



Shri Gajanan Maharaj Shikshan Prasarak Mandal's

VILAS TAMBE COLLEGE OF EDUCATION

B. Ed. I Year MCQ Examination 2021-22

Course : (101) Childhood & Growing Up

Time : 1 hour

Marks : 50

Date : ---/---/2022

Student Name -

Roll No -

Student's Sign

Invigilator's Sign

Instructions :

- 1 All the questions are Compulsory.
- 2 Each question carries 2 marks.
- 3 Click as (✓) to correct answer.
- 4 The overwritten answer will not get marks.

प्रश्न १. अनुवंश हा वाढ व विकासाचा.....घटक आहे. Heredity is a.....factor in growth & development.

१. आंतरिक Internal
२. बाह्य External
३. मुळ Basic
४. यापैकी नाही None of the above

प्रश्न २. DNA चे विस्तारीत रूप होय. DNA stands for.....

१. Dynamic natural analysis
२. Deoxyribonucleic acid
३. Dynamic natural acid
४. Detailed natural acid

प्रश्न ३.म्हणजे बालकाच्या शरीरामध्ये झालेला प्रगतीशील बदल होयis the progressive increase in size of child's body.

१. विकास Development
२. परिपक्वता maturation
३. आऊटपुट Output
४. वाढ growth

प्रश्न ४. BMI चे विस्तारीत रूप.....होय .BMI stands for

१. Basic mass index
२. Body mass index
३. Body mass indicator
४. Body motive index

प्रश्न ५.म्हणजे विविध कौशल्ये व पात्रता यांना प्रगतीशीलपणे आत्मसात करणे होयis the progressive acquisition of skills and abilities.

१. विकास Development
२. वाढ Growth
३. परिपक्वता Maturation
४. संपादनूक Achievement



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प्रश्न ६. हा वाढ व विकासावर परिणाम करणारा महत्त्वपूर्ण बाह्य घटक आहे. is one of the important external factors affecting growth and development.

१. परिपक्वता Maturation २. परिस्थिती Environment
३. वातावरण Atmosphere ४. यापैकी नाही none of the above

प्रश्न ७. सुदृढ भावनिक विकासासाठी खालीलपैकी कोणत्या घटकाची गरज असते .Which are the basics needs of healthy emotional development.

१. प्रेम Love २. सुरक्षितता Security
३. आत्म सम्मान Self-respect ४. वरील सर्व All the above

प्रश्न ८. खालीलपैकी .ही विकासाची तत्वे आहेत.....are the principles of growth and development.

१. मंदविषयक तत्त्व cephalocaudal principle
२. चेतासंस्थाविषयक तत्त्व proximodistal principle
३. अस्थिविषयक तत्त्व Orthogenetic principle
४. वरील सर्व All the above

प्रश्न ९. १३ ते १९ वर्षे वयोगटातील बालके अवस्थेत असतात.....Children's in age 13 to 19 years are in thestage of development.

१. कौम्यार्यावस्था Adolescence stage २. बाल्यावस्था Childhood stage
३. तारुण्यावस्था Adulthood stage ४. यापैकी नाही none of the above

प्रश्न १०.ही संक्रमणाची अवस्था म्हणून ओळखली जाते.stage is known as transitional stage of development.

१. बाल्यावस्था Childhood २. तरुण्यावस्था adulthood
३. वार्धक्यावस्था Old age ४. कौम्यार्यावस्था adolescence

प्रश्न ११. म्हणजे सर्वसमावेशक अध्ययन प्रणालीचा प्रात्याक्षिक उपागम होय.is practical approach of comprehensive learning system.

१. विकास Development २. सर्वांगीण विकास holistic development
३. वाढ Growth ४. शारीरिक विकास physical development


प्रश्न १२. व्यक्तीभेदांमध्ये.....घटक अंतर्भूत होतात. Individual difference includes.....

१. शरीराचा आकार Body size २. लिंग gender
३. वय Age ४. वरील सर्व all the above

प्रश्न १३. EQ म्हणजे होय.....EQ means.....

१. बुद्ध्यांक Intelligence quotient २. भावनिक बुद्धिमत्ता emotional intelligence
३. भावनांक Emotional quotient ४. बुद्धीमत्ता intelligence




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प्रश्न १४. सर्वसमावेशक शिक्षण..... ला संधी देते. Inclusive education is carried out in.....

१. विशेष अध्ययन अनुभव Special learning experience
२. सामान्य अध्ययन परिस्थिती common learning experience
३. विशेष अध्ययन परिस्थिती Special learning environment
४. वरील सर्व all the above

प्रश्न १५.ही व्याक्तीभेदाची मुख्य कारणे आहे.are main causes of individual differences.

१. अनुवंश Heredity
२. परिस्थिती environment
३. अ व ब दोन्ही a & b both
४. यापैकी नाही none of the above

प्रश्न १६. Intelligence या शब्दाची निर्मिती.....या शब्दापासून झालेली आहे .The term intelligence is derived from the Latin word.....

१. Intelligere
२. Intelligent
३. Emotions
४. यापैकी नाही All the above

प्रश्न १७. हॉवर्ड गार्डनर यांनी बहुविध बुद्धिमत्तेची उपपत्ती.....साली.....या पुस्तकात मांडली आहे .Howard Gardner proposed his theory of multiple intelligence in A.D....., in his book.....

१. 1953, modality
२. 1983, frames of mind
३. 1975, educational psychology
४. 1993, Human intelligence

प्रश्न १८. हॉवर्ड गार्डनर यांनी बहुविध बुद्धिमत्तेचा.....घटक सांगितलेले आहेत. Howard Gardner proposed.....factors of multiple intelligence.

१. दोन Two
२. पाच five
३. आठ Eight
४. सात seven

प्रश्न १९. हॉवर्ड गार्डनर यांनी बहुविध बुद्धिमत्ता उपपत्ती मध्ये.....घटक मांडले आहेत .Howard Gardner introduced.....factors in multiple intelligence theory.

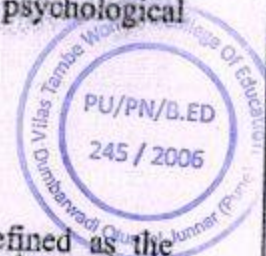
१. सामान्य General
२. विशेष special
३. अ व ब A and B
४. यापैकी नाही None of the above

प्रश्न २०.व्यक्तीमधील मानसशास्त्रीय भेदांचे परिक्षण करतेexamines psychological differences between peoples.

१. बुद्धिमत्ता Intelligence
२. व्यक्तीभेद individual difference
३. अध्ययन शैली Learning styles
४. यापैकी नाही none of the above

प्रश्न २१.म्हणजे वर्तन, अनुभूती व भावनिक पैलू यांचा संच होयis defined as the characteristic of behavior, cognition and emotional pattern.

१. व्यक्तीभेद Individual difference
२. बुद्धिमत्ता intelligence
३. व्यक्तिमत्त्व Personality
४. विकास development



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प्रश्न २२. रेमंड कॅटेल यांनी व्यक्तिमत्त्वाच्या.....आधारित उपपत्ती मांडल्या.personality

theories are defined by Raymond Cattell.

१. वर्ग Type

२. गुणधर्म गुण/trait

३. भावना Emotions

४. यापैकी नाही none of the above

प्रश्न २३.म्हणजे तथ्यांचे विश्लेषण होयis the analysis of facts.

१. तार्किक विचार Critical thinking

२. समस्या उकलन problem solving

३. अभिरुची Interest

४. अवधान attention

प्रश्न २४.हे अपंगत्वाचे प्रकार आहेत.are the types of disabilities.

१. अस्थिव्यंग Physically handicapped

२. दृष्टीदोष visually impaired

३. कर्णदोष Hearing impaired

४. वरील सर्व all the above

प्रश्न २५. प्रतिभावान बालकांचा बुद्ध्यांक.....असतो. IQ of gifted children is

१. १०० 100

२. ९० 90

३. ७० 70

४. १३० पेक्षा अधिक Above 130



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श्री गजानन महाराज शिक्षण प्रसारक मंडळ संचालित
विलास तांबे कॉलेज ऑफ एज्युकेशन (बी.एड.)

पुर्व परीक्षा
प्रथम वर्ष बी.एड.

१०१. बाल्यावस्था आणि विकसन



वेळ : १ ताळ

[एकूण गुण : 80]

- सूचना :- 1) सर्व प्रश्न सोडविणे आवश्यक आहे.
2) उत्तरांकडील अंक प्रश्नांचे गुण दर्शवितात.
3) 15 मुणांच्या उत्तरासाठी शब्दमर्यादा 400 ते 425.
4) 5 मुणांच्या उत्तरासाठी शब्दमर्यादा 130 ते 150.

- प्रश्न 1) अ) घाट आणि विकास म्हणजे काय? घाट आणि विकासातील फरक लिहा. विकासाची
तत्वे स्पष्ट करा. [10]
ब) अनुवंश आणि परिस्थिती म्हणजे काय? अनुवंश व परिस्थितीचे महत्त्व स्पष्ट करा. [5]

किंवा

कुमारावस्तेच्या शारीरिक, भावनिक आणि सामाजिक विकासाची वैशिष्ट्ये लिहा.
कुमारावस्तेतील विद्यार्थ्यांच्या अध्यापनासाठी तुम्ही कोणती काळजी घ्याल? [15]

- प्रश्न 2) समावेशक शिक्षण म्हणजे काय? तुमच्या वर्गातील गतिमंद विद्यार्थी तुम्ही करे शोधाल? या
विद्यार्थ्यांची वैशिष्ट्ये लिहा. गतिमंद विद्यार्थ्यांना अध्यापन करताना तुम्ही कोणते उपाय
योजाल? [15]

किंवा

व्यक्तिभेद म्हणजे काय? व्यक्तिभेदाची कारणे स्पष्ट करा. तुमच्या वर्गातील विद्यार्थ्यांमधील
व्यक्तिभेद लक्षात घेऊन तुम्ही तुमच्या अध्यापनात कोणता बदल कराल? [15]

- प्रश्न 3) अध्ययन शैली म्हणजे काय? अध्ययन शैलीचे प्रकार स्पष्ट करा. तुमच्या वर्गातील भिन्न
अध्ययन शैली असणाऱ्या विद्यार्थ्यांना अध्यापन करण्यासाठी कोणत्या कार्यनिती तुम्ही
घापराल? [15]



किंवा




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बहुसांस्कृतिकता म्हणजे काय? बहुसांस्कृतिकतेमुळे विद्यार्थ्यांमध्ये कोणती भिन्नता आढळते? बहुसांस्कृतिक घर्गांमध्ये अध्यापन करण्यासाठी कोणती कार्यनिती चापराल स्पष्ट करा. [5]

प्रश्न 4) बालकाच्या विकासाचा राजकीय, सामाजिक आणि सांस्कृतिक पैलूंचा अर्थ लिहा. बालकाच्या विकासाचा सामाजिक पैलू खालील मुद्द्यांच्या आधारे स्पष्ट करा : [15]

- अ) कुटुंब
- ब) शेजार
- क) मित्र
- ड) समाज

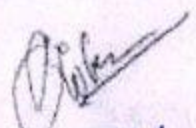
किंवा

- अ) समुह संपर्क माध्यमांचे प्रकार कोणते? समुह संपर्क माध्यमांचा शालेय विद्यार्थ्यांवर पडणारा प्रभाव स्पष्ट करा. [10]
- ब) सामाजिक मूल्ये आणि परंपरांचा शालेय विद्यार्थ्यांवर पडणारा प्रभाव स्पष्ट करा. [5]

प्रश्न 5) खालीलपैकी कोणत्याही चार प्रश्नांची उत्तरे लिहा. [20]

- अ) वाढ आणि विकासाच्या अवस्था स्पष्ट करा.
- ब) शालेय विद्यार्थ्यांवर स्मार्ट फोनचा पडणारा प्रभाव लिहा.
- क) घर्गातील प्रभावान विद्यार्थ्यांच्या अध्यापनामध्ये शिक्षकाची भूमिका स्पष्ट करा.
- ड) विद्यार्थ्यांमध्ये लोकशाही मूल्य रुजविण्यासाठी तुम्ही कोणत्या अध्यापन कार्यनिती चापराल?
- इ) कुमाराबन्धनेतील विद्यार्थ्यांचा नैतिक विकास साधण्यासाठी कोणतेही पाच उपक्रम सुचवा.
- फ) अध्ययन अक्षम विद्यार्थ्यांची वैशिष्ट्ये लिहा.




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Shri Gajanan Maharaj Shikshan Prasarak Mandal's
Vilas Tambe College Of Education (B.Ed.)

Premium Examination

First Year B.Ed.

101 : CHILDHOOD AND GROWING UP



Time : 3 Hours]

Max. Marks : 80

Instructions to the candidates :-

- 1) All questions are compulsory.
- 2) Figures to the right indicate marks.
- 3) Essay type question carry fifteen marks and answers of the same are expected to be written in 400 to 425 words.
- 4) Short answer type question carry five marks and answers to the same are expected to be written in 130 to 150 words.

Q1) a) What is Growth and Development? Write the difference between Growth and Development. Explain Principles of Development. [10]

b) What is mean by Heridity and Environment? Explain importance of Heridity and Environment. [5]

OR

Write the characteristic of Physical, Emotional and Social Development of Adolscent stage. Which Precautions will you take while teaching the students from Adolscent stage. [15]

Q2) What do you mean by inclusive Education? How will you identify slow learners in your classroom? Write the characteristic of such student. What measures will you take to teach slow learners? [15]

OR

What is mean by Individual differences? Explain causes of Individual differences. What changes will you make in your teaching considering the Individual differences in your classroom? [15]

Q3) What do you mean by learning styles? Explain the types of learning styles. What teaching strategies will you use to teach such students having different learning styles? [15]



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OR

What is mean by Multiculturalism? Which differences occurs in students due to Multiculturalism? Explain which teaching strategies will you use in Multicultural classroom?

[15]

Q4) Write the meaning of Political, Social & Cultural dimensions of childhood. Explain the social dimensions of childhood with reference to following points: [15]

- Family
- Neighbourhood
- Friend
- Society

OR

a) What are the types of Mass - Media? Explain the Impact of Mass - Media on school students. [10]

b) Explain Impact of Social values & traditions on school students. [5]

Q5) Answer the following? (any four) :

[20]

- Explain stages of Growth and Development.
- Write the Impact of smart phone on school students.
- Explain the role of teacher in teaching Gifted children in the classroom.
- Which teaching strategies will you use to inculcate democratic values among the students?
- Suggest any five activities for moral Development of the Adolscent students.
- Write the characteristics of learning disabled children.



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(प्रस्तावना कौशल्य पाठ मूल्यमापन योजना)



PU/PN/B.ED

Rating Scale

प्रति. चक्रण

1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

गुणा - १) अगमाधानकारक २) मगमगी ३) ममाधानकारक ४) चागला ५) उत्कृष्ट

Sr.No. अ.क.	Criteria निकष	1	2	3	4	5
1	Effective beginning प्रभावी प्रारंभ				✓	
2	Revival of previous knowledge पुर्वज्ञान जागृती					✓
3	Arousing curiosity जिज्ञासा निर्मिती					✓
4	Use of teaching aids शैक्षणिक साधनांचा वापर					✓
5	Linking with the unit पाठप्रघटकाशी सांगड				✓	
6	Statement of aim हेतुकथन					✓
7	Title writing शिर्षक लेखन					✓
8	Creativity / innovative सृजनशीलता/नवनिर्मिती				✓	
9	Time management वेळेचे नियोजन				✓	
10	Effectiveness प्रभावीपणा				✓	
						28

(Qualitative feedback) गुणात्मक शिरे

पुर्वज्ञान जागृती केले जिज्ञासा निर्मिती केले
शैक्षणिक साधनांचा प्रभावी वापर केला
वेळेचे शोडध नियोजन केले
आत्मविश्वासाने सादर केले
नवनिर्मिती करण्याचा चांगला प्रयत्न केला

45
50

Date

Obtained Marks

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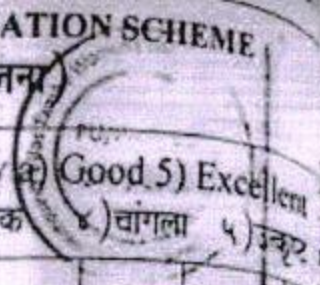


Observer's Sign

पाठ निरीक्षकाची स्वाक्षरी

BLACK BOARD WRITING SKILL LESSON EVALUATION SCHEME

(फलक लेखन कौशल्य पाठ मूल्यमापन योजना)



Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent
 स्थिति: न्यून, औसत - १) असमाधानकारक २) सरासरी ३) समाधानकारक ४) चांगला ५) उत्कृष्ट

Sr.No. अ.क.	Criteria निकष	1	2	3	4	5
1	Size of the letters / diagram अक्षर / आकृत्याचा आकार				✓	
2	Spacing between letter, words & lines अक्षर, शब्द आणि ओळीमधील अंतर				✓	
3	Clarity of letters / diagram & legibility अक्षर / आकृत्या यांच्यातील स्पष्टता आणि सुवाच्यता					✓
4	Correctness अचूकता					✓
5	Writing in straight line समळ रेषेत लेखन					✓
6	Proper use of colored chalk योग्य रंगदुधा योग्य वापर					✓
7	Speed of writing / sketching लेखन / आरेखनाची गती			✓		
8	Planning of writing / sketching लेखन / आरेखनाचे नियोजन				✓	
9	Time management वेळेचे नियोजन			✓	✓	
10	Effectiveness प्रभावीपणा				✓	

6 16 4

(Qualitative feedback) गुणात्मक शिरे

Try to improve writing speed
 Try to do proper time management
 Very good use of coloured chalk
 Writing was in straight line
 Spacing betⁿ words, lines was good.

42
50

Date

Principal
 Obtained Marks - 42/50



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Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

पदनिःचयन श्रेणी - १) अगमाधानकारक २) सरासरी ३) समाधानकारक ४) चांगली ५) उत्कृष्ट

Sr.No. अ.क.	Criteria निकष	1	2	3	4	5
1	Use of example/rules उदाहरणे/नियमांचा वापर			✓		
2	Use of explanatory links स्पष्टीकरण दुव्यांचा वापर				✓	
3	Fluency in explanation स्पष्टीकरणामातोल प्रस्तुतितपणा				✓	
4	Clarity in explanation स्पष्टीकरणामातोल स्पष्टता				✓	
5	Use of appropriate vocabulary सुयोग्य शब्दावलीचा वापर				✓	
6	Use of teaching aids शैक्षणिक साधनांचा वापर				✓	
7	Planned repetition नियोजित पुनरावृत्ती			✓		
8	Consistency मान्य				✓	
9	Time management वेळेचे नियोजन				✓	
10	Effectiveness प्रभावीपणा				✓	

(Qualitative feedback) गुणात्मक शिरे

स्पष्टीकरण स्पष्टपणे अस्तुतितपणे केले. 38/50
 सुयोग्य शब्दांचा वापर केला. स्पष्टीकरणामातोल सादरपणे केले.
 पुनरावृत्ती करत असतांना जाणीवपूर्वक असे सुपर्यायी (अध्यापन
 करितपणा) पुनरावृत्ती करली. वेळेचे योग्य नियोजन केले.
 अध्यापनात वेगवेगळी उदाहरणे देण्याचा प्रयत्न केला.

Date

Obtained Marks -

/50

Principal

PU/PN/B.ED.
245/2006

Observer's Sign.

पाठ निरीक्षकाची स्वाक्षरी



P.V. Vinas Temple Women's College of Education, D. J. Nagar, Dist. Pune.

Rating Scale

पुस्तक चयन

पुस्तक चयन

1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

1) अगमाधानकारक 2) मगमगी 3) समाधानकारक 4) वागवला 5) उत्कृष्ट

Sr.No. अ.क.	Criteria निकष	1	2	3	4	5
1	Clear & concise Questions स्पष्ट आणि मुद्देमुद्द पःन				✓	
2	Grammatically correct Questions व्याकरणदृष्ट्या अचूक पःन				✓	
3	Thought Provoking Questions विद्यार पवकक पःन			✓		
4	Logical sequence of the questions पःनाचा तार्कीक क्रम					✓
5	Inclusion of lower, middle & higher order questions निम्न, मध्यम व उच्चस्तरीय पःनांचा समावेश			✓		
6	Clarity in asking questions पःन विचारण्यातील स्पष्टता				✓	
7	Interrogative tone पःनार्थक स्वर					✓
8	Properly distributed in class सर्वत्र पःनांची विचारणा				✓	
9	Time management वेळेचे नियोजन				✓	
10	Effectiveness प्रभावीपणा				✓	

(Qualitative feedback) गुणात्मक श्रे

Ask thought provoking questions
Tone was interrogative
All students involvement was good.
Good time management.
All questions were asked in right order

6 24 8

60
50

Date

Obtained Marks /50
Principal

[Signature]



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Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent
 दर्शन: चयन श्रेणी - १) अगमाधानकारक २) सरासरी ३) समाधानकारक ४) चांगला ५) उत्कृष्ट

Sr.No. अ.क्र.	Criteria निकष	1	2	3	4	5
1	Revision of main points मुख्य मुद्द्याची उजळणी				✓	
2	Linking between past & present knowledge पूर्वज्ञान व पाठ्य ज्ञान यांची सांगड				✓	
3	Linking with objectives of lesson पाठाच्या उद्दिष्टांची सांगड				✓	
4	Recapitulation मकलन					
5	Summary of present knowledge पाठ्य ज्ञानाचा सांगड					
6	Application उपयोजन					
7	Relevance of present knowledge पाठ्य ज्ञानाची समसंस्कता				✓	
8	Opportunities for future knowledge भविष्यकालीन ज्ञानासाठी मंधी				✓	
9	Time management वेळेचे नियोजन				✓	
10	Effectiveness प्रभावीपणा				✓	

(Qualitative feedback) गुणात्मक शिरे

43
50

Revision of main points was good.
 Good student response in question answers
 Student reinforcement was good.
 Good time management.

Date

Obtained Marks -

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PJ/PN/S.ED
2015/2016

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पाठ निरीक्षकाची स्वाक्षरी

VTCOE focuses on identifying the needs of learners at the beginning level. So that students can be catered according to their needs. Different types of methods are used to cater the needs of learner and to access those needs, various assessment tasks like oral presentations, Assignments, Examinations, Project work, Participation in co-curricular activities are done to know about the performance improvement in student whether it is curricular or co-curricular. Some of the examples to show the extent to which the assessment tasks and performance of the students reflects their initially identified learning needs are as given below:

Examples

1. ABC (The name is not disclosed) from batch 2018-2019 was a slow learner at entry level. She got 48% in her graduation. She did not perform well in diagnostic test and learning readiness test conducted at entry level as well. To cater the needs of ABC, she was provided with remedial classes, notes are provided etc. She got very good marks in B.Ed. course.
2. Another student XYZ from batch 2019-2020 was a moderate learner at entry level. She was provided with extra study material. Some open educational learning resources were informed to her. She turned into advance learner at the end. She stood in top five in the college.
3. ABC from batch 2020-2021 was not good in the curricular activities. At entry level she did not like to participate in any college activity. She was provided with mentoring sessions to motivate to take part in the co-curricular activities. After mentoring she participated in many activities.
4. XYZ from batch 2021-2022 was not interested in taking part in co-curricular activities. She was afraid of speaking in front of other students during talent hunt. So, she was prepared during mentoring session. After that she performed in different activities.
5. ABC from batch 2022-2023 was a moderate learner at entry level. He was not able to write appropriately that is the reason he got less score at graduation. He was at 52.33%. Now he performed very well. Lesson plans written by he was really showing improvement in his performance.




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XYZ from batch 2022-2023 was not interactive in the class at entry. He was a passive listener in the class according to teachers. Teachers gave special attention to such students and work on such issues. He turned out to be a active participant in the class.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:




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 Group Incharge - Dr. V. V. Raut



Sr. No.	Roll No.	Student Name	Method I	Method II
1	5	Pokharkar Monali Radhakisan	Science	Math
2	7	Kadlag Shubham Sanjay	Science	Math
3	10	Aher Sayli Balasaheb	Science	Math
4	11	Dhoire Pooja Sanjay	English	Geography
5	17	Jagtap Dattatray Pandurang	English	Geography
6	18	Priyanka Tanshaji Musale	English	History
7	27	Hande Sangita Manohar	Marathi	Geography
8	28	Bhangle Sunita Punaji	Marathi	History
9	58	Chaskar Sandesh Nandu	Marathi	History
10	59	Borkar Arti Bharat	Science	Math
11	60	Borhade Madhuri Balasaheb	Marathi	Math
12	63	Jadhav Aaditi Namdev	Marathi	Math
13	77	Gaikwad Sachin Ankush	English	History
14	110	Kusbe Sushma Sitaram	English	Geography

Sinchal
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Sr. No.	Roll No.	Student Name	Method I	Method II
1	1	More Nilesh Khevaji	English	History
2	2	Agre Akash Pandharinath	Science	Math
3	3	Pokharkar Shwetal Radhakisan	Science	Math
4	4	Rokade Ashutosh Balasaheb	Science	Math
5	6	Satpute Vaishali Babasaheb	Marathi	Math
6	8	Ghule Sarita Bhausaheb	English	History
7	9	Chaudhari Jyoti Sawalaram	English	History
8	12	Gaikwad Devyani Gopichand	Marathi	History
9	45	Ahuja Payal Jeevan	English	Geography
10	51	Shinde Apeksha Machindra	Marathi	Math
11	56	Gawande Pratibha Sakharam	Marathi	Math
12	75	Hande Swati Kashinath	Science	Math
13	76	Sayyed Aasiya Mohammed Javed	English	Math
14	102	Maniyar Sanjum Kasambhai	English	History

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Course 108 - Teaching Competency I

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Sr. No.	Roll No.	Student Name	Method I	Method II
1	13	Gunjal Kirti Ramesh	Science	Math
2	14	Pooja Prakash Date	Science	Math
3	15	Deokar Komal Pandurang	Science	Math
4	23	Bhaik Eknath Pandurang	English	History
5	26	Dharade Megha Uttamrao	English	History
6	29	Korade Jayshri Vitthal	Marathi	Geography
7	31	Phapale Fhula Vasant	Marathi	Geography
8	61	Pujari Prajakta Ram	Science	Math
9	62	Arote Pragati Gopinath	Science	Math
10	69	Kamble Ashwini Shashikant	English	Geography
11	72	Madas Gaurav Ganesh	Marathi	History
12	78	Pawshe Nilam Nanak	Marathi	History
13	86	Katke Prachi Vishnu	Science	Math
14	87	Dhangar Ananda Bhaga	Marathi	Math

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Sr. No.	Roll No.	Student Name	Method I	Method II
1	54	Savale Shilpa Ramdas	Science	Math
2	55	Khule Diksha Dinkar	Science	Math
3	57	Bhot Shraddha Shrikant	Science	Math
4	80	Bhalerao Sunil Valiba	Science	Math
5	82	Jagtap Pooja Shashikant	Science	Math
6	84	Pund Kavita Jayram	Science	Math
7	85	Kulkarni Shwetal Shekhar	Science	Math
8	89	Tupsunder Mahesh Vasant	Marathi	Geography
9	90	Gabhale Somnath Bhima	Marathi	Math
10	92	Mengal Vilas Vitthal	Marathi	History
11	96	Londhe Priyanka Madhukar	Science	Math
12	98	Bhor Yogesh Naynath	Science	Math
13	108	Sambar Sachin Parshuram	Science	Math
14	109	Bande Priyanka Soma	Marathi	Geography

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Sr. No.	Roll No.	Student Name	Method I	Method II
1	16	Wakehaure Prakash Madhukar	Science	Math
2	19	Nawale Priya Ramhari	English	Geography
3	20	Yande Mayuri Sunil	Science	Math
4	22	Mandlik Kalpana Somnath	English	History
5	24	Kasar Ganesh Vilas	Science	Math
6	25	Shirtar Monika Bhau	Science	Math
7	33	Tehara Sarandha Ravindrasingh	Marathi	History
8	73	Hande Kanchan Prabhakar	English	Math
9	79	Patel Noorjahan Abdul	English	History
10	88	Dumbre Snehal Manohar	Science	Math
11	91	Sabale Archana Dilip	Science	Math
12	93	Shirtar Ankita Sanjay	Hindi	History
13	97	Hande Akshada Vishwas	Hindi	Geography
14	101	Pardhi Somnath Maruti	Science	Math

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Course 108 - Teaching Competency I
 Group Incharge - Dr. S. K. Lokhande



Sr. No.	Roll No.	Student Name	Method I	Method II
1	41	Karpe Sayali Savaleram	Science	Math
2	42	Waykar Akshada Ashok	Science	Math
3	43	Arote Swati Narayan	Science	Math
4	44	Supe Shubham Dnyandeo	Science	Math
5	83	Walekar Dnyaneshwar Chimaji	English	History
6	94	Auchite Sopan Tukaram	English	History
7	95	Chitalkar Chaitali Dattatraya	English	History
8	99	Lande Sanket Bhausaheb	English	Geography
9	100	Gosavi Riya Shirishpuri	English	Geography
10	103	Deshmukh Swati Kailas	Science	Math
11	104	Dhindale Sagar Laxman	Science	Math
12	105	Chaudhari Vilas Manglya	Marathi	History
13	106	Manisha Kashinath Kharat	Marathi	Geography
14	107	Sonawane Santosh Vitthal	Science	Math

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 11/5/2022
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Course 108 - Teaching Competency I

Group Incharge - Prof. P. V. Tambe



Sr. No.	Roll No.	Student Name	Method I	Method II
1	46	Sutar Revannath Adinath	Science	Math
2	47	Hande Ajay Sampat	Science	Math
3	48	Sangale Savita Khandu	Science	Math
4	49	Bhaskar Punam Khandu	Science	Math
5	50	Kokatare Somnath Pandurang	Science	Math
6	64	Deshmukh Ankita Sanjay	Science	Math
7	65	Naik Smita Devchand	Science	Math
8	66	Nehe Monika Bhausahab	Science	Math
9	67	Shirtar Ashutosh Bhau	Science	Math
10	68	Kandekar Suvarna Kailas	Science	Math
11	70	Vidhate Nilam Kundlik	Science	Math
12	71	Kathe Dropada Nirmal	Science	Math
13	74	Gadhawe Gitanjali Shekhar	Science	Math

S. S. Waykos
11/13/2022
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Course 108 - Teaching Competency I

Group Incharge - Prof. L. P. Wadhere



Sr. No.	Roll No.	Student Name	Method I	Method II
1	21	Kote Adesh Mahipat	Hindi	Geography
2	30	Kolhe Anil Kashinath	Hindi	History
3	32	Dumbre Punam Sopan	Hindi	History
4	34	Patil Mrunal Nivruti	Science	Math
5	35	Shirtar Rushikesh Sanjay	Science	Math
6	36	Dangat Anita Suresh	Science	Math
7	37	Walunj Sandesha Shamrao	Science	Math
8	38	Kokate Rajshri Machhindra	Science	Math
9	39	Avate Shubhangi Rajendra	Science	Math
10	40	Bhosale Sachin Dadasaheb	Science	Math
11	52	Gorde Rutuja Uttam	Science	Math
12	53	Madake Ganesh Rama	Science	Math
13	81	Waghmare Sonali Hiranman	Hindi	History

Snehal
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Second Year 2021-22
Course 207 - Internship
 Group Guide - Dr. S. S. Waykos



Sr. No.	Roll No.	Student Name	Method I	Method II	Method III
1	3	Awari Mahesh Baban	English	Geography	History
2	4	Barve Vrushali Punja	English	Geography	History
3	6	Bhangare Sonal Laxman	English	History	Geography
4	8	Chaudhari Harichandra Barku	Marathi	Geography	History
5	14	Dudhawade Archana Rambhau	English	Geography	History
6	15	Gadakh Shubham Shantaram	Marathi	History	Geography
7	18	Gawade Suvarna Vilas	English	Maths	Geography
8	22	Jondhale Megha Nandu	Science	Maths	Biology
9	25	Khairnar Darshana Sahebrao	Science	Maths	Physics
10	33	Naykodi Reshma Baban	Science	Maths	Biology
11	35	Pardhi Vishal Punaji	Science	Maths	Chemistry
12	37	Pawase Mitali Somnath	Science	Maths	Physics
13	43	Shete Sarika Yatin	English	History	Geography
14	46	Sonawane Kalyani Arun	Science	Maths	Physics

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Vilas Tambe College Of Education

Dumbarwadi, Otur, Tal - Junnar, Pune - 412409

Second Year 2021-22

Course 207 - Internship

Group Guide - Dr. V. V. Raut



Sr. No.	Roll No.	Student Name	Method I	Method II	Method III
1	7	Bhor Dattatrya Gorakshnath	Science	Maths	Physics
2	9	Chikhale Suhas Dashrath	Science	Maths	Physics
3	10	Darandale Pranita Anil	Science	Maths	Chemistry
4	11	Deore Yogesh Ramchandra	Marathi	Geography	History
5	13	Dighe Sangita Pandurang	Science	Maths	Chemistry
6	20	Jadhav Sachin Anna	English	Geography	History
7	32	Nawale Swati Raosaheb	English	Geography	History
8	34	Pandit Sumita Digambar	Science	Maths	Physics
9	41	Shaikh Shifanaz Mohammad Nacem	Science	Maths	Biology
10	44	Shinde Ashwini Chandrakant	Science	Maths	Chemistry
11	48	Talekar Ganesh Suryabhan	Marathi	History	Geography
12	50	Unde Chandrabhan Sayaji	Marathi	Geography	History
13	52	Varpe Nitin Annasaheb	English	Geography	History

Sachal
Prof. In-charge
 Dr. S. S. Waykos

[Signature]
Principal
 Dr. V. V. Raut
 Vilas Tambe College Of Education,
 Dumbarwadi, Otur Tal - Junnar Dist - Pune



[Signature]
Principal
 Vilas Tambe Women's College of Education (B.Ed.)
 Dumbarwadi (Otur) Tal. Junnar, Dist. Pune.
 Vilas Tambe Women's College of Education (B.Ed.)
 Dumbarwadi (Otur) Tal. Junnar, Dist. Pune.

Shri Gajanan Maharaj Shikshan Prasarak Mandal's
Vilas Tambe College Of Education

Dumbarwadi, Otur, Tal - Junnar, Pune - 412409

Second Year 2021-22

Course 207 - Internship

Group Guide - Prof. V. B. Sonawane



Sr. No.	Roll No.	Student Name	Method I	Method II	Method III
1	1	Arote Bhagyashri Rohidas	Marathi	History	Geography
2	2	Auti Vaishali Mhatu	Marathi	History	Geography
3	5	Bhadange Vinay Bhasaheb	Science	Maths	Physics
4	26	Kote Ashwini Dipak	Science	Maths	Physics
5	28	Lande Ankush Ramnath	Science	Maths	Physics
6	29	Landge Rohidas Vasant	Science	Maths	Physics
7	30	Lodha Gayatri Sanjay	English	Maths	Geography
8	36	Patil Bhushan Dattatrya	English	Geography	History
9	39	Sayyad Hinakausar Ahemad	Science	Maths	Chemistry
10	42	Shenkar Sayali Balasaheb	Science	Maths	Physics
11	45	Somavanshi Kavita Rajendra	Science	Maths	Biology
12	47	Tajane Akshay Nivrutti	Science	Maths	Chemistry
13	49	Ughade Pandurang Kushaba	Science	Maths	Biology
14	54	Zalte Viraj Suresh	Marathi	Geography	History

S. S. Waykos
Prof. In-charge
Dr. S. S. Waykos

V. V. Rajut
Principal
Dr. V. V. Rajut
Principal
Vilas Tambe College Of Education,
Dumbarwadi, Otur Tal - Junnar, Dist - Pune



V. V. Rajut
Principal
Vilas Tambe Women's College of Education (B.Ed.)
Dumbarwadi, Otur Tal. Junnar, Dist. Pune.

Shri Gajanan Maharaj Shikshan Prasarak Mandal's

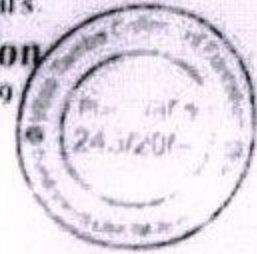
Vilas Tambe College Of Education

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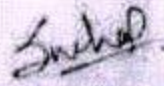
Second Year 2021-22

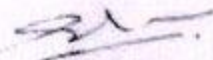
Course 207 - Internship

Group Guide - Prof. R. A. Kadam



Sr. No.	Roll No.	Student Name	Method I	Method II	Method III
1	12	Deshmukh Bhushan Balasaheb	Science	Maths	Chemistry
2	16	Gadekar Vrushali Rambhau	Marathi	Geography	History
3	17	Gadhawe Rutuja Suresh	Science	Maths	Physics
4	19	Ghule Sushmita Atmaram	Science	Maths	Physics
5	21	Jadhav Swapnil Kashinath	Science	Maths	Biology
6	23	Kadlag Sujata Somnath	Science	Maths	Physics
7	24	Kedar Ajit Dnyaneshwar	Marathi	Geography	History
8	27	Lahamate Madhuri Bhaskar	Science	Maths	Physics
9	31	Mohare Anand Laxman	Hindi	History	Geography
10	38	Salunke Yogesh Balasaheb	Marathi	Maths	Geography
11	40	Shaikh Heenaj Abbid Inamdar	Science	Maths	Chemistry
12	51	Vare Yogita Nagesh	Science	Maths	Chemistry
13	53	Waghmare Chaitanya Mahadeo	Science	Maths	Physics


Prof. In-charge
Dr. S. S. Waykos


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Dr. R. A. Kadam
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Vilas Tambe, Dumbarwadi (Otur), Tal. Junnar, Dist. Pune.
Dumbarwadi (Otur) Tal. Junnar, Dist. Pune.



Report on Mechanisms to honour student diversities in terms of learning needs

In our Vilas Tambe Women's College of Education, we provide guidance and counselling throughout the academic year to each and every student. We can get this through following points...

1. Mentoring / Academic Counselling:

- In our college we guide student in groups. We move to guide in groups. Activities such as Micro teaching, Integrated lessons, Simulation lessons, Technology Based lessons, Team Teaching, Model based lessons, Traditional Teaching, Lessons using different methods, curricular activities, social service activities, Research work, etc. are done by mentors and mentees.
- Demo and orientation of different kinds of lessons are given by the professors, all kind of guidance is given by the mentors.

2. Peer Feedback / Tutoring:

- While going group work in all kinds of teaching competencies student makes rough lesson plans, they are checked by the professor, the professor guides them, then the students take the lesson, the teacher gives feedback on it, then the students correct the mistakes in their lesson and submit it back. While completing the whole activity, mentor suggests corrections throughout the year.
- Co-curricular and extra-curricular activities also done in groups.




Principal

3. Remedial Learning Engagement:

- Teacher uses white board, projector for teaching, uses attractive ppts in both languages and shows video where ever necessary.
- The students in class are from different backgrounds. Levels of understanding of students are different. Learning capacities of all the students are not same. So we focused on providing the remedial classes for the weak student in class.
- Different types of activities are planned in the college to provide remedial teaching to weak students. Different methods used in remedial class are as discussed below: Group Discussion method is used in the class. Teachers explains the different topics of different subjects in multilingual way. They try to discuss the topics in more details with the weak students. Student Diversity is addressed on the basis of their competency. If students have doubt faculty focuses on doubt clearing session's. Those Students facing problem in the class regarding fast speed in class can discuss with teacher. They are provided with the special time by teacher. Students have been provided notes both in English and Marathi by teachers. Content from different books is also provided to students by teacher in remedial classes to help the weak students. Students of lower abilities are provided with the remedial classes which help them to understand the concepts in better way. They feel motivated and enthusiastic after getting special knowledge from teachers. They feel to participate actively in the special classes organized for them.

4. Learning Enhancement / Enrichment inputs:

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




Principal
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- Educational visits: Teachers plan educational visits to different places that will provide real life experiences to the students for improvement in their learning abilities. Such as various geographical and historical places, art galleries, etc.
- Guest Lectures: organized to achieve expertise in some topics related to content such as personality development, how to face interview, bio-data making, etc, talks by experts in that area is the main focus of the college.
- Yoga & Sports Activities: Sports makes man healthy. Person learns various skills and qualities on ground.
- Projects using ICT: There are various kinds of activities related to ICT. Where student learns to use various functions of computer. For that we provide computer lab facility, internet facility, library facility.
- Psychological experiments: Subject teacher makes groups for experiments and guide them how implement the experiment. This activity helps students to learn more about how people think and why they behave the way they do. This can help them to be a balanced person.
- Co-curricular activities: Head of the department divides students in many groups and gives them roll according to their skills, hobbies, etc. Student makes all arrangement independently.

5. Collaborative tasks:

- Students divide the class into different groups for Group Discussions. Student Diversity is addressed on the basis of their skill. Every student involved in the group discussion So that views and understanding of learners can be shared among all. Peer Tutoring is also a part of collaboration. college focuses on peer tutoring more. Students facing problem in the content can discuss with each other. We provide more time to them for clearing doubts.



(Signature)
Principal
Vilas Tambe Women's College of Education (B.Ed.)
Dumarwadi (Dist.) Tal. Junnar, Dist. Pune.

Students have been motivated for presenting seminars on different topics of Subjects for different types of experiences can be provided to all of learners Problems of different types of students have been solved with the help of activities like Group discussion, Peer Tutoring and Seminars. Different activities are helpful in developing collaborative approach among the students so that all types of learners can be involved in the process of learning.

6. Assistive Devices & Adaptive Structures (for differently abled):

- Our college provides various facilities to differently abled students such as wheelchair, ramp walk, etc.
- Students are guided as they learn at their own pace.

7. Multilingual Interactions & inputs

- We focus on providing multilingual Interaction.
- Guidance in Marathi and English language.
- Teacher provides ppts in both the languages.
- Teacher provides all the question papers in both the languages.
- Student has the freedom to select any one language.
- Mode of writing should be any language.
- College focuses on doubt clearing session more.
- Material from different books both in Marathi and English are to students by teachers.




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List of Activities, events for Slow learner students

After identifying slow learner students from the CET score, we give them following facilities..

1. Demo and orientation of various kinds of lessons.
2. Extra time to Teaching Competencies.
3. Special Guidance.
4. Group Discussion.
5. Various Activities.
6. Field visits.
7. Rexam.
8. Extra library time.
9. Technology based teaching.
10. Guidance in both languages.
11. Remedial Classes.
12. Special visits.
13. Guest lectures.
14. Collaborative tasks.
15. Some physical facilities such as, wheelchair, ramp, etc.
16. Computer lab facility.
17. Freedom to select any medium (Marathi, Hindi, English) of writing.

So that students can improve their development.

Sr. No.	Academic Year	Student Name
1	2017-18	Archana Bhagawat Jadhav Summaiyya Ayub Shaikh
2	2018-19	Sujata Rajesh Adhikari Smita Gorakha Gopale
3	2019-20	Aasifabano Pathan Dipali Avinash Shinde
4	2020-21	Bhagyashri Rohidas Arote Harishandra Barku Chaudhari
5	2021-22	Somnath Maroti Pardhi Riya Gosavi

Changes found in them..

1. Result was good
2. Confidence among them increased
3. Participation in various activities increased
4. They can teach confidently
5. No need to Rexam
6. Observation skill developed
7. Thinking process increased
8. Learned various kinds of uses of Technology
9. Etc. changes occurred in them.



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