratic trinomial
2) Practice set 6.1	② Understanding :- pupil develop an understanding of factors of a quadratic trinomial.
	③ Application :- pupil applied their knowledge and understanding about familiar with factors of quadratic trinomial
	④ Skill :- Pupil develop the skill required to study factors of quadratic trinomials.

Teaching Aids :- chart showing ex- of Quad

Reference :-
Book

Website. www.maths fun.com

Content Analysis

Factors of quadratic trinomials.

An expression of the form ax^2+bx+c is called a quadratic trinomial.

we know that $(x+a)(x+b)$
$=x^2+(a+b)x+ab$
∴ the factors of $x^2+(a+b)x+ab$ are $(x+a)(x+b)$

To find the factors of x^2+5x+6 by comparing it with $x^2+(a+b)x+ab$ we get $a+b=5$ $ab=6$
so let us find factors of 6 whose sume is 5
~~let us find the factors of 6 whose~~ Then writing the trinomial in the form $x^2+(a+b)x+ab$ find its factors.
$x^2+5x+6 = x^2+(3+2)x+3x2$
$\cdots\ x^2+(a+b)x+axb$
$= x^2+3x+2x+2x3$
∴ mutiply 3+2 by x make two groups of four term obtained.
$= x(x+3)+2(x+3)$
$=(x+2)(x+3)$

Objective specification.

knowledge:-

① Pupil recognize the term factors of quadratic trinomials

② Pupil remember term factors of quadratic trinomial

develop an understanding.

① Pupil will also relationship between factors of quadratic trinomials.

② Pupil express their view on factors of quadratic trinomials.

Application.

① Pupil will be able to use in daily life

② Pupil judge their knowledge about factors of quadratic trinomials.

Skill.

① Pupil develop skill of observation of various example of factors of quadratic trinomials.

② Pupil handale solution of factors of quadratic trinomials cearfully.

procedure:- Yesterday we have learn about the factorising Algebraic expressions of $ax+ay$ & a^2-b^2

Statement of Aim:- so today we will learn about factors of quadratic trinomial.

presentation:-

① Teacher explain formula for factors of quadratic trinomials

② Teacher say write down formula in your note book.

③ Teacher solve examples of a^3+b^3

④ Teacher show chart paper. and explain the examples of factors of quadratic trinomials.

⑤ Student ask quetions.

⑥ Teachers give answer.

⑦ teacher give example and say to 5 students solve the examples of factors of quadratic trinomial. teacher give home work.

Conclusion:- so today we learn about factors of quadratic trinomials.

Core element:- Inclucation of scientific temper.

value:- sicentific attitude.

Evaluation

Generalization

① tell me the factors of $4x^2y+8xy^2$.

Recapitulation:

① Let us solve some examples using factors quadratic trinomial.

1) x^2+9x+8

2) $y^2+24y+144$

Application.

1) Find the factors of $5y^2+5y-10$

2) Factorise.

$m^3-23m+120$.

Assignment:-

Factorise.

1) $2x^2+x-45$

2) $20x^2-26+8$

3) $P2-7P-44$

Date 8/
std: 8th.

Subjet:- maths.
Unit: Factorisation of Algebraic expressions.
~~Expansion formula.~~
sub: Factors of a quadratic trinomials

1) Factorise
$2x^2+5x-18$
$= 2x^2+9x-4x-18$
$= x(2x+9)-2(2x+9)$
$=(2x+9)(x-2)$

2) Factorise.
$x^2-10x+21$
$= x^2-7x-3x+21$
$= x(x-7)-3(x-7)$
$=(x-7)(x-3)$

Seen 7/8/19

SAKET COLLEGE OF EDUCATION • KALYAN (E) DIST THANE

Name of the pupil teacher	practising school
Jadhav Kirti Dayanand Roll No:- 26 Subject:- maths Lesson No:- 08 Topic:- Factorisation of Algebraic expression subtopic:- Factors of quadratic trinomial.	Anand Global school Std:- VIII Div:- Date Time:-

Previous knowledge of class:- students have previous knowledge of monomial and binomial expressions.

Teaching Point	General objectives
1) Factors of quadratic trinomial. 2) practice set 6.1	① knowledge:- pupil acquire the knowledge about factors of quadratic trinomial. ② understanding:- pupil develop an understanding of factors of quadratic trinomial. ③ Application:- pupil applied their knowledge and understanding about familiar with factors of quadratic trinomials. ④ skill:- pupil develop the skill required to study factors of quadratic trinomial.

Teaching Aids:- chart showing examples of quadratic trinomial.

Refference. w.w.w. maths fun.com

Content Analysis

Factors of quadratic trinomials.

An expression of the form ax^2+bx+c is called a quadratic trinomial.

we know that $(x+a)(x+b)$
$=x^2+(a+b)x+ab$
∴ the factors of $x^2+(a+b)x+ab$ are $(x+a)(x+b)$

To find the factors of x^2+5x+6 by comparing it with $x^2+(a+b)x+ab$ ~~it with x^2~~ we get
$a+b=5$, $ab=6$
So let us find factors of 6 whose sume is 5

writing the trinomial in the form $x^2+(a+b)x+ab$ find its factors

$x^2+5x+6=x^2+(2+3)x+3x2$
--- $x^2+(a+b)x+axb$
$=x^2+3x+2x+2x3$
--- multiply 3+2 by x
make two group of four term obtained
$=x(x+3)+2(x+3)$
$=(x+2)(x+3)$

Objective specification.

Knowledge

① Pupil recognize the term factors of quadratic trinomials

② Pupil memorize term factors of quadratic trinomial.

Understanding.

① Pupil will also develop understanding relationship between factors of quadratic trinomials.

Application

① Pupil will be able to use in daily life

② Pupil judge their knowledge about factors of quadratic trinomials

Skill

① Pupil develop skill of observation of various example of factors of quadratic trinomials.

② Pupil handale solution of factors of quadratic trinomials cearfully.

Procedure:- ~~Factoring~~

Introduction:- A quadratic trinomial is an expression of the form x^2+bx+c. where x is variable & a,b,c are non zero

statement of Aim:- so today we will learn about ~~factors of quadratic~~ factorisation of Algebraic expression.

presentation:-

① Teacher explain ~~formula~~ fo factors of quadratic trinomials.

② Teacher say write down formula in your note book

③ Teacher solve examples of quadratic trinomial.

④ Teacher show a chart Paper and explain the examples of factors of quadratic trinomials.

⑤ student ask quetions

⑥ Teacher give answer.

⑦ and say to Students solve the example of factors of quadratic trinomial.

⑧ Teacher give homework.

Conclusion:- so today we learn about factors of quadratic trinomials

Core element:- Inculcation of scientific temper

Value:- scientific attitude.

Evaluation.

① ~~Tell me the factors~~

Generalization

① Tell me the factors of $4x^2y$ & $8x^2y$

Recapitulation

① Let us solve some examples using factors of quadratic trinomial

1) $x^2+9x+18$

2) $y^2+24y+144$

Application.

① Find the factors of $5xy^2+5y-10$

2) Factorise $m^3-23m+120$

Assigment.

Factorise

1) $2x^2+x-45$

2) $20x^2-26x+8$

3) $p^2-7p-44$

Black Board work.

Date

Std: 8th

subject :- maths

Unit :- Factorisation of Algebraic expression.

subunit :- Factors of quadratic trinomials

1) Factorise.

$2x^2 + 5x - 18$

$= 2x^2 + 9x - 4x - 18$

$= x(2x+9) - 2(2x+9)$

$= (2x+9)(x-2)$

2) Factorise

$x^2 - 10x + 21$

$= x^2 - 7x - 3x + 21$

$= x(x-7) - 3(x-7)$

$= (x-7)(x-3)$

* Introduction with questions
* B.B.W - divide B.B, write in straight line

* Explain factors of quadratic trinomials step by step.

*

6/9/18.

SAKET GYANPEETH'S

SAKET COLLEGE OF EDCUATION (B.Ed.)

(Affiliated to University of Mumbai)

Saket Vidyanagari, Chinchpada Road, Katemanivli,
Kalyan (East) - 421 306. Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher ..... Jadhav Kirti Dayanand

Roll No. 26

Subject ..... Maths

Lesson No. (General) (6)

Lesson No. (In the method) .....

Topic Factorisation of Algebraic expression

subtopic:- Factors of quadratic trinomial.

Practising School ..practi Anand Global school

Std. 8th Div. .....

Date 19/8/19

Time - From 8:45 To 9:15

Previous knowledge of the class

Students have previous knowledge of monomial binomial expression.

Teaching Points	General Objectives
1) Factors of quadratic trinomial 2) practice set 6.1	1) Knowledge:- Pupil acquire the knowledge about factors of quadratic trinomial. 2) Understanding:- The Pupil develop an understanding of factors of quadratic trinomial. 3) Application:- Pupil applied their knowledge and understanding about familiar with factors of quadratic trinomial. 4) Skill:- Pupil develop the skill required to study factors of quadratic trinomial.

Teaching Aids :- Chart showing examples of quadratic trinomials.

Reference ~~Aids~~ Book :- www.maths.com

Content Analysis	Objective : Specifications
Factors of quadratic trinomials. An expression of the form ax^2+bx+c is called quadratic trinomial we know that $(x+a)(x+b)$ $=x^2+(a+b)x+ab$ ∴ the factors of $x^2+(a+b)x+ab$ are $(x+a)(x+b)$. To find the factors of x^2+5x+6 by comparing it with $x^2+(a+b)x+ab$ we get $ab=6$ $(a+b)=5$ so let us find factors of 6 whose sum is 5 writing the trinomial in the form of $x^2+(a+b)x+ab$ find its factors. $x^2+5x+6=x^2+(2+5$ $=x^2+(2+3)x+2\times3$ $\because x^2+(a+b)x+a\times b$ $=x^2+3x+2x+3\times2$ $\because$ multiply 3+2 by x. make two group of four term obtained $=x(x+3)+2(x+3)$ $=(x+2)(x+3)$	*knowledge ① The pupil recognize the term factors of quadratic trinomials. ② Pupil memorize term factors of quadratic trinomial. Understanding :- ① The pupil will also develop understanding relationship between factors of quadratic trinomials. *Application ① The pupil will be able to use in daily life ② Pupil judge their knowledge about factors of quadratic trinomials. *skill ① Pupil develop skill of observation of various example of factors of quadratic trinomials. ② The pupil handale solution of factors of quadratic trinomials ceartully.

Procedure	Evaluation
Introduction :- A quadratic trinomial is an expression of the form x^2+bx+c where x is variable & a, b, c are non-zero, a≠0 a is leading coefficent, b is linear coeffient, & c is	**Generalization :-** ① tell me the factors of $4x^2y$ & $8x^2y$
Statement of Aim :- so, Today we will learn about factorisation of Algebraic expression.	
Presentation :- ① Teacher explain formula for factors of quadratic trinomials.	
② Teacher say write down formula in your note book.	**Recapitulation :-** ① Let us solve some examples using factors of quadratic trinomial
③ Teacher solve examples of quadratic trinomial.	1) $x^2+9x+18$
④ Teacher Show chart paper and explain the example of factors of quadratic trinomial.	2) $y^2+24y+144$
⑤ student ask questions	**Application :-** ① Fand the factors of $5y^2+5y-10$
⑥ Teacher give answer.	
⑦ and say to students solve the examples of factors of quadratic trinomial.	2) Factorise $m^3-23m+120$
⑧ Teacher give homework	
⑨ the students write down homework	
⑩ teacher evaluate topic.	
Conclusion :- So today we learn about factors of quadratic trinomials.	
Core Elements :- Inclucation of scientific temfer	**Assignment :-** factorise
Values :- scientific attitude.	1) $2x^2+x-45$
	2) $20x^2-26x+8$
	3) $p^2-7p-44$

BLACK BOARD WORK

Jottins Diagram :-

subject:- maths
unit:- Factorisation of Algebraic expression
subunit:- Factors of quadratic trinomials.

1) Factorise

$2x^2+5x-18$

-36 → $+9$, -4

$= 2x^2+9x-4x-18$

$= x(2x+9)-2(2x+9)$

$= (2x+9)(x-2)$

2) Factorise

$x^2-10x+21$

$= x^2-7x-3x+21$

$= x(x-7)-3(x-7)$

$= (x-7)(x-3)$.

Summary :-

Remarks Items

- ..... Set induction
- ..... Model Reading
- ..... Model Recitation
- ..... Objective Qns
- ..... Silent Reading
- ..... Narrations
- ..... Explanations
- ..... Illustrations
- ..... Questions
- ..... Use of teaching aids
- ..... Class Response
- ..... Class Participation
- ..... Black Board work
- ..... Experiments
- ..... Demonstrations
- ..... Specimen observation
- ..... Dramantization
- ..... Student's reading / recitation / drill
- ..... Closure
- ..... Teacher's knowledge of content
- ..... Teacher's preparation of lesson
- ..... Method of teaching
- ..... Interest created
- ..... Class control

Seen the remarks of the supervisor

Guiding Professor

Suggestions :-

* Introduction with question
*. B.B.W - divided into two equal part step by step

General Remarks

Supervising Professor

COLLEGE OF EDUCATION SANKLI

Theme based lesson

Co-teaching - 1

Name of the pupil teacher Jadhav Kirti Dayanand Roll No: ~~46~~ 26 Subject:- mathematic LessonNo:- General Col) Topic:- Operation of Rational Numbers Sub Topic:- Addition and substraction of Rational No~~s~~	practising School Anand Global school Kalyan East std: VII Div - — ~~9~~9:45 to ~~9~~9:15

previous knowledge of class:-
student have previous knowledge of natural numbers, ~~integer~~.

Teaching point	General objectives.
① ~~Additi~~ Rational no.	① Knowledge:- pupil acquire the knowledge about Rational number
2) Operation on Rational Numbers. ① Addition ② Subtraction.	② Understanding:- The pupil develop an understanding of Rational number ③ Application:- pupil applied their knowledge understanding and become familiar with ~~of~~ Operation of rational numbers ④ Skill:- pupil develop the skill required to study ~~Random~~ experiment ~~and equall~~ operation of rational numbers

Teaching Aids:- chart showing identification of ~~numbers~~ rational numbers.

Refference: https://Dontmemorise.com

Content Analysis.

In

Rational Numbers.

In previous standards, we have learn that the counting numbers 1, 2, 3, 4 ---- are called natural numbers.

We know that natural numbers, zero, and the opposite number of natural numbers together form the group of integers. we are also familiar with fractions like $\frac{7}{11}$, $\frac{2}{5}$, $\frac{1}{7}$

Is there then group that includes both integrers and fraction.

all integers can be written in the form ~~the~~ $\frac{m}{n}$. If m is any integer and n is any ~~arbitary number~~ non-zero ~~no~~ integer then the number $\frac{m}{n}$

is called a rational number.

Objective specification.

***knowledge:-**

① Pupil recognize the term rational number & Addition & subtraction of rational number.

② Pupil memorize the term rational numbers.

Understanding:-

① Pupil will also develop and understanding of relationship between rational numbers.

② The pupil express their view on operation of Rational number (addition & subtraction.

***Application:-**

① Pupil will be able to use in daily life.

② pupil judge their knowledge about ~~operatio~~ rational ~~no~~ numbers.

***skill:-**

① pupil develop skill of observation of example of rational numbers.

② Pupil does written calculation correctly.

student

~~subject~~

④ student

⑤ subject

⑥ subject ~~student~~

⑦ subject

Studen

Pupil / teach

Introduction :- Teacher write on black board many numbers like and ask students which type of numbers

statement of Aim :- Today we will be learning about operation of rational numbers.

presentation :- ① Teacher explain students to rational numbers & give examples of rational number.

② student ask question.

③ teacher give answer.

④ Teacher write down example of rational number.

⑤ Teacher explain operation of rational number addition.

⑥ Teacher solve example of rational addition of rational number.

⑦ Teacher ask question.

⑧ student give answer.

Student teacher give homework

⑨ student write down homework

Conclusion :- Hence today we have learnt operation of rational numbers.

Core element :- Inclucation of scientific temper.

Value :- scientific attitude.

Evaluation
Generalization

① which number is called natural number

② which number is called whole number

Recapitulation.

① why operation on rational number are carried out as fraction.

Application.

1) carry out the following addition of rational number.

i) $2\frac{3}{11} + 1\frac{3}{77}$

ii) $1\frac{2}{3} + 2\frac{4}{5}$

Skill assigment

Carry out the following subtraction involving rational number

① $\frac{7}{11} - \frac{3}{7}$

2) $1\frac{2}{3} - 3\frac{5}{6}$

Black Board work.

Class 7th
Sub:- maths
div:
Topic:- operation on rational numbers
date:

* all integers can be written in the form $\frac{m}{n}$. If m is any integer and n is any non-zero integer then the number $\frac{m}{n}$ is called a rational number.

① $\frac{5}{7} + \frac{9}{11}$

$= \frac{5 \times 11 + 7 \times 9}{7 \times 11}$

$= \frac{55 + 63}{77}$

$= \frac{118}{77}$

Sear 26/8

SAKET COLLEGE OF EDUCATION
KALYAN (E)
DIST. THANE

SAKET GYANPEETH'S

SAKET COLLEGE OF EDCUATION (B.Ed.)

(Affiliated to University of Mumbai)

Saket Vidyanagari, Chinchpada Road, Kalemandvli,
Kalyan (East) - 421 306. Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher: Jadhav Kirti Dayanand

Roll No. 26

Subject: Mathematics

Lesson No. (General) (01)

Lesson No. (in the method) 7

Topic: Addition operation of Rational Number

subtopic:- Addition and subtraction of rational number

Practising School: Anand Global school

Std. 7th Div. A

Date 29-8-2019

Time - From 9:15 To 9:45

Previous knowledge of the class

Student have previous knowledge of natural numbers

Teaching Points	General Objectives
1) Rational Number 2) Operation on Rational Numbers i) Addition of rational number ii) subtraction of rational number	① Knowledge :- Pupil acquire the knowledge about Rational number ② Understanding :- The Pupil develop an understanding of Rational number ③ Application :- Pupil applied their knowledge, understanding and become familiar with opration of rational number. ④ Skill :- Pupil develop the skill required to study operation of rational numbers.

Teaching Aids :- chart showing identification of numbers.

Reference Aids :- Book https://Dont memorise. come.

Content Analysis	Objective : Specifications
-	Knowledge :-
Rational Numbers.	① Pupil recognize the term rational numbers and Addition & subtraction of rational number
In previous standards we have learn that the counting numbers 1, 2, 3, ... are called natural numbers.	② Pupil memorize the term rational numbers.
We know that natural numbers, zero and the are called what number. Natural number zero and opposite number of natural number to gether form the group of integers we are also familiar with fractions like $\frac{7}{11}$, $\frac{2}{5}$, $\frac{1}{7}$	Understanding: ① Pupil will also develop and understanding of relationship between rational numbers. ② The Pupil express their view on operation of rational number (Addition subtraction
Is there then group that includes bothe integers and fraction all integers can be written in the form $\frac{m}{n}$. If m is any integer and n is any non-zero integer then the number $\frac{m}{n}$	Application. ① Pupil will be able to use in daily life. ② Pupil will be judge their knowledge about rational numbers.
is called a rational number.	Skill ① Pupil develop skill of observation of example of rational numbers. ② Pupil does written calculation correctly.

Procedure	Evaluation
Introduction :- stuPupil Teacher :- write on black Board many numbers and ask students which type of numbers.	**Generalization :-** ① which numbers is called natural number. ② which numbers is called whole number.
Statement of Aim :- Today we will be learning about operation of rational numbers.	
Presentation :- Pupil teacher :- ① explain rational numbers and give example of rational numbers. ② student ask question ③ pupil teacher give answer ④ pupil Teacher :- write down example of rational number. ⑤ Subject Teacher explan operation of rational numbers ⑥ subject teacher :- solve example of addition of rational number. ⑦ subject teacher ask question on addition of rational number ⑧ student give answer. ⑨ pupil teacher :- explain the substraction of rational number ⑩ Pupil teacher :- write down example of rational number. and ask question ⑪ subject teacher :- give home work ⑫ student note down home work.	**Recapitulation :-** ① why operation on rational number are carried out as fraction.
	Application :- ① carry out the following addition of rational number. i) $2\frac{3}{11} + 1\frac{3}{77}$ ii) $1\frac{2}{3} + 2\frac{4}{5}$
Pupil teacher **Conclusion :-** Hence today we have learnt operation of rational numbers.	Assigment :- Carry out the following subtraction involving rational numbers.
Core Elements :- Inclucation of scientific temper.	**Assignment :-**
Values :- scientific attitude.	① $\frac{7}{11} - \frac{3}{7}$ ② $1\frac{2}{3} - 3\frac{5}{6}$

BLACK BOARD WORK

Class:- 7th A

Jottins Diagram :-

Summary :-

Sub: maths
Topic:- operation on rational numbers.

Date:-

* all integers can be written in the form $\frac{m}{n}$. If m is any integer and n is any non-zero integer then the number $\frac{m}{n}$ is called a rational number.

① $\frac{5}{7} + \frac{9}{11}$

$= \frac{5\times11 + 7\times9}{7\times11}$

$= \frac{55+63}{77} = \frac{118}{77}$

$\frac{5}{7} + \frac{9}{11} = 55\frac{118}{77}$

Remarks Items

- ✓ Set induction
- ..... Model Reading
- ..... Model Recitation
- ..... Objective Qns.
- ..... Silent Reading
- ..... Narrations
- ✓ Explanations
- ..... Illustrations
- ✓ Questions
- ✓ Use of teaching aids
- ✓ Class Response
- ..... Class Participation
- ✓ Black Board work
- ..... Experiments
- ..... Demonstrations
- ..... Specimen observation
- ..... Dramantization
- ..... Student's reading / recitation / drill
- ..... Closure
- ✓ Teacher's knowledge of content
- ✓ Teacher's preparation of lesson
- ..... Method of teaching
- ..... Interest created
- ..... Class control

Seen the remarks of the supervisor

Guiding Professor

Suggestions :-

- Set induction done.
- BB work done.
- Explanation done
- Effective use of teaching aid.
- Class participated.
- Class control to increase.
- Interest created

General Remarks

Overall lesson is V. good.

SAKET COLLEGE OF EDUCATION KALYANI (E) DIST. NADIA

Supervising Professor

29/8/19

Co-teaching - 2

Name of the pupil teacher :-
Jadhav kirti Dayanand.
Roll No :- 26
Subject :- mathematics.
Lesson No :- General (C0.2)
Topic :- Operation on Rational Numbers.
Sub Topic :- multiplication and substraction of Rational number.

practising school.
Anand Global school
kalyan East
Std :- VII Div :-

Previous knowledge of class :-
student have previous knowledge of natural number, integer, whol number, Rational number, addition & substraction of rational numb

Teaching Point :

① multiplication of rational number.

② division of rational number.

③ multiplicative inverce.

General objectives.

① Knowledge :- Pupil acquire the knowledge about add multiplication or division of rational number.

② understanding :- The pupil develop an understanding of multiplication and division of rational number.

③ Application :- Pupil applied their knowledge understanding and become familiar with multiplication and division of rational number.

④ Skill :- Pupil develop the skill required to study multiplication and division of rational number.

Teaching Aids :- Chart showing example of multiplication of and division of rational number

Refference :- https://Dont memorise.com

Content Analysis

To divide one number by another is to multiply the first by the multiplicative inverse of another.

We have seen that $\frac{5}{6}$ and $\frac{6}{5}$, $\frac{2}{11}$ and $\frac{11}{2}$ are pairs of multiplicative inverses.

similarly $\left(\frac{-5}{4}\right) \times \left(\frac{-4}{5}\right) = 1$

$\Rightarrow \left(\frac{-7}{2}\right) \times \left(\frac{-2}{7}\right) = 1$

Thus $\left(\frac{-5}{4}\right)$ and $\left(\frac{-4}{5}\right)$ as also $\left(\frac{-7}{2}\right)$ and $\left(\frac{-2}{7}\right)$ are pairs of multiplicative inverse.

similary $-\frac{5}{4}$ and $-\frac{4}{5}$ or $\frac{-7}{2}$ and $\frac{-2}{7}$ are pairs of multiplicative inverses. That is $\frac{-5}{4}$ & $-\frac{4}{5}$ are each other's multiplicative inverse and so are. $\frac{-7}{2}$ and $\frac{-2}{7}$

objective specification:

* Knowledge:- (student teacher)

① The pupil recognize the term rational numbers on multiplication & division of ~~addition~~

② pupil memorize the term multiplication & division of rational number. (subject teacher)

* Understanding:-

① Pupil will also develop and understanding of relationship between multiplication and division of rational num

② The pupil express their view on ope multiplication & division of rational number.

* Application:-

① Pupil will be able to use in daily life.

② pupil judge their knowledge about multiplication and division of rational number.

Skill

① pupil develop skill of observation of example ~~of rational numbers~~ on multiplication & division of rational number. (Pupil teacher)

② Pupil does written calculation correctly.

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Procedure:-

student teacher Introduction:- ~~writ~~ last yesterday we have learn about operation of rational number. (Addition & subtraction).

Subject teacher Statement of Aim:- Today we will be learn about multiplication and subtraction of rational numbers.

Presentation:-

Student teacher:- Pupil Teacher the multiplication of rational numbers

Subject Teacher explain the multiplication ~~Example~~ of rational number

(Pupil) student teacher:- give Question of multiplication.

Student pupil teacher:- explain division of rational number

subject student teacher:- solve example of division of rational number.

subject teacher give homework

conclusion:- Hence today we have learnt multiplication and division of rational numbers.

Pupil teacher

Core element:- Inclucation of scientific temper.

Value:- scientific attitude.

Evaluation.

Generalization.

① Tell me the multiplicative inverse of $\frac{5}{2}$ & $\frac{6}{25}$.

Recapitulation.

① $\frac{-11}{9}$ and $\frac{9}{11}$ is not multiplicative inverse.

Application.

* mutiply the following rational number.

① $\frac{3}{11} \times \frac{2}{5}$ ② $\frac{12}{5} \times \frac{4}{15}$

* carry out the division of rational numbers.

① $\frac{40}{12} \div \frac{10}{4}$ ② $\frac{-10}{11} \div \frac{11}{10}$

Application.

i) carry out the given rational number

① $\frac{-7}{8} \div \frac{-3}{6}$ ② $\frac{-8}{9} \times \frac{3}{4}$

Std. 8th
division-A
date:-

Subject:-maths.
Topic:- operation of rational number.
Sub Topic:- Addition & multiplication of rational number.

* To divide one number by another is to multiply the first by the multiplicative inverse of the other.

example.

$\frac{5}{6} \times \frac{6}{5} = 1$

is product is one.

example. operate given

1) $\frac{9}{13} \times \frac{14}{7}$

$= \frac{9 \times 7 - 13 \times 14}{13 \times 7}$

$= \frac{9 \times 4}{13 \times 7}$

$= \frac{36}{91}$

$\frac{5}{3} \div \frac{3}{5} = 1$

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LESSON NOTES

Name of the Pupil Teacher: Jadhav kirti Dayanand

Roll No. 26

Subject: Mathematics

Lesson No. (General) (8)

Lesson No. (In the method) Co-teaching-02

Topic: multiplication and substraction of Rational number:

Topic:- Operation on Rational number.

Practising School: Anand Global school

Std. VII Div. A

Date 30/8/2019

Time - From 9:15 To 9:45

Previous knowledge of the class

student have previous knowledge of natural number, integer, whole number, Rational number, addition & subtraction of rational number

Teaching Points	General Objectives
1) Multiplication of rational number. 2) division of rational number 3) multiplicative inverse.	Knowledge: Pupil acquire the knowledge about multiplication or division of rational numbers (2) Understanding: The Pupil develop an understanding of multiplication and division of rational number. (3) Application:- Pupil applied their knowledge understanding and become familiar with multiplication and division of rational number. (4) Skill:- Pupil develop the skill required to study multiplication and division of rational number.

Teaching Aids :- Chart showing defination of multiplicative inverse

Reference Aids :- Book https://Dontmemorise.com

Content Analysis	Objective : Specifications
	* Knowledge :-
divide one number by another is to multiply the first by the multiplicative inverse of another.	① The pupil recognize the term multiplication and division of rational number ② Pupil memorize the term multiplication and division of rational number.
We have seen that $\frac{5}{8}$ and $\frac{6}{5}$, $\frac{2}{11}$ and $\frac{11}{2}$ are pairs of multiplicatives	* understanding : ① pupil will also develop and understanding of relationship between multiplication and division of rational number
similary $(\frac{-5}{4}) \times (\frac{-4}{5}) = 1$	② The pupil express their view on multiplication & division of rational number.
& $(\frac{-7}{2}) \times (\frac{-2}{7}) = 1$	* Application : ① Pupil will be able to use in daily life
Thus $\frac{-7}{2}$ and $\frac{-2}{7}$ are pairs of multiplicative inverse.	② Pupil judge their knowledge about multiplication and division of rational number.
similarly $\frac{-5}{4}$ and $\frac{-4}{5}$ or $\frac{-7}{2}$ and $\frac{-2}{7}$ are pairs of multiplicative inverses That $\frac{-5}{4}$ & $\frac{-4}{5}$ are each other's multiplicative inverse and so are $\frac{-7}{2}$ and $\frac{-2}{7}$.	* Skill : ① pupil develop skill of observation of examples of multiplication & division of rational number. ② Pupil does written calculation correctly.

Procedure	Evaluation
Introduction :- Student teacher :- yesterday we have learn about operation (Addition and subtraction) of rational number.	**Generalization :-** Tell me the multiplicative inverse of given numbers
Statement of Aim :- Subject teacher :- so today we will be learn about multiplication division and multiplicative inverse of rational number	1) $\frac{5}{2}$ 2) $\frac{6}{25}$
Presentation :- ① Pupil Teacher :- explain the multiplication of rational number ② subjet teacher :- solve example of multiplication of rational number ③ Pupil Teacher :- give to the examples for solving student. ④ subject teacher clear daut for students ⑤ Pupil Teacher :- explain the multiplicative inverse. and solve example of rational number ⑥ Pupil teacher ask Question on multiplicative inverse of rational numbers ⑦ Subject Teacher :- explain the division of rational numbers. ⑧ Pupil teacher :- solve example of rational numbers. ⑨ Pupil teacher :- give homework. ⑩ student note down home work.	**Recapitulation :-** why $-\frac{11}{9}$ and $\frac{9}{11}$ is not multiplicative inverse.
Conclusion :- Pupil teacher :- Hence today we have learnt multiplication and division of rational number	**Application :-** * Carry out the given rational numbers 1) $\frac{3}{11} \times \frac{2}{5}$ 2) $\frac{12}{5} \times \frac{4}{15}$ 3) $\frac{40}{12} \div \frac{10}{4}$ 4) $\frac{-10}{11} \div \frac{4}{10}$
Core Elements :- Inclucation of scientific temper.	**Assignment :-** Carry out given rational number. 1) $\frac{-7}{8} \div \frac{-3}{6}$ 2) $\frac{-8}{9} \times \frac{3}{4}$
Values :- Scientific attitude.	

BLACK BOARD WORK

Jottins Diagram :-

Std:- 7th
div:- A
Date:- 30/8/19

subject:- maths
TOPIC:- operation of rational numbers
Sub Topic:- Addition & multiplication of rational number.

* To divide one number by another is to multiply the first by multiplicative Inverse of the other.
example. $\frac{5}{6} \times \frac{6}{5} = 1$
is product is one.

Summary :-

example of multiplication

1) $\frac{9}{13} \times \frac{14}{7} = \frac{9 \times 7 - 13 \times 14}{13 \times 7}$

$= \frac{9 \times 4}{13 \times 7}$

$= \frac{36}{91}$

Remarks Items

- ✓ Set induction
- ..... Model Reading
- ..... Model Recitation
- ..... Objective Qns
- ..... Silent Reading
- ..... Narrations
- ✓ Explanations
- ..... Illustrations
- ..... Questions
- ✓ Use of teaching aids
- ✓ Class Response
- ✓ Class Participation
- ✓ Black Board work
- ..... Experiments
- ✓ Demonstrations
- ..... Specimen observation
- ..... Dramantization
- ..... Student's reading / recitation / drill
- ..... Closure
- ✓ Tea er's knowledge of content
- ✓ Tea r's preparation of lesson
- ✓ Methou of teaching
- ✓ Interest created
- ✓ Class control

Seen the remarks of the supervisor

Guiding Professor [signature]

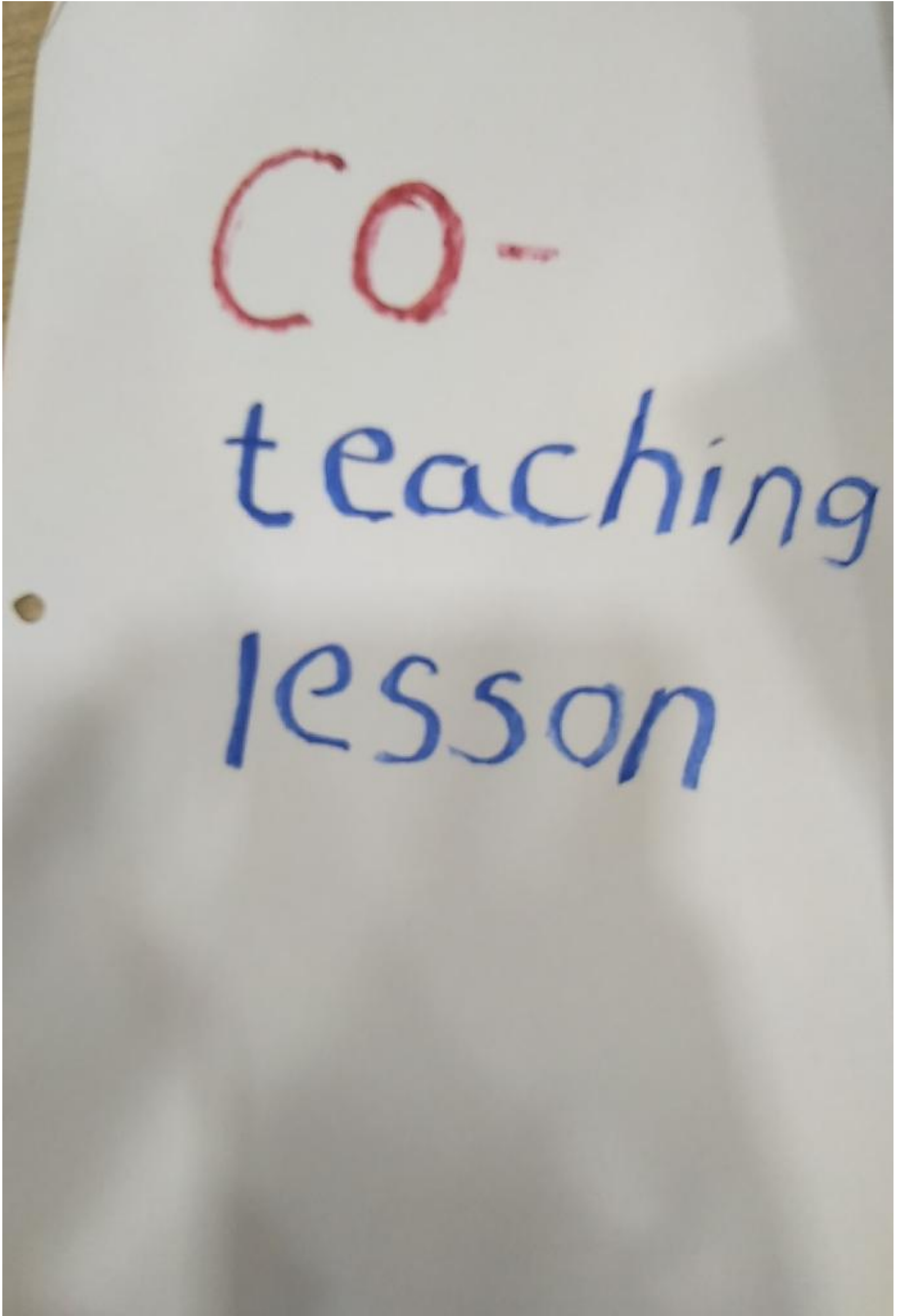
Suggestions :-

1. Topic was introduce
2. concept was clear
3. Explination was Good
4. B.B work was Good.
5. Teaching aids used
6. interest Generate in pupils
7. improve Time management
8. Assignment was Given.
9.

General Remarks Overall Lesson was Good.

COLLEGE OF EDUCATION

Supervising Professor [signature] 30/8/2019


CO-
teaching
lesson

Name of the Pupil teacher Jadhav Kirti Dayanand Roll No :- 26 Subject :- maths Lesson No :- 1 Theme :- fruit shop Concept :- The unitary method.	practising school Anand Global school std :- ~~8th~~ 5th Div :- A Date :- Time

previous knowledge of class :- Pupil may have knowledge about various fruits which they eat & observe in daily life such as mango, orange ~~bana~~ banana.

Teaching Points	
1) The Unitary method	① knowledge :- The Pupil acquire the their knowledge about The Unitary method. ② Understanding :- Pupil develop an understanding The unitary method. ③ Application :- pupil applied their knowledge and understanding about familiar with The unitary method ④ skill :- pupil develop the skill required to study The unitary method.

Teaching Aids :- fruits, drawing, fruit basket.

Reference ?

Content Analysis.

In

Unitary method

In our daily lives when buying items like vegetables the seller mentions the wholesale prices. For example suppose we buy 1 dozone of (12) bananas for 24Rs. How can we find out the price for one banana? The answer to this is the unitary method Further we can calculate the prize of 12 Bananas given the knowledge of cost of 1 banana.

Given its importance in our daily lives, let us understand about the unitary method.

The word unitary refere to a single or an individual unit. Hence this method aims at determining values in relation to singie unit.

objective specification.

Knowledge: ~~Pupil acquire~~ the know

① The pupil recalls mathematical term The unitary of the method

② The pupil recognize the term unitary method

Understanding

① The pupil gives illustrations for mathematical concept Unitary metod

② The pupil detects errors in mathematical operations.

Application

① The pupil applied knowledge of mathematics to novel situation

② ~~Pupil pr~~ The pupil predicts results on the basis of unitary method

Skill

① The pupil does written calculation correctly.

② ~~pupil~~ The pupil develop interest in mathematics.

procedure

Introduction :- Teacher set a fruit shop In the class and starts Selling & buying of fruits.

statement of Aim :- so today we have going to study about fruit shop.

presentation :- ① Teacher show the chart showing fruit shop.

② Teacher calls a students to buy one kg of mangos from the shop-keepers.

③ students calculate the prize of one 1kg of ~~mangos~~ mangoes gose to shopkeepers

④ This way teacher explains unitary method to students.

⑤ students calculates with the help of teacher explanations.

Evaluation

① which is your favorite fruit.

② you have 10 Apple 20 banana, & 28 orange so tell me total number of fruits you have.

Recapitulation.

① 1 Banana price is 3 rupees so tell me the 50 bananas prize.

② 12 Apple prize is 60 ruppes so tell me the 1 apple prize.

Application.

① ~~8 pairs price is~~ If 4 mangoes cost prize is 240. so tell me the one mango prize.

② If Find the cost of 8 kg apple. if cost of 10 kg is 325

Assigment.

① A bunch of 15 bananas cost 45 ruppes How much will 8 bananas cost

Core element :- Inclucation of scientific temper.

value :- scientific attitude

Black Board work.

5

Subject : math.

Theam : - fruit shop.

Teame.

Name of the Pupil Teacher Jadhav Kirti Dayanand Roll No :- 26 subject :- maths Lesson No. ~~Topic~~ :- Theame :- Fruit shop.	practising school Anand Global School Std : 6th Div :- A Date :- ~~2~~ 24/09/18

Previous knowledge of the class :- The pupil have knowledge about various fruits which they eat & observe in daily life such as mango orange banana.

Teaching points
1) Unitary method
* addition
multiplication.

General objectives
① Knowledge :- The pupil acquire their knowledge about the unitary method
② Understanding :- The pupil develop an understanding unitary method
③ Application :- The pupil applied their knowledge and understanding about familiar with the unitary method
④ skill :- pupil develop the skill required to study the unitary method.

Teaching Aids :- chart showing a fruit shop drawing.

Refference. w.w.w - maths fun . com

Content Analysis	objective specification.
Unitary method. In our daily lives when buying items like vegetables the seller mention the wholesale prices. For example. suppose we buy 1 dozone of (12) bananas for 24 Rs. How can we find out the price for one banana? The answer to this is the Unitary method Further we can calculate the prize of 12 Bananas. give the knowledge of cost of 1 Banana. Given its importance in our daily lives, let us understand about the unitary method. The word unitary refers to single or an individual unit. Hence this method aims at determining value in relation to single unit.	*Knowledge ① pupil recalls mathematical term the unitary method ② The pupil recognize the term unitary method. understanding. ① The pupil gives illustrations for mathematical concept. unitary method. ② The pupil detects error in mathematical operations. Application. ① The pupil applied knowledge of mathematics to novel situation ② The pupil predicts results on basis of the unitary method. Skill:- ① The pupil does written calculation correctly. ② The pupil develop interest in mathematics.

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Procedure

Introduction:- Teacher set a fruit shop In the class and starts selling & buying of fruits.

~~State~~

Statement of Aim: So today we have going to study about fruit shop.

presentation:- (I)

~~Thea~~ Teacher activity.

① Teacher show the chart showing fruit shop.

② Teacher say to student observe the given picture and what will you see.

③ Teacher explain unitory method.

④ teacher give example of on black Board & solve the example.

Student activity.

① Students will observe the Picture and answer the question

② Student's ~~answer the question~~ will listen & note down

③ student's will listen to the question & answer based on their previous knowledge & understanding.

④ students listen and understand and solve the example of unitory method.

Core element: Inclucation of scientific temper, removal of social barier.

value:- scientific attitude.

Evaluation

Generalization.

① which is your favorite fruit

② You have 10 Apple 20 banana & 28 orange so tell me todal number of fruits you have.

Recapitulation

① 1 Banana price is 3 ruppes so tell me the 50 banana price

② 12 Apple price is 60 ruppes So tell me 1 Apple price

Application.

① If 4 mangoes cost price is 640 so tell me the one mango price.

② Find the cost of 8kg apple if cast of 10 kg is 325

Assigment.

① A bunch of 15 bananas cost 45 ruppes How much will 8 bananas cost.

Date:- 23-03-19
Std: 6th.

Subject:- maths
Theam:- fruit shop.

example 1)
1 Banana price is 3 ruppees
so tell me the 50 banana price
answer.
=> 01 Banana Price is 3 ruppies
so we want to find 50 banana price.
∴ ~~3 × 50~~
50 Banana price
= one banana price
× no of banana
= 1 ×

50 Banana prize
= ₹ 3 × 50
= 80 ruppies.

∴ 50 Banana prize is 80 ruppies.

* Theme lesson - with the help of role play method

* lessan - good

COLLEGE OF EDUCATION

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LESSON NOTES

Name of the Pupil Teacher Jadhav kirti Dayanand

Roll No. 26

Subject Mathematics

Lesson No. (General) (1)

Lesson No. (In the method) to 9

Topic fruit shop (The unitary method)

Practising School Anand Global School

Std. 6th Div. A

Date 11/09/19

Time - From 9:45 To 9:45

Previous knowledge of the class

The pupil have knowledge about various fruit shop which they eat & observe in daily life such as mango orange, banana.

Teaching Points	General Objectives
1) Unitary method. * addition * multiplication.	① knowledge:- The pupil acquire their knowledge about the unitary method. ② Understanding:- The pupil develop an understanding unitary method ③ Application:- The pupil applied their knowledge and understanding about familiar with the unitary method ④ skill:- pupil develop the skill required to study the unitary method.

Teaching Aids :- chart showing fruit shop

Reference Aids :- Book www.mathsfun.com

Content Analysis	Objective : Specifications
Unitory method. In our daily lives when buying items like vegetables the seller mention the wholesale prices. For example suppose we buy 1 dozone Bananas for 24 Rs. How can we find out the price for one banana? The answer to this is the unitory method Further we can calculate the prize of 12 Bananas give the knowledge of cost of 1 Banana. Given its importance in our daily lives, let us Understand about the Unitory method. The word unitory reference to single or an individual unit Hence this method aims at determing value in relation to single unit.	Knowledge. ① Pupil recalls mathematical term unitary method. ② The pupil recognize term unitary method. Understanding. ① The pupil give illustrations for mathematical concept unitary method. ② The pupil detects errors in mathematical operation. Application. ① The pupil applied knowledge of mathematics to novel situation. ② The pupil predicts result on basis of the unitary method. Skill ① The pupi does written calculation correctly. ② The pupil develop interest in mathematics.

Procedure	Evaluation
Introduction :- Teacher set a fruit shop In the class and starts selling & buying of fruits.	**Generalization :-** ① which is your favorite fruit ② you have 10 Apple, 20 Banana, 62 and 28 Orange So tell me total number of fruits You have.
Statement of Aim :- so today we have going to study about fruit shop Teacher activity.	
Presentation :- ① Teachers show the chart showing fruit shop ② Teacher say to student observe the given picture and what will you see. ③ Teacher explain unitary method ④ teacher give example on black Board & solve the example. Student activity. ① Student will observe the picture and answer the question ② Student's will listen & note down ③ Student will listen to question and answer based on their privious knowledge & understanding ④ Students listen and understand example. ⑤ Students solve the example of unitary method	**Recapitulation :-** ① 1 Banana price is 3 rupice so tell me the 50 banana price.
Conclusion :- so today we learn unitary method	**Application :-** ① If 4 mango cost price is 640 so tell me the one mango price. ② ② find the cost of 8 kg apple if cost of 10kg is 325.
Core Elements :- Core lelement: Inclucation of social barier removal **Values :-** Scientific temper Values :- Scientific attitude.	**Assignment :-** A bunch of 15 Bananas cost 45 Rs. How much will 8 Banana cost.

BLACK BOARD WORK

Jottins Diagram :-

Summary :-

Date 13-09-19

Std: 6th A

Subject: maths

Theam: fruitshop

ex:- If One Banana price is 3Rs so tell me one 50 banana price

answer:

1 Bananaprize is 3 ruppies

so we want to find 50 Banana price.

∴ 50 Banana Prize

= one banara prize x no of Banana.

∴ 50 Banana price

= 3 × 50

= 80 Ruppies.

∴ 50 Banana price is 80RS.

Remarks Items

..... Set induction
..... Model Reading
..... Model Recitation
..... Objective Qns.
..... Silent Reading
..... Narrations
..... Explanations
..... Illustrations
..... Questions
..... Use of teaching aids
..... Class Response
..... Class Participation
..... Black Board work
..... Experiments
..... Demonstrations
..... Specimen observation
..... Dramantization
..... Student's reading / recitation / drill
..... Closure
..... Teacher's knowledge of content
..... Teacher's preparation of lesson
..... Method of teaching
..... Interest created
..... Class control

Suggestions :-

good lesan

General Remarks

Seen the remarks of the supervisor

Guiding Professor

Supervising Professor

COLLEGE OF EDUCATION

Name of the pupil teacher:- Aanand Global
Jadhav Kirti Dayanand. school
Roll No: 26
subject:- maths std:- 7th
Lesson No:- 2 division:- A
Them:- Rangoli Time
concept:- Area of Date:- 13/9/19
triangle and square.

previous knowledge of class:- pupil may have previous knowledge about Rangoli and different type of geometrical shaps.

Teaching points	General objectives
1) Area of triangle 2) Area of rectangle 3) Area of square.	① Knowledge:- The pupil acquire their knowledge about the ~~history~~ me:- Area of triangle. ② Understanding:- The pupil develop an understanding Area of triangle, rectangle, squa ③ Application:- The pupil applied their knowledge and understandi about familiar with the Area of triangle rectangle ④ Skill:- pupil develop the skill required to study the Area of triangle rectangle square.

Teaching Aids:- chart showing rangoli.

Refference:- www.maths fun.com.

Content Analysis

Area

Area is measure of how much space there is inside a shape. Calculating area of shape or surface can be used ful in everyday life - for example you may need to know how Paint to ~~by~~ buy to cover a wall or how much grass seed you need to sow a lawn.

~~This~~ Page Covers It two dimentional figure

Area of rectangle = length x breadth.

Area of square = length x length = $(\text{length})^2$

Area of triangle is half of rectangle or square

∴

Area of ~~xx~~ traingle = $\frac{1}{2}$ Area of rectangle

= $\frac{1}{2}$ x length x breadth

or

Area of $\Delta = \frac{1}{2}$ x length x hight.

objective specification.

* Knowledge.

① The pupil recall mathematical term Area.

② The pupil recognize the term Area of

Understanding.

① The pupil gives illustration for mathematical concept Area of triangle.

② The pupil detects error in mathematical operation.

Application

① The pupil applied Knowledge of mathematics to novel situation.

② The pupil predicts results on basis of the ~~unitary~~ Area of

Skill -

① The pupil does written calculation correctly.

② The pupil develop interest in mathematics.

cation.

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prize the

athematical
riangle.
ts error
operation.

d knowledge
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ctly.
lop
matics.

procedure:-

Introduction:- Teacher show chart of rangoli. and ask student what will be see.

statement of Aim:- So today we have going to study about rangoli

presentation:- Teacher activity.

① The Teacher show the chart showing rangoli

② Teacher say to students observe the given picture and what will you see.

③ Teacher explain area of triangle & area of rectangle

④ Teacher solve example of black Board & explain student

student activity.

① students will observe picture.

② students will listen & paint the area of triangle and measure area of traingle.

③ student's will listen to the question & answer based on their previous knowledge understanding

④ student listen and understanding and solve the example of Area of tringle triangle rectangle.

Core element:- Inclucation of scientific temper, removal of social barier.

Value:- scientific attitude.

Evaluation:

Generalization

① Tell me the which shapes you will see in this rangoli?

② how many triangle rectangle, square in this picture.

Recapitulation.

① Length of traingle is 7cm and height of 3cm so count the area of traingle.

Application

① colour the rectangle and measure the area of rectangle whose length is 6cm and bread is 7cm.

Assigment.

① find out the area of triangle whose length is 8cm & breath is 20 cm.

② length of paper is 30cm and breadth is 26 what is area of paper.

Black Board work.

Date: 13/9/19

Subject:- maths
Topic:- Rangoli

Std: 7th A

We know that are
area of $\triangle = \frac{1}{2} \times$ length $\times$ ~~breadth~~ hight.

Area of rectangle =
= length x breadth.

Area of square =
$= (\text{length})^2$

- Theme introduced.
- Theme explained
- Adequate preperation of lesson
- Class participated and responded.
- Interest created.
- Class control to enhance

fee 13/9/19.

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(Affiliated to University of Mumbai)

Saket Vidyanagari, Chinchpada Road, Katemanivli,
Kalyan (East) - 421 306. Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher: Jadhav Kirti Dayanand

Roll No. 26

Subject: Mathematics

Lesson No. (General) (02)

Lesson No. (In the method)

Topic: Theam:- Rangali

concept :- Area of triangle and square

Practising School: Anand Global School

Std. 7th Div. A

Date: 10/12/19 To 17/12/19.

Time - From 10:45 To 11:15

Previous knowledge of the class

Pupil have privious knowledge about Rangoli and different type of geametrical shaps.

Teaching Points	General Objectives
1) Area of triangle 2) Area of rectangle 3) area of Square.	① Knowledge:- The pupil acquire their knowledge about the area of triangle. ② Understanding:- The pupil develop an understanding Area of triangle rectangle ③ Application:- The pupil applied their knowledge and understanding about familiar with the area of triangle rectangle square. ④ Skill:- pupil develop the skill required to study the area of triangle rectangle.

Teaching Aids :- chart showing rangoli.

Reference Book :- www.maths fun.com

Content Analysis	Objective : Specifications
Area. Area is measure of how much space there is inside a shape. calculating area of shape or surface can be used full in everyday life. for example you may need to know how much paint to buy to cover a wall or how much grass seed you need to saw a lawn It two dimentional figure. Area of rectangle = length x breadth Area of square = length x length = $(length)^2$ Area of triangle is half of rectangle or square ∴ Area of recta traingle = $\frac{1}{2}$ Area of rectangle = $\frac{1}{2}$ x length x breadth.	* knowledge ① The pupil recall mathematical term area. ② The pupil recognize the term Area of triangle. Understanding. ① The pupil gives illustration for mathematical concept Area of triangle & square ② The pupil detects error in mathematical operation Application ① The pupil applied knowledge of mathematics to novel situation ② The pupil predicts results on basis of the Area of triangle, square, rectangle Skill :. ① The pupil does written calculation correctly. ② The pupil develop interest in mathematics

Procedure	Evaluation
Introduction :- Teacher show chart of rangoli and ask student. what will be see.	**Generalization :-** ① Tell me the which shapes You will see in this rangoli ? ② how many traingle rectangle, square. in this picture.
Statement of Aim :- so today we have going to study about rangoli.	
Presentation :- Teacher activity. ① Teacher show the chart showing rangoli ② Teacher say to students observe the given picture and what will you see ③ Teacher explain area of triangle and area of rectangle. ④ Teacher solve example of black Board & explain the example for stutents	**Recapitulation :-** Length of triangle is 7cm and height 3cm so count the area of triangle.
Student activity. ① students will observe picture. ② students will listen & paint the area of triangle. and measure area of triangle. ③ student will listen to the question and answer base on their privious knowledge and understanding. ④ students listen and understanding	**Application :-** colour the rectangle and measure the area of rectangle whose length 6cm and bread is 7cm.
Conclusion :- and solve example of Area of triangle rectangle square	**Assignment :-** ① find out the area of triangle whose length is 8cm & breadth is 20cm
Core Elements :- Inclucation of scientific temper	② length of paper is 30cm and breadth is 26 what is area of paper.
Values :- removal of social barier. value :- scientific altitude.	

BLACK BOARD WORK

Jottins Diagram :-

Summary :-

Date : 13/9/19

Std : 7 A

Subject : maths

Topic :- Area.

* We know that

(area of $\triangle$ triangle $= \frac{1}{2} \times$ length $\times$ hight

* Area of rectangle
= length x breadth

Area of square
= length x length
= $(\text{length})^2$.

Remarks Items

..... Set induction
..... Model Reading
..... Model Recitation
..... Objective Qns.
..... Silent Reading
..... Narrations
..... Explanations
..... Illustrations
..... Questions
..... Use of teaching aids
..... Class Response
..... Class Participation
..... Black Board work
..... Experiments
..... Demonstrations
..... Specimen observation
..... Dramantization
..... Student's reading / recitation / drill
..... Closure
..... Teacher's knowledge of content
..... Teacher's preparation of lesson
..... Method of teaching
..... Interest created
..... Class control

Seen the remarks of the supervisor

Guiding Professor

Suggestions :-

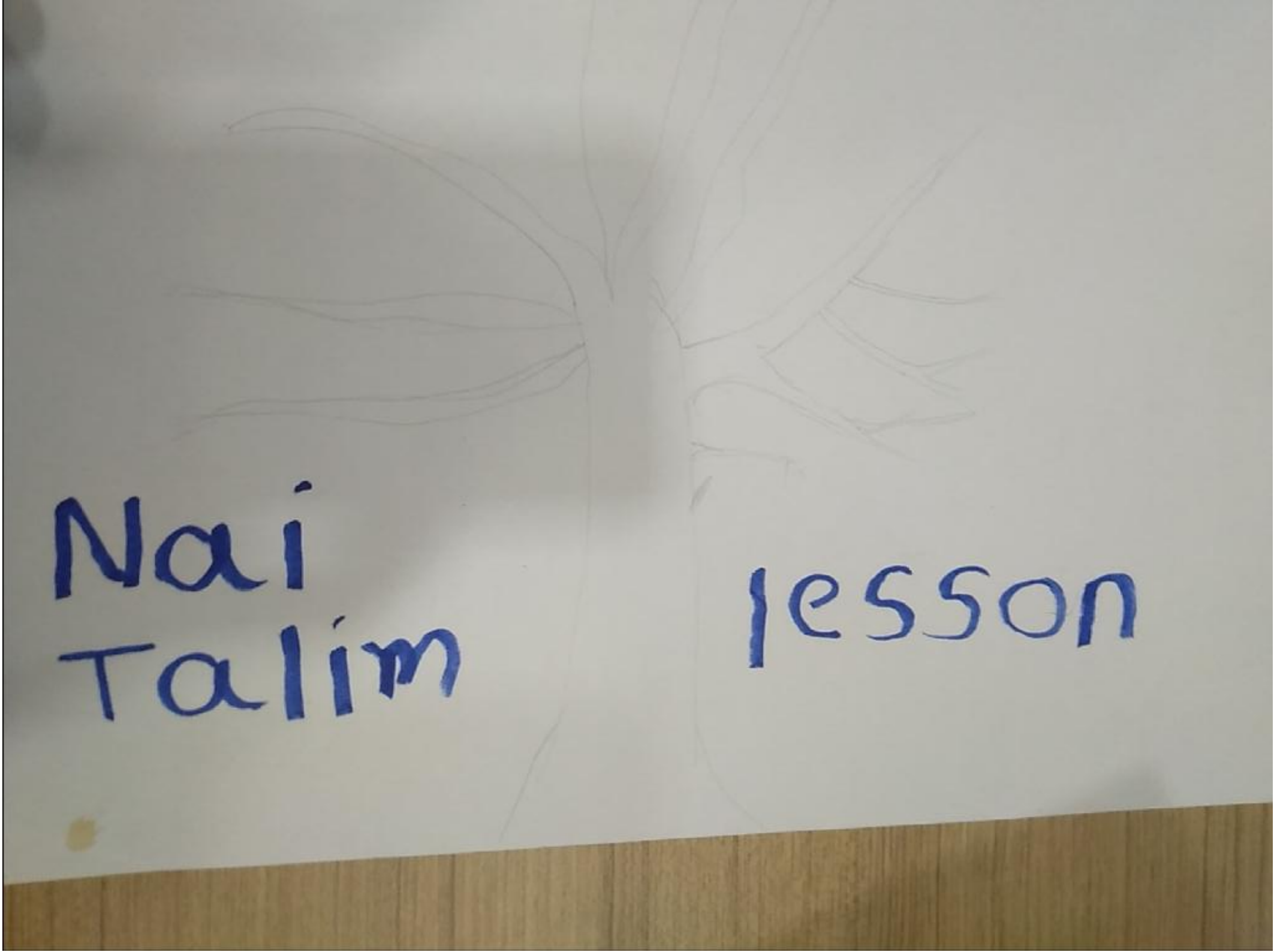
- Theme introduced.
- Theme explained.
- Adequate preperation of lesson.
- Class participated and responded
- Interest created
- Class control to enhance.

General Remarks

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST. THANE

13/9/19

Supervising Professor


Nai
Talim
lesson

SAKET GYANPEETH'S

SAKET COLLEGE OF EDUCATION (B.Ed.)

(Affiliated to University of Mumbai)

Saket Vidyanagari Marg, Chinchpada Road, Katemanivali,
Kalyan (E) – 421 306, Dist. Thane(MAH.)

Nai Talim –Experiential Learning Work Education

Name Kirti Jadhav Roll No 26 Subject Maths

Date _____ Std: 5th Unit/Topic: _____

Lesson No. 1 Practice Teaching School : Anand Global

LESSON OUTCOME

1.Cognitive competencies ① The pupil recalls mathematical term perimeter ② The pupil recognize term perimeter. ③ Pupil understanding in methematics. ④ The pupil verify results ⑤ The pupile applied knowledge of matnematics in novel situation ⑥ The pupil develop interest in matnematic.

2. Psycho motor competencies ① Pupil will develop a skill using chart or news paper to make ~~wall hanging~~. ~~Paintholder~~. frame. ② pupil will convert given ~~exam~~ information into ~~ea~~ craft. ③

3. Affective competencies ① To develop value such as discipline, efficiency, neatness, accurancy. ② To develop ~~the~~ society values like self-reliance, team work, co-operativeness. ③ To appreciate dignity of labour.

Teaching Approaches :- To being the lesson, teacher say students to drow 5cm length & 3cm width. rectangle. and say dourdar to this rectangle and say student to this bourdar is called Perimeter of rectangle.

Intoducation (set): Previous Knowledge	Teaching Approaches
The teacher show chart of various example of perimeter. and ask various question. ① what does this picture show ② which shap shapes can show in this picture.	So today we will learn about perimeter ??

LESSON STRUCTURE

Content Analysis Teaching points:

Main Content perimeter	Teaching Approaches
① A perimeter is a path that surround a two dimensional shape and perimeter is the distance arround a two dimensional shape.	A teacher show example of perimeter using daily life.
② Perimeter of rectangle. The perimeter of a rectangle is length of all 4 side This can be represent using a formula. Perimeter = length + breadth + length + breadth. = 2 × length + 2 × breadth. ∴ perimeter of rectangle = 2 × length + 2 × breadth.	① drowing discussion Teachers drow rectangle on Black Board as say student to bourdar this rectangle and calculate perimeter. students give answer.
2) perimeter of square. In the square All sides of a square are equals ∴ perimeter = length + length + length + length = 4 × length.	Teacher say students to drow your note book square rectangle have length is 5cm. students drow square and give answer 10cm.

Conclusion : Recapitulation Overview of activity	Questions :
(i) fill in the blanks (ii) perimeter of rectangle ---- (iii) perimeter of square ---- (iv) perimeter is ------	students answer as their understanding.

Resources/Materials

chart, ice cream candy stik, glue.

chart, news papa paper stike, glue, scale.

CLOSURE

Conclusion: Overview of the activity

so today we have learnt about perimeter and how to calculate different shape of perimeter.

ii) Calculate the perimeter of rectangle and square :-

1) 2cm 7cm 2) 3 & 5 3) 25 25

Reflective thinking

Assessment and Reflection	Strategies
Evaluation /Assessment: ⓐ ~~Paint~~ Paint your drawing book by different colour and make perimeter. ⓑ (~~border~~ - bourdar)	Through colour and paper.
Critical reflection: compare the two bordar of the drawing paper.	Reflective thinking.

Reflective thinking.

Seen.

*h good lesson

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2019

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Kalyan (E) – 421 306, Dist. Thane(MAH.)

Nai Talim –Experiential Learning Work Education

Name Jadhav kirti Roll No 26 Subject maths

Date 20/9/19 Std: 5th Unit/Topic: perimeter

Lesson No. 1 Practice Teaching School : Anand Global

LESSON OUTCOME

1.Cognitive competencies The pupil recalls mathematical term perimeter ② The pupil recognize term perimeter ③ Pupil develop understanding in mathematics ④ The pupil verify results. ⑤ Pupil applied knowledge of mathematics in novel situation ⑥ pupil develop interest in mathematics.

2. Psycho motor competencies ① Pupil will develop a skill using ~~chart and~~ ice cream candy to make frame. ② Pupil will convert given information into craft.

3. Affective competencies ① To develop value such as discipline. efficiency, neatness, accuracy ② To develop society value like self reliance, team work, co-operativeness. ③ To appreciate dignity of labour

Intoducation (set): Previous Knowledge	Teaching Approaches
The teacher show chart of various example of perimeter and ask various question. ① what does this picture show ② which shapes can show in this picture.	To being the lesson teacher say students to droco 5cm length 6.3cm width rectangle and say student line the rectangle this line is called perimeter of rectangle.

LESSON STRUCTURE

Content Analysis Teaching points: ① perimeter of square
② perimeter of rectangle
③ perimeter of triangle.

Main Content	Teaching Approaches
Perimeter ① A perimeter is a path that surround a two dimensional shape and perimeter is the distance arround a two dimensional shape. ② The perimeter of rectangle The perimeter of a rectangle is length of all 4 side. This can be represent using a formula. Perimeter = length + breadth. + length + breadth ∴ perimeter of rectangle = 2 x length x bread	A teacher show Perimeter using daily life.

Main Content	Teaching Approaches
2) Perimeter of square In the square All sides of a square are equals ∴ Perimeter = length + length + length + length = 4 × length.	Teacher say students to drow You note book square have length is 5cm students drow square. and give answer 10cm

Resources/Materials	. ice - creem candy stik, glue. Scale.

Recapitulation	Questions :
Owerview of activity. Ⓐ fil in the blanks. 1) Perimeter of rectangle .... 2) Perimeter of square. .... 3) Perimeter is	students answer as their understanding.

CLOSURE

Conclusion: Overview of the activity so today we have learnt about perimeter and how to calculate different shape of perimeter.

Assessment and Reflection	Strategies
Evaluation /Assessment Paint your drowing book by different colour and make perimeter.	Trough colour and paper
Critical reflection: Compaire the two bordar of the drowing papar.	Reflective thinking.

*good lessan

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Kalyan (E) – 421 306, Dist. Thane(MAH.)

Nai Talim –Experiential Learning Work Education

Name Jadhav kirti Roll No _____ Subject _____

Date _____ Std: _____ Unit/Topic: _____

Lesson No _____ Practice Teaching School : _____

LESSON OUTCOME

1.Cognitive competencies ① The pupil recalls mathematical term Three dimensional object and Net ② Pupil develop 6 understanding in mathematics ③ The pupil verify results. ④ The pupil verify results ⑤ The pupil applied knowledge of mathematics in vovel situation ⑥ The pupil develop interest novel in mathemats.

2. Psycho motor competencies

① pupil will develop a skill using chart paper to make Cube Cbox.
② pupil will convert given information into craft

3. Affective competencies ① To develop value such as discipline, efficency, neatness, accurancy
② To develop society value like self realize team work, co-operativeness.
③ To appreciate dignity of labour.

Teaching Approaches: - To being the lesson, Teacher ~~say~~ see, students ~~to draw a box~~ show 3-diomentional ~~Paint~~ Painting. and say what is see in this picture.

Intoducation (set): Previous Knowledge	Teaching Approaches
The teacher show chart ~~of~~ of 3-diomentional pictur. and ask question.	?
① what does this picture show	
② ~~do~~ you which one can see 3-d movie.	

LESSON STRUCTURE

Content Analysis Teaching points:

Main Content	Teaching Approaches
In geometry, a three-dimensional shape can be defined as a solid figure or an object or shape that has three dimensions - length width and height. Unlike two-dimensional shapes three dimensional shapes have a thickness or depth.	A teacher show example of ~~perimel~~ 3-diomensional object.
A attributes of a three-dimensional figure are faces, edges and vertices, The three dimensions compose the edges of a 3D geometric shape.	② Teacher draw cube on black board and say student to ~~boardar this~~ draw the Teacher explain 3-diomensional shape

Conclusion : Recapitulation Overview of activity.

Questions :

① fill in the blacks.

① define o 3-dimensional figure.

② difference between 3-dimension dimensional shape.

students answer as their understanding.

Resources/Materials =

chart, glue(w),

CLOSURE

Conclusion: Overview of the activity

So, today we have learnt about 3-di 3-dimensional object and ~~and~~ A-

Assessment and Reflection	Strategies
Evaluation /Assessment In ~~your~~ drawing book draw cuboid and paint it.	Through colour and paper.
Critical reflection: compair the cube & cuboid.	Reflective thinking.

(1) Topic was introduced
(2) interest Generated in Pupil
(3) Teacher-students interaction was Good
(4) B.B work was Good
(5) Demonstration was done Vi well
(6) Give pre-information to the students
(7) Students participation was Good.
(8) Overall Lesson was Vi Good.

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Kalyan (E) - 421 306, Dist. Thane(MAH.)

Nai Talim -Experiential Learning Work Education

Name Jadhav kirti Roll No 26 Subject maths

Date 21/9/2019 Std: 5th Unit/Topic: 3-dimentional object and ~~figure~~Net

Lesson No. 02 Practice Teaching School : Anand Global school

LESSON OUTCOME

1. Cognitive competencies ① The pupil recalls mathematical term 3-dimensional object and Net ② Pupil develop and understanding in mathematics ③ The pupil verify results. ④ The pupil applied knowledge of mathematics in nakel situation ⑤ The pupil develop interest in mathemalic.

2. Psycho motor competencies

① The pupil will develop a skill using chart paper to make Cube (box).
② Pupil will convert given information into craft

3. Affective competencies

① To develop value such as discipline efficency, ~~net~~ neatness, accuracy, team work ~~society value like self~~ reatince,
② To develop society value like self realince team work, Co-operativeness.
③ To appreciate dignity of labour.

Intoducation (set): Previous Knowledge		Teaching Approaches
The teacher show chart of 3-dimentional picture and ask question to studets	To being the lesson teacher show 3-dimentional picture and say what is see in this picture	
① what does this picture show		
② which one can see 3-dItem 3-D movie.		

LESSON STRUCTURE

Content Analysis Teaching points:

1) Introduction of 3- diementional object.

Main Content	Teaching Approaches
~~In ge~~	
3- Dimentional object and Net.	
In geometry a 3- dimensional shape can be defined as a solid figure or an object or shape that has three dimensions. length, width and height	① A teacher show example of 3-dimensional object.
Unlike two-dimensional shapes Three dimensional shapes have.	Teacher drow cube on black

Main Content	Teaching Approaches
Thickness or depth. A all ributes of a three dimensional figure are face, edge and vertices. The three dimensions compose the edge of 3D geometric shape.	board and say draw the cube Teacher explain 3-dimensional shape.

Resources/Materials
chart paper, glue.

Recapitulation	Questions :
overview of activity. ⊗ fill in the blanks. ① define 3-dimensional figure ② difference between 3 dimensional shape or 2 dimensional shape.	students answer as their understanding.

Conclusion: Overview of the activity

so today we have learnt about 3- dimensional object and Net.

Assessment and Reflection	Strategies
Evaluation /Assessment ~~bra~~ book ~~draw~~ In drawing book draw cuboid and ~~paint it~~ paint it	Through colour and paper.
Critical reflection: compaire the cube and cuboid.	Reflective thinking.

21/9/2019

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Appendix-VI

2.2.2

6

Saket Gyanpeeth's
SAKET COLLEGE OF EDUCATION (B.Ed)
FIRST YEAR (Sem II)
A.Y.2018-19
EDUCATIONAL MANAGEMENT
CLASS TEST

(Total marks 20)

Q-1) Attempt any one (10)

Explain Principles of Management by Henry Fayol with Educational Implications.

OR

Write difference between Organizational culture and Organizational climate.

Q-2) Write a short note (Any one) (5)

1. Explain the Objectives of Educational Management.
2. Write Planning and its importance with respect to Educational Management.

ESSAY WRITTING

Q-1) Write the Importance of Educational Management. (5)

प्र. 1 ला खालील प्रश्नांपैकी कोणताही एक प्रश्न लिहा (10)

हेनरी फेयोल व्दारे व्यवस्थापनाचीं तत्वे शैक्षणिक परिणामांसह स्पष्ट करा.

किंवा

संघटनात्मक संस्कृती आणि संघटनात्मक वातावरण फरक लिहा.

प्र. 2 रा टिपा लिहा (कोणतीही एक) (5)

1. शैक्षिक व्यवस्थापनाचे उध्दिष्टे स्पष्ट करा
2. नियोजनाचे महत्त्व शैक्षणिक संस्थेच्या संदर्भात लिहा.

Essay Writing

प्र. 1 ला शैक्षणिक व्यवस्थापनाचे महत्त्व लिहा (5)

प्र. 1 नीचे दिए हुए किसी एक प्रश्न का उत्तर लिखिए

1. हेनरी फेयोल व्दारा प्रबंधन के सिध्दांत शैक्षिक फलितार्थ के साथ स्पष्ट कीजिए. (10)

और

संघटनात्मक संस्कृती और संघटनात्मक के बीच अंतर लिखिए

प्र. 2 टिपणी लिखीए (कोई एक) (5)

1. शैक्षिक प्रबंधन के उद्देश स्पष्ट कीजिए.
2. नियोजन का महत्त्व शैक्षिक संस्थान के संदर्भ में लिखिए

Essay Writing

प्र. शैक्षिक प्रबंधन का महत्त्व लिखिए (5)

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

10-2-2020

Saket Gyanpeeth's
Saket College of Education (B.Ed.)
Second Year (Sem III)
Academic Year 2019-20
Language across Curriculum
Class Test

(Total Marks 20)

Attempt any one

Q.1 Write the concept of language and explain functions of language 10

Or

Write multilingualism in the Indian Context

Q.2 Write short note (any one) 5
1) Characteristics of language (any Three)
2) Concept of multilingualism

Essay Writing

Q.1 Write (Any One) 5
1) Write the Educational policies in post-independent India
2) How would you India develop awareness in Sociolinguistics, the Indian Classroom?

हिंदी रुपांतर

Class Test- वर्ग / कक्षा चाचणी 10

नीचे दिए हुए कोई भी एक प्रश्न का उत्तर लिखिए

प्र 1 भाषा की अवधारणा लिखकर भाषा के कार्य स्पष्ट किजीए

और

प्र भारतीय संदर्भ में बहुभाषावाद लिखिए

प्र 2 टिपणी लिखीए (कोई भी एक) 5

1) भाषा की विशेषता लिखिए (कोई भी तीन)

2) बहुभाषावाद की अवधारणा लिखिए

निबंध प्रश्न **(Essay)**

प्र 1 नीचे दिए हुए कोई भी एक प्रश्न का उत्तर लिखिए

1) स्वतंत्रता के बाद भारतीय शैक्षिक नीतियां
2) भारतीय कक्षा में सामाजिक भाषिक जागरुकता का विकास आप किस तरह से करेंगे

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SAKET GYANPEETH
Saket College of Education Kalyan (East)
Academic Year 2020-21
S.Y. B.Ed. (Sem – IV)
EC3: ENVIRONMENTAL EDUCATION

Total Marks: 20

Class Test

Q1. Explain different types of ecological pyramid with examples? **10 marks**

विभिन्न प्रकार के पारिस्थितिक पिरामिड को उदाहरण सहित समझाइए?

Or

How does climate change cause loss of biodiversity?

जलवायु परिवर्तन जैव विविधता के नुकसान का कारण कैसे बनता है?

Q2. Short Note (Any One) **5 marks**

a) **Difference between Biotic and Abiotic components.**

क) जैविक और अजैविक घटकों के बीच अंतर

b) **Biomagnification**

जैव आवर्धन

Essay Test

Q1. What is the environment? Mention its components and give examples for each. **5 marks**

पर्यावरण क्या है? इसके घटकों का उल्लेख कीजिए और प्रत्येक के लिए उदाहरण दीजिए।

SAKET COLLEGE OF EDUCATION * KALYAN (E) DIST.THANE

03 NOV 21

Saket Gyanpeeth's

SAKET COLLEGE OF EDUCATION (B.Ed)

FIRST YEAR (Sem II)

A.Y.2021-22

CORE COURSE (CC3)

LEARNING AND TEACHING

CLASS TEST

(Total marks 20)

Q-1) Attempt any one (10)

Write Meaning and Characteristics of Learning and Teaching.

OR

Write Social Learning Theory of Bandura.

Q-2) Write a short note (Any one) (5)

1. Write the Meaning of Attention and explain the types of Attention.
2. Write educational Implications of Bruner (Cognitive) Theories.

ESSAY WRITTING

Q-1) Explain Maslow's Theory of Hierarchy of Needs: (5)

प्र. 1 ला खालील प्रश्नापैकी कोणताही एक प्रश्न लिहा. (10)

अध्ययन आणि अध्यापनाचा अर्ध आणि वैशिष्ट्ये लिहा.

किंवा

बांदुराची सामाजिक उपपत्ती लिहा.

प्र. 2 रा टिपा लिहा (कोणतीही एक) (5)

1. अवधानाचा अर्थ सांगून अवधानाचे प्रकार लिहा.
2. ब्रुनरची बोधात्मक उपपत्तीचे शैक्षणिक महत्त्व लिहा

Essay Writing

प्र. 1 ला मास्लोची गरज श्रेणीबध्द रचनाचा सिध्दांत स्पष्ट करा. (5)

प्र. 1 नीचे दिए हुए किसी एक प्रश्न का उत्तर लिखिए

अध्ययन अध्यापन का अर्थ और विशेषता लिखिए (10)

और

बांदुराका सामाजिक अध्ययन सिंध्दात लिखिए

प्र. 2 टिपणी लिखीए (कोई एक) (5)

1.अवधान का अर्थ लिखकर उसके प्रकार लिखिए

2. ब्रुनर का सामाजिक सिध्दांत का शैक्षिक महत्त्व लिखिए

Essay Writing

प्र. मास्लो के आवष्यकताओं के पदानुक्रम कें सिंध्दांत स्पष्ट कीजिए. (5)

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

Saket Gyanpeeth's
Saket College of Education (B.Ed.)
Second Year (Sem III)
Academic Year 2022-23
Assessment for learning (CC_4)
Class Test

Date: - 09-02-2023 (Total Marks 20)

Attempt any one 10

Q.1 Write meaning and characteristics of continuous and comprehensive assessment?

Or

Q.1 Write a online examination merits & limitation

Q.2 Write a short note (any one) 5

Significance of External Examination

Or

No Detention Policy (RTE Act 2009)

Essay Test 5

Attempt (any One)

1. Write guideline of development of rating scale

Or

1. Write characteristics of good measuring instrument (any five)

Class Test

प्र निम्नीलिखित मे से किसी एक का उत्तर लिखे। 10

1. निरंतर और व्यापक आकलन का अर्थ और विशेषताये लिखिए ।

अथवा

2. ऑनलाइन परीक्षा की गुण और सीमाएँ लिखिए।

प्र. संक्षेप में लिखिए (कोई एक) 5

1. बाहयी परीक्षा का महत्त्व
2. नो डिटेंशन पॉलिसी आर टी ई सीसी. 2009

Essay Test

प्र नीचे दिए हुए कोई भी एक प्रश्न का उत्तर लिखिए 5

अ रेटिंग स्केल के विकास के दिशा निर्देश लिखिए

ब अच्छे मापक यंत्र की विशेषताये लिखिए (कोई पॉच)

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