

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

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

Clarification Asked-

☐ Samples of assessed assignments for theory courses of different programmes.

Response-


1. Samples of assessed assignments for theory courses are attached.
(Appendix-I)

Appendix-I

Library work

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION
SELF STUDY BOOK REVIEW

SR.NO.	NAME OF STUDENTS	REFERENCE BOOK/COMPETITIVE BOOK/JOURNALS /PERIODICAL AND INTERNATIONAL JOURNALS
1	Sanju Kunjappan	Reference Book
2	Savita wali	Reference Book
3	Deepa Mishra	Reference Book
4	Rupa Lyavi	Reference Periodical
5	Rachel Seemal	Reference Book
6	Vinaya Dabre	Reference Book
7	Shradha Balkawade	Reference Book
8	Soumya Mishra	Reference Book
9	Pranita Pal	Competitive Book
10	Shweta Patil	Competitive Book
11	Ajmaneen Shaikh	Reference Book
12	Manish pujari	Reference Book
13	Annirudh Sawant	Reference Book
14	Surbhi Subhash	Reference Book
15	Pooja Majhi	Reference Book


V/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)



Environmental education

Author names - Dr.Swarnalata Harichandan,Dr.pratima Chetan sabde
The emergency of the climate crisis has been a significant branches of knowledge.The book, rethinking environmental education in a climate change Era.Weather learning in early childhood, addresses the need to reimagine environmental education in early childhood education.

The authors contend that engaging children in weather learning through outdoor exploration "opens-up potential for understanding our everyday human connections to wider climatic patterns and concerns".Data collection involved regular walks on the acres of grassy,lightly treed,urban Lakeshore land around the university preschool.children, teacher,and researchers engage in environmental exploration by walking alongside one another.

The book contains insight and methods, approaches,and critical perspective on human -weather relation and how this might help to position climate change in environmental education.

Another key idea from the book is that it is insufficient to rely only on science and technology to solve our environmental problems.rather,an environmental culture that acknowledges the value of the natural world and our dependency on it is required to make sustainable decisions.

The book is a valuable resource for educators, researchers,and parents interested in engaging young children in environmental learning.We strongly believe it achieved its purpose.

Pooja Rajkumar Majhi

S.Y.B.Ed SEM IV

SAKET COLLEGE OF EDUCATION



"Childhood and Growing Up" explores childhood from different angles, covering topics like how kids learn, play, and develop. It talks about educational psychology, child development, and how early experiences shape a child's future. The book is helpful for both teachers and parents, offering practical tips for creating positive environments for kids to grow.

Through stories and examples, the authors show the challenges children face in various cultures and suggest ways to support their well-being. They also discuss modern issues like how digital technology affects children and the important role schools play in a child's overall development.

Overall, "Childhood and Growing Up" is a useful guide for anyone interested in understanding childhood today, with simple advice and real-world examples to promote healthy development.

-Sanju Kunjappan

S.Y.B.Ed (sem-IV)

SAKET COLLEGE OF EDUCATION



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-Sanju Kunjappan

S.Y.B.Ed (sem-IV)

SAKET COLLEGE OF EDUCATION



"My Experiments with Truth" is Mahatma Gandhi's autobiography, detailing his life from childhood to 1921. It covers his early years in India, his education in England, his legal practice and activism in South Africa, and his return to India to join the freedom struggle.

It talks about Truth, Self discipline, Spirituality and Religion. This book is quite inspirational. The book offers rich insights into Gandhi's philosophical and ethical beliefs, making it a valuable text for those interested in philosophy, politics, and spirituality.

My opinion about the book is, some practices and contexts might be hard for modern readers to relate to. Certain themes and experiences are repeated, which might affect the narrative flow. Overall a wonderful book.

Thank you

Savita Wali

S.Y.B. Ed SEM IV

SAKET COLLEGE OF EDUCATION



BOOK REVIEW OF CHILDHOOD AND GROWING UP

Review: Childhood and Growing Up by Suresh Bhatnagar, Shivani Nigam, Imtiyaj Mansoori, and Yeasmin Sultana.

"Childhood and Growing Up" by Suresh Bhatnagar, Shivani Nigam, Imtiyaj Mansoori, and Yeasmin Sultana offers an insightful exploration into the multifaceted journey of childhood development. This comprehensive text stands as a vital resource for educators, students of education, and parents who seek to understand the various dimensions that influence a child's growth and development.

The book delves deeply into the psychological, social, and cultural aspects of childhood, presenting a well-rounded view of how children evolve from infancy through adolescence. It emphasizes the importance of early childhood experiences and their long-lasting impact on an individual's personality and behavior. The authors effectively highlight various developmental theories, including those proposed by Jean Piaget, Erik Erikson, and Lev Vygotsky, making complex concepts accessible to readers without a strong background in psychology or education.

A significant portion of the text is dedicated to the social context of childhood. The authors examine how factors such as family dynamics, peer relationships, and school environments contribute to a child's growth. They also discuss the role of culture in shaping a child's experiences and identity, offering a broad perspective that acknowledges the diversity of childhood experiences across different societies.

The book also addresses contemporary issues affecting children today, such as the impact of technology on development, the challenges of parenting in modern times, and the importance of inclusive education. These discussions are grounded in current research, providing readers with up-to-date information and practical insights.



Moreover, "Childhood and Growing Up" includes a variety of case studies and real-life examples, which help to illustrate theoretical concepts and engage readers. These examples are particularly valuable for students and educators, as they provide concrete scenarios that can be analyzed and discussed in an academic setting.

In conclusion, "Childhood and Growing Up" by Suresh Bhatnagar, Shivani Nigam, Imtiyaj Mansoori, and Yeasmin Sultana is an invaluable resource for those interested in the complexities of childhood development. Its comprehensive coverage, interdisciplinary approach, and practical insights make it a must-read for educators, students, and parents alike. Despite minor shortcomings, the book succeeds in providing a thorough and engaging exploration of the factors that shape the journey from childhood to adulthood.

SURABHI SUBHASH
FYB.ED (SEMESTER II)
SAKET COLLEGE OF EDUCATION



When you step beyond thought and intellect and all reasoning, then you have made the first step towards God; and that is the beginning of life.'

—Swami Vivekananda

Through utter concentration of the mind and relaxation of the body, one can attain an Ultimate form of peace—the superconscious state. This embodiment of the spiritual quest that many, like Vivekananda, aim to walk towards, has been found in the ancient texts of India that explore the art of Yoga.

This book encapsulates the four paths of yoga through the eyes of Swami Vivekananda in the nineteenth century. These include the three Yogas from the Bhagvad Gita, namely Karma Yoga, Bhakti Yoga and Jnana Yoga, as well as Raja Yoga, inspired by the Yoga Sutras woven by the Father of Modern Yoga, Maharshi Patanjali. The book aims to go beyond the physical postulations (asanas) of Yoga and touches upon its effects on the mind as well as the body; it takes up a holistic and philosophical approach leading to the attainment of moksha.

Student name - Deepa Mishra

Class - S.Y.B.Ed SEM IV

SAKET COLLEGE OF EDUCATION



India today magazine review of the month June and July

In the June and July issues of India Today magazine, several significant stories and trends were highlighted. The June editions focused on the fallout from national exam leaks, emphasizing the need for reform and transparency within the National Testing Agency (India Today) (India Today). The magazine also covered the ongoing economic challenges, including job scarcity for new IIT graduates, and the effects of the Agnipath military recruitment scheme (India Today).

July's issues delved into the political turbulence in Jammu & Kashmir, the Tamil Nadu hooch tragedy, and the evolving landscape of Bollywood with numerous new thriller releases (India Today) (Readwhere). Additionally, the issues explored cultural intersections with features on exhibitions like the Madras Art Movement and indigenous Australian culture, along with interviews with key figures in various fields (India Today) (India Today).

Name:- Rupa Lyavi

Class:- Sy B.Ed SEM IV

SAKET COLLEGE OF EDUCATION

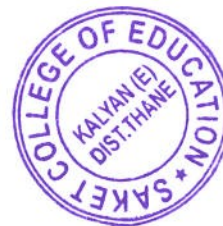


he environmental education offers an in-depth exploration of the region's unique ecological challenges and the critical role of education in addressing them. It highlights the importance of integrating traditional knowledge with modern environmental science to foster sustainable practices. The review emphasizes community involvement and local stakeholder engagement as key factors in successful environmental education initiatives. The publication also underscores the need for policy support and international cooperation to enhance educational outreach and impact. Overall, it serves as a comprehensive guide for educators, policymakers, and conservationists working towards a sustainable future .

Name:- Rachel Seemal

Class:- Sy B. Ed SEM IV

SAKET COLLEGE OF EDUCATION



"Learning and Teaching" is an essential book for B.Ed students, offering comprehensive insights into educational theories and practical applications. The book is structured to guide future educators through the fundamental principles of teaching, including learner psychology, teaching methods, and classroom management. It is particularly useful for understanding the diverse needs of students and how to create an inclusive learning environment. The chapters are well-organized, providing clear explanations and real-life examples that make the concepts easy to grasp. From a personal perspective, the book is invaluable as it bridges the gap between theoretical knowledge and practical teaching strategies, preparing educators to handle various classroom scenarios effectively. Overall, it is a highly recommended resource for anyone aspiring to excel in the field of education.

Vinaya Moreshwar Dabre

F.Y.B.Ed SEM II

SAKET COLLEGE OF EDUCATION

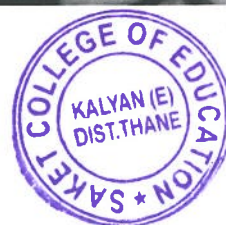
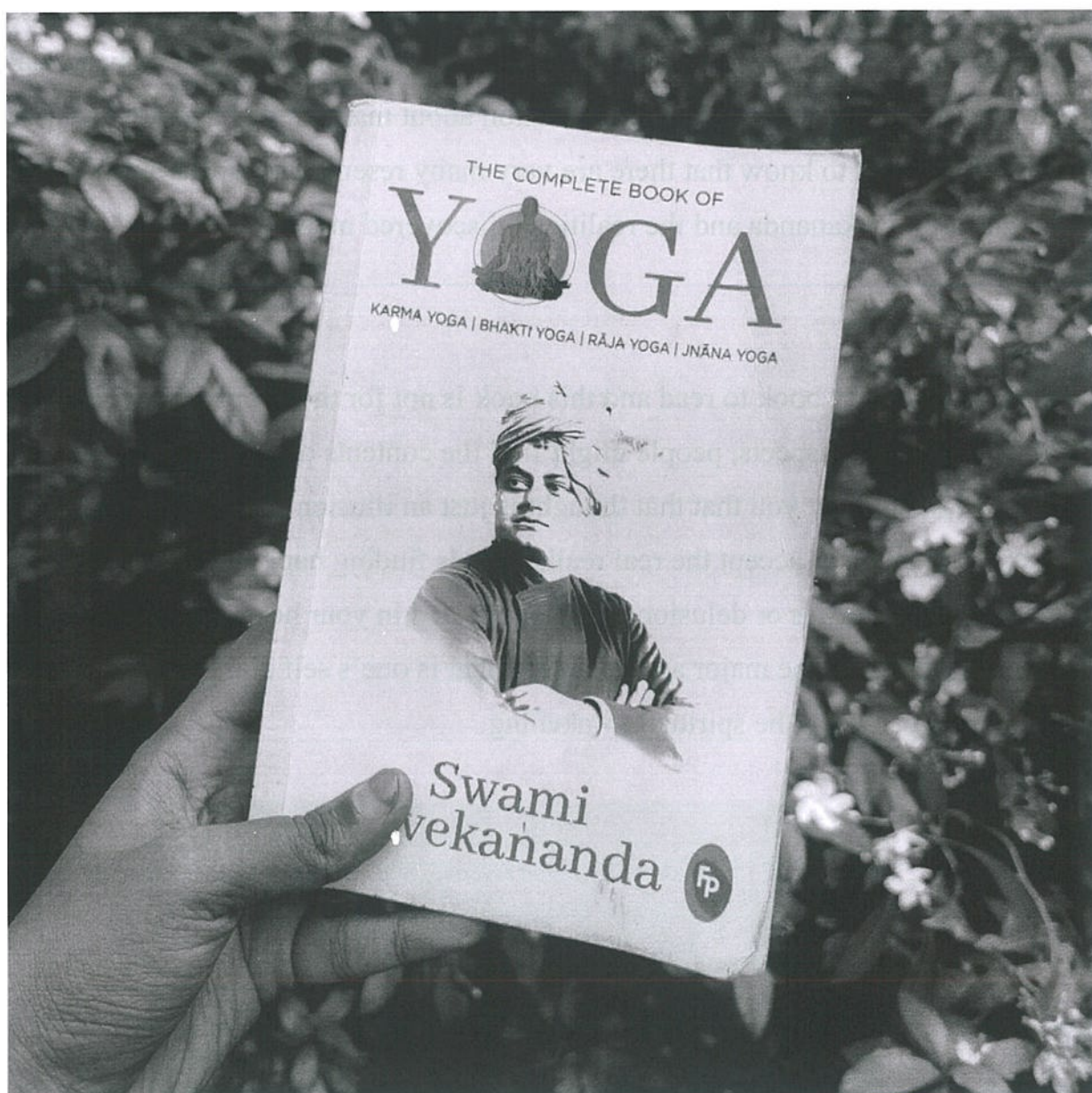


SAKET COLLEGE OF EDUCATION KALYAN

NAME : SHRADDHA SANJAY BALKAWADE

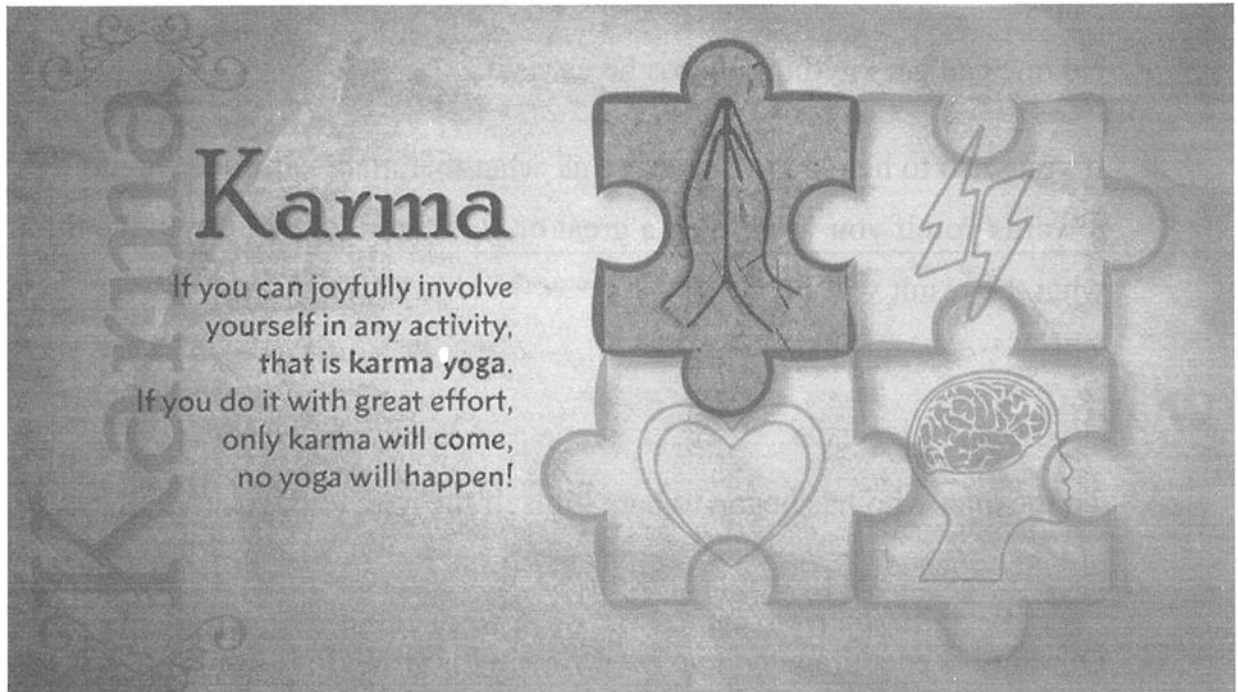
CLASS : FY.B.Ed

TOPIC : REVIEW ON THE BOOK (THE COMPLETE BOOK OF YOGA) BY SWAMI VIVEKANANDA



Some of my favorites lines from the book is quoted here :

KARMA YOGA



Chapter 1

- As pleasure and pain pass before his soul they have upon it different pictures, and the result of this combined Impressions is what is called man's character.
- In some instances misery is a greater teacher than happiness.
- The infinite library of the universe is in your own mind.
- Knowledge exist in the mind.

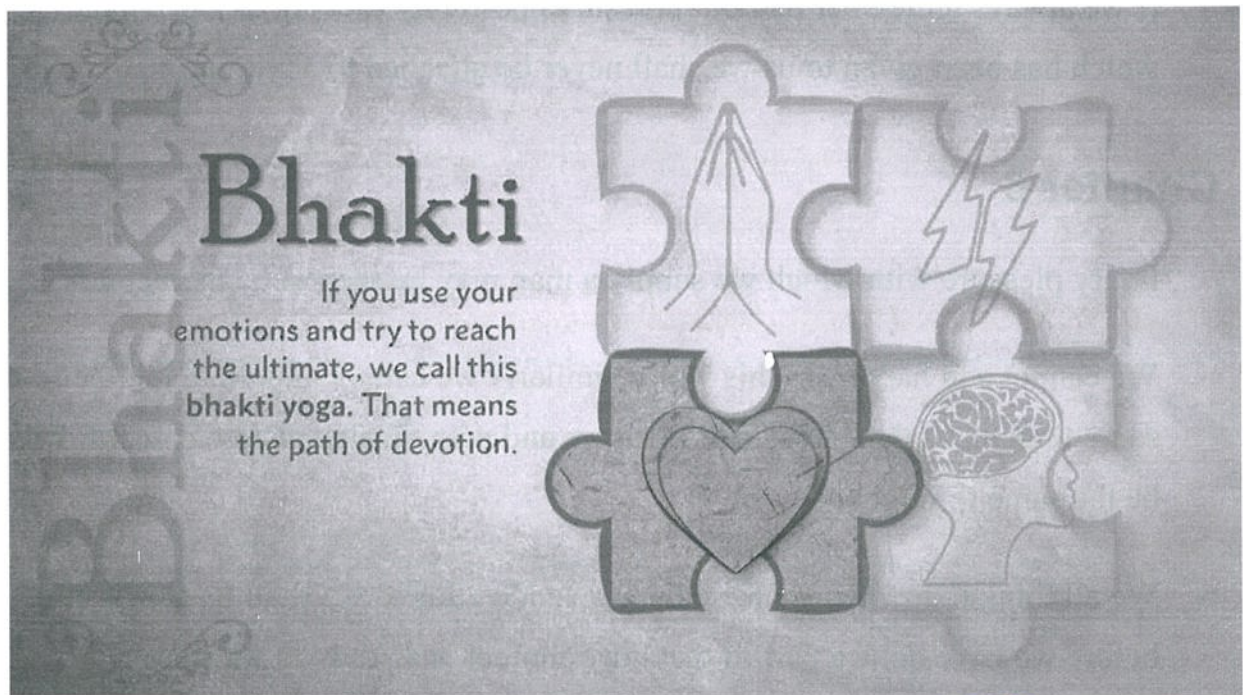


BHAKTI YOGA

- So it stands to reason the discrimination in the choice of food is necessary for the statement of this highest state of mental composition which cannot be easily obtained otherwise.

The person who aspires to be a bhakta must be cheerful.

- All religious realisation is possible only when the mind is in a study peaceful condition of harmonious equilibrium.



Chapter 5

- Life is good or even according to the state of mind in which we look at it.

It is not the receiver that is blessed but it is the giver.

- All good acts tend to make us pure and perfect.
- Think of the power of words.
- When we know that this world is like a dog's curly tail and will never get straightened we shall not become fanatics.
- The Kamar VR and the less disturbed our nerves the more shall we love and the better will our work be.

Chapter 6

- Nothing in the universe has power over you until you allow it exercise such a power.
- This very old will become to us an optimistic world when we become masters of our own minds.

Chapter 7

- From freedom it comes and becomes malded into this bontage and it gets out and goes back to freedom again.



RAJA YOGA

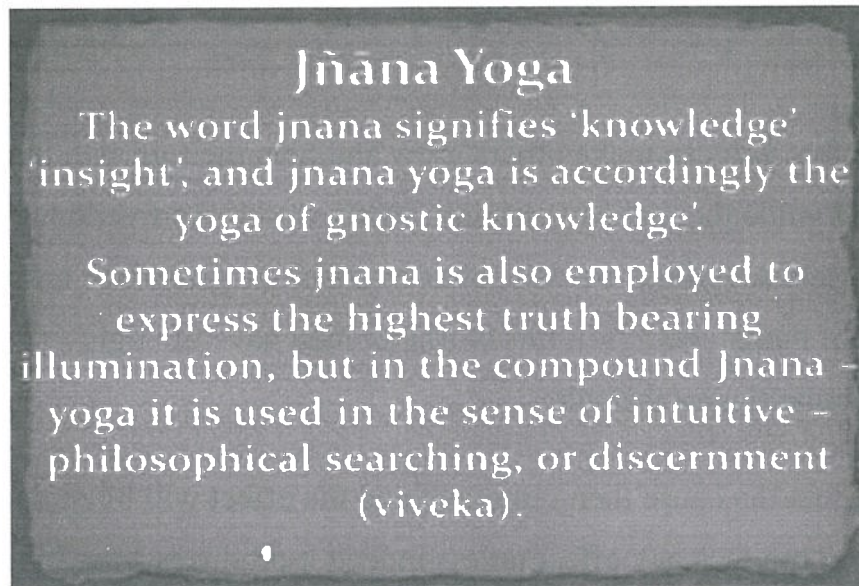
- All misery comes from fear from unsatisfied Desire.
- There is no limit to the power of the human mind the more concentrated is the more power is brought to bear on one point that is the secret.

Only when we tution to control his mind do you really help him. All actions internal and external occur when the mind joints itself to send senders called the organs willingly or unwillingly it is drawn to join itself to the centres and that is why people do for his teeth and field miserable which if the mind under control they would not do.

- Use your own Minds control body and mind yourself remember that until you are deceased person know experience will can work up on you avoid everyone however great and good he may be who ask you to believe blindly.
- Beware of everything that takes away your freedom.
- Until you know what the mind is doing you cannot control it.
- First here then understand and then leaving all destruction shut your mind outside influences and devote yourself to developing the truth within you.
- He who can become mad with an idea he alone seeks light.



JNANA YOGA



- The lower types of humanity in old Nations find pleasure in the senses while the culture and the educated find it in thought in Philosophy in Arts and sciences.

Unhappiness is here there and everywhere what does it show that after all not much happiness has been gained by all these ideas we all struggle for happiness and as soon as we get a little happiness on one side on the other side their comes and unhappiness.

- Unhappiness is the fate of those who are contents to leave in the in this world bone essay are 1000 times greater misery is the fate of those who dare to stand for truth and for higher things and who that ask for something higher than me are brute existence here.



-
- Truth alone that gives trying I know that truth alone is life and nothing but going towards reality will make a strong and none will reach truth until he is strong.
- We have bound ourselves by our own actions we have thrown the network of our actions around ourselves.
- We are uniformly being bound by our own actions good or bad.
- There is neither the man nor woman the soul is sexless externally pure. It is a lie to say that I am a man or a woman or to say that I belong to this country or that all world is my country the whole universe is mine because I have clothed myself with it as my body.
- Evil and good are both conditions manifestations of the soul and evil is the most external coating and good is the near our coating of the real man the self.



Review on The story of my Experiment with Truth

"My Experiment with Truth" is an autobiography by Mohandas Karamchand Gandhi, also known as Mahatma Gandhi. The book provides a detailed account of Gandhi's early life, his experiences in South Africa, and his role in the Indian independence movement.

***Overview**

The autobiography is divided into five parts, chronicling Gandhi's life from his childhood to his experience in England, South Africa, and India. Each part highlights his personal, spiritual, and political development, illustrating how his thoughts and actions evolved over time.

*** Key Themes**

- **Truth and Nonviolence:** - He discussed his experiments with these principles in various aspects of his life, from personal habits to political strategies.
- **Simplicity and self-Reliance:** - His experiment with diet, health, and self-discipline reflect his belief in self-sufficiency.
- **Spiritual Growth:** - He describes how religious belief influenced his political actions and personal decisions.
- **Social Reforms:** - Gandhi's campaigns against racial discrimination in South Africa and untouchability in India showcase his dedication to social justice.



*** Style and Tone**

Gandhi's writings are straightforward and candid. He used to provide honest reflection on his successes and failure

*** Significance**

The autobiography is not just a historical document but also a philosophical treatise, providing valuable lesson on leadership, ethics and the power of non-violence resistance

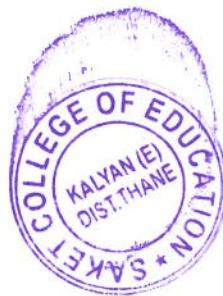
*** Conclusion**

"My story on experiment with Truth" is a profound and enlightening cad. It offers a unique glimpse in to Gandhi's life and the principles that guided him. For those interested in history, philosophy, and social change this autobiography is an invaluable resource that continues to inspire generation.

Soumya Mishra

F.Y.B.Ed SEM II

SAKET COLLEGE OF EDUCATION



Book Review

Title: Success Master CTET Mathematics and Science Paper 2 for Class 6th to 8th

Publication: Arihant

Genre: Education

Language: English

"Success Master CTET Mathematics and Science Paper 2 for Class 6th to 8th" is a comprehensive guide designed to aid aspirants preparing for the Central Teacher Eligibility Test (CTET). Authored by experts in the field of education, this book offers a structured and detailed approach to mastering the mathematics and science sections of the exam.

Content and Structure:

The book is well-organized, with distinct sections dedicated to mathematics and science. Each section covers the syllabus thoroughly, ensuring that all essential topics are addressed. The chapters are aligned with the CTET syllabus and focus on key concepts, which are crucial for both teaching and the exam.

Mathematics Section:

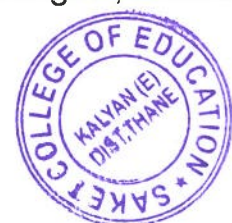
The mathematics section provides clear explanations of fundamental concepts and includes numerous solved examples to illustrate various problem-solving techniques. The exercises at the end of each chapter are designed to reinforce learning and improve problem-solving skills. Additionally, the book includes previous years' question papers and model test papers, which are valuable for practice and familiarization with the exam pattern.

Science Section:

The science section is equally robust, covering topics in physics, chemistry, and biology. The content is presented in an easy-to-understand manner, with diagrams and illustrations that help clarify complex concepts. The inclusion of multiple-choice questions (MCQs) and descriptive questions at the end of each chapter aids in comprehensive revision and self-assessment.

Pedagogical Content Knowledge:

A significant feature of this book is its focus on pedagogical content knowledge, which is essential for prospective teachers. It includes chapters on child development and pedagogy, emphasizing teaching methodologies, educational



psychology, and classroom management strategies. This integration of pedagogy with subject knowledge is crucial for candidates to perform well in the CTET exam.

Practice and Revision:

The book provides ample practice material, including mock tests and practice papers, which simulate the actual exam environment. These resources are beneficial for time management and for building confidence. Detailed solutions and explanations for these practice questions are also provided, enabling students to understand their mistakes and learn from them.

Usability:

The book is user-friendly, with a logical flow of topics and a clean layout. The language is simple and accessible, making it suitable for a wide range of readers. The inclusion of tips and strategies for tackling different types of questions is a bonus, helping candidates to approach the exam with a strategic mindset.

Conclusion: "Success Master CTET Mathematics and Science Paper 2 for Class 6th to 8th" is an excellent resource for CTET aspirants. Its thorough coverage of the syllabus, focus on pedagogical knowledge, and abundance of practice material make it a valuable tool for exam preparation.

Submitted by,
Pranita Pal
F.Y.B.Ed - Sem II
SAKET COLLEGE OF EDUCATION



THE EXAM MESS

HOW TO SOLVE IT

The discussion centers on NEET and related competitive exams managed by the NTA in India. Sumedha's story highlights the intense competition and allegations of paper leaks that affect individual aspirants. The NTA has faced scrutiny for multiple exam cancellations, notably NEET-UG and UGC-NET, impacting millions of students and promoting legal challenges questioning its competence.

Government responses, including CBI probes and reforms, acknowledge failures but emphasize NEET-UG's importance amid controversies. Criticism of NEET 2024 includes irregularities such as extended registration and advanced result dates, along with anomalies among top scorers. Supreme Court interventions over grace marks and re-tests highlight ongoing challenges. Comparisons with JEE-Main underscore NEET's logistical vulnerabilities in its pen-and-paper format versus JEE-Main's more secure CBT format, sparking debates on transition feasibility.

NEET's inception aimed to standardize medical admission but faces opposition, particularly in Tamil Nadu, favoring state-level exams. Solutions proposed include adopting CBT formats and learning from international tests like the SAT, advocating for systemic reforms in governance and curriculum. Overall, ensuring integrity, reducing vulnerabilities, and promoting fairness are crucial in India's competitive exams landscape amidst ongoing controversies and disparities.

Shweta Ashok Patil
F.Y.B.Ed SEM II
SAKET COLLEGE OF EDUCATION



Review of "School Management: A Textbook for Educational Management" by R.A. Sharma

Overview: R.A. Sharma's "School Management: A Textbook for Educational Management" is a comprehensive guide aimed at providing insights and practical strategies for effective school management. It is structured to cater to educators, administrators, and students of educational management, offering a blend of theoretical foundations and practical applications.

Key Themes:

1. Theoretical Foundations:

- Sharma provides a solid foundation in the principles and theories of management as they apply to educational institutions. The book delves into various management theories and models, adapting them to the school context.

2. Organizational Structure:

- The text explores the structure of school organizations, discussing roles, responsibilities, and the hierarchical nature of school management. It emphasizes the importance of a well-defined structure for smooth operations and effective governance.

3. Leadership and Decision-Making:

- Leadership is a central theme, with Sharma analyzing different leadership styles and their impact on school culture and performance. The book highlights the significance of participative decision-making and the role of leaders in fostering a collaborative environment.

4. Planning and Strategy:

- Effective planning and strategic management are crucial for school success. Sharma offers detailed guidance on developing and implementing strategic plans, setting objectives, and ensuring alignment with the school's vision and mission.

5. Curriculum and Instruction:

- The book examines the role of management in curriculum development and instructional leadership. It emphasizes the need for a relevant and dynamic curriculum that meets the needs of students and the demands of the modern world.

6. School Culture and Climate:

- Sharma discusses the importance of creating a positive school culture and climate. The book explores strategies for building a safe, inclusive, and supportive environment conducive to learning and growth.

7. Evaluation and Accountability:

- The text emphasizes the need for regular evaluation and accountability mechanisms to ensure continuous improvement. Sharma outlines various evaluation methods and the importance of feedback in the management process.

Strengths:



- **Comprehensive Coverage:** The book covers a wide range of topics essential for effective school management, making it a valuable resource for educators and administrators.
- **Practical Approach:** Sharma combines theoretical insights with practical strategies, providing actionable advice that can be implemented in real-world settings.
- **Case Studies and Examples:** The inclusion of case studies and real-life examples helps to illustrate key concepts and make the content more relatable and understandable.
- **User-Friendly:** The clear and concise writing style, along with well-organized chapters, makes the book accessible to readers with varying levels of expertise in educational management.

Weaknesses:

- **Limited Coverage of Technology:** Given the increasing role of technology in education, a more in-depth discussion on the integration of technology in school management would have been beneficial.

Conclusion: R.A. Sharma's "School Management: A Textbook for Educational Management" is a valuable resource for anyone involved in the management and administration of educational institutions. Its comprehensive coverage, practical approach, and focus on key management principles make it a must-read for aspiring and practicing school leaders. Despite minor shortcomings, it stands out as an authoritative guide in the field of educational management.

Review by Ajmaeen Shaikh
F.Y.B.Ed SEM II
SAKET COLLEGE OF EDUCATION



BOOK REVIEW

The purpose of the book, "School Management" is to bridge the knowledge gap and serve as a text/source book to develop insights into how sustainable Human resource management practices can contribute not only to organizational sustainability but also to sustainability at large. The book meets this purpose in a very meaningful and insightful manner by providing relevant readings related to various themes of Human resources management and linking them with sustainability paradigm. In this respect, the book is a unique contribution to the Human resource management literature and also provides a new direction and vision to the Human resource management discipline. For this, the editor and authors, R. A. Sharma, need to be complimented for this timely contribution. The book is useful to scholars, researchers, teachers, students, practicing managers and professionals interested in sustainability as a new horizon in human resource management.

Manish V. Pujari
(F.Y.B.Ed Semester II)
SAKET COLLEGE OF EDUCATION



Book review on

'School Management' by R.A. Sharma

"School Management" by R. A. Sharma is a comprehensive guide that delves into the intricacies of effectively running educational institutions. The book is well-structured, making it accessible for both seasoned administrators and those new to the field.

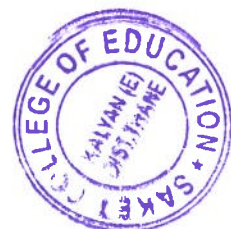
Sharma begins by exploring the foundational principles of school management, emphasising the importance of a clear vision and mission. The author provides a detailed overview of various administrative roles, offering practical advice on leadership, communication, and decision-making. This is particularly useful for principals and school leaders seeking to foster a positive and productive school environment.

One of the book's strengths lies in its in-depth analysis of financial management. Sharma covers budgeting, resource allocation, and financial planning with clarity, providing real-world examples and case studies that help illustrate key points. This section is invaluable for administrators who need to balance educational goals with fiscal responsibility.

The book also addresses the critical area of human resource management, discussing recruitment, staff development, and performance evaluation. Sharma highlights the importance of creating a supportive culture that encourages professional growth and collaboration among staff members.

Another notable aspect is the focus on curriculum development and instructional management. Sharma outlines strategies for designing effective curricula that meet diverse student needs, integrating technology into the classroom, and implementing innovative teaching methodologies. This section is particularly relevant given the rapid changes in educational technology and pedagogy.

Sharma does not shy away from addressing the challenges faced by school managers, such as dealing with conflict, managing change, and ensuring compliance with educational policies and regulations. The author provides practical solutions and encourages a proactive approach to problem-solving.



Overall, "School Management" by R. A. Sharma is a valuable resource that combines theoretical insights with practical applications. It is a must-read for anyone involved in the administration of educational institutions, offering tools and strategies to enhance the effectiveness and efficiency of school management.

Aniruddha Sawant

F.Y.B.Ed. Sem-II

SAKET COLLEGE OF EDUCATION



Field exploration



NURTURING POTENTIAL

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION

Affiliated to University of Mumbai

Ref : - SCE/B.ed/2022

Date:- 21/12/22

NOTICE

Educational Visit

All the students notify that our college scheduled Educational Visit at
“Nehru Science centre”, Nehru Planetarium and Historical Museum on 28th
December 2022.

Reporting Time :- 09.30 am

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 Vidyanagari Marg, Kalyan East, Dist. Thane (M S), INDIA - 421 306.

🌐 www.saketcoe.edu.in | ✉ admin@saketcoe.edu.in

☎ 7300010355



Saket Gyanpeeth's

SAKET COLLEGE OF EDUCATION

(Affiliated to University of Mumbai)

Ref. No. SLF/2022-23

Date : 28 DEC 2022

To,
The Manager,
The Nehru Science Centre
Dr. Annie Besant Road,
Worli, Mumbai - 400018
Maharashtra.

Dear Sir/ Madam ,

Sub- Educational Visit

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 Education Visit where they can gain knowledge in other fields. The total no. of students will be 36 + 5 staff members.

Surely this visit will sensitize our students to their duty towards community

You are therefore requested to allow our students for Education Visit and oblige.

Thanking you,

Yours Faithfully

[Signature]
I/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)



Saket Vidyanagari Marg, Chinchpada, Kalyan (East), Dist. Thane (MAH), INDIA - 421 306 .
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“ G Y A N A M - A N A N T A M ”



Saket Gyanpeeth's

SAKET COLLEGE OF EDUCATION

(Affiliated to University of Mumbai)

Ref. No. SLF/2022-23

Date : 28 DEC 2022

To,
The Manager,
The Nehru Science Centre
Dr. Annie Besant Road,
Worli, Mumbai - 400018
Maharashtra.

Dear Sir/ Madam ,

Sub- Educational Visit

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 Education Visit where they can gain knowledge in other fields. The total no. of students will be 36 + 5 staff members.

Surely this visit will sensitize our students to their duty towards community

You are therefore requested to allow our students for Education Visit and oblige.

Thanking you,

Yours Faithfully

[Signature]
I/C Principal

Saket College of Education

Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)



Saket Vidyanagari Marg, Chinchpada, Kalyan (East), Dist. Thane (MAH), INDIA - 421 306 .
www.saketedu.org, e-mail : saketcollegeofeducation.bed@gmail.com, ☎: 0251 - 2250469 / 2250951

“ G Y A N A M - A N A N T A M ”

KIRAN- 8029224414 • E-mail : kpitd@vsnl.com



08/18



नेहरु विज्ञान केन्द्र

राष्ट्रीय विज्ञान संग्रहालय परिषद्
(संस्कृति मंत्रालय, भारत सरकार)
डा. ई. मोजेस मार्ग, वर्ली, मुम्बई - 400 018

94559 / 01:42 PM

क्रम संख्या : F 094559

दिनांक : 28 Dec, 22
समय : 01:42 PM

श्रेणी :

Science Centre School Group
Saket College of Education, Kalyan

व्यक्तियों की संख्या :

41

दर

: 20.00

₹. प्रतिव्यक्ति

कुल राशि

: 820.00

₹.

Ticket Counter Tim : 10:00 AM to 5:30 PM
Open on all days except Holi and Diwali

नोट : यह केन्द्र होली एवं दिवाली को छोड़कर सभी दिन खुला रहता है।

NEHRU PLANETARIUM

Nehru Centre, Worli, Mumbai 400 015

Admission Ticket

Where stars shine all days!

SN : 125744 Date : 28/12/2022 Show: 12:00

	Ticket(s)	Rate	Amount
Concession	85	50	3250
Total	85		Rs 3250

Seat No : 132 To ~~136~~ 171

SAKET COLLEGE OF EDUCATION, KALYAN (E)



28-12-2022



Saket Gyanpeeth
Saket College of Education
Educational visit report
Academic Year 2021-23

Date:- 28-12-2022


“Visited Nehru Science Center, Nehru Planetarium & Historical Museum, Worli (Mumbai).”

All the students of Saket College of Education, Kalyan (E) visited Nehru Science Center, Nehru Planetarium & Historical Museum on 28th December 2022. At beginning students visited Historical Museum known as the ‘Prince of Wales’ museum. One of the best and foremost art and history museum. Students noticed and collect information they also collect objects and artifacts that tell chronological story about locality and students visited this place and they also get to know how museum helps to preserve and promote our cultural heritage.

After that students visited to second place Nehru Planetarium students get knowledge Astronomy a pleasant experience of the large dome shaped projection screen onto which scene of stars, planets, and other celestial objects, students learn multiple things about our Universe and planetarium is the best place to learn about universe.














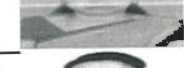






Lastly we visited Nehru Science Centre, students acquired knowledge from this place, over here they organizes static galleries, many mobile museum travelling, exhibitions, it also includes 3D theatre and movie where we were 3D glasses before watching the show. The galleries are full of exhibits related to physics, chemistry, mathematics and other branches of science.

The students learnt multiple things from this educational visit, they also get exposure to new experiences, challenges and responsibilities which are apart from their regular environment and daily familiar lifestyle.


INCHARGE
(EDUCATIONAL VISIT)









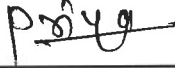




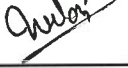





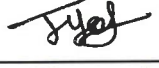

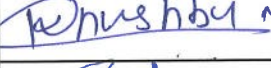








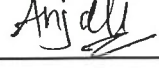



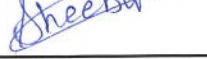


SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION B.ED.
S.Y.B.Ed. SEM -IV
Academic Year 2022-23

Subject :			Date :
Sr.No	Name of the Students	Photo	Sign
1	ANSARI RUKHSARBEGUM MANSOOR ALAM		<u>Rukhsan</u>
2	ARANGACHERY SHINSEE ANTHONY		
3	BHADANE HRUSHIKESH SUNIL JYOTI		<u>Bh</u>
4	BHANGALE RESHMA SURENDRA RAJASHREE		<u>R.S. Bhangale</u>
5	BIRARI NEHA DEVIDAS NALINI		<u>Neha</u>
6	CHAUBEY SHRADDHA UDAYBHAN GIRIJADEV		<u>Shraddha</u>
7	CHAURASIYA POONAM JANARDAN SANGEETA		
8	CHOUDHARY MINAKSHI BABURAM SHOBHA		<u>Choudhary</u>
9	DESAI PRASHANT VISHNU VIJAYSHRI		<u>Prashant</u>
10	DUBEY AKANKSHA ANIL POONAM		<u>Akanksha</u>
11	DUBEY ANNU GANESH SUNAINA		
12	DUBEY ARADHANA SURYAMANI BHONUMATI		
13	DUBEY KAJAL INDRAMANI MEERA		<u>Dubey</u>
14	DUBEY SUJATA GURUNARAYAN GEETA DEVI		
15	GHOSALE SMITA DEVRAM MEERA		
16	GUPTA AJAY BAIJNATH		<u>Ajay</u>
17	GUPTA SONIYA RAJENDRA PRASAD LAXMI		<u>Soniya Gupta</u>
18	JADHAV POORNIMA BALKRISHNA SAVITA		<u>Poornima</u>
19	JAIWAR NEERAJKUMAR VIJAYKUMAR NISHADEVI		
20	JASMIN JOSE PALAYOOR		























SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION B.ED.
S.Y.B.Ed. SEM -IV
Academic Year 2022-23

Subject :		Date :	
Sr.No	Name of the Students	Photo	Sign
21	KADAM RUPALI DEEPAK SANGEETA		
22	KHAN MAHNAAZ BEE MUNIR MARIYAM		
23	KHAN SAMAD HABIB RUKHSANA		
24	KUNJU SUPRIYA SUNDARAN CHANDRIKA		
25	MISHRA PRIYA SURENDRA SADHURI		
26	MISHRA SHUBHAM VEDPRAKASH URMILA		
27	MISHRA SONAL SUSHIL ANJALI		
28	MULANI ISHA HAMJEKHAN MEENAZ		
29	MUSALE CHARULATA JANBA VANDANA		
30	NAIR SARATH SASIKUMAR GEETHA		
31	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		
37	PANCHAL VAISHNAVI RAJIV VIBHAVARI		
38	PANDEY ANJALI RAMKUMAR SANJU		
39	PANDEY NILIMA UMESHCHANDRA GEETA		
40	PANDEY SHEEBU VISHESHWAR NATH RITA		























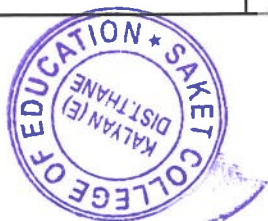
SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION B.ED.
S.Y.B.Ed. SEM -IV
Academic Year 2022-23

Subject :		Date :	
Sr.No	Name of the Students	Photo	Sign
41	PANDIT RAVISHANKAR NANDU KUNTI		
42	PANICKER ROSHNI RAJEEVAN BINDU		<i>Roshni</i>
43	PARDESHI PRACHI KAILASH SARITA		<i>Prachi</i>
44	PATA TEJASKUMAR LACHHMEYA RAJESHWARI		<i>Teja</i>
45	PATEL KOMAL DAYASHANKAR SEETA		<i>Komal</i>
46	PATWA RAHUL RAMSAGAR RAMA		<i>Rahul</i>
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		<i>Ritu</i>
53	RAJGURU PRATIKSHA DEVICHAND VAISHALI		<i>Pratiksha</i>
54	RANE SHILPA SAHADEV SMITA		<i>Shilpa</i>
55	RODRIGUES MARISHCA SEBASTIAN PRECILLA		<i>Mashy</i>
56	SABAT PINKEY CHITRASEN PUSHPA		
57	SAHANE ROSHAN RAVINDRA JYOIT		<i>Roshan</i>
58	SALUJI MUHAMMED IRFAN ATIYA		
59	SAMBARE OMKAR SHANKAR SHARMILA		<i>Om</i>
60	SANKHWAR KEERTI BHAGWANDAS KUSMA		<i>Keerti</i>












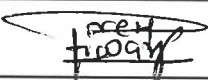










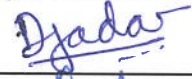

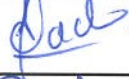










SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION B.ED.
S.Y.B.Ed. SEM -IV
Academic Year 2022-23

Subject :		Date :	
Sr.No	Name of the Students	Photo	Sign
61	SAYYED ALMAS ABDULKALIM ZAIBUNNISA		
62	SHAIKH MOHDASIF ASLAM NAZMA		
63	SHARMA BHAVESH LAVLESH PARITA		<i>Parita</i>
64	SHARMA EKTA SANJAY REETA		<i>Ekta Sharma</i>
65	SHARMA MUKESH RAMPRAKASH PHOOLPATI DEVI		
66	SHARMA RIYA RAKESH SWEETY		<i>Sharma</i>
67	SHARMA SAHIL PAWANKUMAR SAREMA		
68	SHINGADE KUNAL KASHIRAM KALYANI		<i>KS</i>
69	SHINGOLE VAISHALI PUNDALIK SUMAN		<i>Shingole</i>
70	SHIRGAONKAR AKANKSHA MAHENDRA		
71	SHUKLA SWATI VINOD LAXMI		
72	SINGH ANKITA RAVINDRA KUMAR SADHANA		<i>Ankita</i>
73	SINGH JYOTI DHIRENDRAPRATAP RENU		<i>Jyoti</i>
74	SINGH MADHAVI MOHANPYARE MALTI		<i>Malti</i>
75	SINGH NISHA OMPRAKASH RITA		<i>Rita</i>
76	SINGH POOJA JITENDRA ASHA		<i>Pooja</i>
77	SINGH PRASHANT SHYAM RANJANA		<i>Prashant</i>
78	SINGH PRIYA SHERU SUSHILA		<i>Priya</i>
79	SINGH SANGEETA YOGESH GEETA		
80	SINGH SONAM KAMLESH SAVITRI		



SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION B.ED.
S.Y.B.Ed. SEM -IV
Academic Year 2022-23

Subject :		Date :	
Sr.No	Name of the Students	Photo	Sign
81	SULEKHA KUMARI BISHNU DEV ROY KIRAN DEVI		
82	THAKUR SONAM MANOJ RANI		
83	TIWARI AMITA KANHAIYALAL SHINGARMATI		
84	TIWARI ANJALI KANHAIYALAL SHINGARMATI		
85	TIWARI JAYA ANJANJ MAMTA		
86	TIWARI PARMANAND OMPRAKASH RAMSAVARI		
87	TRIPATHI ALISHA BRIJESH JYOTI		
88	UPADHYAY DIVYA ARVINDKUMAR REKHA		
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		



Ref : - SCR/2022-23

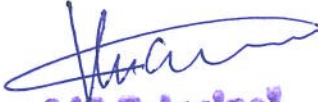
Date:- 15/05/23

NOTICE

Educational Visit

All the students notify that our college scheduled Educational Visit at
“Nehru Science centre”, Nehru Planetarium and Historical Museum on 18th
May 2023.

Reporting Time :- 09.30 am




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 Vidyanagari Marg, Kalyan East, Dist. Thane (MAH), INDIA - 421 306.

 www.saketcoe.edu.in |  admin@saketcoe.edu.in

 7300020256



NURTURING POTENTIAL

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION

Affiliated to University of Mumbai

SCE/BEd./2022-23

To

Manager,

Nehru Planetarium
Nehru Centre
Worli, Mumbai-400018

Date: _____

Sub:- Educational Visit

Respected Sir / Madam,


Our College is an institution where students are admitted to be trained as teachers. As a part of syllabus, they are expected to go for Educational Visit where they can gain knowledge in various fields. The total number of students will be 33 + 02 staff members.

Surely this visit will sensitize our students about their duty towards community.

You are therefore requested to allow our Educational Visit and oblige.

Thanking You,

Yours Faithfully,


Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)



35-12:00-18/05/2023
Paid Rs. 1750/- 155148

Total 35
Show - 12 Noon

132-166




17/5/23

📍 Saket Vidyanagari Marg, Kalyan East, Dist. Thane (MAH), INDIA - 421 306.

🌐 www.saketcoe.edu.in | ✉ admin@saketcoe.edu.in

☎ 7208020256



NURTURING POTENTIAL

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION

Affiliated to University of Mumbai

SCE/B.E.D/2022-23

To

Manager,

Mehru Science
Centre
Worli, Mumbai-400018

Date: _____

Sub:- Educational Visit

Respected Sir / Madam,

Our College is an institution where students are admitted to be trained as teachers. As a part of syllabus, they are expected to go for Educational Visit where they can gain knowledge in various fields. The total number of students will be 31 + 2 staff members. (Thirty one)

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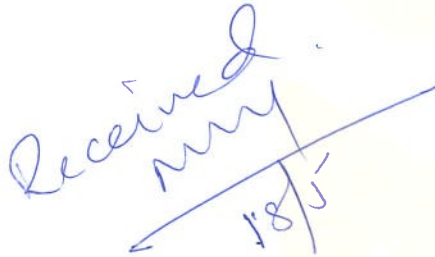
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Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)







NURTURING POTENTIAL

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION

Affiliated to University of Mumbai

SCE/BEd./2022-23

To

Manager,

Nehru Planetarium

Nehru Centre

Worli, Mumbai - 400018

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H.C. Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)



35-12:00-18/05/2023
Paid Rs. 1750/- 1551+8

Total -35
Show -12 Noon


132-166




17/5/23

 Saket Vidyanagari Marg, Kalyan East, Dist. Thane (MAH), INDIA - 421 306.

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 7208020256

NEHRU PLANETARIUM
Nehru Centre, Worli, Mumbai 400 018

Admission Ticket

Where stars shine all days!

12/22

SN : 155148 Date : 18/05/2023 Show: 12:00

	Ticket(s)	Rate	Amount
Concession	35	50	1750
Total	35		Rs 1750

Seat No : 132 To 166

SAKET COLLEGE OF EDUCATION, KALYAN





NURTURING POTENTIAL

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION

Affiliated to University of Mumbai

SCE/BE.d/2022-23

To

Manager,

Mehru Science
Centre
Worli, Mumbai-400018

Date: _____

Sub:- Educational Visit

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Yours Faithfully,


I/C Principal

Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)

Received
my
18/5



 Saket Vidyanagari Marg, Kalyan East, Dist. Thane (MAH), INDIA - 421 306.

 www.saketcoe.edu.in |  admin@saketcoe.edu.in

 7208020256



Ministry of Culture
Government of India



नेहरु विज्ञान केन्द्र

राष्ट्रीय विज्ञान संग्रहालय परिसर की इकाई
(संस्कृति मंत्रालय, भारत सरकार)

डा. ई. नोजेस मार्ग, वली, मुम्बई - 400 018

प्रवेश टिकट

39377 / 02:30 PM

क्रम संख्या : G 039377

दिनांक : 18 May, 23

समय : 02:30 PM

श्रेणी :

Science Centre School Group
Saket College of Education, Kalyan

व्यक्तियों की संख्या 33

दर 20.00

कुल राशि 660.00

र. प्रतिव्यक्ति

र.

Ticket Counter Time: 10:00 AM to 5.30 PM

Open on all days except Holi and Diwali.

नोट : यह केन्द्र होली एवं दिवाली को छोड़कर सभी दिन खुला रहता है।

KPRAM-0157800050 • E-mail: kiranada83@gmail.com

12/22



18-5-2023



GPS Map Camera

Mumbai, Maharashtra, India

Unit No 29, Gandhi Nagar, Bharat Bazaar, Lala Lajpatrai Marg,
Worli, Lotus Colony, Worli, Mumbai, Maharashtra 400018, India

Lat 18.988692°

Long 72.815197°

18/05/23 01:26 PM GMT +05:30

Google



GPS Map Camera

Kalyan, Maharashtra, India

Satkar Tower, Vishnu Pawshe Chowk Sakharam nagar Katemanivali Kalyan
East, 649V+99F, Sai Baba Nagar, Neelkanthnagar, Hanuman Nagar, Kalyan,
Maharashtra 421306, India

Lat 19.218287°

Long 73.143685°

18/05/23 03:58 PM GMT +05:30

Google



Saket Gyanpeeth
Saket College of Education
Educational visit report
Academic Year 2022-24

Date:- 19-05-2023

“Visited Nehru Science Center, Nehru Planetarium & Historical Museum, Worli (Mumbai).”

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INCHARGE
(EDUCATIONAL VISIT)

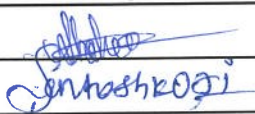
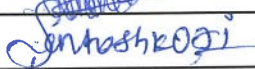


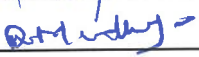

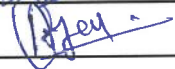
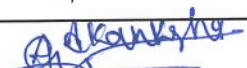



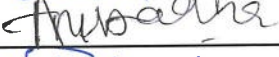
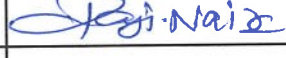










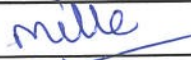


SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION
F.Y.B.ED.
A.Y 2022-23

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	

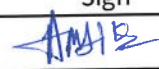
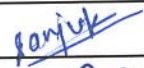
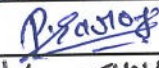
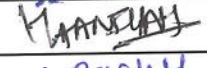
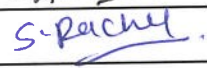

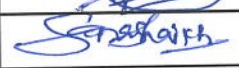
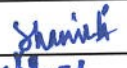

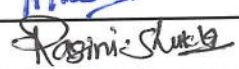


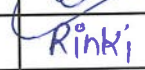

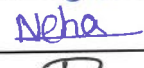
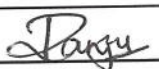


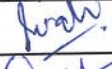

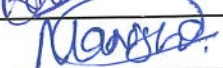
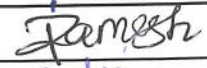
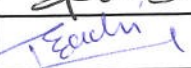


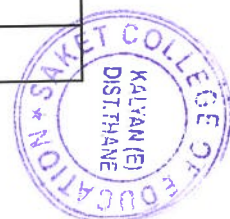
SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION
F.Y.B.ED.
A.Y 2022-23

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 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	



Ref :- SCE/B.Ed/2022-23

Date:- 12 JULY 2023

NOTICE

Educational Visit

All the students notify that our college scheduled Educational Visit at
“**AMBARNATH JAI-HIND CO-OP. BANK LTD** on 13th July 2023.

Reporting Time :- 10.00 am



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 Vidyanagari Marg, Kalyan East, Dist. Thane (MAH), INDIA - 421 306.

🌐 www.saketcoe.edu.in | ✉ admin@saketcoe.edu.in

☎ 730020355

SAKET COLLEGE OF EDUCATION

Affiliated to University of Mumbai

CULTURING POTENTIAL

SBE/BEd/2022-23

To,

The Manager,

Ambarnath Tai Hind

Co-op. Bank Ltd

Chinchpada, Kalyan (East)

Date: _____

Sub:- Educational Visit

Respected Sir / Madam

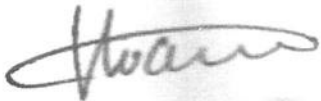
Our College is an institution where students are admitted to be trained as teachers. As a part of syllabus, they are expected to go for Educational Visit where they can gain knowledge in various fields. The total number of students will be 15 + 01 staff members.

Surely this visit will sensitize our students about their duty towards community.

You are therefore requested to allow our Educational Visit 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 Vidyanagari Marg, Kalyan East, Dist. Thane (MAH), INDIA - 421 306.

www.saketcoe.edu.in | admin@saketcoe.edu.in

7208020256



AMBARNATH JAI-HIND[®] CO-OP. BANK LTD.

आपुलकीने बाण्णारी माणसं

ISO 9001-2008

To,

The Principal,
Saket College of Education,
Saket Vidyanagari Marg,
Chinchpada Road,
Kalyan East-421306.

Dear Sir/Madam,

On behalf of Ambarnath Jai-Hind Co-Op. Bank Ltd., I want to thank and express my sincere appreciation for Educational Visit of your B.Ed. Students at our Bank. We very much appreciated your attendance at our demonstration on 19th July 2023.

Thanks for spending time with us at our Branch, hope you were able to benefit from the activities you saw there.

Regards,

Ambarnath Jai-Hind Co-op Bank, Ambarnath.
Chinchpada Branch



SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION, KALYAN EAST
EDUCATIONAL VISIT REPORT (2022-23)
"ON AMBERNATH JAI HIND CO- OP.BANK"

Date :- 20-07-2023

The Students of Saket College of Education visited One day in "AMBERNATH JAI HIND CO- OP.BANK" on 19th July 2023. The Bank Manager of AMBERNATH JAI HIND CO-OP.BANK welcomed us and gave the proper direction about their working schedule and what were the activities to be done by our students. All the students were eager to know about the demonstration related to services of the bank. Our students received information regarding equities and other banking services and all this details were given by the Bank members.

Through this visit our students learned about different kinds of saving and its awareness. They gained practical knowledge.



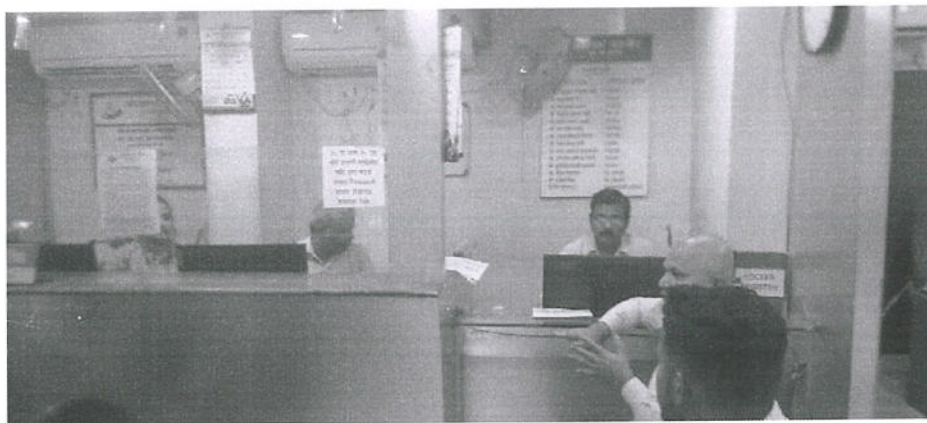
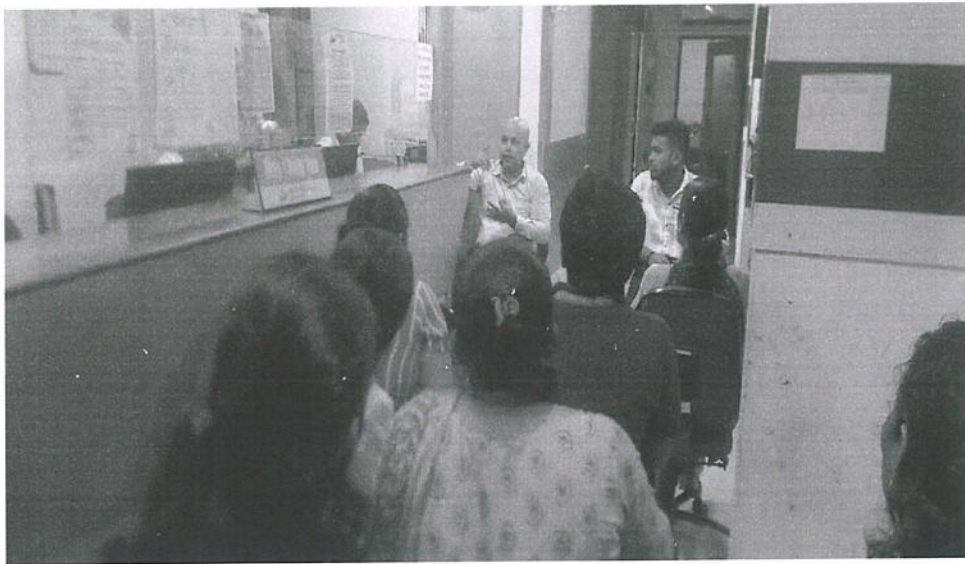
INCHARGE
(EDUCATIONAL VISIT)






I/C Principal
Saket College of Education
Bhamburda Vidyapeeth, M.S.
Chinchpada Road, TQ. 401 306.
Dist. Thane (M.S.)

Mr. H. P. Jyoti - Head of Operate Bank




I/C Principal
Saket College of Education
Kalyan Marg,
Kalyan (E) 421 306.
D. S. Nane (M S)

Hands-on activity

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

Class F.Y.B.Ed



Experimental Psychology Journal
FOR THE YEAR 2018 - 2019

checked.
[Signature]

Name : Pushpa Jothi.J

Add : A/303/3, Anant Park, Diva(E), Thane-400612

Roll No.: 47

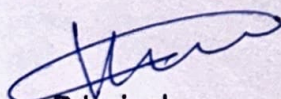
Saket Gyanpeeth's
SAKET COLLEGE OF EDUCATION
Kalyan

Class FYB.Ed

Student's Name Shri / Smt. /Kum. Pushpa Totbi. J

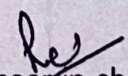
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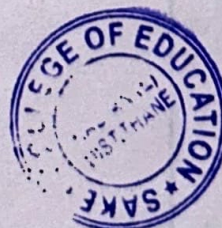
This is to Certify that the Experiments written in the index have been performed by the Students satisfactorily.


Principal

I/C Principal
Saket College of Education
Saket Vidyavanadari Marg,
Chinhat, Kalyan (E) 421 306.
Dist. Thane (M.S.)

Date


Professor-in-charge
Expl. Psychology



PARTICULARS OF THE EXPERIMENTS PERFORMED

S.No.	EXPERIMENT	DATE	PAGE
1.	Self Efficacy Scale (SES)	22/03/19	
2.	Learning style Inventory	22/03/19	
3.	Transfer of Learning (Mirror Drawing)	08/04/19	



Scoring System

	Strongly Agree (SA)	Agree (A)	Neutral	Disagree (D)	Strongly Disagree (SD)
P +ve	5	4	3	2	1
N -ve	1	2	3	4	5

Score of Page No. 2

SR. NO.	Statement No.s	Scores obtained
01	01	05
02	02	05
03	03	05
04	04	05
05	05	05
06	06	05
07	07	05
Total Scores		35

Score of Page No. 3

SR. NO.	Statement No.s	Scores obtained
01	08	05
02	09	05
03	10	05
04	11	05
05	12	05
06	13	05
07	14	05
Total Scores		35

Score of Page No. 4

SR. NO.	Statement No.s	Scores obtained
01	15	05
02	16	05
03	17	05
04	18	05
05	19	05
06	20	05
Total scores		30

Date

Exp. No. 01 Self Efficacy Scale (SES)

Aim: To study the Self efficacy of the students.

Material: Self efficacy scale of booklet by A.K. Singh and Dr. Narain

Experimenter: Mrs. Renu Pandey

Subject: Pushpa Jothi. J

Procedure: ① A Booklet containing 4 pages of 20 questions was given. ② In which 4 questions were negative means their scoring was given beginning from 1 to 5 in which 1 stands for strongly agree, 2 agree, 3 neutral, 4 disagree, 5 strongly disagree. ③ Remaining 16 questions were positive means the numbers given in the reverse order 5, 4, 3, 2, 1. ④ After marking our opinion regarding the given question the weightage is written opposite to it. ⑤ Total marks of every page is calculated at the end of every page. ⑥ Then the total of entire marks is written in the first page where table is allotted for them. ⑦ Depending upon the score, its interpretation is made.

Introspection: ① Self-efficacy is an individual's belief in their innate ability to achieve goals. ② High self-efficacy increases the likelihood of successfully achieving a given task. ③ Low self-efficacy increases the likelihood of failing in achieving a given task. ④ The self efficacy scale helps us to achieve the required result and it helps us to understand the self efficacy of students. ⑤ My score is 100.

Educational Implications: ① Most people engage themselves in the tasks where their self efficacy is high but pull them backward in some situation where their low self efficacy comes into picture.

② Self efficacy scale must be accurately measured.



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Dr. Arun Kumar Singh (Patna)
Dr. Shruti Narain (Patna)

Consumable Booklet
of
SES-SANS
(Hindi Version)

कृपया निम्न सूचनाएँ भरिए—

दिनांक 2 2 0 3 2 0 1 9

नाम जे. पुष्पाज्योति (J. Pushpa Jothi) आयु 25 लिंग Female

स्कूल/कालेज का नाम Saket College of Education

कक्षा FYB.Ed. वर्तमान आवास : शहर/गाँव

माता-पिता का मासिक आय :

(क) रु. 50,000 से अधिक ☐ (ख) रु. 30,000 से 49,000 तक ☐ (ग) रु. 20,000 से 29,000 ☐

(घ) रु. 10,000 से 19,000 ☒ (ड.) रु. 10,000 से नीचे ☐

पिता की शिक्षा : मैट्रिक / इंटर / स्नातक / स्नातकोत्तर / स्नातकोत्तर से ऊपर 5th std

माता की शिक्षा : मैट्रिक / इंटर / स्नातक / स्नातकोत्तर / स्नातकोत्तर से ऊपर 5th std

निर्देश (Instructions)

आगे कुछ ऐसे कथन (Statements) दिए गए हैं जो किसी व्यक्ति के जीवन के विभिन्न पहलुओं जैसे उसके आत्म-विश्वास, आत्म-सम्मान, प्रतिज्ञा (promise) आदि से संबन्धित हैं। प्रत्येक कथन का पाँच उत्तर विकल्प (options) अर्थात् 'पूर्णतः सहमत', 'सहमत', 'तटस्थ', 'असहमत' एवं 'पूर्णतः असहमत' दिए गए हैं। आप प्रत्येक कथन को ध्यानपूर्वक पढ़ें और दिए गए पाँच विकल्पों में से किसी एक वैसे विकल्प पर सही ☒ का चिन्ह लगाएँ जो आपके संदर्भ में सबसे उचित एवं सार्थक हो। इस कार्य के लिए कोई समय सीमा नहीं है, परंतु आपसे उम्मीद की जाती है कि लगभग दस मिनट में आप इस कार्य को पूरा करेंगे। आपके उत्तर सदैव गोपनीय रखे जाएँगे।

फलांकन तालिका

Page	Raw Score			Interpretation
	2	3	4	
Score	35	35	30	
Total Score	100			

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क्रमांक	कथन	पूर्णतः सहमत	सहमत	तटस्थ	असहमत	पूर्णतः असहमत	प्राप्तांक
		1	2	3	4	5	

1. मुझे अपनी योग्यता पर विश्वास है कि साधारण प्रयत्न से मैं कठिन समस्याओं का समाधान आसानी से कर सकता/सकती हूँ।

☒ ☐ ☐ ☐ ☐ (5)

2. मुझे विश्वास है कि मैं अपने लिए जो भी लक्ष्य तय करूँ उसे निश्चय ही प्राप्त कर सकता/सकती हूँ।

☒ ☐ ☐ ☐ ☐ (5)

3. मुझे अपनी क्षमताओं पर इतना भरोसा है कि मैं किसी भी कार्य को समय पर पूरा कर सकता/सकती हूँ।

☒ ☐ ☐ ☐ ☐ (5)

* 4. मुझे लगता है कि मैं कड़ी मेहनत भी करूँ तो मुझे सफलता प्राप्त नहीं होगी।

☐ ☐ ☐ ☐ ☒ (5)

5. मुझे विश्वास है कि कठिन परिस्थितियों में भी मैं अपना नियंत्रण रख सकता/सकती हूँ।

☒ ☐ ☐ ☐ ☒ (5)

6. मैं किसी भी परिस्थिति में जो चाहूँ वह प्राप्त कर सकता/सकती हूँ।

☒ ☐ ☐ ☐ ☐ (5)

7. किसी भी कार्य को पूरा करने के लिए मुझमें पूरा आत्मबल है।

☒ ☐ ☐ ☐ ☐ (5)

क्रमांक	कथन	पूर्णतः सहमत	सहमत	तटस्थ	असहमत	पूर्णतः असहमत	प्राप्तांक
---------	-----	--------------	------	-------	-------	---------------	------------

8. अपनी मेहनत से मैं कुछ भी प्राप्त कर सकता/सकती हूँ।

☒ ☐ ☐ ☐ ☐ ☐ (5)

9. मेरी अब तक की उपलब्धियों का राज मेरी अपनी क्षमता एवं सामर्थ्यता है।

☒ ☐ ☐ ☐ ☐ ☐ (5)

* 10. मेरे लिए किसी लक्ष्य कि प्राप्ति सामान्यतः संभव नहीं होती है।

☐ ☐ ☐ ☐ ☒ (5)

11. मैं विषम (difficult) परिस्थिति में भी अपना संतुलन बनाए रखता/रखती हूँ।

☒ ☐ ☐ ☐ ☐ ☐ (5)

* 12. कठिन परिस्थितियों का सामना मैं बिना किसी सहायता के नहीं कर सकता/सकती हूँ।

☐ ☐ ☐ ☐ ☒ (5)

13. मैं कठिन से कठिन परिस्थिति में उससे ठीक ढंग से निपटने की युक्ति (strategy) निकाल लेता/लेती हूँ।

☒ ☐ ☐ ☐ ☐ ☐ (5)

14. मैं अपने निर्धारित लक्ष्य पर पहुँचने के लिए हर तरह का संभव प्रयास करता/करती हूँ।

☒ ☐ ☐ ☐ ☐ ☐ (5)

क्रमांक	कथन	पूर्णतः सहमत	सहमत	तटस्थ	असहमत	पूर्णतः असहमत	प्राप्तांक
---------	-----	-----------------	------	-------	-------	------------------	------------

15. यदि कोई मुझसे लड़ने-झगड़ने का प्रयास करे तो भी मैं शांत रह सकता/सकती हूँ।

☒ ☐ ☐ ☐ ☐ ☐ (5)

16. यदि मैं किसी कार्य में फँस जाऊँ तो थोड़े प्रयत्न से समाधान ढूँढ़ सकता/सकती हूँ।

☒ ☐ ☐ ☐ ☐ ☐ (5)

17. यदि मैं उत्तम ढंग से प्रयत्न करूँ तो निश्चित रूप से सफलता मेरे कदमों पर होगी।

☒ ☐ ☐ ☐ ☐ ☐ (5)

* 18. यदि मैं ध्यानपूर्वक भी लक्ष्य पर केन्द्रित करूँ फिर भी असफल हो जाऊँगा/जाऊँगी।

☐ ☐ ☐ ☐ ☒ (5)

19. यदि मैं ठान लूँ तो सफलता जरूर प्राप्त कर पाऊँगा/पाऊँगी।

☒ ☐ ☐ ☐ ☐ ☐ (5)

20. यदि मैं किसी भी कार्य को सुनियोजित ढंग से करूँ तो जल्द ही परिणाम पर पहुँच जाता/जाती हूँ।

☒ ☐ ☐ ☐ ☐ ☐ (5)

कुल प्राप्तांक पृष्ठ 4 = 30

Qualitative Interpretation of the scores

Scores	Interpretation
73 or less	Poor Self Efficacy
74 to 84	Average Self Efficacy
85 and above	High Self Efficacy

	Raw Score			Interpretation
Page No.	2	3	4	High self Efficacy
Score	35	35	30	
Total score	100			

Continued

Exp. No. 1

Date 22/3/19
8/4/19

- ③ So that the teacher can improve the self efficacy capability of student.
- ④ Teachers can encourage the students to increase the self efficacy of themselves.
- ⑤ Everyone must believe in themselves in order to take action in specific things. Self-belief is the most important aspect of life.

~~write~~
write subjects self efficacy score and interpretation.

Observation Table

SR.NO.	Learning Styles	Score
1	Concrete Experience	31
2	Reflective Observation	32
3	Abstract Conceptualization	25
4	Active Experimentation	36

Date

Exp. No. 02 Learning Style Inventory

Aim: To study the learning style of students.

Material: Learning style inventory model, manual, pen

Experimenter: Mrs. Renu Pandey

Subject: Pushpa Jothi.J

Procedure ① Rank order each set of four words in the 10 items listed. ② Assign a 4 to the word which best characterizes your learning style, a 3 to the next best, a 2 to the next, and a 1 to the least characteristic word. ③ Assign a different number to each of the four words. ④ Do not make ties. ⑤ Total the rank numbers you have given to the ten words in each of the four columns. ⑥ The sum of the 1st column gives you your score on CE, the 2nd column RO, score on the 3rd column is for AC and the 4th column is AE. ⑦ Transfer each of your scores to the Learning Style Profile by placing a mark by the number. Connect these four marks with straight lines.

Introspection: ① An important aspect of communication is an understanding between the student and the Field instructor about learning styles. ② Most teachers adopt a style of teaching which matches their own learning style, but which may be different than that of the student's. ③ The Learning Style Inventory help us assess our unique learning styles, and it tell us our preferred approach to learning in everyday life.

Educational Implications: ① Kolb defines different learning modes like CE, RO, AC and AE.

② Concrete Experience (CE) - A CE orientation focuses on being involved in experiences and dealing with immediate human situations in a personal way. It emphasizes feeling more than thinking.

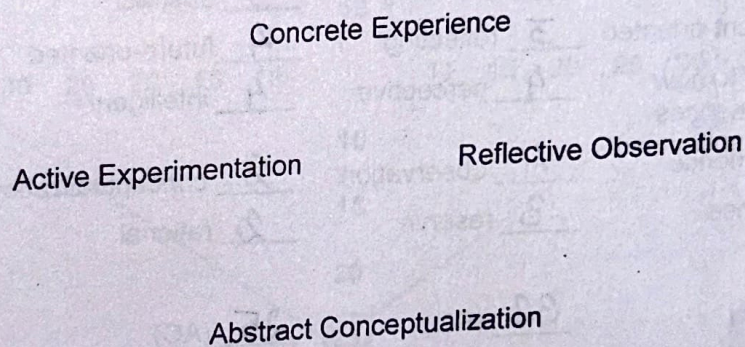
The Learning Style Inventory

An important aspect of communication is an understanding between the Student and the Field Instructor about learning styles. Most teachers adopt a style of teaching which matches their own learning style, but which may be different than that of the Student's. Many misunderstandings can be avoided if both the Student and Field Instructor take the time to complete the Learning Style Inventory. Not only can misunderstandings be avoided, but also through awareness of your own learning style an expansion of both learning and teaching styles may take place. This is important since one of the roles of the social worker is to educate, and our clients and colleagues will have a variety of learning styles that we need to understand.

The Learning Style Inventory is derived from an experiential theory and model of learning developed by Kolb (1984)* and based on the seminal contributions of John Dewey, Kurt Lewin & Jean Piaget. It is a practical self-assessment instrument that can help us assess our unique learning styles, and has the advantage of only taking 30-45 minutes to complete. It tells us our preferred approach to learning in everyday life.

The Model

In this experiential model, learning is viewed as a continually recurring problem solving process in the four-stage cycle depicted below. *Concrete Experiences* are followed by *Reflective Observations* that lead to the formulation of *Abstract Concepts and Generalizations* that lead to *Active Experimentation* to test the hypotheses that have been developed. This is an ongoing process, and may be entered anywhere in the cycle.



Our learning styles become second nature, and we are often unaware of how we approach problem solving. Our learning becomes a tacit way of knowing, largely influenced by our past experiences. The Learning Style Inventory is one tool the Student and the Field Instructor can use to make your learning styles explicit. As noted earlier, we often teach based on our preferred styles of learning.

* Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.

The Learning Style Inventory

Instructions: It will take 30-45 minutes to complete the Learning Style Inventory and develop your Learning Style Profiles. As you complete the Learning Style Inventory remember that there are no right or wrong answers. The Inventory gives you an idea of *how* you learn; it does not evaluate your learning ability.

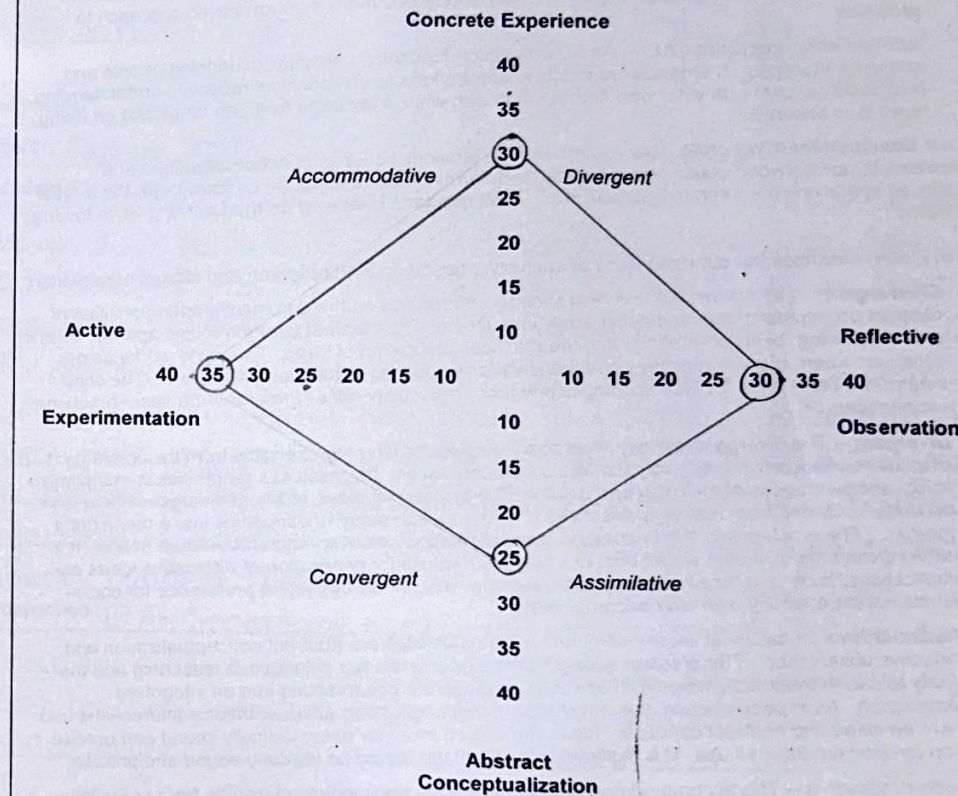
- Rank order each set of four words (going across) in the 10 items listed below. Assign a 4 to the word which *best* characterizes your learning style, a 3 to the next best, a 2 to the next, and a 1 to the *least* characteristic word. Assign a different number to each of the four words. *Do not make ties.*

- | | | | |
|-------------------------------------|----------------------|----------------------------|--------------------------|
| 1. <u>3</u> involved | <u>4</u> tentative | <u>2</u> discriminating | <u>2</u> practical |
| 2. <u>4</u> receptive | <u>3</u> impartial | <u>2</u> analytical | <u>3</u> relevant |
| 3. <u>2</u> feeling | <u>3</u> watching | <u>2</u> thinking | <u>4</u> doing |
| 4. <u>3</u> accepting | <u>2</u> aware | <u>2</u> evaluating | <u>4</u> risk-taker |
| 5. <u>2</u> intuitive | <u>2</u> questioning | <u>2</u> logical | <u>4</u> productive |
| 6. <u>4</u> concrete | <u>4</u> observing | <u>3</u> abstract | <u>4</u> active |
| 7. <u>3</u> present-oriented | <u>3</u> reflecting | <u>4</u> future-oriented | <u>2</u> practical |
| 8. <u>4</u> open to new experiences | <u>4</u> perceptive | <u>4</u> intelligent | <u>4</u> competent |
| 9. <u>4</u> experience | <u>4</u> observation | <u>2</u> conceptualization | <u>4</u> experimentation |
| 10. <u>2</u> intense | <u>3</u> reserve | <u>2</u> rational | <u>4</u> responsible |
- (for scoring only) 31 (CE) 32 (RO) 25 (AC) 36 (AE)

- Total the rank numbers you have given to the ten words in each of the four columns (add all of your scores going down). The sum of the first column gives you your score on **CE: Concrete Experience**; the second column gives you your score on **RO: Reflective Observation**; your score on the third column is for **AC: Abstract Conceptualization**; and the fourth column is your score on **AE: Active Experimentation**.
- Transfer each of your scores to the Learning Style Profile on the next page by placing a mark by the number you scores on each of the four dimensions. Connect these four marks with straight lines.

Learning style	Scores
Concrete Experience	31
Reflective Observation	32
Abstract Conceptualization	25
Active Experimentation	36

LEARNING STYLE PROFILE



Interpretation:

Your *individual scores* provide you with a measure of the relative emphasis you give to each of the four different learning modes. Kolb (1984) defines each mode as follows:

Concrete Experience (CE) -- A CE orientation focuses on being involved in experiences and dealing with immediate human situations in a personal way. It emphasizes feeling more than thinking; a concern with the uniqueness and complexity of present reality over theories and generalizations; and intuitive, "artistic" approach over a systematic, scientific approach to problems.

thinking.

- ③ Reflective observation (RO) - An RO orientation focuses on understanding the meaning of ideas and situations by carefully observing and describing them. It emphasizes reflection and understanding over action and practical application.
- ④ Abstract Conceptualization (AC) - An AC orientation focuses on using logic, ideas, and concepts. It emphasizes thinking rather than feeling, a concern with building general theories rather than intuitively understanding unique, specific areas.
- ⑤ Active Experimentation (AE) - An AE orientation focuses on actively influencing people and changing situations. It emphasizes practical applications as distinct from reflective understanding.
- ⑥ Kolb describes the characteristics of each style based on both research and clinical observation.
- ⑦ Convergent - The greatest strength of this approach lies in problem solving, decision-making, and the practical application of ideas. The style works best in situations where there is a single correct answer or solution to a question or problem.
- ⑧ Divergent - It emphasizes concrete experience and reflective observation. Its greatest strength lies in imaginative ability and awareness of meaning and values. The style suggests a preference for socio-emotional experiences over task accomplishment.
- ⑨ Assimilative - The greatest strength of this orientation lies in inductive reasoning and the ability to create theoretical models, in assimilating disparate observations into an integrated explanation.
- ⑩ Accommodative - The greatest strength of this orientation lies in doing things, in carrying out plans and tasks and getting involved in new experiences.

Although each of us may have a dominant learning style it is important to remember that a learning style describes how we learn, not how well we learn.

Observation Table:

SR. NO.	Hand Use	Time taken	Error
1	RH	1 min 59 sec	75
2	RH	2 min 26 sec	78
3	RH	1 min 44 sec	64
4	LH	1 min 5 sec	40
5	LH	1 min 3 sec	51
6	LH	1 min 5 sec	46

Date 08/04/19

Exp. No. 3

Aim: Bilateral transfer of learning from left to right hand and vice versa (Mirror drawing).

Material: Stop Watch, Pencil, stardigram printed page, Mirror drawing apparatus.

Experimenter: Mrs. Renu Pandey

Subject: Pushpa Jothi. J

Procedure 1) We have been given an apparatus to perform this experiment, it had a mirror, an iron plate to restrict us from directly looking in the star printed paper given to us and a clip to keep the paper in proper place and a stop watch to note down the time.

2) Then we used both of the hands thrice left hand side and Right hand side. Drawn the outline of the star by using the mirror with the help of pencil.

3) We noted the timing required to complete a single star.

4) After each observation, one minute break was taken and the number of errors were counted. The process was RH → RH →

Introspection: RH → LH → LH → LH.

Precautions:

- 1) After each experiment, a gap of 1 minute should be maintained.
- 2) Draw by looking at the image in the mirror.
- 3) Hand should not be raised while drawing.

Interpretation:

1) While starting with the experiment, a state of excitement

Educational Implications: was there.

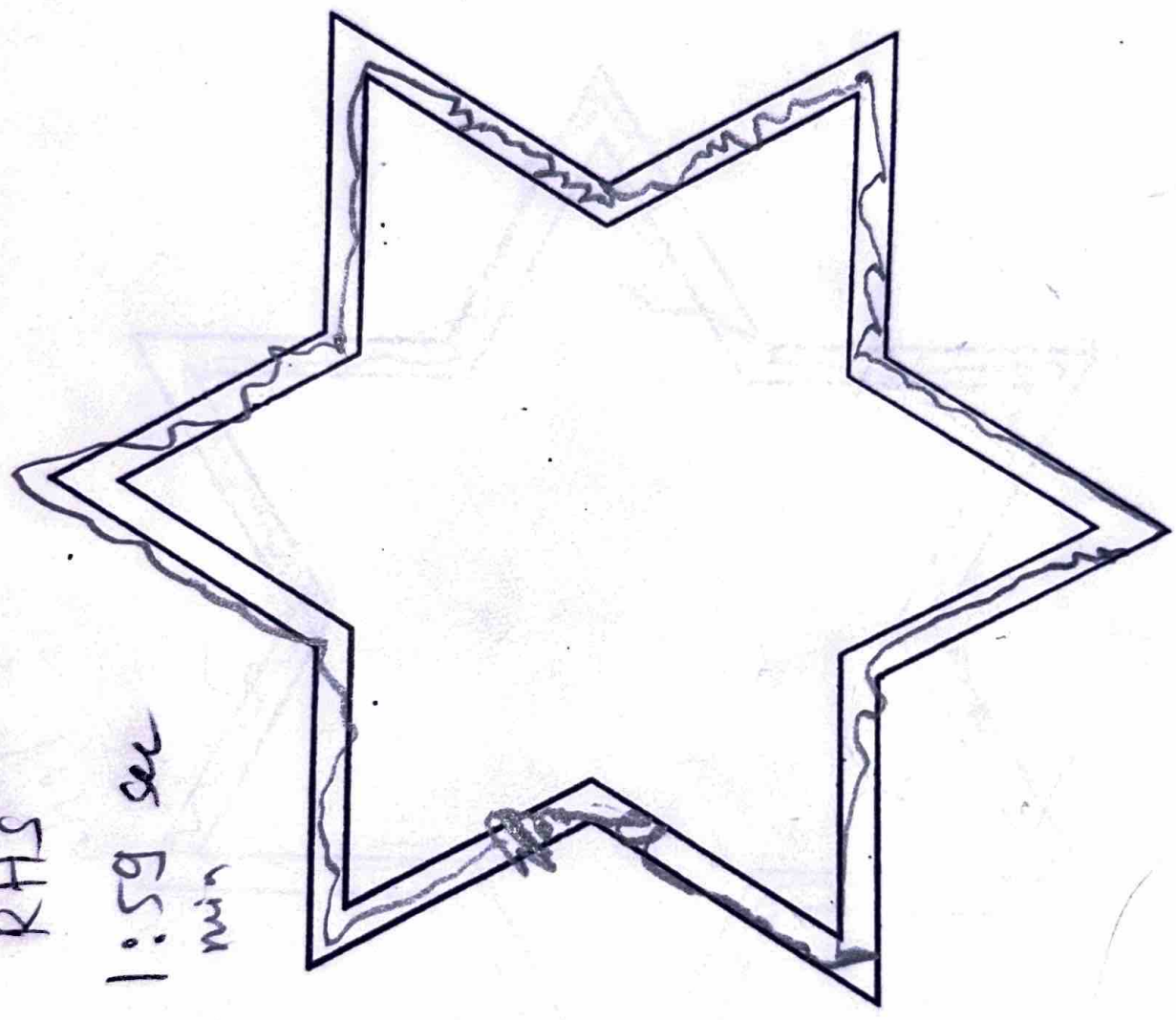
2) Slowly it developed into curiosity.

3) While drawing with right hand the time taken was more and the errors were more but while using left hand time consumed was less and errors also reduced.

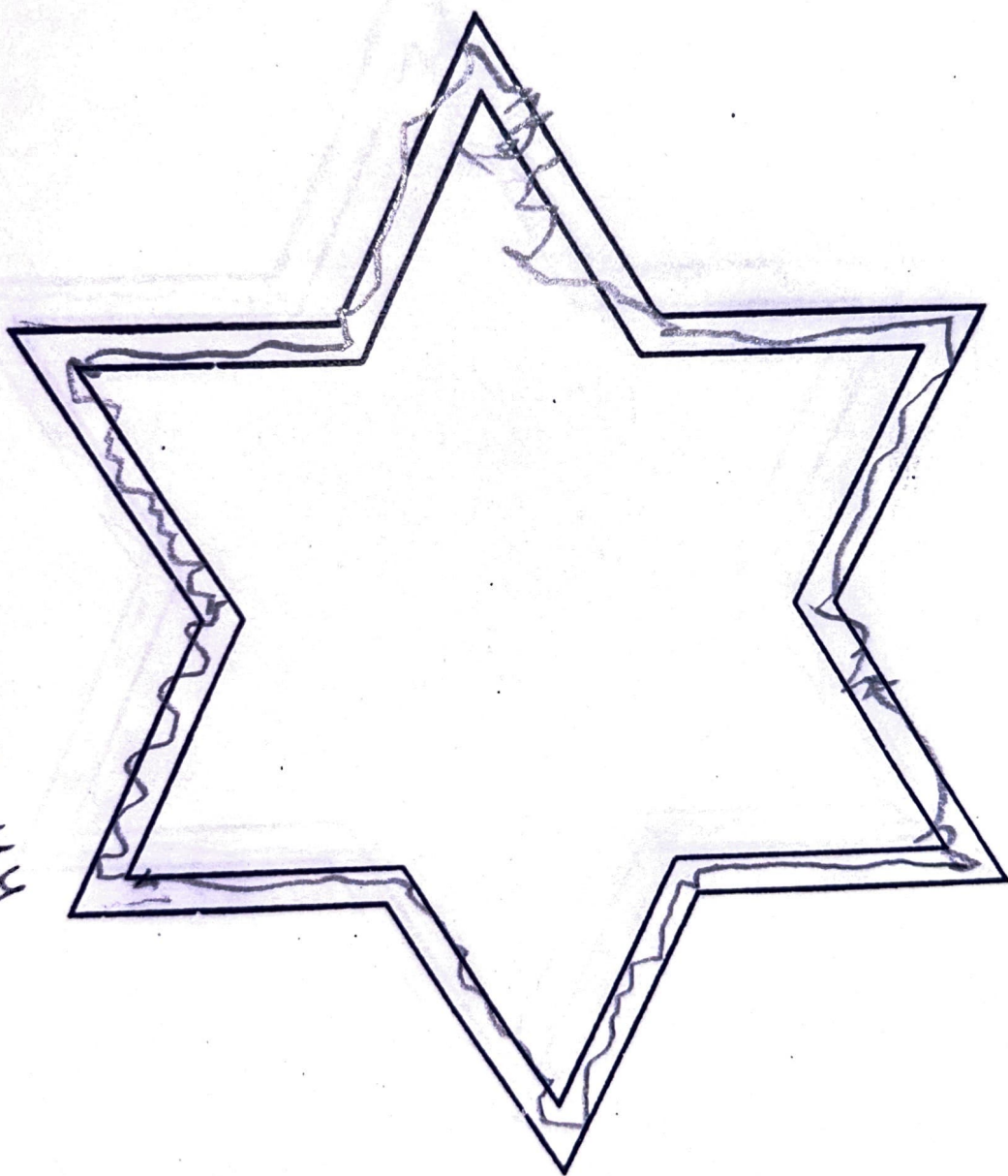
75

RHS

1:59 sec
min



✓



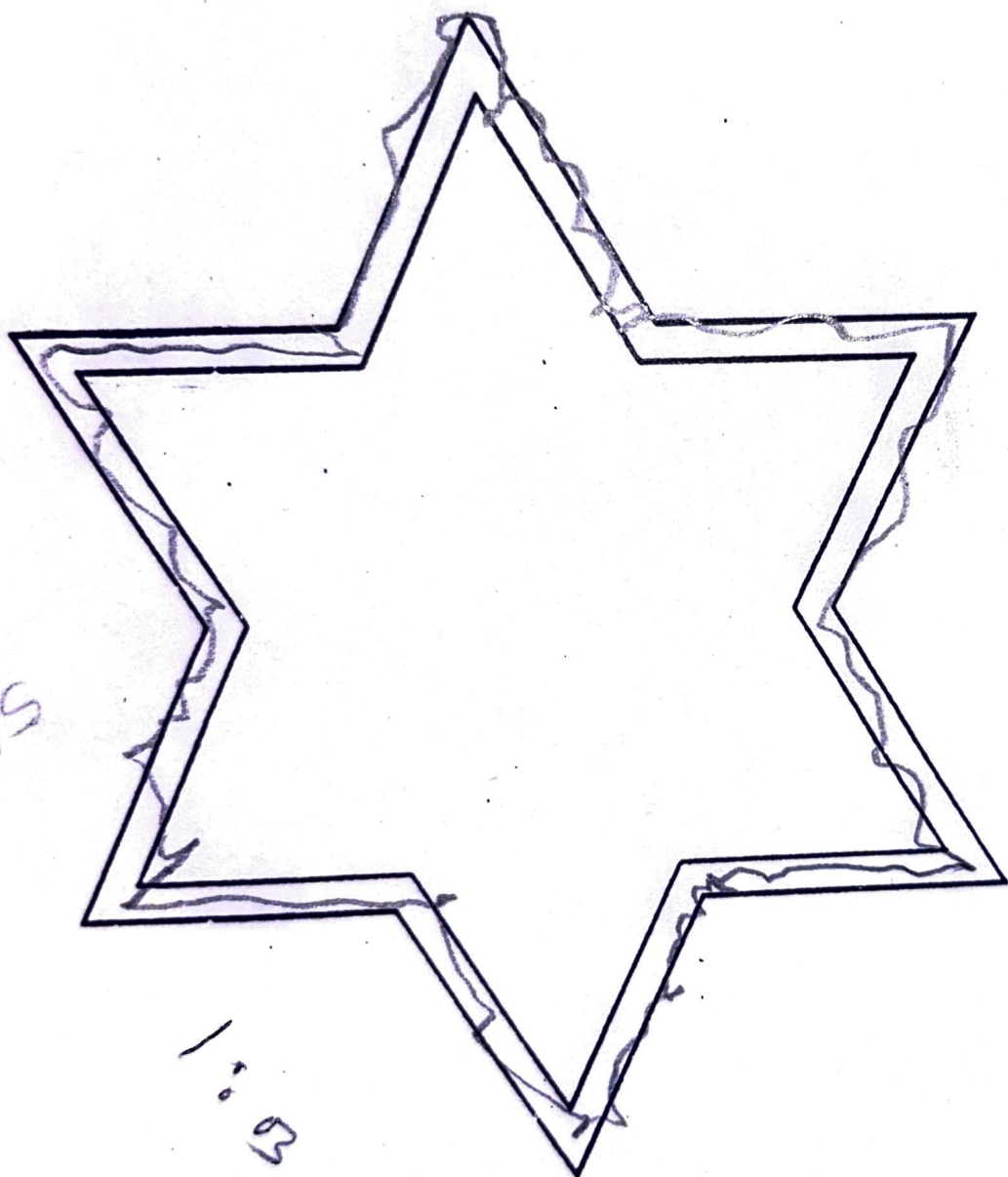
1044

RHS

64

3



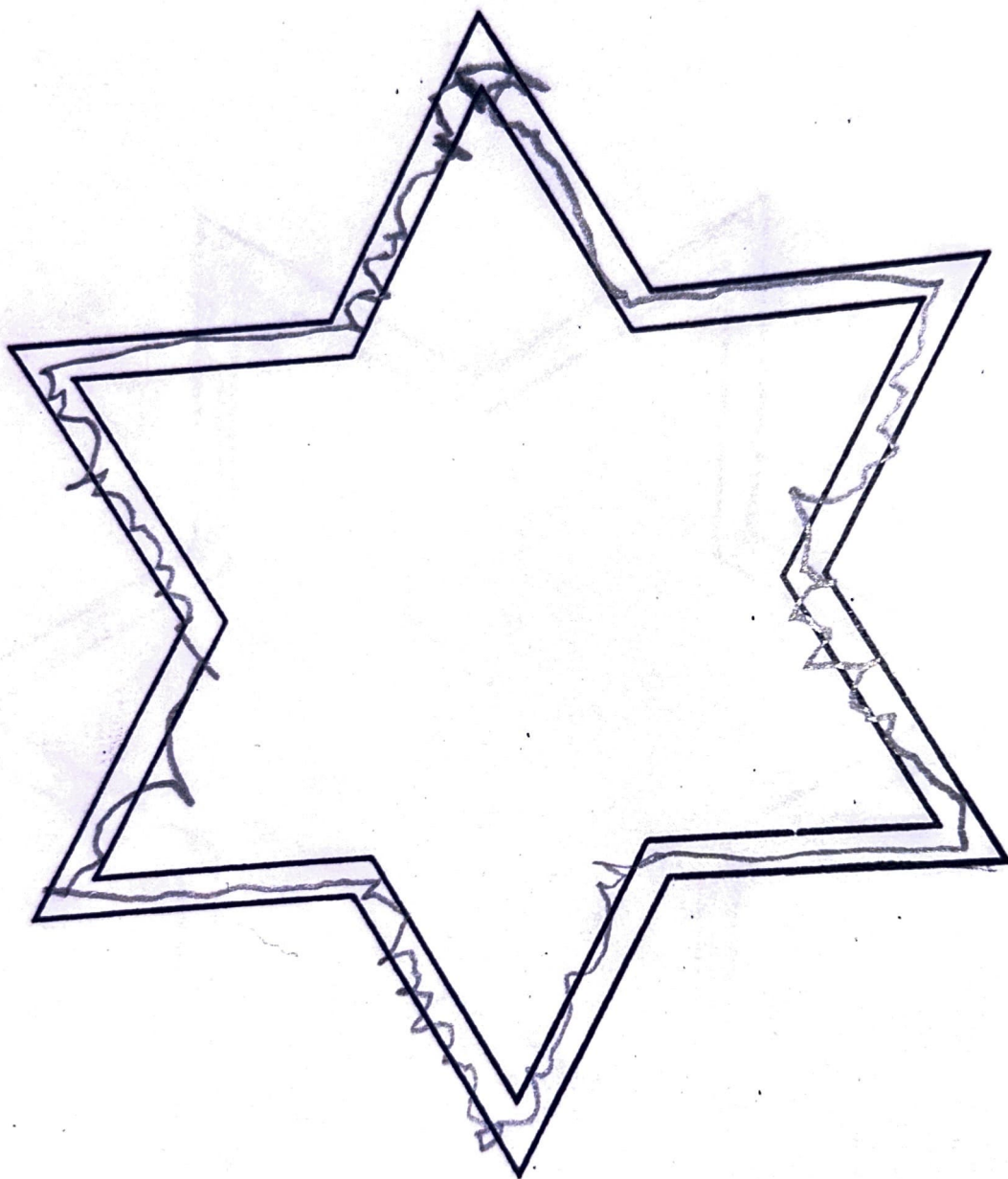


5

1. 3 1/2

5





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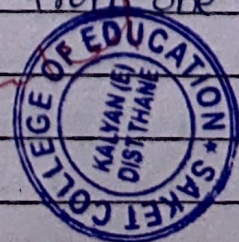
4) Implying bilateral transfer of learning from right to left and vice versa.

Educational Implication:

- 1) Learning is a key process in human behaviour. It is a process that results in a relatively consistent change in behaviour potential and is based on experience.
- 2) The main assumption behind all learning psychology is that the effects of the environment, conditioning, reinforcement etc.
- 3) Sensory Motor Learning: It includes learning a sensory motor skill. These are skills in which muscular movement is prominent but under sensory channel control.
- 4) Transfer Learning: Whenever one activity affects another following it either by facilitating it or interfering with it, there is set to be transfer.
 - a) Positive Transfer: The learner performs significantly better than he would without the benefit of past training.
 - b) Negative Transfer: The learner performs more poorly than he would perform without training.
 - c) Zero Transfer: It denotes the fact that performance in the new situation is neither aided nor hindered by the past training.
 - d) Bilateral Transfer: When cross education occurs from one body part to its symmetrical counterpart, we are speaking of bilateral transfer. The transfer may be from one skin area to another.

Smriti

H. C.



Saket Gyanpeeth's
SAKET COLLEGE OF EDUCATION
Kalyan

(Affiliated to University of Mumbai)

Class F.Y.B.Ed.



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Experimental Psychology Journal

FOR THE YEAR 2022. 2023

Name MANISHA RAMNAYAK YADAV

Add: 6110, SHIVSHAKTI NAGAR

Roll No: 89

Saket Gyanpeeth 'S

SAKET COLLEGE OF EDUCATION KALYAN

Class F.Y. B.Ed.

Student's Name Shri / Smt. / Kum. MANISHA RAMNAYAK YADAV.

No. 89

This is Certify that the Experiments written in the index have been performed by the Students satisfactorily.


Principal

I/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)

Date


Professor-in- charge
Expl. Psychology



PARTICULAR OF THE EXPERIMENT PERFORMED

S.No.	EXPERIMENT	DATE	PAGE
01	(Self Efficacy Scale)	17/03/2023	01
02	EXPERIMENT-02	06/03/2023	03
03	Thinking style	13/05/2023	05



Observation Table Score page No. 2

Sr. No	Statement No	Score obtained
1	1	4
2	2	5
3	3	5
4	4	4
5	5	5
6	6	4
7	7	5
Total		32

MANISHA RAMNAYAK YADAV.

Observation table score page No. 3

Sr. No	Statement No	Score obtained
8	8	5
9	9	4
10	10	5
11	11	5
12	12	4
13	13	4
14	14	5
Total		32

MANISHA RAMNAYAK YADAV.

Date 17/03/2023

Exp. No. ① SES (Self Efficacy Scale)

Aim: ① To study the self efficacy of the education.
② To study the self confidence efficacy.

Material: Expectation of the student Consumable books efficacy scale, manual, Pen, Pencil etc.

Experimenter: Dr. Arjun Kumar. Chaya ma'am

Subject: Manisha Ramnaya. Yadav.

Procedure ① Read the Statement one by one.

② Each statement has five option likely Strongly agree, Agree Not neutral, disagree Strongly disagree.

③ Choose any one option from five.

④ Give the weight 5, 4, 3, 2, 1 ⑤ for statement 4, 10, 17, 18, it is 2, 3, 4, 5.

⑥ Add the Score and write on first page.

⑦ After adding all the marks on the all page. Write it on 1st Page. ⑧ Then we have to check our self efficacy level.

Introspection: ① A strong sense of efficacy enhance human accomplishment and personal well being in many way.

② Who passes high level of Self efficacy are not intimidated and challenged by complex assignment and project.

③ How self efficacy belief shy away from difficult task which they views as personal threats.

Educational Implications: ① people tend to avoid engaging in task where efficacy is low and generally undertake where there efficacy is high.

② Accurate Self efficacy is important the

Observation table Score page No 4.

Sr.No	Statement No	Score obtained
15	15	5
16	16	4
17	17	5
18	18	4
19	19	4
20	20	5
Total		27

MANISHA RAMNAYAK YADAV

Raw Score				Interpretation.
Page No	2	3	4	This psychological experiment is useful for each our future to improve ourself.
Score	32	32	27	
Total Score	91			

MANISHA RAMNAYAK YADAV

Continued

Exp. No.

Date

Consequence, are over size for high efficacy is low skill.

③ The efficacy judgement slightly exceed what one can do any given time.

④ It is the belief at personal capability to perform specific action.



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Dr. Arun Kumar Singh (Patna)
Dr. Shruti Narain (Patna)

Consumable Booklet
of
SES-SANS
(Hindi Version)

कृपया निम्न सूचनाएँ भरिए—

नाम MANISHA RAMNAYAK
YADAV.

दिनांक 17/03/2023

आयु लिंग

स्कूल/कालेज का नाम SAKET COLLEGE OF EDUCATION

कक्षा F.Y. B.ED वर्तमान आवास : शहर/गाँव KALYAN

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(घ) रु. 10,000 से 19,000 ☐ (ङ) रु. 10,000 से नीचे ☐

पिता की शिक्षा : मैट्रिक / इंटर / स्नातक / स्नातकोत्तर / स्नातकोत्तर से ऊपर B. Com

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निर्देश (Instructions)

आगे कुछ ऐसे कथन (Statements) दिए गए हैं जो किसी व्यक्ति के जीवन के विभिन्न पहलुओं जैसे उसके आत्म-विश्वास, आत्म-सम्मान, प्रतिज्ञा (promise) आदि से संबंधित हैं। प्रत्येक कथन का पाँच उत्तर विकल्प (options) अर्थात् 'पूर्णतः सहमत', 'सहमत', 'तटस्थ', 'असहमत' एवं 'पूर्णतः असहमत' दिए गए हैं। आप प्रत्येक कथन को ध्यानपूर्वक पढ़ें और दिए गए पाँच विकल्पों में से किसी एक वैसे विकल्प पर सही ☒ का चिन्ह लगाए जो आपके संदर्भ में सबसे उचित एवं सार्थक हो। इस कार्य के लिए कोई समय सीमा नहीं है, परंतु आपसे उम्मीद की जाती है कि लगभग दस मिनट में आप इस कार्य को पूरा करेंगे। आपके उत्तर सदैव गोपनीय रखे जाएंगे।

फलान्कन तालिका

	Raw Score			Interpretation
Page	2	3	4	
Score	32	32	27	This psychological experiment is useful for each. our future & improve ourself
Total Score	91			

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क्रमांक	कथन	पूर्णतः सहमत	सहमत	तटस्थ	असहमत	पूर्णतः असहमत	प्राप्तांक
---------	-----	--------------	------	-------	-------	---------------	------------

- मुझे अपनी योग्यता पर विश्वास है कि साधारण प्रयत्न से मैं कठिन समस्याओं का समाधान आसानी से कर सकता/सकती हूँ। ☐ ☒ ☐ ☐ ☐ ☐ (4)
- मुझे विश्वास है कि मैं अपने लिए जो भी लक्ष्य तय करूँ उसे निश्चय ही प्राप्त कर सकता/सकती हूँ। ☒ ☐ ☐ ☐ ☐ ☐ (6)
- मुझे अपनी क्षमताओं पर इतना भरोसा है कि मैं किसी भी कार्य को समय पर पूरा कर सकता/सकती हूँ। ☐ ☐ ☐ ☐ ☐ ☐ (5)
- मुझे लगता है कि मैं कड़ी मेहनत भी करूँ तो मुझे सफलता प्राप्त नहीं होगी। ☐ ☒ ☐ ☐ ☐ ☐ (4)
- मुझे विश्वास है कि कठिन परिस्थितियों में भी मैं अपना नियंत्रण रख सकता/सकती हूँ। ☐ ☐ ☐ ☐ ☐ ☐ (5)
- मैं किसी भी परिस्थिति में जो चाहूँ वह प्राप्त कर सकता/सकती हूँ। ☐ ☐ ☐ ☐ ☐ ☐ (4)
- किसी भी कार्य को पूरा करने के लिए मुझमें पूरा आत्मबल है। ☐ ☐ ☐ ☐ ☐ ☐ (5)

कुल प्राप्तांक पृष्ठ 2 = 32

क्रमांक	कथन	पूर्णतः सहमत	सहमत	तटस्थ	असहमत	पूर्णतः असहमत	प्राप्तांक
---------	-----	--------------	------	-------	-------	---------------	------------

- अपनी मेहनत से मैं कुछ भी प्राप्त कर सकता/सकती हूँ। ☐ ☐ ☒ ☐ ☐ ☐ ☐ (5)
- मेरी अब तक की उपलब्धियों का राज मेरी अपनी क्षमता एवं सामर्थ्यता है। ☐ ☒ ☐ ☐ ☐ ☐ (4)
- मेरे लिए किसी लक्ष्य की प्राप्ति सामान्यतः संभव नहीं होती है। ☒ ☐ ☐ ☐ ☐ ☐ (5)
- मैं विषम (difficult) परिस्थिति में भी अपना संतुलन बनाए रखता/रखती हूँ। ☒ ☐ ☐ ☐ ☐ ☐ (5)
- कठिन परिस्थितियों का सामना मैं बिना किसी सहायता के नहीं कर सकता/सकती हूँ। ☐ ☒ ☐ ☐ ☐ ☐ (4)
- मैं कठिन से कठिन परिस्थिति में उससे ठीक ढंग से निपटने की युक्ति (strategy) निकाल लेता/लेती हूँ। ☐ ☒ ☐ ☐ ☐ ☐ (4)
- मैं अपने निर्धारित लक्ष्य पर पहुँचने के लिए हर तरह का संभव प्रयास करता/करती हूँ। ☒ ☐ ☐ ☐ ☐ ☐ (5)

कुल प्राप्तांक पृष्ठ 3 = 32

क्रमांक	कथन	पूर्णतः सहमत	सहमत	तटस्थ	असहमत	पूर्णतः असहमत	प्राप्तांक
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15. यदि कोई मुझसे लड़ने-झगड़ने का प्रयास करे तो भी मैं शांत रह सकता/सकती हूँ।

☒ ☐ ☐ ☐ ☐ (5)

16. यदि मैं किसी कार्य में फँस जाऊँ तो थोड़े प्रयत्न से समाधान ढूँढ़ सकता/सकती हूँ।

☐ ☒ ☐ ☐ ☐ (4)

17. यदि मैं उत्तम ढंग से प्रयत्न करूँ तो निश्चित रूप से सफलता मेरे कदमों पर होगी।

☒ ☐ ☐ ☐ ☐ (5)

18. यदि मैं ध्यानपूर्वक भी लक्ष्य पर केन्द्रित करूँ फिर भी असफल हो जाऊँगा/जाऊँगी।

☐ ☒ ☐ ☐ ☐ (4)

19. यदि मैं ठान लूँ तो सफलता जरूर प्राप्त कर पाऊँगा/पाऊँगी।

☐ ☒ ☐ ☐ ☐ (4)

20. यदि मैं किसी भी कार्य को सुनियोजित ढंग से करूँ तो जल्द ही परिणाम पर पहुँच जाता/जाती हूँ।

☐ ☐ ☐ ☐ ☐ (5)

कुल प्राप्तांक पृष्ठ 4 = 27

Observation table Score page No 4.

Sr.No	Statement No	Score obtained
15	15	5
16	16	4
17	17	5
18	18	4
19	19	4
20	20	5
Total		27

MANISHA RAMNAYAK YADAV

Raw score	Interpretation.		
Page.No	2	3	4
Score	32	32	27
Total Score	91		

MANISHA RAMNAYAK YADAV.

Continued

Exp. No.

Date _____

Consequence, are over size for high efficacy is low skill.

③ The efficacy judgement slightly exceed what one can do any given time.

④ It is the belief at personal capability to perform specific action.

(2)

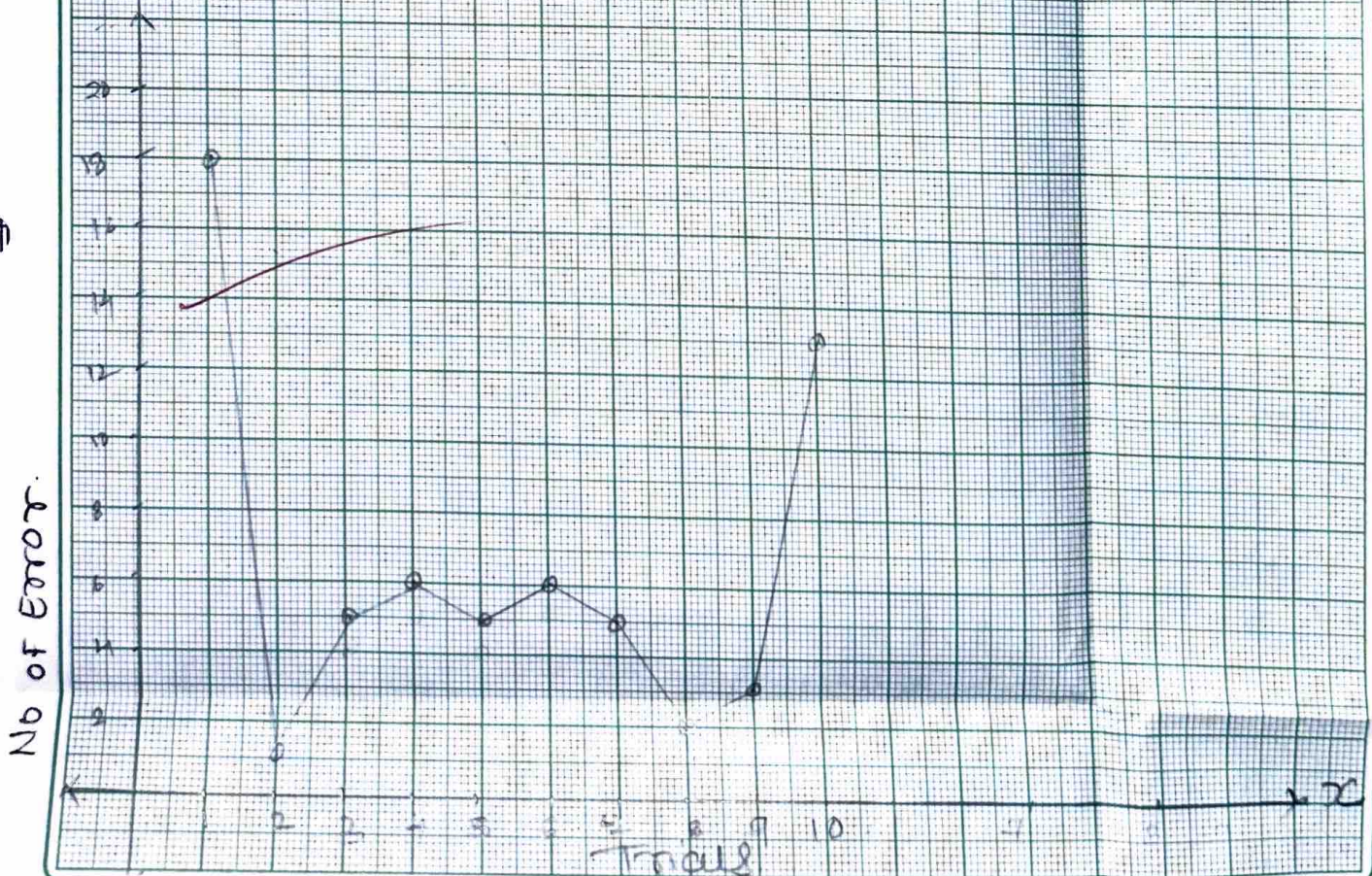
Transfer of Learning (Graph Trial vs Error)

SCALE :-

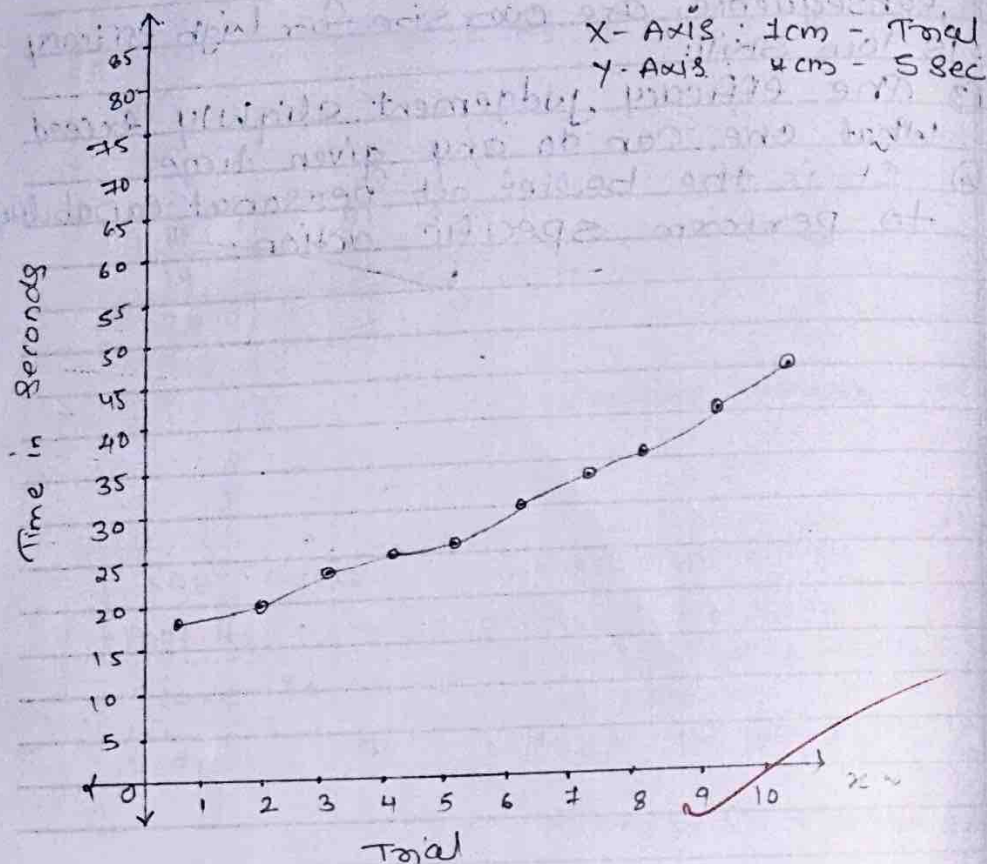
X Axis \rightarrow 1 cm \rightarrow 1 (Trial)
Y Axis \rightarrow 1 cm \rightarrow 2 second

Conclusion \rightarrow The graph of Trial vs error show positive improvement.

Here Transfer of Learning from right hand to left hand has taken place



Transfer of learning (Graph Trial vs time)



Date 6/05/2023

Exp. No. Semester 2 Exp. No: 02

Aim: (i) To study the process of learning by the trial and error method and (ii) discover the amount of transfer in a novel situation from one hand to another.

Material: Mirror, drawing board with screen copy, another of star pattern with double line tracing paper, drawing pins, Stop watch

Experimenter: I

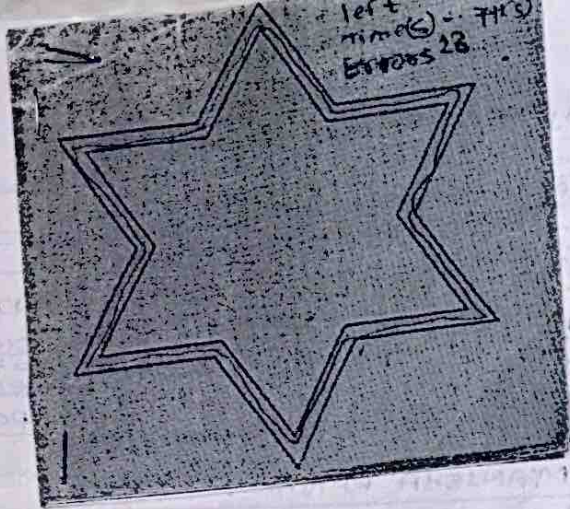
Subject: MANISHA RAMNAYAK YADAV

Procedure (i) Place the star pattern in such a way that the star can be seen only through the mirror. Direct vision of the star-patterns is not allowed. Cover the pattern with a sheet of tracing paper. (ii) Should begin tracing the figure from the chosen mark. trace the figure in a clockwise direction as seen in the mirror. Be careful to see that your tracing is better than the two lines crossing of the lines is to be counted as an error as an error. (iii) In the first trial ask S. to trace the pattern with his left hand. Next ask him to trace the pattern with his right hand for eight trials. In the tenth trial ask him to trace the pattern again with the left hand. Note the time and errors in each trial.

Introspection: Take one more tracing with the right hand with direct vision of pattern.

(i) While performing on Expt. it was very difficult to draw star pattern by seeing in the mirror (ii) It was very hard to draw by left hand than the right hand first I took more time for both right's & left hand & errors are also more (iii) As we practised more then I took less time & less errors as compare to first for both right & left hand.

Educational Implications: (i) We have seen that transfer takes place because of similarity of content, technique and method or because of generalisation of a student's fails to detect the similarity in two situations transfer will not take place. Remember that transfer of learning does not



	Left	Right hand								Left
	A	1	2	3	4	5	6	7	8	B
TRIAL	1	2	3	4	5	6	7	8	9	10
Time (s)	71(s)	26	33	29	32	25	23	28	50	58
Error	26	23	22	20	14	16	7	13	15	20

Conclusion: In first trial, I required more time & errors are also more by left hand. At last time required is less and errors are also less. That means learning is transferred from left to right hand.

Continued

Exp. No.

Date

04.

hence place automatically, we have to teach with transfer in mind. (2) Teachers many times teach specific facts without getting meaningful generalization. In the teaching of geometry, students are generally taught bisecting a single angle in a particular position, many of them fail to bisect the angles of a triangle simply because they are acquainted with the bisection of an angle in one particular position. Teachers should provide varied experiences, problems in algebra should not be worked out only with unknowns x and y but with other unknowns also such as m, n, d, b, p, r, and soon. (3) make the learning experiences as much as possible similar to life-like situations. If democratic way of life is accepted by the Society it should be practised in the school through various activities. Such as election of students Council. (4) Sometimes opportunities for transfer are lost because teachers do not allow students to look for relationship and to see how material which is being learned can be of use in future. In studies of the transfer value of foreign languages it has been found that the greatest effect on English words and their Latin, French or Spanish roots are shown as a planned part of the teaching procedure. (5) Bad habits of work may transfer from one situation to another and may have a detrimental effect on learning. Students develop faulty habits of study in the early years of schooling, which they carry over at a latter stage even when they join in a college. Teachers should therefore pay attention to the development of proper method of study & habits of work. (6) It is now well established that greater transfer from subject matter can be achieved by changing the methods of teaching. If the subject matter is taught in isolation from the problems of daily life, the utility of the knowledge gained is extremely limited.

Observation:

Statement	Column A	Column B	Statement	Column A	Column B
1	✓		11	✓	
2		✓	12		✓
3		✓	13		✓
4		✓	14		✓
5		✓	15		✓
6	✓		16	✓	
7	✓		17	✓	
8	✓		18	✓	
9	✓		19	✓	
10	✓		20	✓	

Inference:

Column A = 12

Column B = 9

more words lighted words in column A so the Subject is more of a left brain thinker. so Subject was suggested to because more creative and practice right brain thinking by brain training method. creating visual image of information. don't class while doing project are used give names.

05.

Date 13/05/23

Exp. No. 03 Thinking Style

Aim: To check personal thinking style of Subject

Material: 15 sets of words. each set of words has four words. Pen, pencil, stopwatch.

Experimenter: CHAYYA MADAM.

Subject: MANISHA RAMNAYAK VADAV

Procedure Subject was give 15 sets of words and to had to choose two words within each set which best describes. After making circles the Subject had to add totals for column I, II, III and IV. multiplied by the total of each column by 4. The box with the highest numbers describes now the most often process information or the thinking style.

Introspection: 1) Experiment was interesting

2) statements were related to day to day life. free 3) Subject replied to all questions in a very normal way.

4) Subject needed to think before replying

5) Subject did not felt any difficulty at the time of experiment.

Educational Implications: 1) Teachers should be aware about different thinking styles.

2) no thinking style is superior than another. they are timely different from each other.

Thinking style questionnaire

Complete the questionnaire below to find out about your thinking style.

Part 1

Read each statement below. Choose and highlight the word (or words) in either Column A or Column B that is most like you.

Statement	Column A	Column B
When I listen to a song, I pay most attention to the...	<input checked="" type="checkbox"/> words	<input type="checkbox"/> music
I act on my hunches...	<input type="checkbox"/> seldom	<input checked="" type="checkbox"/> often
I am best at...	<input type="checkbox"/> word games	<input checked="" type="checkbox"/> physical games
After a movie I'm most likely to remember...	<input type="checkbox"/> individual scenes	<input checked="" type="checkbox"/> the plot
I like to have my job...	<input type="checkbox"/> carefully planned	<input checked="" type="checkbox"/> flexible
My closets and shelves are...	<input type="checkbox"/> well organised	<input checked="" type="checkbox"/> cluttered
I would rather get directions...	<input checked="" type="checkbox"/> out loud	<input type="checkbox"/> from a map
When putting together something new I...	<input checked="" type="checkbox"/> read directions	<input type="checkbox"/> figure it out
I enjoy activities most that are...	<input checked="" type="checkbox"/> mental	<input type="checkbox"/> physical
I dream...	<input checked="" type="checkbox"/> seldom	<input type="checkbox"/> often
I like to work on projects...	<input type="checkbox"/> one by one	<input type="checkbox"/> several at a time
I am better at...	<input type="checkbox"/> spelling	<input checked="" type="checkbox"/> art
I daydream...	<input type="checkbox"/> seldom	<input checked="" type="checkbox"/> often
I try new things...	<input type="checkbox"/> seldom	<input checked="" type="checkbox"/> often
I prefer to learn by...	<input type="checkbox"/> listening	<input checked="" type="checkbox"/> doing
I would rather...	<input checked="" type="checkbox"/> explain directions	<input type="checkbox"/> draw a map
Maths is something I...	<input checked="" type="checkbox"/> enjoy	<input type="checkbox"/> dislike
I pay most attention to...	<input checked="" type="checkbox"/> what people say	<input type="checkbox"/> how it is said
My sense of direction is...	<input checked="" type="checkbox"/> poor	<input type="checkbox"/> good
I lose track of time...	<input checked="" type="checkbox"/> seldom	<input type="checkbox"/> often
Total		09

3] Each thinking style is effective in its own way. Lecture by testing thinking style of students. Can guide students about which style.

4] Teacher should explain students that once you know your own style, you can analyse others.

5] With the help of this test teachers can understand each and every student very well.

6] This test also helps students to understand each other to accept others' views to know other style of thinking.

7] Teachers can make more flexible herself as well as students.

8] When we know others' thinking style we can pick up tips from each other's to become more effective.

9] Though these tests teachers can understand which type of environment should be maintained and which type of teaching method should be adopted.

10] Teachers should keep his material in organized sequential way so that students will follow teachers' behaviours.

11] The every individual part of brain is left or right dominant. Only taking test teachers can identify which first dominates. In left brain there is logical thinking and more study subjects like maths, science, history, language. In right brain there is emotion and less study subjects like geography and geometry. Lecturers should try to keep balance between left and right brain.



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

Class F.Y.B.ed



Experimental Psychology Journal
FOR THE YEAR 20²¹ - 20²²

Name : CHARULATA JANBA MUSALE.

Add : _____

Roll No.: 29

Seen

Saket Gyanpeeth's
SAKET COLLEGE OF EDUCATION
Kalyan

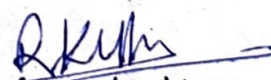
Class F.Y.B.Ed

Student's Name Shri / Smt. /Kum. CHARULATA JANBA MUSALE.

_____ No. _____

This is to Certify that the Experiments written in the index have been performed by the Students satisfactorily.


Principal


Professor-in-charge
Expl. Psychology

I/C Principal
Saket College of Education
Saket Vidyanagari Marg
Chinchpada Road, Kalyan (E), 421 306.
Dist. Thane (M S)



PARTICULARS OF THE EXPERIMENTS PERFORMED

S.No.	EXPERIMENT	DATE	PAGE
1	SES (Self efficacy scale)	12/05/22	
2	Transfer of Learning	27/8/22	
3	Learning style of Kolb's learning	12/10/22	



Date 12/05/2022

Exp. No. 1 - SES (Self efficacy scale)

Aim: To study the self efficacy of the student.

Material: Expectation of the student, consumable book of self efficacy, scale, pen.

Experimenter: Dr. Taiseen Shaikh mam

Subject: Charulata Janba Musale

Procedure :- 1) Read the statement one by one.

2) Each statement has 5 options likely : Strongly agree, Neutral disagree, strongly disagree, agree.

3) Choose any one option from file.

4) Give the weight 5,4,3,2,1.

5) For statement 4,10,17,18 it is 1,2,3,4,5.

6) Add the score and write it on first page.

7) After adding all the marks write it on first page.

8) Then we have to check our self efficacy scale.

Introspection: 1) A strong sense of a efficacy enhances human accomplishment & personal well being in many ways.

2) Who passes high levels of self efficacy are not Intimated and challenged by complex assignments and projects.

3) How self efficacy believe shy way from difficult task which they views as personal threats.

Educational Implications: 1) People tend to avoid engaging in task where their efficacy is low and generally undertake where their efficacy is high

2) Accurate self efficacy is important the consequences

OBSERVATION TABLE

Score of PAGE No. 2

SR.NO.	Statement NO.	Score obtained
1	1	4
2	2	4
3	3	4
4	4	5
5	5	5
6	6	4
7	7	5

Total

31

Score of PAGE No. 3

SR No.	Statement No.	Score obtained
1	8	5
2	9	4
3	10	4
4	11	5
5	12	4
6	13	4
7	14	5

Total

31



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Dr. Arun Kumar Singh (Patna)
Dr. Shruti Narain (Patna)

Consumable Booklet
of

SES-SANS

(Hindi Version)

कृपया निम्न सूचनाएँ भरिए—

दिनांक 1 2 0 5 2 0 2 2

नाम CHARULATA JAHBA MUSALE आयु 34 लिंग FEMALE

स्कूल/कालेज का नाम SAKET COLLEGE OF EDUCATION B.Ed.

कक्षा F.Y.B.Ed वर्तमान आवास : शहर/गाँव KALYAN

माता-पिता का मासिक आय :

(क) रु. 50,000 से अधिक ☐ (ख) रु. 30,000 से 49,000 तक ☐ (ग) रु. 20,000 से 29,000 ☒

(घ) रु. 10,000 से 19,000 ☐ (ड.) रु. 10,000 से नीचे ☐

पिता की शिक्षा : मैट्रिक / इंटर / स्नातक / स्नातकोत्तर / स्नातकोत्तर से ऊपर स्नातक

माता की शिक्षा : मैट्रिक / इंटर / स्नातक / स्नातकोत्तर / स्नातकोत्तर से ऊपर मैट्रिक

निर्देश (Instructions)

आगे कुछ ऐसे कथन (Statements) दिए गए हैं जो किसी व्यक्ति के जीवन के विभिन्न पहलुओं जैसे उसके आत्म-विश्वास, आत्म-सम्मान, प्रतिज्ञा (promise) आदि से संबंधित हैं। प्रत्येक कथन का पाँच उत्तर विकल्प (options) अर्थात् 'पूर्णतः सहमत', 'सहमत', 'तटस्थ', 'असहमत' एवं 'पूर्णतः असहमत' दिए गए हैं। आप प्रत्येक कथन को ध्यानपूर्वक पढ़ें और दिए गए पाँच विकल्पों में से किसी एक वैसे विकल्प पर सही ☒ का चिन्ह लगाएँ जो आपके संदर्भ में सबसे उचित एवं सार्थक हो। इस कार्य के लिए कोई समय सीमा नहीं है, परंतु आपसे उम्मीद की जाती है कि लगभग दस मिनट में आप इस कार्य को पूरा करेंगे। आपके उत्तर सदैव गोपनीय रखे जाएँगे।

फलांकन तालिका

Page	Raw Score			Interpretation
	2	3	4	
Score	31	31	28	
Total Score	30			

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क्रमांक	कथन	पूर्णतः सहमत	सहमत	तटस्थ	असहमत	पूर्णतः असहमत	प्राप्तांक
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- मुझे अपनी योग्यता पर विश्वास है कि साधारण प्रयत्न से मैं कठिन समस्याओं का समाधान आसानी से कर सकता/सकती हूँ। ☐ 4 ☐ ☐ ☐ 4
- मुझे विश्वास है कि मैं अपने लिए जो भी लक्ष्य तय करूँ उसे निश्चय ही प्राप्त कर सकता/सकती हूँ। ☐ 4 ☐ ☐ ☐ 4
- मुझे अपनी क्षमताओं पर इतना भरोसा है कि मैं किसी भी कार्य को समय पर पूरा कर सकता/सकती हूँ। ☐ 4 ☐ ☐ ☐ 4
- मुझे लगता है कि मैं कड़ी मेहनत भी करूँ तो मुझे सफलता प्राप्त नहीं होगी। ☐ ☐ ☐ ☐ 5 • 5
- मुझे विश्वास है कि कठिन परिस्थितियों में भी मैं अपना नियंत्रण रख सकता/सकती हूँ। ☐ 5 ☐ ☐ ☐ ☐ 5
- मैं किसी भी परिस्थिति में जो चाहूँ वह प्राप्त कर सकता/सकती हूँ। ☐ 4 ☐ ☐ ☐ 4
- किसी भी कार्य को पूरा करने के लिए मुझमें पूरा आत्मबल है। ☐ 5 ☐ ☐ ☐ ☐ 5

कुल प्राप्तांक पृष्ठ 2 = 31

क्रमांक	कथन	पूर्णतः सहमत	सहमत	तटस्थ	असहमत	पूर्णतः असहमत	प्राप्तांक
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- अपनी मेहनत से मैं कुछ भी प्राप्त कर सकता/सकती हूँ। ☐ 5 ☐ ☐ ☐ ☐ 5
- मेरी अब तक की उपलब्धियों का राज मेरी अपनी क्षमता एवं सामर्थ्यता है। ☐ 4 ☐ ☐ ☐ 4
- मेरे लिए किसी लक्ष्य की प्राप्ति सामान्यतः संभव नहीं होती है। ☐ ☐ ☐ 4 ☐ • 4
- मैं विषम (difficult) परिस्थिति में भी अपना संतुलन बनाए रखता/रखती हूँ। ☐ 5 ☐ ☐ ☐ ☐ 5
- कठिन परिस्थितियों का सामना मैं बिना किसी सहायता के नहीं कर सकता/सकती हूँ। ☐ ☐ ☐ 4 ☐ • 4
- मैं कठिन से कठिन परिस्थिति में उससे ठीक ढंग से निपटने की युक्ति (strategy) निकाल लेता/लेती हूँ। ☐ 4 ☐ ☐ ☐ 4
- मैं अपने निर्धारित लक्ष्य पर पहुँचने के लिए हर तरह का संभव प्रयास करता/करती हूँ। ☐ 5 ☐ ☐ ☐ ☐ 5

कुल प्राप्तांक पृष्ठ 3 = 31

कथन	पूर्णतः सहमत	सहमत	तटस्थ	असहमत	पूर्णतः असहमत	प्राप्तांक
-----	--------------	------	-------	-------	---------------	------------

15. यदि कोई मुझसे लड़ने-झगड़ने का प्रयास करे तो भी मैं शांत रह सकता/सकती हूँ।

☒ 5 ☐ ☐ ☐ ☐ ☐ 5

16. यदि मैं किसी कार्य में फँस जाऊँ तो थोड़े प्रयत्न से समाधान ढूँढ़ सकता/सकती हूँ।

☐ 4 ☐ ☐ ☐ ☐ 4

17. यदि मैं उत्तम ढंग से प्रयत्न करूँ तो निश्चित रूप से सफलता मेरे कदमों पर होगी।

☒ 5 ☐ ☐ ☐ ☐ 5

18. यदि मैं ध्यानपूर्वक भी लक्ष्य पर केन्द्रित करूँ फिर भी असफल हो जाऊँगा/जाऊँगी।

☐ ☐ ☐ ☐ ☒ 5

19. यदि मैं ठान लूँ तो सफलता जरूर प्राप्त कर पाऊँगा/पाऊँगी।

☒ 5 ☐ ☐ ☐ ☐ 5

20. यदि मैं किसी भी कार्य को सुनियोजित ढंग से करूँ तो जल्द ही परिणाम पर पहुँच जाता/जाती हूँ।

☐ 4 ☐ ☐ ☐ ☐ 4

कुल प्राप्तांक पृष्ठ 4 = 28

continued

Exp. No. 1

Date 12/05/22

are overwise for high efficacy as low skill.

1) The efficacy judgement slightly exceeds what one can do at any given time.

2) It is the believe of personal capability to perform specific actions.

SCORE OF PAGE NO. 4

SR. NO.	Statement No.	Score obtained
1	15	5
2	16	4
3	17	5
4	18	5
5	19	5
6	20	4
Total		28

Raw Score				Interpretation
Page	2	3	4	
Score	31	31	28	
Total	90			

* Observation table

	A	1	2	3	4	5	6	7	8	B
Trial	L-1	R-2	R-3	R-4	R-5	R-6	R-7	R-8	R-9	L-10
Time	5.91	1.49	1.24	1.19	1.12	1.00	1.11	0.58	0.50	0.56
Error	60	24	16	23	16	19	21	15	18	25

Date 27/8/22

Exp. No. 2

Aim: i) To study the process of learning by free hand and error method.
To discover the amount of transfer in a novel situation from one hand ^{to} another

Material: Mirror drawing board, copy of star pattern with double line, tracing paper, drawing pins, stop watch.

Experimenter: Dr. Rasika Kulkarni madam.

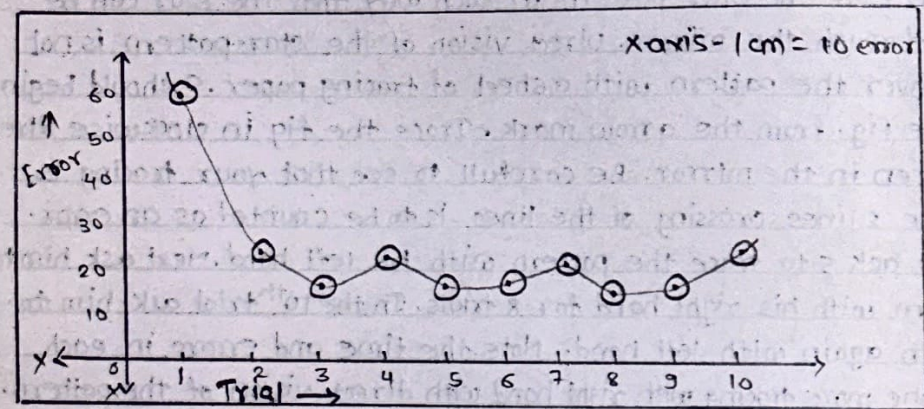
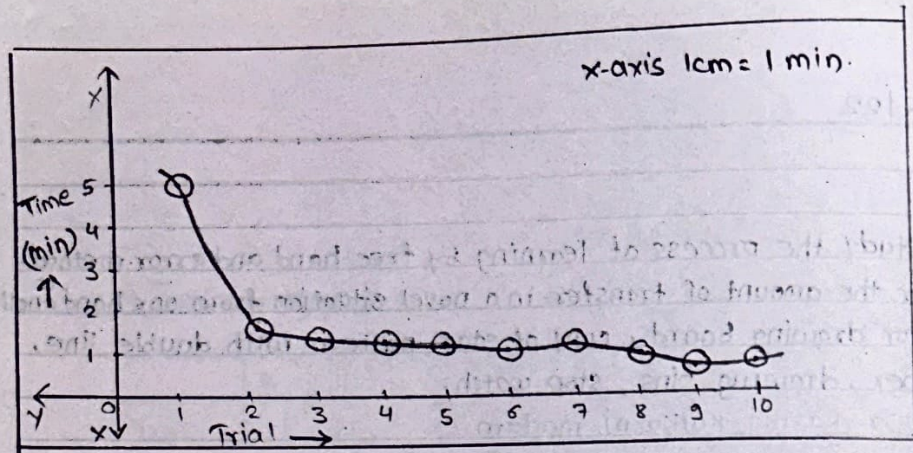
Subject: Charulata Ganba musale.

Procedure :- i) Place the star pattern in such way that the star can be seen only through the mirror. Direct vision of the star-pattern is not allowed. Cover the pattern with a sheet of tracing paper. S should begin tracing the fig. from the arrow mark. Trace the fig in clockwise direction as seen in the mirror. Be careful to see that your tracing is between the 2 lines. Crossing of the lines is to be counted as an error.

ii) In 1st trial ask S to trace the pattern with his left hand. Next ask him to trace pattern with his right hand for 8 trials. In the 10th trial ask him to trace pattern again with left hand. Note the time and errors in each trial. Take one more tracing with right hand with direct vision of the pattern.

Introspection ① In this experiment, we are facing many difficulties to draw a star from the mirror image. ② In a first trial, we can not move our left hand according to star. we made many error and it will take more time. ③ When we try this for 6-8 time with our right hand it work smoothly and it will take less time with little error. ④ After practising with right hand finally we had done this smooth and less error with less time as compared to 1st trial.

Educational Implications: i) We have seen that transfer takes place because of similarity of content, technique and method or because of generalisation. If student fails to detect the similarity in two situation, transfer will not take place. Remember that transfer of learning does not take place automatically, we have to teach with transfer in mind.



Conclusion :- From this experiment I can conclude that, In 1st trial with L-hand it will take more time with more error it was very difficult. Then it will be tried with R-hand for 6-8 time we can draw it easily after making habit of it then we again try with L-hand it work very nice. I can draw this very easily. It means that learning was transferred.

Continued

Exp. No. 2

Date 27/8/2022

Teachers many times teach specific facts, without getting meaningful generalizations. In the teaching of geometry, student are generally taught bisecting a single angle is particular position. Teacher should provide varied experiences problem in algebra should not be worked out only with unknown x & y but with other unknowns also such as m, n, a, b, p, r, k so on.

Make the learning experiences such as much as possible similar to life like situation. If democratic way of life is accepted by society.

Sometimes opportunities for transfer are lost because teachers do not alert students to look for relationship and to see how materials which is being learn can be of use in future.

In studies of the transfer value of foreign languages It has been found that the greatest effect on English vocabulary teaching procedure.

Bad habit of work may transfer from one situation to another and may have a detrimental effect on learning. Early years of schooling which they carry over at a later stage even when they join college. methods of study and habit of work.

It is now well established that greater transfer from subject matter can be achieved by changing the method of teaching. If sub-matter is taught in isolation from the problem of daily life the utility of the knowledge gained is extremely limited. In one study 16% increase in transfer was obtained that the material they were learning would be useful in other situation.

Teacher should remember that transfer is not accomplished with equal facility or in equal experiences & the ability to perceive relationships between two situation.

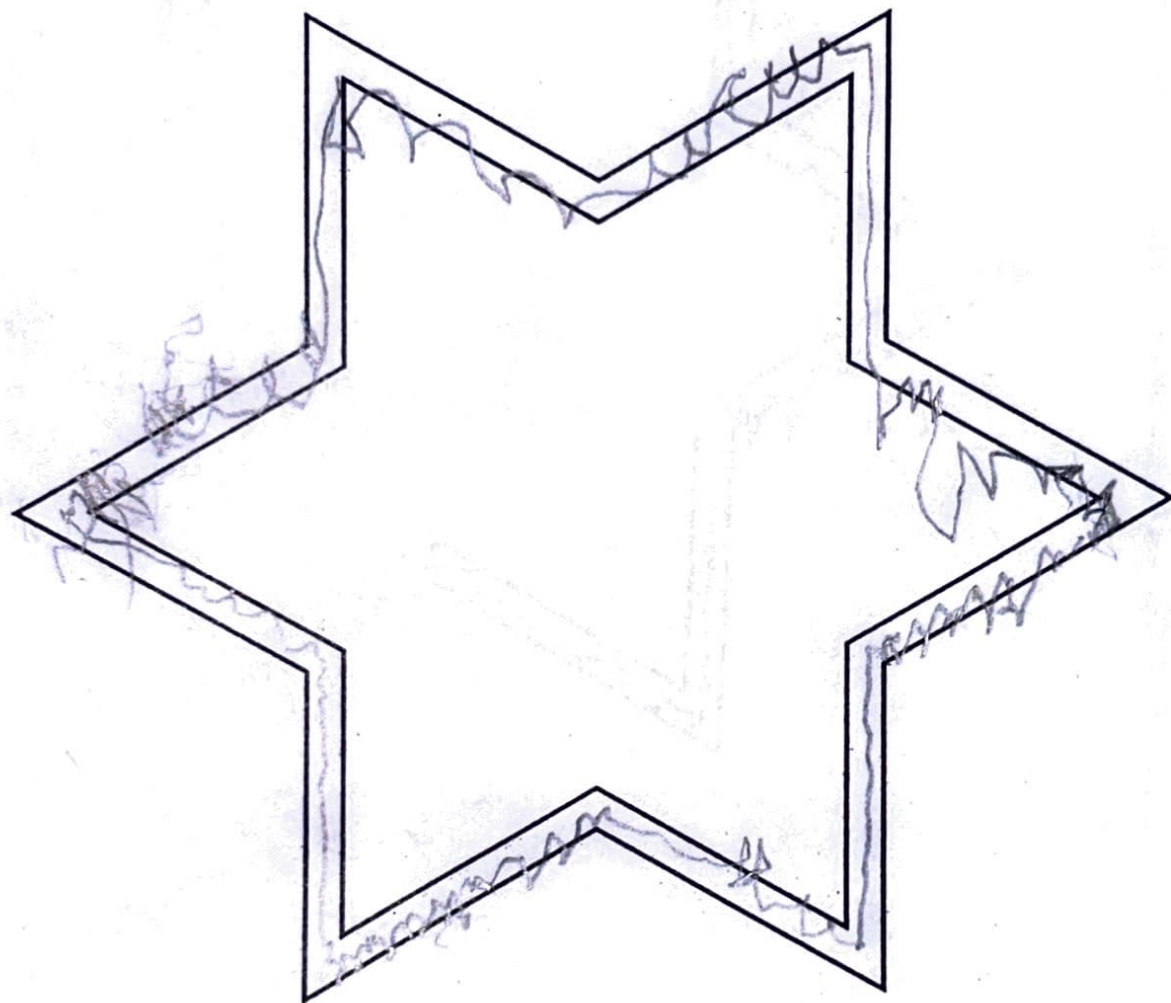
Emphasis should be given on developing ideals & attitudes.

Charulata

①-L

T-5.91 sec

E-60



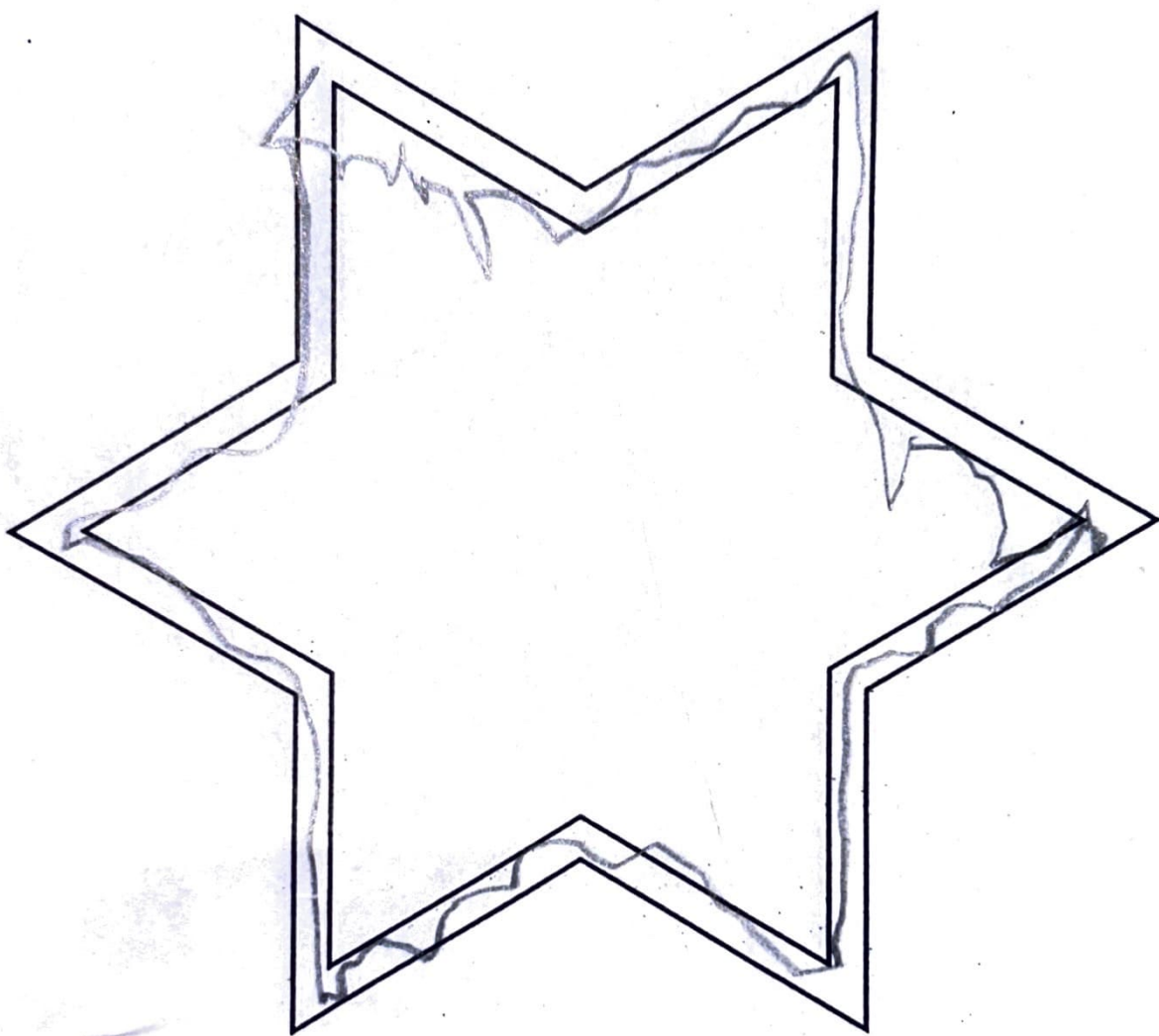
Charulata

L-10

L-10

T- 56 sec.

E-25



* The Learning style Inventory

1	③ Involved	① tentative	② Discriminating	④ practical
2	② receptive	② impartial	④ analytical	③ relevant
3	④ feeling	④ watching	④ thinking	④ doing
4	④ accepting	③ aware	③ evaluating	① risk-taker
5	① intuitive	③ questioning	④ logical	④ productive
6	④ concrete	④ observing	③ abstract	④ active
7	Present oriented	③ reflecting	② future oriented	④ practical
8	③ open to new experiences	① perceptive	② intelligent	① competent
9	④ Experience	④ observation	② conceptualisation	③ experimentation
10	① intense	① reserve	① rational	② responsible

$$= (29) - CE = (26) - RO = (27) - AC = (30) - AE$$

Introspection :- When doing this experiment I will very nice. It will take 15-20 mins. This will not too easy to do. I use that technique more will ranking it by 4. I use less it given by 3, 2, 1 respectively.

Date 12/10/2022

Exp. No. 3

Aim: Examine learning style with Kolb's Learning style Test.

Material: online Test, Internet, paper, pencil.

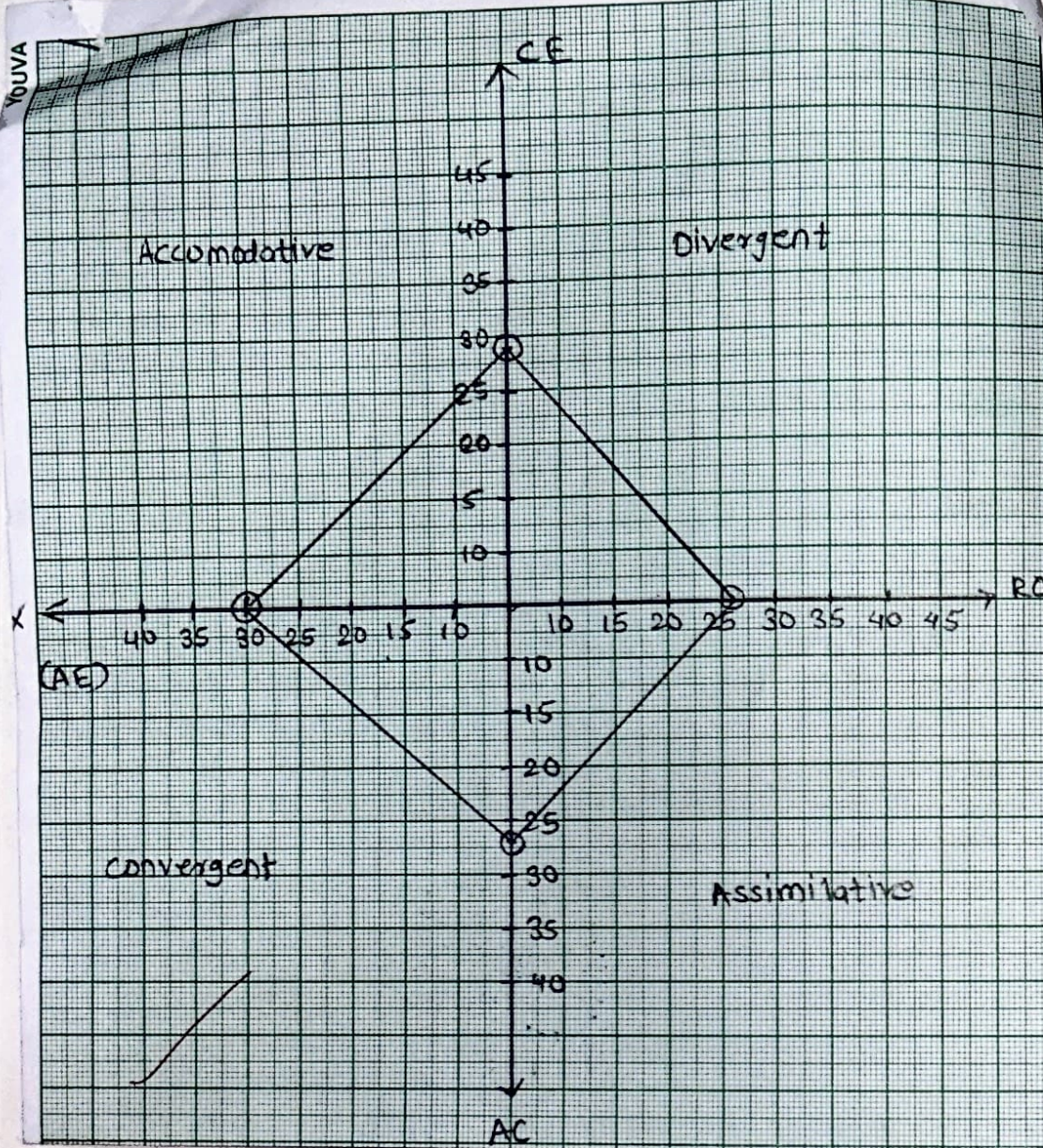
Experimenter: Dr. Rasika Kulkarni madam.

Subject: Charulata Jadhav Musale.

Procedure :- Initially online learning technique i.e. Test search was conducted. The learning style was thoroughly read and understood. The mean & ways by which the learning style would be practised was understood. It takes around 30-45 min to complete the learning style inventory and develop one's learning style profile. The inventory shows how one learn rather than the ability to learn. The inventory has 4 set of table in which certain attributes regarding one's personality / learning style has been mentioned. Ranking must be given to the 4 attributes which best characterized one's learning style in an horizontal way. After completing the 10 rows summation of each vertical column must be done. The total of each column is named as CE (concrete experience), RO (Reflective observation), AC (Abstract concept) & AE (Active Experimentation) respectively. According to score given, the nos shall be placed in on xy axis four dimension chart. By connecting all the pts quadrilateral, will show one's learning style in an more elaborate ways hence, as per quadrilateral drawn one can be Accomodative, divergent, Assimilative or convergent. It helps in understanding learning style.

Educational Implications :

- 1) Explaining the need and advantage of adopting different learning style to the student.
- 2) Teacher should present the learning material in the aural, visual and action forms.



students should be encouraged to actively participate teaching-learning.

giving students an opportunity to learn through a different

giving the learner with appropriate reinforcement, arrangement and ~~e~~ incertain getting adapted to a new of learning.

hosis on a active experimentation.

ouraging discursive observation.

rtunity to work in group.

ecting ideas.

2 Reinforcement.

og AI Problem solving methods.

og discussion and Debate methods.

Seen
Mark



Conclusion :- From this experiment I can learn about my learning style. And my learning style is Accommodative means Active experimentation. And also I know my way of learning.

Preparation of term paper

SAKET COLLEGE OF EDUCATION B.ED

2022 - 2023

NAME :- POORNIMA BALKRISHNA JADHAV

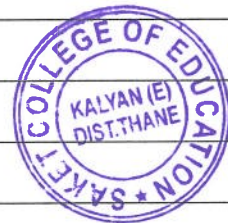
Subject :- Assessment for learning.

Class :- S.Y.B.ED SEM-III

MEDIUM :- ENGLISH

Topic :- prepare a Blue print and a test
on the school subject opted for.

Assignment No- 01



Aknowledgement

I would like to express my special thanks of gratitude to my teachers for their able guidance and support in completing my project.

I would also like to extend my gratitude to the principal sir for providing me with all the facility that was required.

Secondly I would also like to thank my parents and friends who helped me a lot in finalizing this project within the limited time frame.

INDEX

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2.	Meaning of Blueprint	
3.	Meaning of test	
4.	Test	
5.	Blueprint of Question paper	
6.	Conclusion	

Introduction :-

Blueprint is a map and a specification for an assessment program which ensures that all aspects of the curriculum and educational domains are covered by assessment programs over a specified period of time. The term 'blueprint' is derived from the domain of architecture which means 'detailed plan of action'.

In simple terms, blueprint links assessment to learning objectives. It also indicates the marks carried by each question. It is useful to prepare a blueprint so that the faculty who sets question paper knows which question will test which objective, which content unit and how many marks it would carry.

Blueprinting helps to match various competencies with the course content and the appropriate modality of assessment. In our study, majority of the faculty (100%) felt that the questions were aligned to objectives. Most of the students felt that there were no questions that were out of syllabus (87%). It makes assessment 'fair' to the student as they can have a clear idea of what is being examined and can direct their learning efforts in that direction. In this study, feedback from the students and faculty indi-

cated that students felt the examinations were fair (86% students and 89% faculty).

Blueprinting helps the teachers in designing the instructional strategies per the guidelines expected in the curriculum. Most of the faculty (100%) involved in the validation of blueprint felt that it acts as a guide in construction of test paper. Blueprinting also ensures that the selected test items give appropriate emphasis on thinking skills and assessment of in-depth knowledge. In our study, most of the students (87%) and faculty (89%) felt that the questions were included which could test in depth knowledge.

Blueprint deals with the sampling content, competencies and tools for the assessment in a rational and balanced manner. The feedback revealed faculty felt that there was synchrony between MCQs and essay questions (68% and 100%) respectively.

Meaning of Blueprint :-

A blueprint is a composition of questions that are used in an assignment. Blueprints are used to automatically generate a written assignment or a digital test. The composition of the assignment is done based on learning objectives. A blueprint selects questions as follows: all questions within an exercise can be linked to an objective. In a blueprint, you can set the number of questions you want from a particular objective. Before you can start working with a blueprint.

The use of a blueprint is optional but highly recommended. The advantage of using blueprints and objectives to automatically generate assignments are: to create an exam with a balanced complexity. to create an exam in line with the study goals of a course. to compose an exam faster and more efficiently. to compose assignments that correspond better to assignments from previous years if the same blueprint is used. to prevent fraud, as you can randomise the selected questions for each student. to gain better insights into the learning results per objective.

Meaning of test :-

An test is an educational assessment intended to measure a test taker's knowledge, skill, aptitude, physical fitness or classification in many other topics. A test may be administered verbally, on paper, on a computer or in a predetermined area that requires a test taker to demonstrate or perform a set of skills.

Tests vary in style, rigor and requirements. There is no general consensus or invariable standard for test formats and difficulty. Often the format and difficulty of the test is dependent upon the educational philosophy of the instructor, subject matter, class size, policy of the educational institution, and requirements of accreditation or governing bodies.

A test may be administered formally or informally. An example of an informal test is a reading test administered by a parent to a child. A formal test might be a final examination administered by a teacher in a classroom or an IQ test administered by a psychologist in a clinic. Formal testing often results in a grade or a test score. A test may be interpreted with regards to norms or criterion or occasionally both.

TEST / SUBJECT

Subject : Science

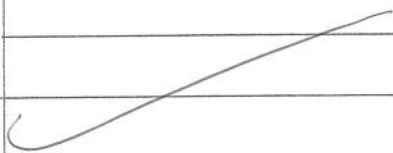
Standard : 7th

Unit : Cell structure and micro-organisms
The Muscular system and Digestive
system in human beings

Marks : 20

Analysis of Result student

Excellent	-	90 to 100
very good	-	80 to 90
good	-	70 to 79
Fair	-	60 to 69
Average	-	50 to 59



Question Paper

Unit Test

Marks :- 20

Sub - science

std - 7th

Time - 30 minutes

Q1 Fill in the blanks (7M)

- 1) The organelle called the _____ is present in plant cells only.
- 2) An electron microscope is necessary for the study of _____.
- 3) _____ is not a function of the muscular system.
- 4) The process of digestion starts from the ~~mouth~~ _____.
- 5) muscles of the heart are _____.
- 6) pushing forward the food that has been chewed is the function of the _____.
- 7) Garbage is converted into by _____ micro-organisms.

Q2 Match the following (3M)

group A

group B

1) cardiac muscles

a) always function in pairs.

2) Are brought about by muscles

b) we never feel tired

3) pepsin

c) uncontrolled and new contraction of muscles.

4) cramps

d) chewing movement of jaws.

5) skeletal muscles

e) enzyme of the gastric juice

Q3 Answer in one sentence (5M)

1) what is a cell?

2) Name the different organelles in a cell?

3) what are micro-organisms?

4) Name the largest gland in the body?

5) which microscope is useful for studying micro-organisms?

Q4 Short Answer (2M)

1) Harmful effects of micro-organisms.

Q5 Answer the following (3M)

1) How many types of muscles and which are those type

Blueprint of the question paper

A THREE DIMENSIONAL CHART

SrNo	Objectives content	Knowledge			Understanding			Application			Total
		O	S	E	O	S	E	O	S	E	
1.	cell	5(5)	-	-	-	-	-	-	-	-	5(5)
2.	micro-org- anisms	-	-	-	-	2(1)	-	-	-	-	2(1)
3.	muscular system	3(5)	-	-	-	-	-	-	-	3(1)	6(6)
4.	Digestive system	7(7)	-	-	-	-	-	-	-	-	7(7)
Total		15(17)				2(1)				3(1)	20

E - Essay type

S = short type

~~O = Objective~~

Note - number in bracket indicates question number
- Number outside bracket indicates marks.

Weightage to objectives

sr.No	Objectives	Marks	Percentage
1.	knowledge	15 (x5)	75
2.	Understanding	2 (x5)	10
3.	Application	3 (x5)	15
	Total	20	100

Weightage to subunits (content)

sr.No	subunits	Marks	
1.	cell	5 (x5)	25
2.	microorganisms	2 (x5)	10
3.	muscular system.	6 (x5)	30
4.	Digestive system.	7 (x5)	35
	Total	20	100

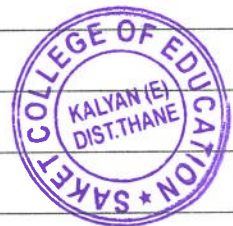
Weightage to question format

Sr. No	Forms of Questions	Marks	percentage
1.	Essay Type	3(x5)	15
2.	Short answer	2(x5)	10
3.	objective type	15(x5)	75
	Total		100

conclusion

Blueprint is just a design, plan or draft of something important. Blueprint is also called a measuring unit which includes planning, preparation, selection, executing and evaluation. A test is a measuring device of physical and mental characteristics.

In order to assess pupil performance periodically, the test is conducted by the class teacher. A test is to be carefully planned first before executing it.



SAKET COLLEGE OF EDUCATION B.ED

2022-2023

NAME - POORNIMA BALKRISHNA JADHAV

Subject - Assessment for learning.

Class - S.Y.B.ED SEM-III

MEDIUM - ENGLISH

Topic - Study and compare the Implementation of CCA of different school boards.

Assignment No - 02

Acknowledgement

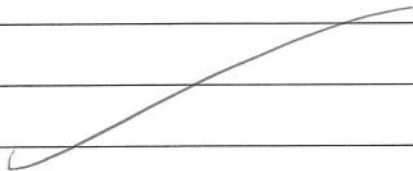
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2	Meaning of CCA	}
3	CCA implementation of SSC, CBSE, ICSE Board	
4	comparison of SSC, CBSE and ICSE Board	
5	conclusion	



Introduction of CCA

continuous and comprehensive Evaluation (CCE) mentions to a school based evaluation, which covers all features of school activities connected to child's development. CCE is a continuous and uniform/systematic assessment of development of children, in which all features of development are widely estimated through various methods and devices.

The term 'continuous' refers to regularity, orderly, systematic in assessment. The term comprehensive related with continuous and comprehensive evaluation is 'comprehensive'. The term 'comprehensive' suggests that evaluation of learners' performance is follow through in both scholastic and co-scholastic areas. the National policy of education (NPE 1986), which declares that comprehensive and continuous Evaluation should include both scholastic and non-scholastic features of evaluation, spread over the total duration of instructional time.

The national curriculum framework (NCF 2005) also suggests that a school-based continuous and comprehensive evaluation system be formed in order to:

- minimize the stress of the children.
- Create evaluation comprehensive and

regular or uniform,

- Give space for the teachers for creative teaching
- Give a tool for recognition and for producing learners with greater skills.

The main aim of CCE was to estimate or appraise every characteristics of the child during their presence at the school. CCE help in reducing the stress on children. there are two types of assessment formative assessment and summative assessment. The formative assessment covers the range of informal diagnostic tests a teacher can use to assist the process of learning by their students. this may include activities such as weekly pop quiz or preparatory assignments. formative assessment can be time-consuming, and incentives in education systems tend to favor more objective assessments.

summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period typically at the end of a project, unit, course, semester, program or school year. generally speaking, summative assessments are defined by three major criteria.

Meaning of CCA

continuous and comprehensive Assessment refers to a student evaluation system which covers all aspects of activities related to student development. It emphasizes two fold objectives such as continuity of evaluation and assessment of learning outcomes in a comprehensive manner.

continuous comprehensive assessment entails the whole system of assessing student understanding as a mechanism to improve teaching and learning.

teachers use multiple strategies to gather and share information about what students understand and to identify where they may be struggling. this minimizes the stress on children's.

continuous assessment means assessing aspects of learner's language throughout their course and then producing a final evaluation result from these assessments. continuous assessment is a form of educational examination that evaluates a student's progress throughout a prescribed course. It is often used as an alternative to the final examination system.

CCA Implementation of SSC Board Maharashtra

The Board came into existence on January 1, 1966 to regulate certain matters pertaining to secondary education in the state of Maharashtra. The board is responsible for formation and implementation of the rules and regulations in accordance to the guidelines set by the state as well as central boards. It is also in charge, autonomously, of formation, and implementation of the syllabus/curriculum of all the grades.

The board is also responsible for creation of textbooks, scoring of the centralised tests, and conducting examinations fairly and providing unbiased justice in the event of dispute.

Evaluation pattern (SSC)

Subject	unit test I	unit test II	semester-I (A)	semester-II (B)	Final total	Average
	W or T or P	W or T or P	W or P or I.A	W or P or I.A	A+B	
English	20	20	80	20 80	20 200	100
Maharathi	20	20	80	20 80	20 200	
Hindi/ Sanskrit	20	20	80	20 80	20 200	
Com-Hindi	10	10	40	10 40	10 200	100
Com-Sanskrit -Hindi	10	10	40	10 40	10	

Subject	unit		unit		semester-I			semester-II			Final Total (A+B)	Average
	Test-I		Test-I		(A)			(B)				
	Wt	Or	Wt	Or	Wt	Pr	I.A	Wt	Pr	I.A		
Algebra	20				40		10	40		10	200	100
geometry	20				40		10	40		10		
science	20		20		80		20	80	10	10	200	100
History	20		20		40		10	40		10	200	100
geography	20		20		40		10	40		10		
ICT	20	5	20	5	40	10	25	40	10	25	150/3	50
PD					50		30	50		20	150/3	50
Health and p.ed					25	25		25	25		100	500
W.ed (K.S)					60	40	50	60	40	50	300/2	Grade
M.CC/ social					50	50		50	50		200/2	Grade
Service Total					595	35	175					750

Both Terms Internal Assessment			
Subject	Marks - 20		
	unit test of 20 marks	5 Essay + 5 Homework of 10 Marks	Oral (Read + 3 + con- -2 + listen -3 + e 10-2
English	converted to 5	converted to 5	10
Hindi	converted to 5	converted to 5	10
Marathi	converted to 5	converted to 5	10

Both Terms Internal Assessment				
Subject	Marks - 20			
	unit test OF 10 marks	3 Essay of 10 Marks	2 Homework of 10 Marks	Oral (Read-3 + H - 3)
combi- ned compo- site site Hindi	converted to 2	converted to 3	converted to 2	Converted to 3
Hindi sanskrit sanskrit	converted to 2	converted to 3	converted to 2	converted to 3

MATHEMATICS / General Mathematics

Subject	Both Term Internal unit test	Assessment marks-10 3 Home work of 10 Marks.
Algebra/ General Mathematics-I	Converted to 5	converted to 5
Geometry/ General Mathematics II	Converted to 5	converted to 5

SCIENCE AND TECHNOLOGY

First term unit Test marks 20 = Internal Assessment marks	Second Term unit test marks of 20 converted to internal Assessment marks 10 + practical 10 marks.
--	---

SOCIAL SCIENCE

Subject	Both Terms Internal Assessment marks = unit test of 20 marks	3 Homeworks of 10 marks
History/political science		
Geography/ Economics		

Formative and Summative Assessment of SSC Board

Formative Assessment	Summative Assessment
comprises of	
* class tests/open book test	* includes term end examination.
* Homework/activities	Half yearly and Final examination.
* oral tests/surprise tests	(contributed from oral exams, practical and written exams)
* Eloction, quiz	
* projects	
* practicals/experiments	
* Extra curricular activities	

$$\text{Total assegsment} = \text{FAI (20\%)} + \text{SAI (80\%)} \\ = 100\%$$

$$\text{FA II (20\%)} + \text{SA II (80\%)} = 100\%$$

Information and communication technology
Internal Assessment will be same as unit
test of 25 marks.

Personality Development

Internal Assessment (5 Assessment of 10 marks each for full year) will be divided in 2 terms as 30 marks for semester I and 20 marks for semester II.

Work Experience -

5 preparation of decorative pieces by utilisation of waste material.

Oral exam of language includes Reading, conversation, listening and Elocution.

CCA Implementation of CBSE

CCE stands for continuous and comprehensive evaluation. It is a system which was introduced by CBSE in India to assess all aspects of student's development on a continuous basis throughout the year. It covers both scholastic subjects as well as co-scholastic areas such as performance in art, music, dance, sports, athletics and other cultural activities. Those students who are not good in academics can show their talent in these fields.

A number of National committees and commissions in the past have consistently made recommendations for CCE which reduces emphasis on external examination. For assessment of scholastic areas the academic year is divided into two terms and two types of tests will be conducted to assess the academic subjects as given in table 1 below.

Six assessments are proposed:

Class	Term I (April - September)				Term - 2 (October - March)			
	FA1	FA2	SA1	Total	FA3	FA4	SA2	Total
I-X	10%	10%	30%	50%	10%	10%	30%	50%

Total formative Assessments (FA) =

$$FA1 + FA2 + FA3 + FA4 = 40\%$$

Summative Assessments (SA) = SA1 + SA2 = 60%

$$\text{Total} = 60 + 40 = 100$$

Formative Assessment And Summative Assessment in CBSE Board.

Formative Assessment	Summative Assessment
comprises of	
<ul style="list-style-type: none">* classwork* Homework* oral questions* quizzes* projects* Assignments/tasks	<ul style="list-style-type: none">* Includes term end examination.Half yearly and final examination.

Formative Assessment -

The formative assessment is a tool for a teacher to continuously monitor the progress of a student.

Summative Assessment -

The summative assessment is the terminal assessment of performance at the end of instruction.

Grading system

A grading system in education is a system that is used to assess the educational performance of a child. The system that a school has developed to guide how teachers assess and grade student work.

Primary classes (5 point scale)

Grade-1	Outstanding	A*	90% to 100%
Grade-2	Excellent	A	75% to 89%
Grade-3	Very good	B	56% to 74%
Grade-4	Good	C	35% to 55%
Grade-5	Can do better	D	Below 35%

Secondary classes (9 point scale)

Marks Range	Grade	Grade points	Marks range	Grade	Grade points
91-100	A ₁	10.0	41-50	C ₂	5.0
81-90	A ₂	9.0	33-40	D	4.0
71-80	B ₁	8.0	21-32	E ₁	—
61-70	B ₂	7.0	20 and below	E ₂	—
51-60	C ₁	6.0			

Subject Marks Duration of Written Examination (For all classes)

classes	subjects	summative test 1 and 2 marks	Duration	Exceptions
I to <u>V</u>	English, Hindi E.V.S and mathematics	50	2 hours + 15 minutes reading time	E.V.S will not be tested in I and II is SA-I
<u>VI</u> to <u>VIII</u>	English, social science, Hindi/ Marathi, science mathematics, computer science	90	2 hours 30 minutes + 15 minutes reading time	English 3 hours 3rd language 2k 50 marks.

classes	Subject	summative test 1 and 2 marks	Duration	Exceptions
<u>IX</u> and <u>X</u>	English, social science, Hindi/ Marathi, science mathematics	90	3 hours + 15 minutes reading time (flexible time 3 to 3 1/2 hours)	science 3hrs 30 min science (practical skills test 1 hour 30 min)

Scholastic - B - For classes VI to X

There will be 3 subjects - work experience education and physical and Health education.

Subjects	First term		Second term
work experience (computer education)	practical exam conducted before SA-1	20%	practical exam at the end of 2nd term Assignments/note book/class work project work
	summative test-1 SA-1	20%	viva
Art education and music	to follow the continuous assessment and give the grades at the end on the basis of class / home assignments.		
physical and Health education	continuous assessment yoga / assembly	40%	Theory test (SA-2) practical.

CO-scholastic areas (VI to X)

Evaluation of this area deals with the collection of evidences regarding the changes which occur in the learner's behaviour during the teaching learning process based on these evidence, interpretation and judgement the progress of the learner is arrived at and decided.

There will be no written examination as far as co-scholastic area is concerned. Teachers in group will observe the behavioural change in the learner and assign the grades.

	Skill	Areas
2a	Lifeskills	thinking skills, social, emotional skills
2b	Attitudes	Attitude towards - teachers, school and value mates, school property, school programme environment value systems.
3	Co-scholastic activities	
3a	skills (any two of the following to be assessed)	literacy and creative skills, scientific skills Aesthetic and performing art, clubs (eco clubs health and wellness and others)
3b	Health and physical education (any two of the following to be assessed)	<div>1. sports/Indigenous sports.</div> <div>2. NCC/NSS</div> <div>3. scouting and guiding</div> <div>4. swimming</div> <div>5. Gymnastics</div> <div>6. Yoga</div> <div>7. first-aid</div> <div>8. gardening/</div>

CCA Implementation of ICSE

The Indian certificate of secondary Education (ICSE) is an examination conducted by the Council for the Indian School Certificate Examinations, a private board designed to provide an examination in a course of general education, in accordance with the recommendations of the new education policy 1986 through the medium of English.

The examination allows secure suitable representations of responsible schools in their states or territories. Private candidates are not permitted to appear for this examination.

Compulsory for all

subjects in ICSE class VIII

English	second language Hindi/ French	Mathematics
History, Civics and Geography	Science (Physics, Chemistry, Biology, Environmental	Computer Studies.

The following subjects are offered for external examination at the end of class X

Group I (compulsory) English	Group II (compulsory) Mathematics	Group III (any one of the following subjects) Computer Application
Second language e.g. Hindi/ French	Science (Physics, Chemistry and Biology)	Art
History, Civics and Geography	Environmental science	physical education technical drawing Applications.
Group I (compulsory)	Group II (compulsory)	Group III (any one of the following subjects)

As part of the ICSE programme, students are also required to undertake socially useful productive work (SUPW)

This makes for a partial total of eight to eleven papers, depending on the subjects.

Grading System In ICSE Board

Grade	Standards
A	very good
B	Good
C	Fair
D	Satisfactory
E	Unsatisfactory

Grade E is the fail grade and candidates awarded this grade will not be eligible for the award of a pass certificate.

Continuous and Comprehensive Evaluation

ICSE schools also follow a continuous and comprehensive evaluation in which there are 2 formative and 2 summative.

$$* FA1 (20) + SA1 (80) = 100\%$$

$$* FA2 (20) + SA2 (80) = 100\%$$

Formative Assessment

languages: oral and listening comprehension
* Newspaper, articles, Diary Entry, poetry etc.

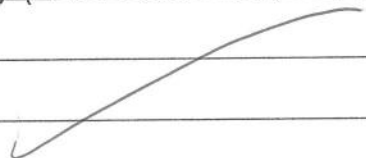
Mathematics: problem solving MCQ Data handling and analysis
* Math lab activities.

science: written assignment MCQ Descriptive
* peer assignment

Social science: written assignment short and long answers.
* sources based analysis.

Summative Assessment

An overall assessment of the student performance which is done at the end of the term/academic year. This is done for grading or Certification.



Comparison of SSC, CBSE and ICSE Board

Feature	CBSE	SSC	ICSE
Nature of Board	This is the state board of Delhi and the board followed by Kendriya Vidyalayas	This is a State board syllabus. It differs from state to state.	ICSE is the name of exam conducted by Council for the Indian School Certificate Examinations.
Medium of Instruction	English and Hindi	English, Hindi, Marathi, Urdu, Gujarati etc.	Only English
Quality of content	No errors/No printing mistakes in text books are good	Lot of errors and mistakes	Less mistakes and errors as compared to SSC Board.
CCE/CCA	It removes the marking system and introduces grading system based on a series of curricular and extra-curricular activities	It follows marking system and grades co-curricular activities	It follows grading system for curricular and co-curricular activities.

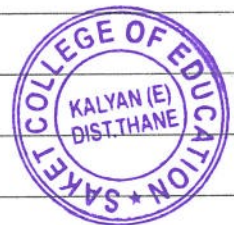
NO. OF Formative and summative Assessment	$FA_1 + FA_2 + FA_3 + FA_4 = 40\%$ $(SA) = SA_1 + SA_2 = 60\%$ $40 + 60 = 100$	$FA_1 (20\%) + SA_1 (80\%) + 100\%$ $FA_2 (20\%) + SA_2 (80\%) = 100\%$	$FA_1 (20) + SA_2 (80) = 100\%$ $FA_2 (20) + SA_2 (80) = 100\%$
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Curriculum and syllabus	CBSE curriculum is geared towards developing students application skill and problem solving abilities.	State Board curriculum promotes rote learning and does not give enough importance to application and critical thinking	Curriculum is designed in such a way that students develop thorough knowledge about various concepts and topics and application wise.
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Extra curricular activities	This varies from school to school. There are many CBSE schools that gave a lot of importance to extracurricular activity while there were many others that strictly focus only on studies.	This varies from school to school. Some schools give equal importance to extracurricular activities and academics while some schools give very little importance	Curriculum is known to give a lot of importance to extracurricular activities.
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Conclusion

continuous and comprehensive evaluation (CCE) refers to a system of school-based evaluation of students that covers all features of students' development. It is a developmental process of assessment that stresses two-fold objectives in evaluation and assessment of broad-based learning. The term 'continuous' is meant to accentuate that the evaluation of identified aspects of students' growth and development is a continuous process. The term 'comprehensive' means that the scheme tries to cover both the scholastic and the co-scholastic aspects of students' growth and development.



**Identifying and using the
different sources for study**

Students taking lessons by using ICT			
Sr. No.	Name of student	Topic	Link
1.	Renu Chaturvedi	Hindi lesson (जन्मदिन)	https://us05web.zoom.us/j/89889497576?pwd=dElqdk1CaHRhdnhOZVldzl2SzFBZz09
2.	Neha jha	Hindi grammar	https://us04web.zoom.us/j/2223158649?pwd=K2R3R3ZjWC9ISIRoRnVVaXhvV0REQT09
3.	Vinay Mishra	क्या करेगा तू बता - कविता	https://us04web.zoom.us/j/5389301872?pwd=UXpYSmY4R2pTUWY1Mnl4cGlXcUhpdz09
4.	Lalit Sharma	Poem	https://us05web.zoom.us/j/83659241861?pwd=Z0tObHQ1NGFZWHBsWXcxK3JvcGhQQT09
5.	Manju Verma	lesson : रहस्य	https://us05web.zoom.us/j/87821963869?pwd=RXpXjdjyN05DQWtDNm1FdXlKUXc4UT09
6.	Renu Chaturvedi	Grammar (विशेषण)	https://us05web.zoom.us/j/85409486119?pwd=K2o2eTRyR2M3SGRMdEFPQ1N2VUVZZz09
7.	khushboo tripathi	Lesson - In a class of their Own!	https://us05web.zoom.us/j/83365214116?pwd=eGUzWkRjZ0V4SjRzWTU4eHRMS2pYUT09
8.	Neha jha	Hindi	https://us04web.zoom.us/j/2223158649?pwd=K2R3R3ZjWC9ISIRoRnVVaXhvV0REQT09
9.	Renu Chaturvedi	poem बेटी युग	https://us05web.zoom.us/j/89052233732?pwd=aUptdVdBNW5yc2lqNEYxamZ3VWpyQT09
10.	Renu Chaturvedi	LESSON- 3 हरा घोड़ा	https://us05web.zoom.us/j/88643012540?pwd=Y1NkUjhrVWppK0p2NEQyYVhKVDBIZz09

Blog by Students

Sr. No.	Name of student	Topic	Link
1.	Anjali Nagare	Nature Diary	https://naturediary007.blogspot.com/2023/04/a-serene-afternoon-at-beach-as-golden.html
2.	Rolly Chourasia	My life my princess	https://rollyashutoshchaurasiapratishatha.blogspot.com/2024/02/my-life-my-princess.html



E-Learning resources used by students for effective learning			
Sr. No.	Name of teacher	Subject	Link
1.	All students	Childhood and growing up	https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/CHILDHOOD%20AND%20GROWING%20UP.pdf https://mangaloreuniversity.ac.in/sites/default/files/2019/Course%20-%20I%20Childhood%20and%20Growing%20up%20(English%20Version).pdf
2.		Knowledge and curriculum	https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf https://www.kuk.ac.in/lms/syllabus?did=MzM=&sid=MTg1NA==&pn=Qi5FZA==
3.		Gender, school and society	https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/GENDER,%20SCHOOL,%20SOCIETY%20AND%20INCLUSIVE%20SCHOOL.pdf https://igntu.ac.in/eContent/BED-04Sem-Hariharan-GENDER%20SCHOOL%20SOCIETY.pdf
4.		Learning and teaching	https://www.igntu.ac.in/eContent/BEd-02Sem-DrShikhaBanarji-teaching%20and%20learning.pdf https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/LEARNING%20AND%20TEACHING.pdf
5.		Pedagogy of school subject (1)	https://www.wbnsou.ac.in/online_services/SLM/BED/A4_Part-II_Unit_1-5.pdf https://www.wbnsou.ac.in/online_services/SLM/BED/A4_Part-1.pdf https://sadbhavnapublications.org/images/notes-pdf/PEDAGOGY-OF-COMMERCE-01-0.pdf https://www.tnteu.ac.in/pdf/economics.pdf https://manuu.ac.in/DDE-SelfLearnmaterial/BEDD115DST_July4.pdf https://sadbhavnapublications.org/images/notes-pdf/PEDAGOGY-OF-HISTORY-0.pdf https://manuu.ac.in/DDE-SelfLearnmaterial/BEDD116DST_July4.pdf
6.		Educational management	https://tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%202nd%20Semester/EDCN-802C-Administration%20and%20Management%20of%20Education.pdf
7.		Assessment for learning	https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/ASSESSMENT%20FOR%20LEARNING.pdf https://www.tnteu.ac.in/pdf/assesment.pdf
8.		Pedagogy of school subject (2)	https://www.wbnsou.ac.in/online_services/SLM/BED/A4_Part-II_Unit_1-5.pdf https://www.wbnsou.ac.in/online_services/SLM/BED/A4_Part-1.pdf https://sadbhavnapublications.org/images/notes-pdf/PEDAGOGY-OF-COMMERCE-01-0.pdf https://www.tnteu.ac.in/pdf/economics.pdf https://manuu.ac.in/DDE-SelfLearnmaterial/BEDD115DST_July4.pdf https://sadbhavnapublications.org/images/notes-pdf/PEDAGOGY-OF-HISTORY-0.pdf https://manuu.ac.in/DDE-SelfLearnmaterial/BEDD116DST_July4.pdf



9.		Language across curriculum	https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/LANGUAGE%20ACROSS%20THE%20CURRICULUM.pdf https://jmc.edu/B.Ed/assets/tl/course/first/English%20version/Language%20across%20the%20curriculum.pdf
10.		Contemporary India and education	https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf https://www.wbnsou.ac.in/online_services/SLM/BED/SEM-01_A2.pdf
11.		Environmental education	https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/ENVIRONMENTAL%20EDUCATION.pdf https://www.tnteu.ac.in/pdf/environmental.pdf
12.		Creating an inclusive school	https://www.tnteu.ac.in/pdf/creative.pdf https://www.egyankosh.ac.in/bitstream/123456789/46065/1/BES-128B1E.pdf

