



Shri Swami Vivekanand Shikshan
Santha, Kolhapur (Affiliated to Shivaji
University, Kolhapur)

**Sansthamata Sushiladevi Salunkhe Mahila Shikshanshastra
Mahavidyalya, Tasgaon Dist.Sangli**

2.4.1

DOCUMENTARY EVIDENCES

Sr.No	Documents
1	Report of organising learning
2	Report of Developing teaching competencies
3	Report of Assessment of Learning
4	Report of Technology Use and Integration
5	Report of Organizing Field Visits
6	Report of Conducting Outreach/ Out of Classroom Activities
7	Report of Community Engagement
8	Report of Facilitating Inclusive Education

REPORT OF ORGANISING LEARNING

Conducting lesson is the crucial activity in teacher education programme. Internship is the most important part of teacher education program. It occupies a key position in the teacher education program. It gives Pupil teachers hands on experience with total school practice including teaching, evaluation, administration, record keeping. Community involvement, handling students' issues student support services. In two years programme Internship is of 15 weeks; 3 weeks in Semester II. 11 weeks in Semester III. 2 Models of teaching lessons are to be given in the school.

OBJECTIVE OF INTERNSHIP PROGRAMME

1. To bring about a real integration of theory and practice in the education and training of the student teacher.
2. To develop the ability to recall educational knowledge and relate them to practices, study them in operation and apply them.
3. To develop interest, right attitude and confidence which is important for effective teaching and professional grooming of student teachers.
4. To develop all the desirable competencies of a good and successful teacher.
5. To develop the ability to plan and guide various co-curricular activities, which are considered as important constituents of each education for the citizens of tomorrow
6. To develop the ability to see the school as organized centre of community and relate the Practices in the school to the needs and conditions of the pupils and of the community.

Execution of Internship

First Orientation for internship programme is done to student teachers. Teacher educators give demonstration lessons which are to be conducted in internship schools. Time table prepared by group leaders. Internship school headmasters also oriented reading the activities to be conducted. Education officer guides them about the internship.



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H/o. Principal
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Internship Schools for SEM II

Sr.No.	School	Distance from college
1	Swami Ramanand Bharati Vidyamandir Tasgaon	0 K.M
2	Champaben Wadilal Dnyanmandir, Tasgaon	0 K.M
3	S.V.U.B. Patwardhan Kanya Prashala Tasgaon	0 K.M
4	V.S.Page Krushi madhyamik Vidyaniketan, Tasgaon	1 K.M

Internship Schools for SEM III

1	Shri Siddhanath Highschool ,Arawade	12 K.M
2	Vitthalrao Page Vidyamandir, Chinchani	5 K.M
3	New English School, Kavathe Ekanad	5 K.M
4	Mahavir Pandurang Salunkhe highschool, Manerajuri	15 K.M
5	Laxmanrao Kirloskar Vidyamandir, Palus	28 K.M
6	Padmabhushan Vasantodada Patil Vidyamandir, Khandobachi Wadi	15 K.M

Distribution of lessons

Semester II	First method	Second method
No. Of lessons	3	3
Models of Teaching	1	1
Semester II	First method	Second method
ICT lesson	2	2
Constructivist lesson	5	5
Activity based lesson	3	3
Different methodology	5	5
Continue practice lessons	5	5
Practice lessons	5	5
Total	25	25

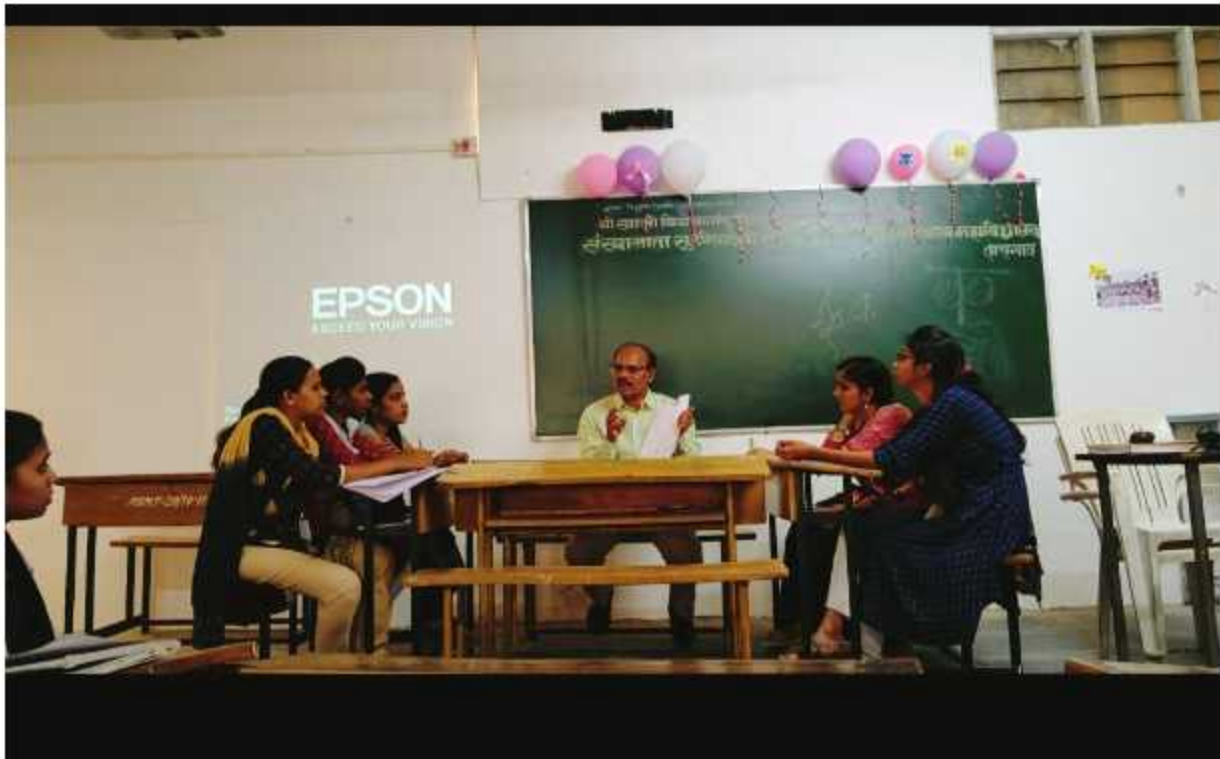


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Orientation for internship



Guidance for lessons



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Models of teaching demonstration lesson



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Models of teaching Demonstration



**Models of teaching-
attainment model.**

**Concept
(Dr. B. M....**

42 views 10 mo ago ...more



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Simulated lesson



Micro teaching



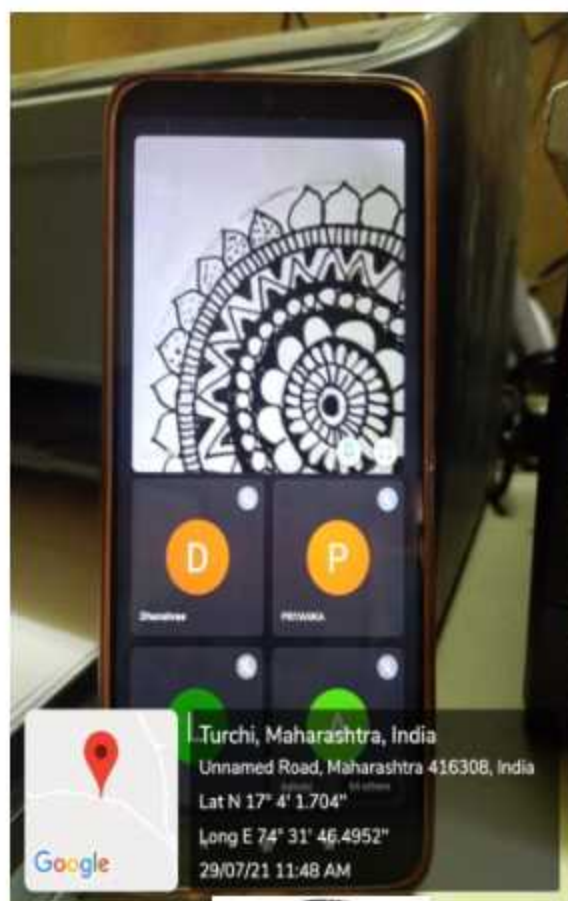
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REPORT OF DEVELOPING TEACHING COMPETENCIES

Competencies are the skills and knowledge that enable a teacher to be successful. To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day (Jackson, 1990). Few jobs demand the integration of professional judgment and the proficient use of evidence-based competencies as does teaching. In the curriculum of Shivaji University Enhancement in Professional Capacities (EPC) aspect is included.

Semester	EPC	Marks
Semester I	I Reading and reflecting on text	50
Semester II	II Drama & Art in Education	50
Semester IV	III Critical Understanding of ICT IV Understanding the Self	50 50

EPC II Drama and Art in Education



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EPC II Drama and Art in Education

साळुंखे महिला बी.एड. महाविद्यालयात शिक्षणातील नाट्य व कला कार्यशाळा

केसरी वृत्तसेवा

तासगाव : येथील संस्थामाता सुशीलादेवी साळुंखे महिला शिक्षणशास्त्र महाविद्यालयामध्ये शिक्षणातील नाट्य व कला या एकदिवसीय कार्यशाळेचे आयोजन केले होते.

प्रास्ताविक प्रा. डॉ. अर्चना चिखलीकर यांनी केले. कार्यशाळेच्या प्रमुख वक्त्या नम्रता बोरगावकर यांनी न्युज पेपर क्राफ्ट, वारली पेंटिंग व मंडला आर्ट याविषयी मार्गदर्शन केले. दिवसभर त्यांनी प्रशिक्षणार्थींकडून यासंबंधी वेगवेगळे प्रत्यक्षिक करून घेतले. यानंतर प्रभारी प्राचार्य डॉ. बी. एम. पाटील यांनी अध्यक्षीय



सुशीलादेवी साळुंखे महिला शिक्षणशास्त्र महाविद्यालयामध्ये नाट्य व कला कार्यशाळेत मार्गदर्शन करताना मान्यवर.

मनोगतात प्रत्येक शिक्षकाला आपले अध्यापन अधिक रंजक व प्रभावी करण्यासाठी कला येणे आवश्यक आहे. क्राफ्ट कला, मंडला आर्ट त्यासाठी उपयुक्त ठरतात. या कार्यशाळेचा आमच्या प्रशिक्षणार्थींना अध्यापनासाठी भरपूर उपयोग होईल असे

सांगितले. सूत्रसंचालन राणी भोसले तर आमार अभिव्यक्ती सायली पाटील यांनी केली.

कार्यक्रमाच्या यशस्वीतेसाठी डॉ. एम.एस. उभाळे, डॉ. ए.टी. पाटील, डॉ. अर्चना चिखलीकर, डॉ. लक्ष्मी भंडारे व ग्रंथपाल प्रा. ए.जी. पाटील यांनी प्रयत्न केले.

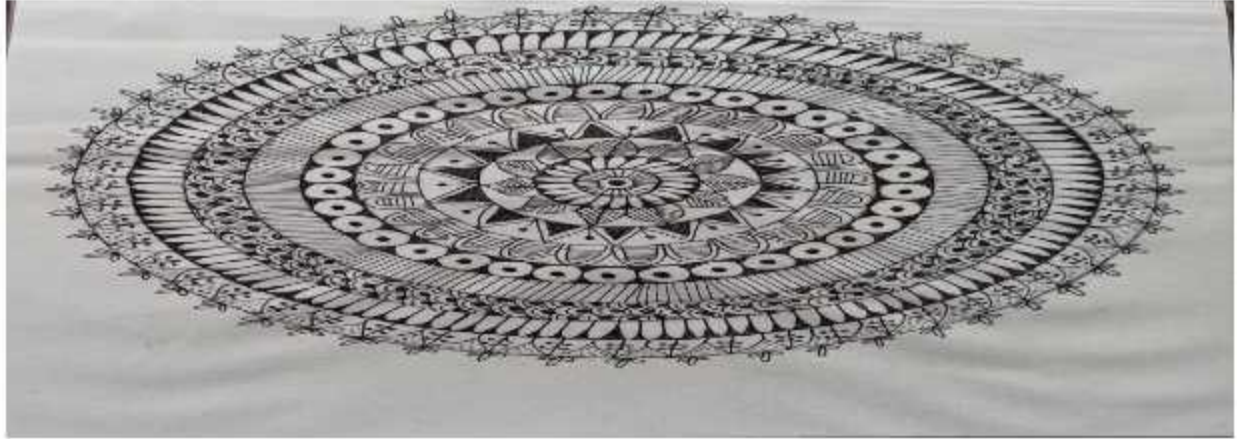
News of Drama and Art in Education Workshop



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Activities of EPC 2 -Art and drama in education



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Tasgaon, Maharashtra, India
 Joshi Galli, Kalgaonkar Wada,
 416312, India
 Lat 17.03465°
 Long 74.602316°
 13/06/23 11:56 AM GMT +05:30



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EPC 3- Critical Understanding of ICT



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EPC 4 Presentation



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EPC 4 Presentation



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REPORT OF ASSESSMENT OF LEARNING

Assessment of learning is an approach to teaching and learning that creates feedback which is then used to improve students' performance. Assessment is done through SSSMSM, Tasgaon follows the FORMS approach in Continuous Internal Evaluation.

F–Formative evaluation- through internal class test, assignments, tutorials, practice teaching lessons, group work, health and physical education, different EPCs, internship,

O – Outcomes oriented evaluation is done directly or indirectly by the faculty. Sometimes outcomes are tangible sometimes not

R- Remedial teaching is provided after diagnostic testing and evaluation done by method teachers and subject teachers.

M – Methods of measurement- Various ways and methods are used to measure skills achieved are teaching-learning skills, communications skills, classroom management skills, individual participation, group discussion, leadership skills, ICT skills, personality development and soft skills.

S–Summative evaluation-Summative evaluation is done through university theory exams, viva voce exam and Annual lesson.

Dr.A.T.Patil is examination incharge. Meetings are held to schedule examination, to decide supervisors and to follow university circulars regarding examination time to time. Marks are submitted online on the university portal (onlineshivajiuniversity.ac.in) In the pandemic duration mode of examination was shifted from offline to online.



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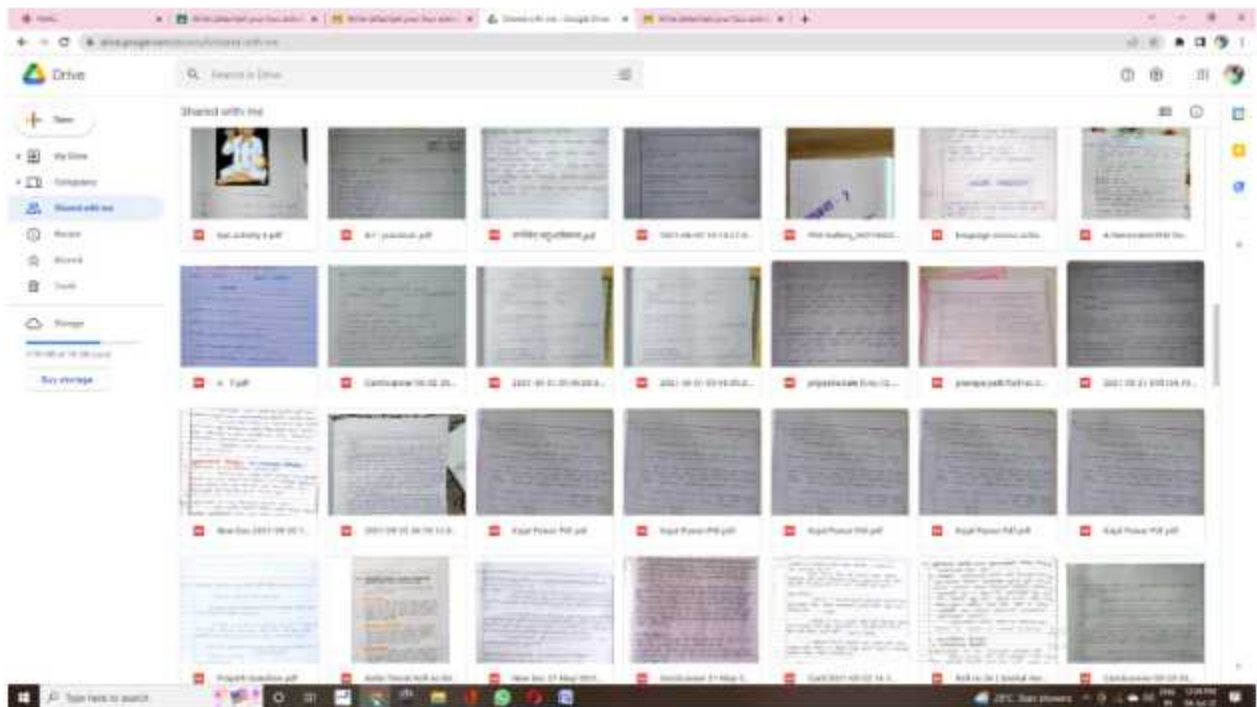
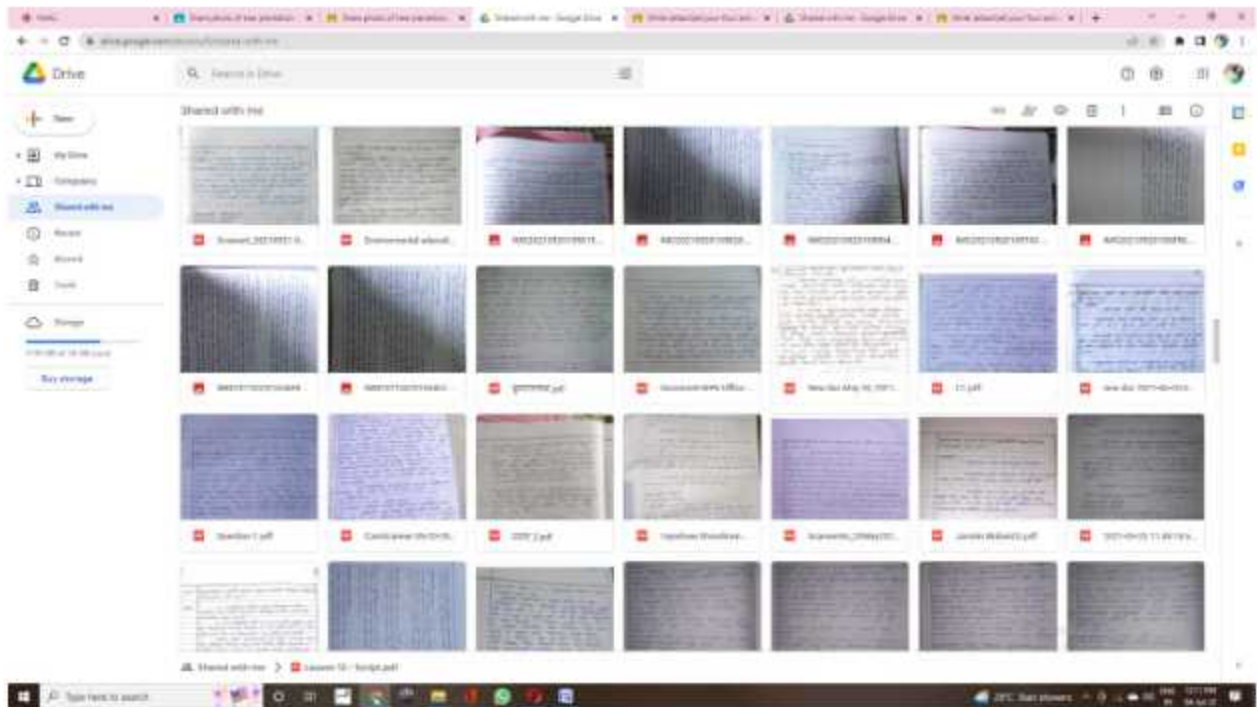


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Annual Lesson Assessment by External Experts.



Google classroom -assessment of Assignments, tutorial

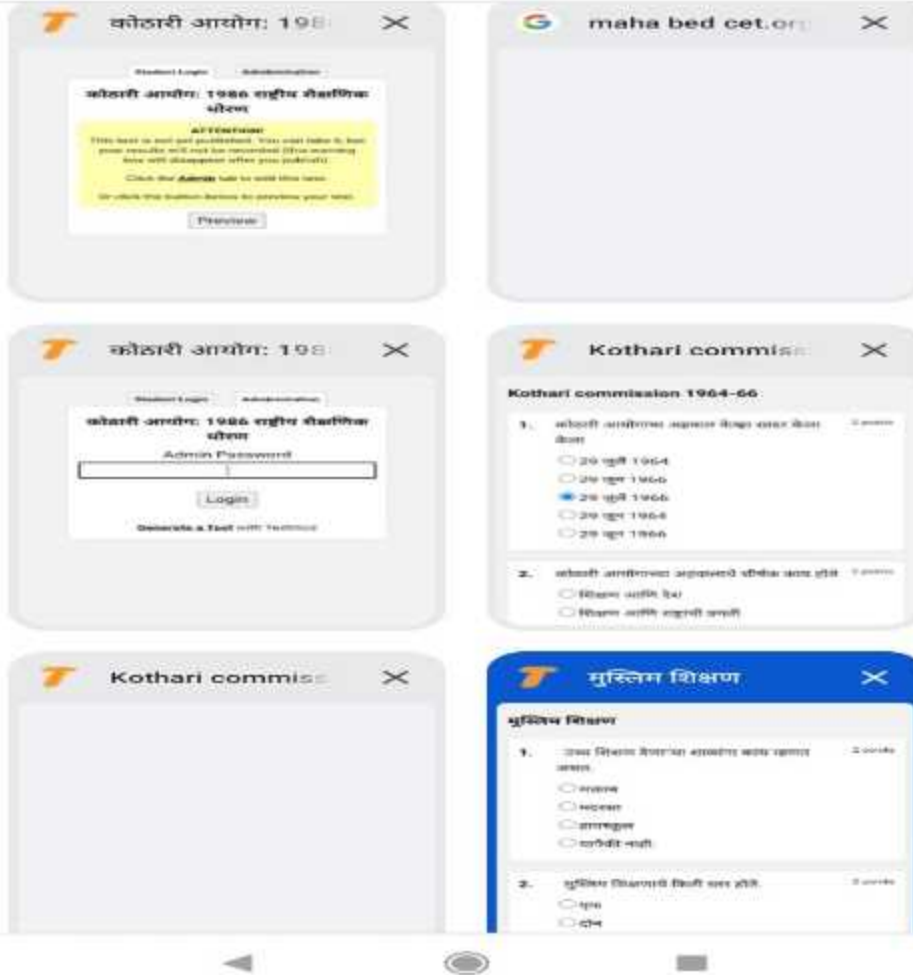


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Online Assessment through Testmoz



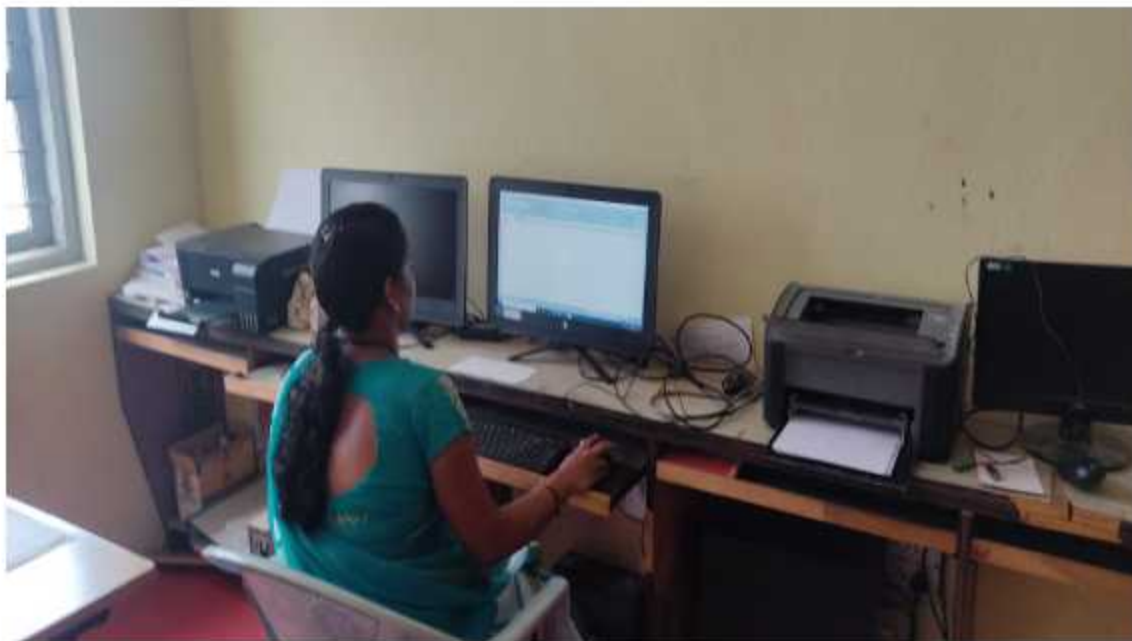
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REPORT OF TECHNOLOGY USE AND INTEGRATION

In education, technological integration is the use of technology to deepen learning and achieve pedagogical goals. Teachers can incorporate computers, smartphones, virtual reality tools and other innovative devices to help students learn. Effective technological integration supports the existing curriculum and is one part of the educational experience, along with traditional teaching methods and group work. Classrooms that use technology effectively typically have a low ratio of students to devices, so every student gets ample opportunities to use the technology. During pandemic online mode was adopted so technology integration is seen more in the year 2020-21.

Types of Technology Integration

- Online Learning and Blended Classrooms.
- Project-Based Activities Incorporating Technology.
- Game-Based Learning and Assessment.
- Learning with Mobile and Handheld Devices.
- Instructional Tools like Interactive Whiteboards and Student Response Syst



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- Laxmi Bhandare** · 11 Jun 2021
Very good
- Laxmi Bhandare** · 11 Jun 2021
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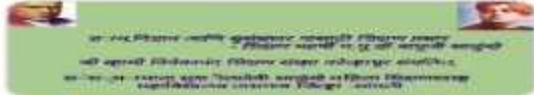
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☰ BEd 1 sem 1 & 2

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- 📄 Question bank
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- 📄 Google Form
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समकालीन भारत आणि शिक्षण

- 📄 शाळा ही समाजाची आदर्श प्रतिकृती असून शाळेचे आंतरक्रिया ...
Posted 24 May 2021
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Posted 21 May 2021

५-वी ज्ञान आणि अभ्यासक्रम

Students can only see topics with published posts

टिटरियल प्रश्न

Stream

Classwork

People

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☰ Google Classroom

B.Ed. II yr.

29 students

B.Ed. II yr. Hindi

3 students

B.Ed. I yr. Hindi

2 students

Cultural Activities
B.Ed. I & II yr.

80 students

B.Ed.
1st year



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Google Classroom



9 students

Hist-Geog. Method-2021E
Sem- I to IV

25 students

B.Ed. I Year 2021
Sem- I

46 students

B.ed. II- Year

42 students

19-21 80017 Environmental Education

Archiya Chikhale posted a new assignment: Share photos of your surroundings related to environmental education. (10/10/2021)

Archiya Chikhale posted a new assignment: Share photos of your surroundings related to environmental education. (10/10/2021)

Archiya Chikhale posted a new assignment: Share photos of your surroundings related to environmental education. (10/10/2021)



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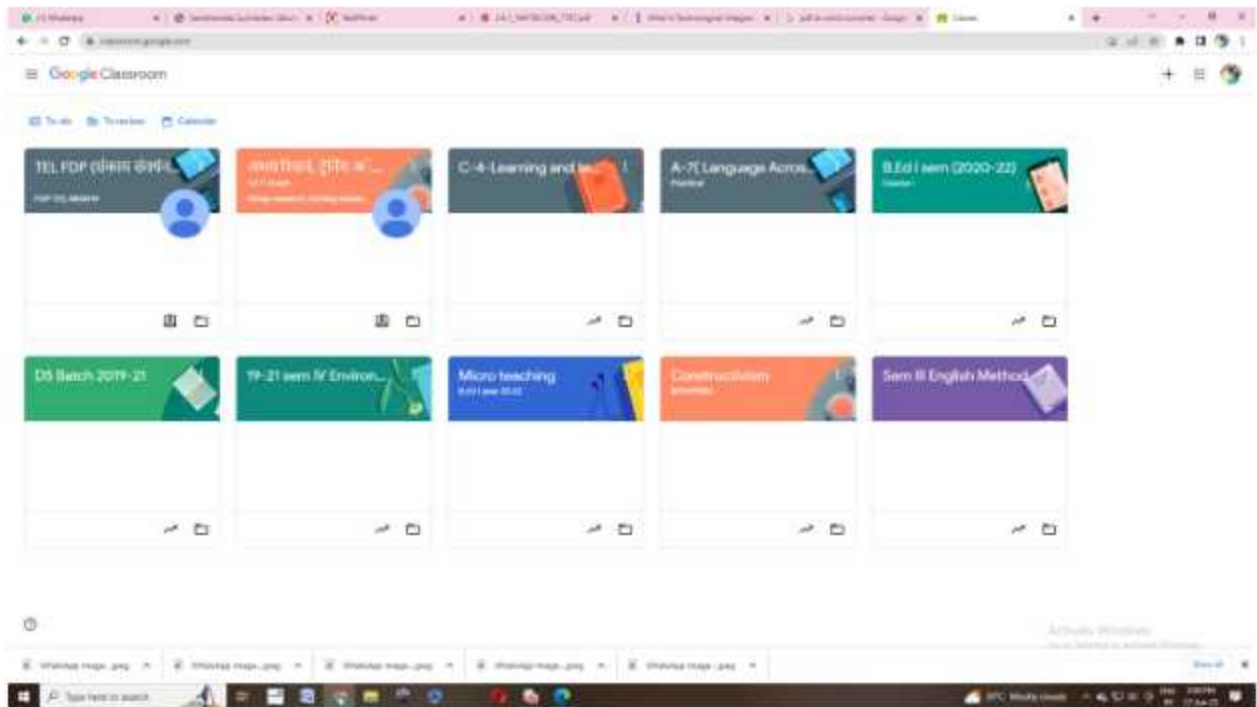
The screenshot shows a Google Classroom interface. At the top, the page title is 'A-7 (Language Across school curriculum) Practical'. Below the title, there is a 'Class code' section with the code 'aevp7h2'. The 'Posting' section shows a post from 'Ananya Chhabekar' dated '28/5/2021'. The post content includes a document titled 'A7.pdf' and a link to 'A7.pdf'. Below the post, there is a 'Class Post' section with a post from 'Ananya Chhabekar' dated '28/5/21' and a document titled 'A7.pdf'.

The screenshot shows a Google Classroom interface with a list of posts. The posts are all from 'Ananya Chhabekar' and are dated '28/5/2021'. The posts are:

- Ananya Chhabekar posted a new resource: A7.pdf (file type)
- Ananya Chhabekar posted a new resource: A7.pdf (file type)
- Ananya Chhabekar posted a new resource: A7.pdf (file type)
- Ananya Chhabekar posted a new resource: Constructive plan 1 (file type)
- Ananya Chhabekar posted a new resource: Constructive plan 2 (file type)
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- Ananya Chhabekar posted a new resource: PPT (file type)



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The Principal
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REPORT OF ORGANISING FIELD VISIT

A5-School Engagement and Visits to Innovative Centres of Pedagogy and Learning

Objectives-Field trips help students interact with what they are learning. The experience goes beyond reading about a concept; students are able to see it, manipulate it or participate in it physically. Field visits are distributed in all four semesters all the students visit the schools of different types, different learning resources and get information about their functioning.

Sr.No	Field visit	Type of school	Place
1	Mukbadhir vidyamandir	Special school	Palus
2	Sadhana Matimand Vidyalay	Special school	Tasgaon
3	Podar curriculum consultancy	ICSE school	Tasgaon
4	Z.P.School	Constructivist school	Gujarmal, Manerajuri
5	Govt.residence Woman Polytechnic .	Polytechnic	Tasgaon
6	Anandsagar Public School	CBSE school	Tasgaon
7	Jawahar Navoday Vidyalay	Central school	Palus
8	Guruvaray Dadoji Kondadev Sainiki School	Military school	Tasgaon
9	Mahatma Jyotiba Phule Primary school No. 1	Slum school	Tasgaon
10	Government Industrial Training Institute	Technical Education	Tasgaon
11	Hon.R.R.Aba Library	Learning Resource	Tasgaon
12	Public library	Learning Resource	Tasgaon
13	Cold storage visit	Practical	At students' place
14	Ambitious career academy	Competitive Exam Centre	Tasgaon
15	Nagarparishad	Education Dept. till 8 th Std	Tasgaon
16	Panchayat Samiti	Education Dept	Tasgaon

		.From 1 st to 12th	
17	Swami Ramanand Bharati vidyamandir	Practice teaching school	Tasgaon
18	Champaben Wadilal Dnyanmandir	Practice teaching school	Tasgaon
19	S.V.U.B.Patwardhan Kanya Prashala	Practice teaching school	Tasgaon
20	M.V.S.P.Krushi Madhyamik Vidyalay	Practice teaching school	Tasgaon
21	Educational tour		Various places







Shri Swami Vivekanand Shikshan
Santha, Kolhapur (Affiliated to Shivaji
University, Kolhapur)

**Sansthamata Sushiladevi Salunkhe Mahila Shikshanshastra
Mahavidyalya, Tasgaon Dist. Sangli**

2.4.1

DOCUMENTARY EVIDENCES

Sr.No	Documents
1	Report of organising learning
2	Report of Developing teaching competencies
3	Report of Assessment of Learning
4	Report of Technology Use and Integration
5	Report of Organizing Field Visits
6	Report of Conducting Outreach/ Out of Classroom Activities
7	Report of Community Engagement
8	Report of Facilitating Inclusive Education

REPORT OF ORGANISING LEARNING

Conducting lesson is the crucial activity in teacher education programme. Internship is the most important part of teacher education program. It occupies a key position in the teacher education program. It gives Pupil teachers hands on experience with total school practice including teaching, evaluation, administration, record keeping. Community involvement, handling students' issues student support services. In two years programme Internship is of 15 weeks; 3 weeks in Semester II. 11 weeks in Semester III. 2 Models of teaching lessons are to be given in the school.

OBJECTIVE OF INTERNSHIP PROGRAMME

1. To bring about a real integration of theory and practice in the education and training of the student teacher.
2. To develop the ability to recall educational knowledge and relate them to practices, study them in operation and apply them.
3. To develop interest, right attitude and confidence which is important for effective teaching and professional grooming of student teachers.
4. To develop all the desirable competencies of a good and successful teacher.
5. To develop the ability to plan and guide various co-curricular activities, which are considered as important constituents of each education for the citizens of tomorrow
6. To develop the ability to see the school as organized centre of community and relate the Practices in the school to the needs and conditions of the pupils and of the community.

Execution of Internship

First Orientation for internship programme is done to student teachers. Teacher educators give demonstration lessons which are to be conducted in internship schools. Time table prepared by group leaders. Internship school headmasters also oriented reading the activities to be conducted. Education officer guides them about the internship.



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Internship Schools for SEM II

Sr.No.	School	Distance from college
1	Swami Ramanand Bharati Vidyamandir Tasgaon	0 K.M
2	Champaben Wadilal Dnyanmandir, Tasgaon	0 K.M
3	S.V.U.B. Patwardhan Kanya Prashala Tasgaon	0 K.M
4	V.S.Page Krushi madhyamik Vidyaniketan, Tasgaon	1 K.M

Internship Schools for for SEM III

1	Shri Siddhanath Highschool ,Arawade	12 K.M
2	Vitthalrao Page Vidyamandir, Chinchani	5 K.M
3	New English School, Kavathe Ekanad	5 K.M
4	Mahavir Pandurang Salunkhe highschool, Manerajuri	15 K.M
5	Laxmanrao Kirloskar Vidyamandir, Palus	28 K.M
6	Padmabhushan Vasantodada Patil Vidyamandir, Khandobachi Wadi	15 K.M

Distribution of lessons

Semester II	First method	Second method
No. Of lessons	3	3
Models of Teaching	1	1
Semester II	First method	Second method
ICT lesson	2	2
Constructivist lesson	5	5
Activity based lesson	3	3
Different methodology	5	5
Continue practice lessons	5	5
Practice lessons	5	5
Total	25	25

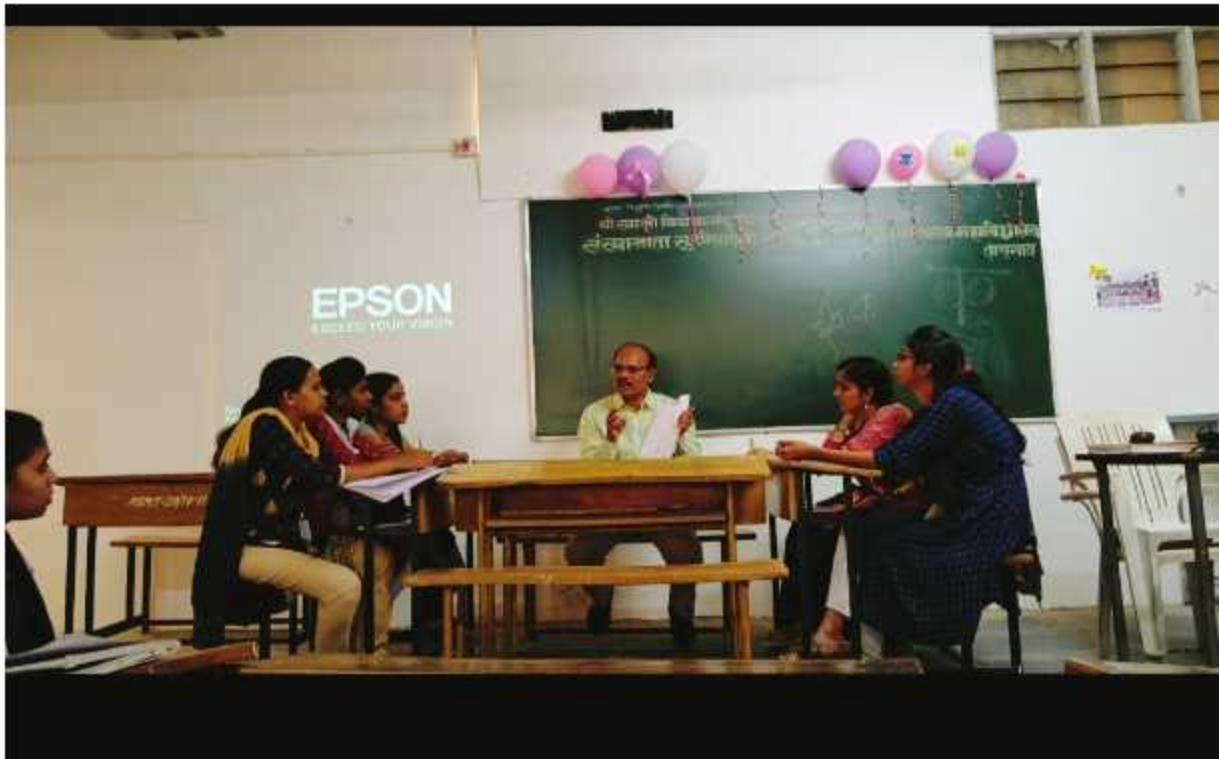



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Orientation for internship



Guidance for lessons



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Models of teaching demonstration lesson



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Models of teaching Demonstration



Models of teaching- attainment model.

Concept (Dr. B. M....

42 views 10 mo ago ...more



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Simulated lesson



Micro teaching



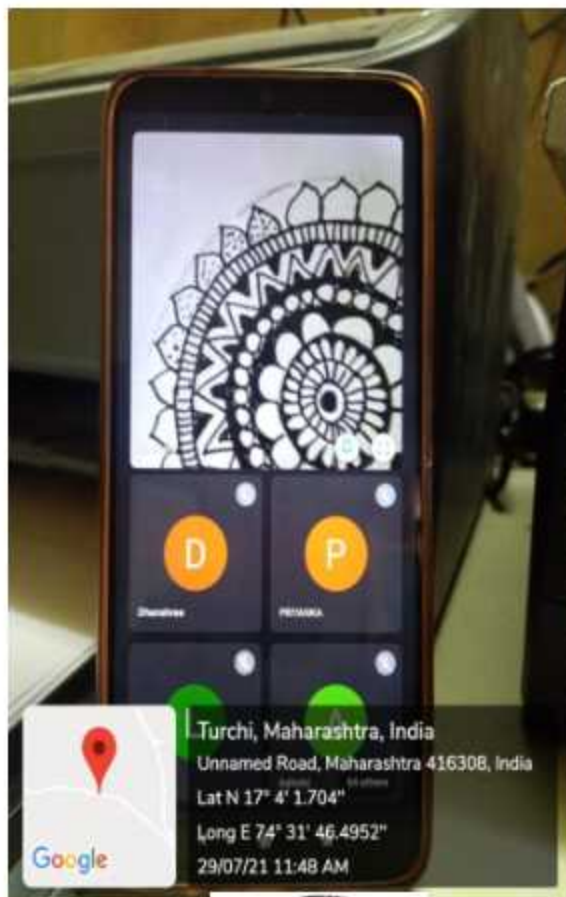
Sushiladevi
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Mahila Shiksha Sanstha Mahavidyalaya,
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REPORT OF DEVELOPING TEACHING COMPETENCIES

Competencies are the skills and knowledge that enable a teacher to be successful. To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day (Jackson, 1990). Few jobs demand the integration of professional judgment and the proficient use of evidence-based competencies as does teaching. In the curriculum of Shivaji University Enhancement in Professional Capacities (EPC) aspect is included.

Semester	EPC	Marks
Semester I	I Reading and reflecting on text	50
Semester II	II Drama & Art in Education	50
Semester IV	III Critical Understanding of ICT IV Understanding the Self	50 50

EPC II Drama and Art in Education



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EPC II Drama and Art in Education

साळुंखे महिला बी.एड. महाविद्यालयात शिक्षणातील नाट्य व कला कार्यशाळा

केसरी वृत्तसेवा

तासगाव : येथील संस्थामाता सुशीलादेवी साळुंखे महिला शिक्षणशास्त्र महाविद्यालयामध्ये शिक्षणातील नाट्य व कला या एकदिवसीय कार्यशाळेचे आयोजन केले होते.

प्रास्ताविक प्रा. डॉ. अर्चना चिखलीकर यांनी केले. कार्यशाळेच्या प्रमुख वक्त्या नम्रता बोरगावकर यांनी न्युज पेपर क्राफ्ट, वारली पेंटिंग व मंडला आर्ट याविषयी मार्गदर्शन केले. दिवसभर त्यांनी प्रशिक्षणार्थींकडून यासंबंधी वेगवेगळे प्रत्यक्षिक करून घेतले. यानंतर प्रभारी प्राचार्य डॉ. बी. एम. पाटील यांनी अध्यक्षीय



सुशीलादेवी साळुंखे महिला शिक्षणशास्त्र महाविद्यालयामध्ये नाट्य व कला कार्यशाळेत मार्गदर्शन करताना मान्यवर.

मनोगतात प्रत्येक शिक्षकाला आपले अध्यापन अधिक रंजक व प्रभावी करण्यासाठी कला येणे आवश्यक आहे. क्राफ्ट कला, मंडला आर्ट त्यासाठी उपयुक्त ठरतात. या कार्यशाळेचा आमच्या प्रशिक्षणार्थींना अध्यापनासाठी भरपूर उपयोग होईल असे

सांगितले. सूत्रसंचालन राणी भोसले तर आमभार अभिव्यक्ती सायली पाटील यांनी केली.

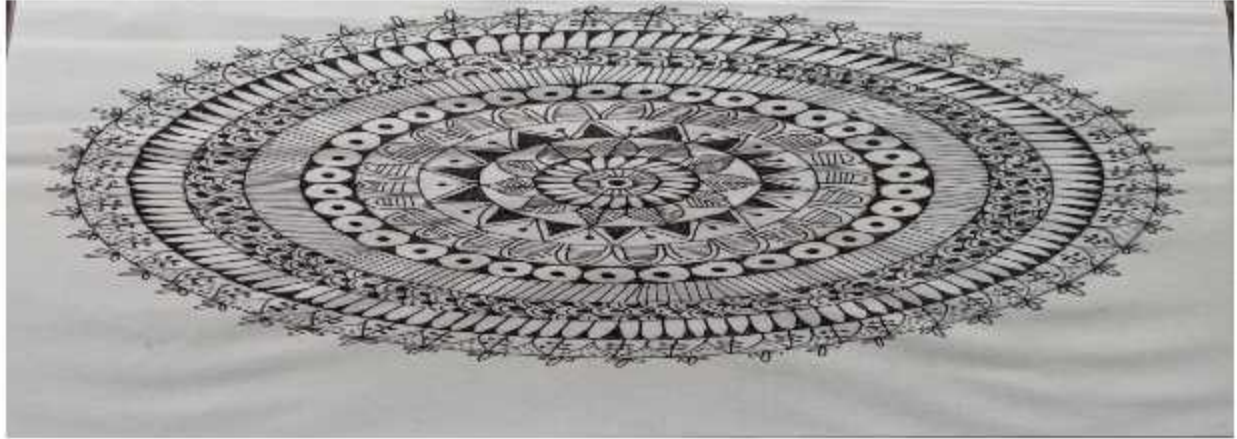
कार्यक्रमाच्या यशस्वीतेसाठी डॉ. एम.एस. उभाळे, डॉ. ए.टी. पाटील, डॉ. अर्चना चिखलीकर, डॉ. लक्ष्मी भंडारे व ग्रंथपाल प्रा.ए.जी. पाटील यांनी प्रयत्न केले.

News of Drama and Art in Education Workshop



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Activities of EPC 2 -Art and drama in education



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Tasgaon, Maharashtra, India
 Joshi Galli, Kalgaonkar Wada,
 416312, India
 Lat 17.03465°
 Long 74.602316°
 13/06/23 11:56 AM GMT +05:30



Tasgaon, Maharashtra, India
 2JM2+VVF, Tasgaon, Maharashtra 416312
 Lat 17.034689° Long 74.602287°
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Tasgaon, Maharashtra, India
 2JM2+VVF, Tasgaon, Maharashtra 416312
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 Long 74.602394°
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EPC 3- Critical Understanding of ICT



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EPC 4 Presentation



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Tasgaon, Maharashtra, India
 1329, Joshi Galli, Kalgaonkar Wada, Tasgaon, M
 416312, India
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Tasgaon, Maharashtra, India
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Tasgaon, Maharashtra, India
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Tasgaon, Maharashtra, India
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 416312, India
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Tasgaon, Maharashtra, India
 Moraya complex datus bank near ganesh temple
 bank, Tasgaon, Maharashtra 416312, India
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Tasgaon, Maharashtra, India
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 416312, India
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EPC 4 Presentation



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Tasgaon, Maharashtra, India
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Tasgaon, Maharashtra, India
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Tasgaon, Maharashtra, India



Tasgaon, Maharashtra, India



EPC 4 Presentation

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REPORT OF ASSESSMENT OF LEARNING

Assessment of learning is an approach to teaching and learning that creates feedback which is then used to improve students' performance. Assessment is done through SSSMSM, Tasgaon follows the FORMS approach in Continuous Internal Evaluation.

F–Formative evaluation- through internal class test, assignments, tutorials, practice teaching lessons, group work, health and physical education, different EPCs, internship,

O – Outcomes oriented evaluation is done directly or indirectly by the faculty. Sometimes outcomes are tangible sometimes not

R- Remedial teaching is provided after diagnostic testing and evaluation done by method teachers and subject teachers.

M – Methods of measurement- Various ways and methods are used to measure skills achieved are teaching-learning skills, communications skills, classroom management skills, individual participation, group discussion, leadership skills, ICT skills, personality development and soft skills.

S–Summative evaluation-Summative evaluation is done through university theory exams, viva voce exam and Annual lesson.

Dr.A.T.Patil is examination incharge. Meetings are held to schedule examination, to decide supervisors and to follow university circulars regarding examination time to time. Marks are submitted online on the university portal (onlineshivajiuniversity.ac.in) In the pandemic duration mode of examination was shifted from offline to online.



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Turchi, Maharashtra, India
Unnamed Road, Maharashtra 416308, India
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Long E 74° 31' 46.4952"
12/03/22 10:21 AM



Tasgaon, Maharashtra, India
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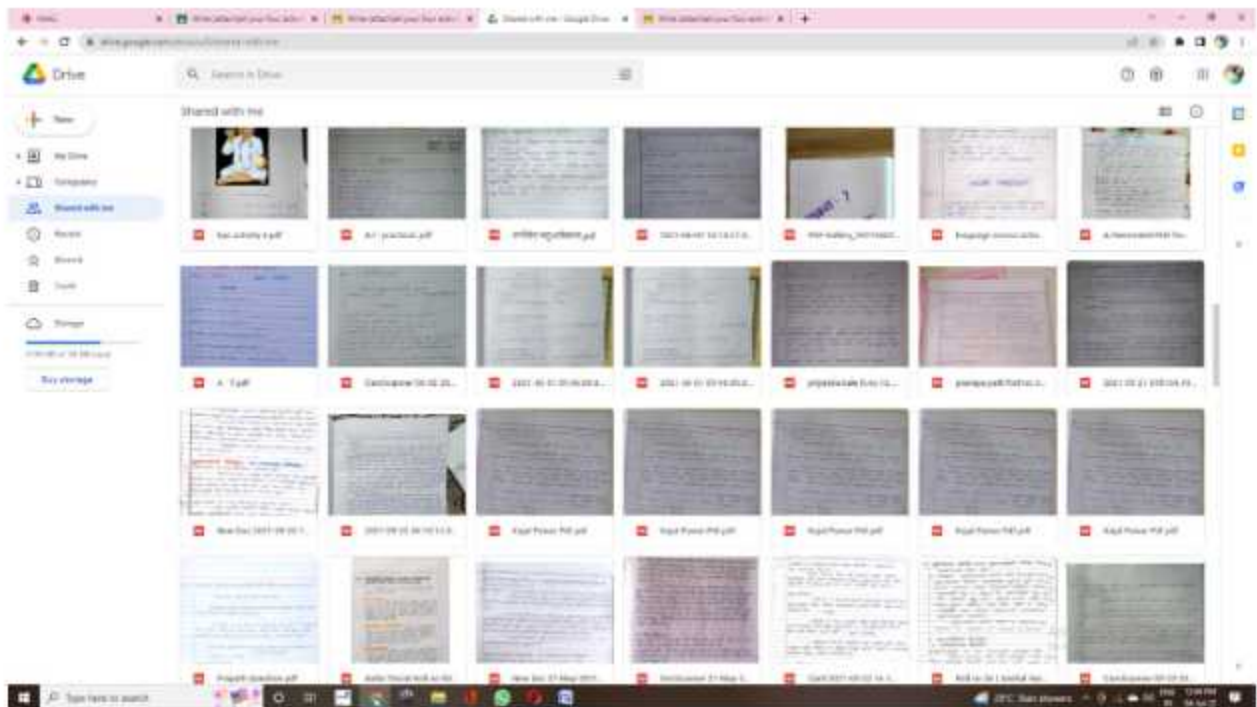
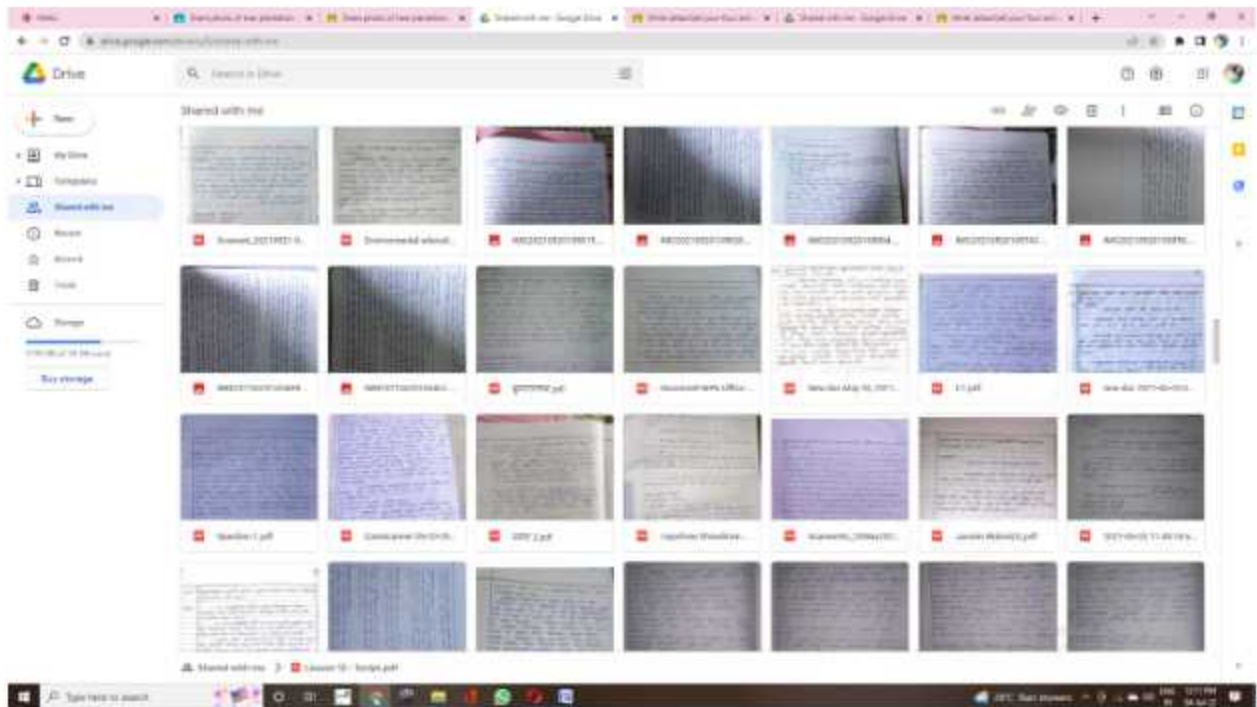
Annual Lesson Assessment by External Experts.

Test Name	Score	Started On	Ended On	Time	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
English Grammar	98%	202-05-27 10:08 AM	202-05-27 11:02 AM	54:12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Maths	98%	202-05-27 10:08 AM	202-05-27 11:02 AM	54:12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Science	98%	202-05-27 10:08 AM	202-05-27 11:02 AM	54:12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
History	98%	202-05-27 10:08 AM	202-05-27 11:02 AM	54:12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Art	98%	202-05-27 10:08 AM	202-05-27 11:02 AM	54:12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Music	98%	202-05-27 10:08 AM	202-05-27 11:02 AM	54:12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Physical Education	98%	202-05-27 10:08 AM	202-05-27 11:02 AM	54:12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Environmental Studies	98%	202-05-27 10:08 AM	202-05-27 11:02 AM	54:12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Language	98%	202-05-27 10:08 AM	202-05-27 11:02 AM	54:12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Computer Science	98%	202-05-27 10:08 AM	202-05-27 11:02 AM	54:12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health and Safety	98%	202-05-27 10:08 AM	202-05-27 11:02 AM	54:12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Business Studies	98%	202-05-27 10:08 AM	202-05-27 11:02 AM	54:12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Information Technology	98%	202-05-27 10:08 AM	202-05-27 11:02 AM	54:12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Home Science	98%	202-05-27 10:08 AM	202-05-27 11:02 AM	54:12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Foreign Languages	98%	202-05-27 10:08 AM	202-05-27 11:02 AM	54:12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Other Subjects	98%	202-05-27 10:08 AM	202-05-27 11:02 AM	54:12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Testmoz – Online Assessment Result



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Google classroom -assessment of Assignments, tutorial



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50% 5G 50% 5G Wi-Fi 23%

+ New tab

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ATTENTION

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Generate & Test with Testmoz

Kothari commissi...

Kothari commission 1964-66

1. कोठारी आयोग का स्थापन किस वर्ष किया गया?

29 अक्टूबर 1964

29 अक्टूबर 1966

29 अक्टूबर 1965

29 अक्टूबर 1964

29 अक्टूबर 1966

2. कोठारी आयोग का स्थापित किया गया था कि?

शिक्षण अधिनियम

शिक्षण अधिनियम अधिनियम

मुस्लिम शिक्षण

मुस्लिम शिक्षण

1. इस विषय में सही उत्तर चुनिए।

मुस्लिम

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2. मुस्लिम शिक्षण अधिनियम का स्थापित किया गया था कि?

शिक्षण

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Online Assessment through Testmoz



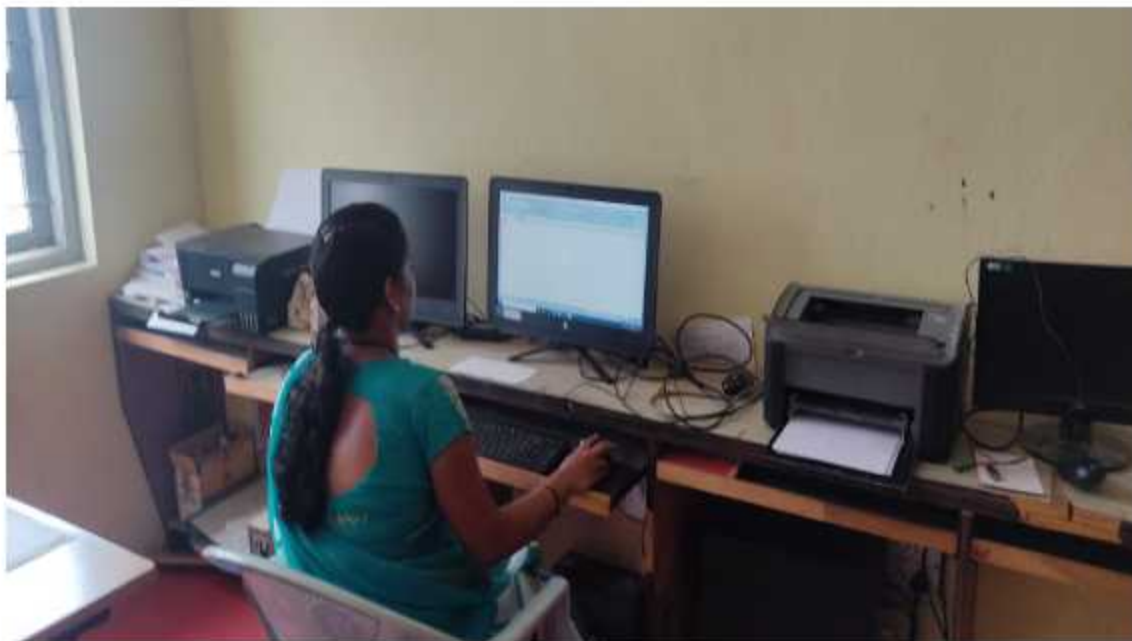
Sushiladevi
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Tasgaon, Dist. Sangli, Pin. 416 312.

REPORT OF TECHNOLOGY USE AND INTEGRATION

In education, technological integration is the use of technology to deepen learning and achieve pedagogical goals. Teachers can incorporate computers, smartphones, virtual reality tools and other innovative devices to help students learn. Effective technological integration supports the existing curriculum and is one part of the educational experience, along with traditional teaching methods and group work. Classrooms that use technology effectively typically have a low ratio of students to devices, so every student gets ample opportunities to use the technology. During pandemic online mode was adopted so technology integration is seen more in the year 2020-21.

Types of Technology Integration

- Online Learning and Blended Classrooms.
- Project-Based Activities Incorporating Technology.
- Game-Based Learning and Assessment.
- Learning with Mobile and Handheld Devices.
- Instructional Tools like Interactive Whiteboards and Student Response Syst



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Mahila Shiksha Yashra Mahavidyalaya,
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12:57 PM

Signal strength, Wi-Fi, and battery icons

Seminar and testmoz link share

Gauri Pawar Handed In



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Private comments

Gauri Pawar 11 Jun 2021
http://testmoz.com/8997512
Gauri pawar
roll no. 37

Laxmi Bhandare 11 Jun 2021
Question answer patava

Add comment to Gauri Pawar

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12:56 PM

Signal strength, Wi-Fi, and battery icons

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Dhanashri Kadam Handed In



har2.pptx

Private comments

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वारी २३३२२ ७७०३
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4:36 PM

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- Laxmi Bhandare** · 11 Jun 2021
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- Add comment to Arati Rasal

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S. S. Salunkhe
Principal
Sanshamata Sushiladevi Salunkhe
Mahila Shiksha Kendra Mahavidyala,
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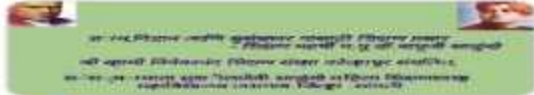
9:14 AM

📶 📶 📶 📶 🔋 94%

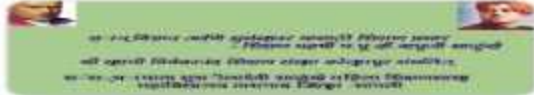
← Seminar and testmoz link share



Arati Rasal
Handed in



P Presentation-WPS मर्यादा
संशोधन.pptx



PDF Edited - Presentation-WPS... X

Forwarded
तल्लि भासल अरति रसाल : भारतीय संशोधन
noz.com
<https://testmoz.com/8990122/admin/lish>

IMG_20210611_135931.jpg

Private comments



Laxmi Bhandare 11 Jun 2021
Very good



Laxmi Bhandare 11 Jun 2021
Question bank open hot nahin

Add comment to Arati Rasal

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Sushiladevi
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9:13 AM

📶 3.7KB/s 📶 59%

☰ BEd 1 sem 1 & 2

- 📄 Answer with testmoz
Posted 12 Jun 2021 📧 1
- 📄 Seminar and testmoz link share
Posted 10 Jun 2021 📧 1
- 📄 Question bank
Posted 4 Jun 2020 📧 3
- 📄 Google Form
Draft

समकालीन भारत आणि शिक्षण

- 📄 शाळा ही समाजाची आदर्श प्रतिकृती असून यालेच जाणवण्या ...
Posted 24 May 2021
- 📄 शाळा ही समाजाची आदर्श प्रतिकृती असून यालेच जाणवण्या ...
Posted 21 May 2021
- 📄 शाळा ही समाजाची आदर्श प्रतिकृती आहे हे सांगून यालेचीच ...
Posted 21 May 2021

५-बी ज्ञान आणि अभ्यासक्रम

Students can only see topics with published posts.

टिटरियल प्रश्न

Stream

Classwork

People

4:52 PM

3.7KB/s 📶 59%

☰ Google Classroom

B.Ed. II yr.

29 students

B.Ed. II yr. Hindi

3 students

B.Ed. I yr. Hindi

2 students

Cultural Activities
B.Ed. I & II yr.

80 students

B.Ed.
1st year



Sushiladevi
Principal
Samsamata Sushiladevi Salunkhe
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Tasgaon, Dist. Sangli, Pin. 416 312.

4:50 PM

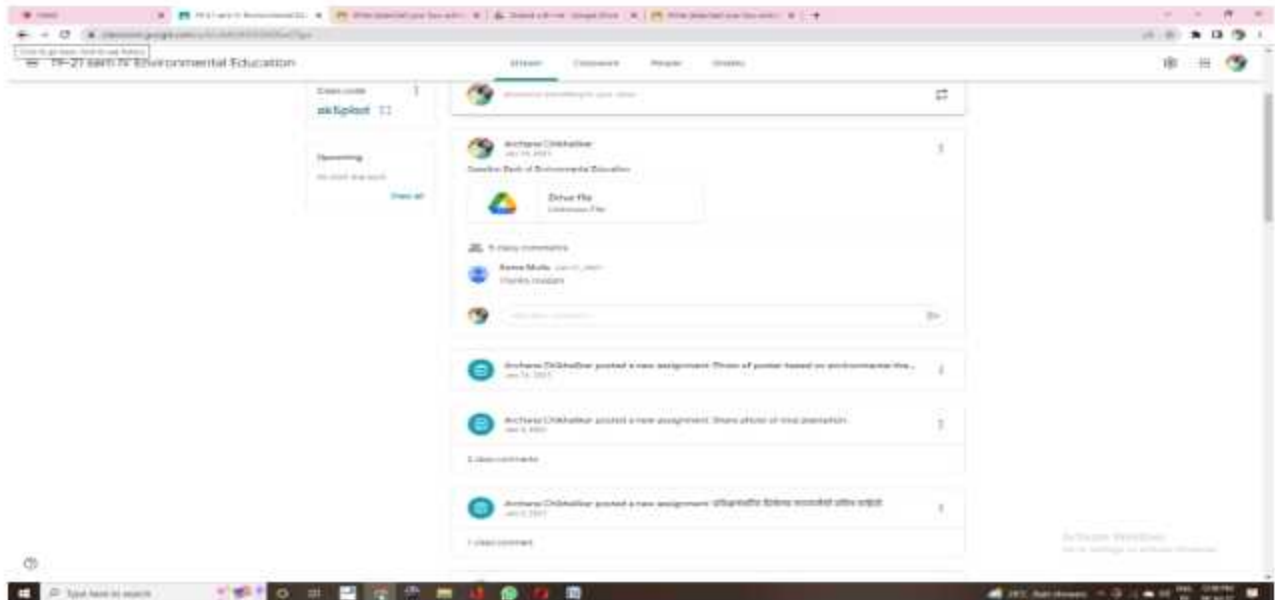
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Google Classroom



- 9 students**
- Hist-Geog. Method-2021E**
Sem- I to IV
25 students
- B.Ed. I Year 2021**
Sem- I
46 students
- B.ed. II- Year**
42 students



Sushiladevi
V. Principal
Sanshamata Sushiladevi Salunke
Mahila Shiksha Chhatra Mahavidyalaya,
Targaon, Dist. Sangli, Pin. 416 312.

This screenshot shows a Moodle course page. The course title is "A-7(Language Across school curriculum) Practical". The course code is "aevp7h2". The page displays a list of activities, including a "New!" activity by "Ajay P. Patil" and a "Quiz" activity by "Ajay P. Patil". The interface includes navigation tabs for "Home", "Course", "People", and "Grade".

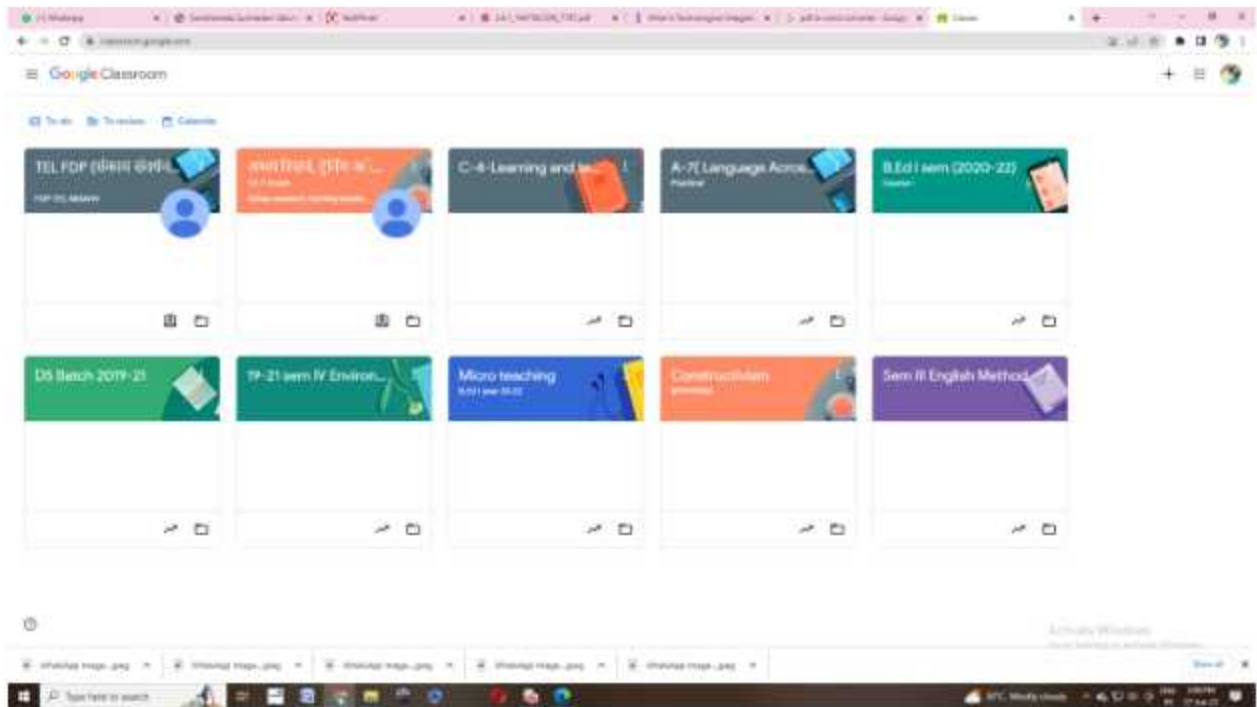
This screenshot shows a Moodle course page with a list of activities. The activities are:

- Ayithana Chithalaku postathu a new nesthu ee iphile chithalaku thilaganu (Apr 5, 2022)
- Ayithana Chithalaku postathu a new nesthu ee thilaku thilaganu (Apr 5, 2022)
- Ayithana Chithalaku postathu a new nesthu ee thilaku thilaganu (Apr 5, 2022)
- Ayithana Chithalaku postathu a new nesthu ee thilaku thilaganu (Apr 5, 2022)
- Ayithana Chithalaku postathu a new nesthu ee thilaku thilaganu (Apr 5, 2022)
- Ayithana Chithalaku postathu a new nesthu ee thilaku thilaganu (Apr 5, 2022)
- Ayithana Chithalaku postathu a new nesthu ee thilaku thilaganu (Apr 5, 2022)
- Ayithana Chithalaku postathu a new nesthu ee thilaku thilaganu (Apr 5, 2022)
- Ayithana Chithalaku postathu a new nesthu ee thilaku thilaganu (Apr 5, 2022)

 The page includes navigation tabs for "Home", "Course", "People", and "Grade".



Dr. Sushiladevi Salunkhe
 Principal
 Santhamata Sushiladevi Salunkhe
 Mahila Shiksha Anusthana Mahavidyalaya,
 Tasgaon, Dist. Sangli, Pin. 416 312.



Sushiladevi
Principal
Sanshamata Sushiladevi Salunkhe
Mahila Shiksha Mahavidyalaya,
Tasgaon, Dist. Sangli, Pin. 416 312.

REPORT OF ORGANISING FIELD VISIT

A5-School Engagement and Visits to Innovative Centres of Pedagogy and Learning

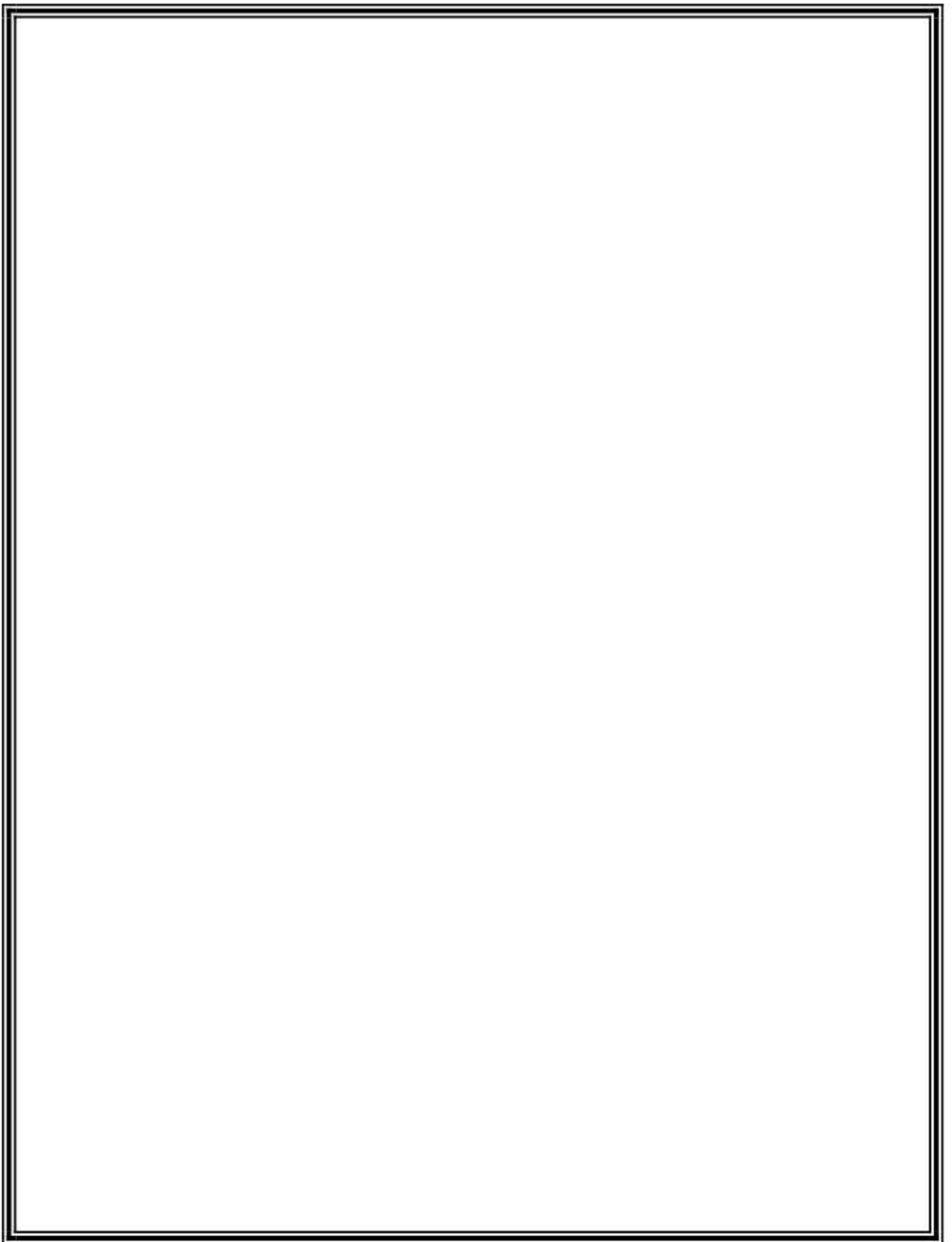
Objectives-Field trips help students interact with what they are learning. The experience goes beyond reading about a concept; students are able to see it, manipulate it or participate in it physically. Field visits are distributed in all four semesters all the students visit the schools of different types, different learning resources and get information about their functioning.

Sr.No	Field visit	Type of school	Place
1	Mukbadhir vidyamandir	Special school	Palus
2	Sadhana Matimand Vidyalay	Special school	Tasgaon
3	Podar curriculum consultancy	ICSE school	Tasgaon
4	Z.P.School	Constructivist school	Gujarmal, Manerajuri
5	Govt.residence Woman Polytechnic .	Polytechnic	Tasgaon
6	Anandsagar Public School	CBSE school	Tasgaon
7	Jawahar Navoday Vidyalay	Central school	Palus
8	Guruvaray Dadoji Kondadev Sainiki School	Military school	Tasgaon
9	Mahatma Jyotiba Phule Primary school No. 1	Slum school	Tasgaon
10	Government Industrial Training Institute	Technical Education	Tasgaon
11	Hon.R.R.Aba Library	Learning Resource	Tasgaon
12	Public library	Learning Resource	Tasgaon
13	Cold storage visit	Practical	At students' place
14	Ambitious career academy	Competitive Exam Centre	Tasgaon
15	Nagarparishad	Education Dept. till 8 th Std	Tasgaon
16	Panchayat Samiti	Education Dept	Tasgaon

		.From 1 st to 12th	
17	Swami Ramanand Bharati vidyamandir	Practice teaching school	Tasgaon
18	Champaben Wadilal Dnyanmandir	Practice teaching school	Tasgaon
19	S.V.U.B.Patwardhan Kanya Prashala	Practice teaching school	Tasgaon
20	M.V.S.P.Krushi Madhyamik Vidyalay	Practice teaching school	Tasgaon
21	Educational tour		Various places







स्थापना सुशीलादेवी साळुंखे महिला शिक्षणशास्त्र महाविद्यालय, तासगाव.

सूक्ष्म अध्यापन पाठ टाचण

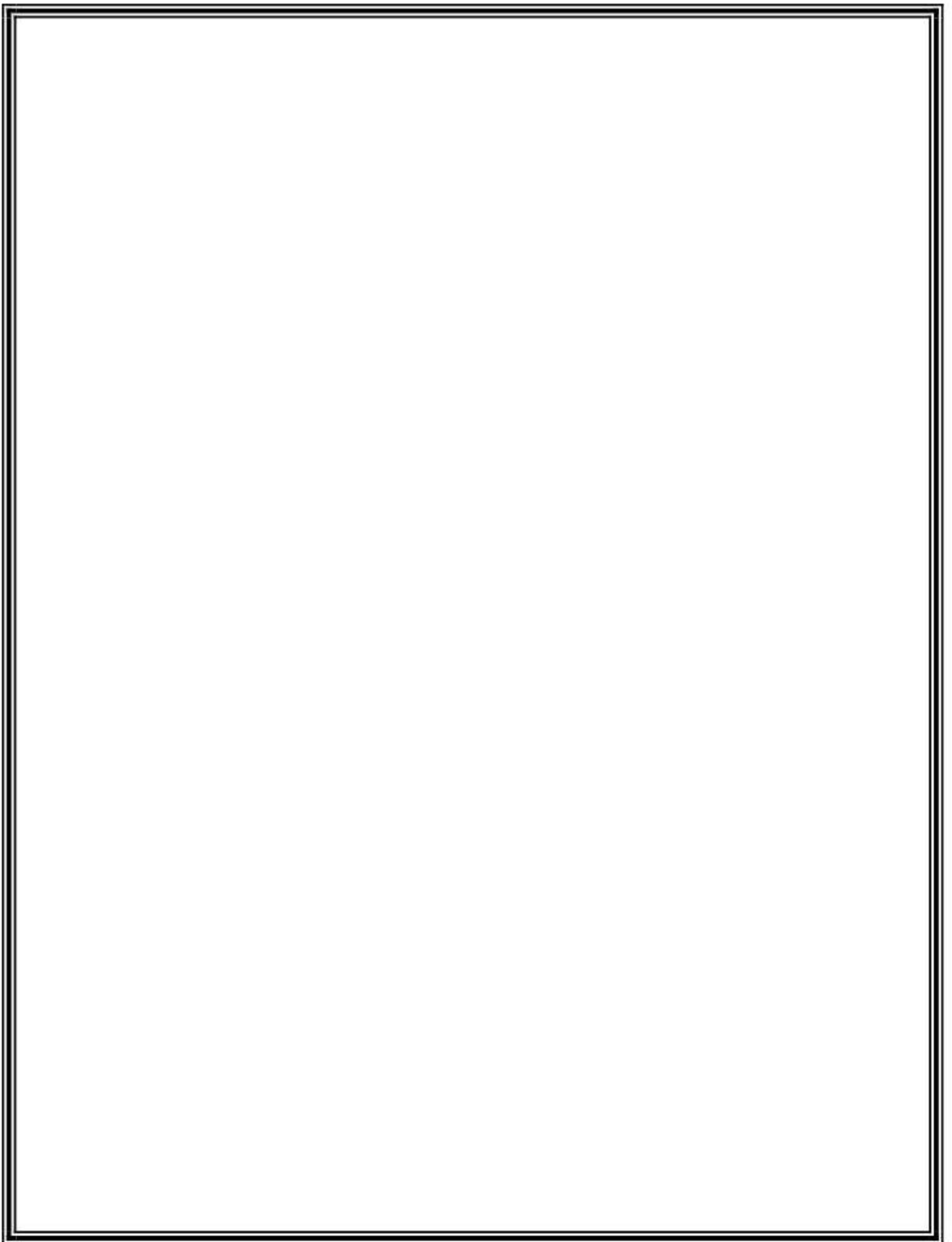
(Micro Teaching Lesson Plan)

शाले : शाळा :	प्रभातवना						
छात्राचे नांव : Student's Name :	कु. हनग्री रजेंद्र माळी		हजेरी क्र. : Roll No. :	20			
अध्यापन : Teaching :	<input checked="" type="checkbox"/>	पुनरध्यापन : Re-teaching :	<input type="checkbox"/>	सूक्ष्मपाठ क्रमांक : Micro Lesson No. :	1	दिनांक : Date :	6-2-2023
विषय : Subject :	गणित	घटक : Unit :	Linear equation in two variables	उपघटक : Sub-Unit :	Linear equation in two variables		
व्यक्ता : Std :	नववी	वेळ : Time :	5 min				
गट प्राध्यापकाचे नांव : Group Profs. Name :	प्रा. ए. टी. पाटील सर		गटाचे नांव : Name of Group :				

कौशल्याची उद्दिष्टे : 1) विद्यार्थ्यांचे अवधान अद्ययत्नाकडे वेधून घेण्यासाठी पाठाचा प्रारंभ या कौशल्याचा वापर होतो.
2) विद्यार्थ्यांना अद्ययत्नासाठी उत्तेजन व प्रेरणा देण्यासाठी या कौशल्याचा उपयोग होतो.
3) विद्यार्थ्यांचे पूर्वज्ञान जागृत करण्यासाठी हे कौशल्य महत्त्वाचे ठरते.

अपेक्षित कृती : 1) विद्यार्थ्यांचे अवधान स्वतःकडे आपल्या कृतीद्वारे खेचून घेतले पाहिजे.
2) शिक्षक जो पाठ्यांश शिकवताना त्या पाठ्यांसासाठी विद्यार्थ्यांना पुरेशी प्रेरणा देणे आवश्यक
3) कुवकूल निर्मिती करणे.

त्याज्य कृती : 1) शीघ्र अदृश परिस्थिती
2) विंगड विधाने
3) अवधान विचलन
4) संविध्य हेतूकथन
5) चेहरा आर्तदी नसेण.
6) प्रतिक्रियांके दुलक्ष करणे
7) तीडंतल्या तीडंत वीलणे



पाठ्यक्रम (Content)	शिक्षक कृती (Teachers Activity)	शिक्षार्थी कृती (Student Activity)	निरीक्षण अवयवोपलब्धे (Sub-Skills)
	आधारित प्रश्न विचारना.		शिक्षकाची दखल घेणे.
	Two variables म्हणजे काय? विद्यार्थी नाबळक वर्गात.	विद्यार्थी नाबळक वर्गात.	अंकेन लक्षात घेणे.
	एवढी दोन variables ची उदाहरणे सांगणे.	विद्यार्थी नाबळक वर्गात प्रतिसाद देणे.	अंकेन लक्षात घेणे.
	उदाहरण सोडवणे.	विद्यार्थी निरीक्षण करणे.	सामान्य.
	दुसरे उदाहरण फक्त लिहिणे.	विद्यार्थी नाबळक वर्गात प्रतिसाद देणे.	विद्यार्थ्यांचा सामान्य.
	उदाहरण आणि Linear Equation in one variable सांगणे.	विद्यार्थी नाबळक वर्गात प्रतिसाद देणे.	अंकेन लक्षात घेणे.
प्राथमिक	शिक्षक फक्त प्रारंभिक नोंदी करणे.	विद्यार्थी नाबळक वर्गात प्रतिसाद देणे.	अंकेन लक्षात घेणे.
	मान आणि Linear Equation in two variables सांगणे.	विद्यार्थी नाबळक वर्गात प्रतिसाद देणे.	अंकेन लक्षात घेणे.
	शिक्षक विद्यार्थ्यांना इतर माहिती व पूर्व ज्ञानावर		

संस्थागता सुशीलादेवी सालुंखे महिला शिक्षणशास्त्र महाविद्यालय, तासगाव

सूक्ष्म अध्यापन पाठ टाचण (Micro Teaching Lesson Plan)

कौशल्ये : प्रास्ताविका
Skill :

विद्यार्थ्यांचे नांव : कु. छनप्री राजेंद्र माकी
Student's Name : हजेरी क्र. :
Roll No. : 20

अध्यापन : पुनरध्यापन : सूक्ष्मपाठ क्रमांक : दिनांक :
Teaching : Re-teaching : Micro Lesson No. : Date : 7-2-23

विषय : भाषित घटक : Linear equation in उपघटक : Linear eq
Subject : Unit : two variables Sub-Unit : in two var

इयता : नववी वेळ : 8 min
Std : Time :

अ. क्र.	कौशल्य उपघटक	पदनिश्चयन श्रेणी				
		असमाधानकारक (०१)	बरा (०२)	चांगला (०३)	उत्तम (०४)	उत्कृष्ट (०५)
०१	पाठ्यपुस्तकांची सांगठ			✓		
०२	कुतूहलाने मिती अधिस्तक, जिज्ञासा निरीक्षणे व सांख्यिक तज्ज्ञ					
०३	प्रस्तावना व हेतूकथनाची भाष					
०४	हेतूकथन व शीघ्रिके लेखन			✓		
०५	पुस्तकी प्रस्तावना			✓		
०६	वर्णन, गोष्टी उदा. प्रनवापर			✓		
०७						
०८						
०९						
१०						

निरीक्षकाचा अभिप्राय

गुणात्मक श्रे (Qualitative Remarks)	सुधारणात्मक सूचना (Improvemental Suggesti)
शैक्षणिक साधने - जाहिराती वापरल्या	प्रस्तावना अधिक साफबर्क करा
	वेळेचे व साधनांचे नियोजन करा.

प्रशिक्षणार्थीची

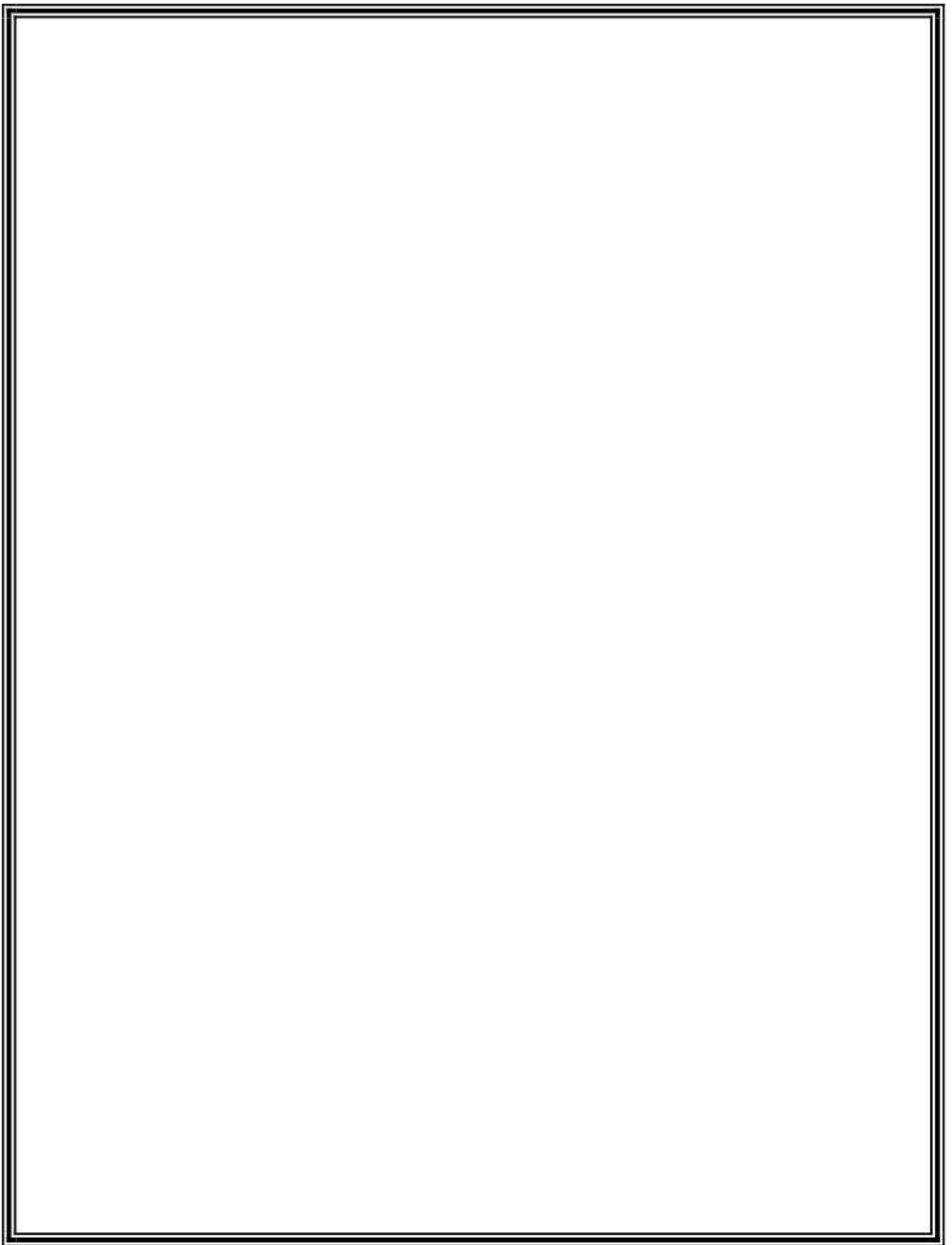
स्वाक्षरी

निरीक्षक प्रशिक्षणार्थीची

स्वाक्षरी

निरीक्षक पाठ्यशास्त्र

स्वाक्षरी



" ज्ञान, विज्ञान आणि सुसंस्कार यासाठी शिक्षण प्रसार "

- शिक्षण महर्षी प. पु. डॉ. बापूजी साळुंखे

श्री स्वामी विवेकानंद शिक्षण संस्था, कोल्हापूर संघालित

संस्थामाता सुशीलादेवी साळुंखे महिला शिक्षणशास्त्र महाविद्यालय, तासगाव, जि. सांगली

पाठ टाचण

पाठ क्रमांक : 5 विषय पाठ क्रमांक : 3 दिनांक : 17/9/21

प्रशिक्षणाधीचे नांव : राजनंदा अरुण शिंदे रोल नं. : 45

शाळा : स. र. वि. स. पागे. कु. मा. इयत्ता व तुकडी : 9वी (ड) तासिका : 03


विषय : भूगोल घटक प्राकृतिक भूगोल उपघटक बाह्यप्रक्रिया भाग

अपेक्षित पूर्वज्ञान : भूकंप, ज्वालामुखी, भूसखलन इ. बाबत माहिती आहे.

अध्यापन पद्धती : व्याख्यान पद्धती

शैक्षणिक साहित्य : पृथ्वीच्या अंतर्गत भागाची आकृती, विदारण प्रकार तक्ता.

सज्जताप्रवर्तन (Set Induction)

शिक्षक कृती (Teacher's Activities)	विद्यार्थी कृती (Student's Activities)
पृथ्वीच्या अंतर्गत भागाची आकृती पहा व उत्तरे द्या. 	निरीक्षण करतात
समोरच्या आकृतीतील पृथ्वीचे अंतर्गत भाग कोणते ते सांगा.	प्रावरण बाह्यगाभा व अंतर्गाभा हे पृथ्वीचे अंतर्गत भाग आहेत.
अंतर्गत भागामध्ये विविध हालचाली होत असतात. त्यामुळे भूरूप निर्माण होतात. ज्वालामुखी, भूकंपासारख्या घटना घडतात.	क्षवण करतात.
जशा अंतर्गत हालचाली आहेत तशाच बाह्यप्रक्रिया देखील आहेत. त्यामध्ये सौर ऊर्जा, गुरुत्वीय बल व गतीजन्य ऊर्जा इ.	

हेतुकथन (Statement of Aim) :

आज आपण बाह्यप्रक्रिया भाग 1 चा घटकतील

विषय विश्लेषण (Content Analysis)	उद्देश्ये व त्यांची स्वीकारणे (Objectives and their Specifications)	आपण जमाही / हो. पाठणे (Teaching Aids)
<p>सैमीतिक, स्पष्टीकरण</p> <p>सुरूपे</p> <p>अंतर्गत हालचालींमुळे</p> <p>पृथ्वीवर निर्माण होणारी सुरूपे</p> <p>ही प्राथमिक व द्वितीयक सुरूपे</p> <p>म्हणून ओळखली जातात.</p> <p>उदा. पर्वत, पठार, मैदाने इ.</p> <p>बाह्यप्रक्रियेतील विदारण,</p> <p>खनन, वटन, संयथन इ. प्राथमिक</p> <p>व द्वितीयक, सुरूपान बदल होऊन</p> <p>त्यापसून तृतीयक, स्वरुपाची</p> <p>सुरूपे तयार होतात. उदा. वाढत्या कौराल्य-</p> <p>टेकळा, त्रिभुज प्रदेश, चु अका-1-आकृतीचे अचूक वाचन</p> <p>राची दरी, नदी किनाऱ्यावरील</p> <p>सुप्तिक प्रदेश इ.</p>	<p>स्पष्टीकरण</p> <p>ज्ञान</p> <p>1. विविध सुरुपांची नावे सांगणे</p> <p>आकलन</p> <p>1. सुरुपांची माहिती सांगतात.</p> <p>उपायान</p> <p>1. विविध सुरुपांविषयी अधिक</p> <p>माहिती मिळवतात.</p>	<p>आपण जमाही / हो. पाठणे (Teaching Aids)</p>
<p>विदारण/ अपक्षय</p> <p>खडक, फुटणे,</p> <p>कमकुवत होणे ही नैसर्गिक</p> <p>प्रक्रिया आहे, तिना विदारणक्षेत्र</p> <p>अपक्षय असे म्हणतात.</p> <p>रुध्द म्हणजे नाबा, न्दास,</p> <p>झीन होणे, अप म्हणजे मोठ्या</p> <p>प्रमाणात.</p>	<p>स्पष्टीकरण</p> <p>ज्ञान</p> <p>विदारणाची व्याख्या सांगतात.</p> <p>आकलन</p> <p>विदारणाचे शुणधर्म सांगतात.</p> <p>उपायान</p> <p>विदारणाबाबत अधिक माहिती</p> <p>मिळवतात.</p>	
<p>विदारणाचे प्रकार</p> <p>1) काथिक विदारण - कोरड्या</p> <p>हवामानाच्या प्रदेशात काथिक</p> <p>विदारणा प्रकार जास्त असतो.</p>	<p>स्पष्टीकरण</p> <p>ज्ञान</p> <p>विदारणाचे प्रकार सांगतात.</p> <p>काथिक</p> <p>विदारण</p>	<p>विदारणाचे प्रकार</p> <p>सांगणे</p> <p>काथिक</p> <p>विदारण</p>

शिक्षण कृती (Teacher's Activities)	अपक्षय अनुभव (Learning Experiences)	शिक्षण कृती (Student Activities)
<p>स्पष्टीकरण</p> <p>प्र. तुमच्या परिसरामध्ये कोणकोणती</p> <p>सुरूपे आहेत.</p> <p>स्पष्टीकरण</p> <p>सुरुपांची माहिती सांगतात.</p> <p>प्राथमिक, द्वितीयक व तृतीयक</p> <p>सुरुपांची माहिती आकृतीद्वारे</p> <p>सांगतात.</p> <p>विद्यार्थ्यांना स्वताच्या बाब्या-</p> <p>मध्ये प्राथमिक, द्वितीयक व तृतीयक</p> <p>सुरुपांची माहिती लिहिण्यास</p> <p>सांगतात.</p>	<p>स्पष्टीकरण</p> <p>विविध देणंदिन उदाहरणांचा</p> <p>वापर करून अपक्षय हा घटक</p> <p>समजावून सांगतात.</p> <p>अपक्षयाची व्याख्या समजावून</p> <p>सांगतात.</p> <p>अपक्षय / विदारण कसे घडून येते</p> <p>ही प्रक्रिया स्पष्ट करतात.</p>	<p>स्पष्टीकरण</p> <p>पर्वत, पठार, मैदाने, नदी</p> <p>ही सुरूपे आहेत.</p> <p>निरीक्षण व श्रवण</p> <p>करतात.</p>
<p>स्पष्टीकरण</p> <p>विविध देणंदिन उदाहरणांचा</p> <p>वापर करून अपक्षय हा घटक</p> <p>समजावून सांगतात.</p> <p>अपक्षयाची व्याख्या समजावून</p> <p>सांगतात.</p> <p>अपक्षय / विदारण कसे घडून येते</p> <p>ही प्रक्रिया स्पष्ट करतात.</p>	<p>स्पष्टीकरण</p> <p>विदारणाच्या प्रकाराची</p> <p>आकृती दाखवून विदारणाचे</p> <p>प्रकार स्पष्ट करून सांगतात.</p>	<p>स्पष्टीकरण</p> <p>विदारणाच्या प्रकाराची</p> <p>आकृती दाखवून विदारणाचे</p> <p>प्रकार स्पष्ट करून सांगतात.</p> <p>निरीक्षण व श्रवण</p> <p>करतात.</p>

संश्लेषण विवेचन (Content Analysis)	उद्देश्ये व मूळी मर्दीकरणे (Objectives and their Specifications)	गणक सामग्री / टी. मॅटेरियल (Teaching Aids)
विषय प्रतिपादन (Presentation)	उपलब्धी करण आकलन १. विदारणाचे वर्गीकरण करतो. काथिक विदारणा २. विदारणाच्या प्रकाराची अधि- माहिती मिळवतो. कौशल्य तक्याचे अनुकूल वाचन करतो.	गणक सामग्री / टी. मॅटेरियल (Teaching Aids)
संश्लेषण ३. रासायनिक विदारणा - दमट दवासानाच्या प्रदेशात हा विदारणाचा प्रभाव जास्त असतो. ४. अैविक विदारणा हे विदारणा संकीर्ण रीते.	उपलब्धी करण आकलन १. विदारणाचे वर्गीकरण करतो. काथिक विदारणा २. विदारणाच्या प्रकाराची अधि- माहिती मिळवतो. कौशल्य तक्याचे अनुकूल वाचन करतो.	गणक सामग्री / टी. मॅटेरियल (Teaching Aids)

अभ्यास अनुभव (Learning Experiences)	गणक सामग्री (Supporting Activities)	उपलब्धी करण (Evaluation)
संश्लेषण १. सुसुपाची नवी संभाषण २. अपसंध म्हाणे काय ३. अपसंधाचे प्रकार कोणते? ४. रासायनिक अपसंधाचे स्वरूप स्पष्ट करा. ५. काथिक अपसंध स्पष्ट करा.	गणक सामग्री (Supporting Activities)	उपलब्धी करण (Evaluation)
६. विदारणाचे प्रकार ... (दोन, तीन, पाच) ७. दमट वातावरणात अपसंध घडून येतो (अैविक, काथिक, रासायनिक) ८. काथिक अपसंध ... (ओरडे, दमट, अतीवर्णने) ९. तसुय म्हाणे (जोड, हात, मगंध) १०. काथिक विदारणा व रासायनिक विदारणा फरक स्पष्ट करा	गणक सामग्री (Supporting Activities)	उपलब्धी करण (Evaluation)

गणक सामग्री /
(Teaching Aids) : अशा प्रकारे
आज आपण विदारणा म्हणजे
काय व काथिक विदारणाची
माहिती अभ्यासली.

फलक लेखन

उपाटक : बाह्य प्रक्रिया	विषय : भूगोल
उपउपाटक : बाह्य प्रक्रिया भाग १	शुद्धता : १०० टुकडी : ब दिनांक : 17/9/21
विदारण - * विदारणाचे प्रकार I) काधिक विदारण II) रासायनिक विदारण III) जैविक विदारण	काधिक विदारण - कोरडे हवामान रासायनिक विदारण - दमट हवामान जैविक विदारण - सजीवांकडून

दिनांक :

दर्शनार्थक मुद्रा :

S. S. Sakale
निरीक्षकाची स्वाक्षरी

पाठ्यातील वांगण्या बंधी	उपधारात्मक सूचना (उपयुक्त)
* पाठ्यातील प्रत्येक प्रस्तावना केली	* खोले चर्चा नापट्टी करावा
* गैरवाचक सूचनांना जेव्हा काढून देता	* मुक्तपणे वाचकांना लिखाणाची सहाय्य करावा
* स्पष्टीकरणाने उत्तरेच्येकडे वळवा	* निरीक्षकाच्या उपस्थितीत करावी
* अर्थप्रकार प्रत्येक वांगणे	
* मुद्रा देऊन काढून घ्यावे	
* स्वतःच वाचकांना लिखाणाची सहाय्य करावी	

निरीक्षण तक्ता

सूचना : १) ५ बिंदू मुद्याचा उच्चतम स्तर व १ बिंदू कनिष्ठ स्तर दर्शवावे.

घटक	१	२	३	४	५	घटक	१	२	३	४	५
१. पाठ टाकून लेखन						११. आरंभ प्रयुक्त					
२. आरंभ संघटन						१२. सर्व वातावरण बंधी व्यवस्थान					
३. वातावरण निर्मिती						१३. अध्याय अनुषंगी विविधता (मागीलवारा/आलेखदाराची कृती)					
४. पाठ हेतू निवेदन						१४. सामग्री, कार्यवाही व स्वाध्याय					
५. स्पष्टीकरण ठरवून उदाहरणे दाखवण्याचा वापर						१५. मूल्यमापन तंत्र					
६. प्रश्न कौशल्य ?						१६. मूल्यमापनातील विद्यार्थी प्रतिसाद					
७. प्रबलन						१७. शिक्षक व्यक्तित्व					
८. फारक लेखन						१८. नियमितपणे कार्यवाही					
९. वेळक विविधता						१९. संकलित प्रभाव					
१०. शैक्षणिक साधनांचा वापर											

दिनांक :



S. S. Sakale
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S. S. Sakale
निरीक्षकाची स्वाक्षरी
डॉ. एल. टी. उरुते

25/25

"ज्ञान, विज्ञान आणि सुसंस्कार यांसाठी शिक्षणप्रसार"
 शिक्षणमहर्षी डॉ. बापूजी साठुखे
 संस्थामाता सुशीलादेवी साठुखे महिला शिक्षणशास्त्र महाविद्यालय तासगांव
 पंचकोशी विद्यानिकेतन, निमणी

परीक्षा क्र. 613

वेळ:- मि.

नांव:-

विषय - सा.विज्ञान

इयत्ता - ६ वी

दिनांक:-

गुण :- २५

आदित्य काविराव मन्त्रो

प्र. १ला अ) रिकाम्या जागी योग्य शब्द निवडा (५)

(पारदर्शक, तारे, अर्धपारदर्शक, अपारदर्शक, उलटी, बॅटरी)

अ) प्रकाशाचे नैसर्गिक उगमस्थान तारे आहे.ब) सूचिछिद्र प्रतिमाग्राहकामध्ये मिळणारी प्रतिमा उलटी असते.क) छायेची निर्मिती प्रकाश स्रोताच्या मार्गांमध्ये अपारदर्शक वस्तू आल्यामुळे होते.५) ज्या पदार्थातून प्रकाश काही प्रमाणात आरपार जातो, तो अर्धपारदर्शक पदार्थ होय.६) प्रकाश स्रोताच्या मार्गांमध्ये पारदर्शक वस्तू आली की त्यातून प्रकाश आरपार जातो.

प्र. १ला ब) जोड्या लावा. (२)

'अ' गट

'ब' गट

१) आरसा ← १) दीपिहीन

२) कागदा ← २) उलट प्रतिमा

३) सूचिछिद्र प्रतिमाग्राहक ← ३) परवर्तन

४) चंद्र ← ४) दीप्तीमान

प्र. २रा अ) खालील पैकी प्रत्येक वस्तू दीपिहीन किंवा दीप्तीमान आहे ते लिहा. (२)

१) टायर - दीपिहीन२) पेटलेली मेणबत्ती - दीप्तीमान३) बिजेरी - दीप्तीमान४) पेन्सिल - दीपिहीन

प्र. २रा ब) व्याख्या लिहा. (कोणतेही दोन) (४)

१) अपारदर्शक पदार्थ

ज्या वस्तूतून प्रकाश जात नाही त्या वस्तूला अपारदर्शक वस्तू पदार्थ म्हणतात.

२) प्रकाशाचे रेषीय संक्रमण

प्रकाशाच्या अचूक रेषेतील प्रवासाना प्रकाशाचे रेषीय संक्रमण असे म्हणतात.

3) प्रकाशाचे परावर्तन

प्र.३ रा खालील प्रश्नांची थोडक्यात उत्तरे लिहा. (कोणतीही तीन)

१) छाया म्हणजे काय?

प्रकाश स्रोताच्या मागेमिथले अपारदर्शक वस्तू आली तर त्यापुढे प्रकाश आल्याबद्दल जात नाही. त्यामुळे

२) वस्तू केंवा दिसू शकते? जी आली पडते त्याला वस्तूची छाया

प्रकाश स्रोताच्या वस्तूवर प्रकाशाकिरण पडतात व

२) वस्तू विसत त्याला प्रकाशाचे परावर्तन म्हणून परावर्तन होऊन आपल्या डोळ्यापर्यंत पोहचते की आपल्याला वस्तू

३) छाया निर्मितीसाठी कोण कोणत्या बाबी आवश्यक असतात?

२) छाया निर्मितीसाठी प्रकाशाचे स्रोत, वस्तू व अंतर या बाबी आवश्यक आहेत.

४) सपाट आरशातील प्रतिमा कशी दिसते?

आरशातील प्रतिमेमध्ये मूळ वस्तूची आदलाबद्ध प्रतिमा दिसते. वस्तू जितक्या अंतरावर आहे तितक्या अंतरावर ती प्रतिमा आरशाच्या मागे दिसते.

प्र.४ था थोडक्यात माहिती लिहा. (कोणतीही दोन)

१) दीपिहीन वस्तू - ज्या वस्तू स्वतःचा प्रकाशाचे स्रोत असतात त्या वस्तूंना दीपिहीन वस्तू म्हणतात.

३) उदा... बॅल्ब, पुस्तक, वही, मात, देवत, खुर्ची.

२) चंद्रप्रकारा - स्फुरीप्रकाश, चंद्राच्या पृष्ठभागावर पडतो व आप-२ परावर्तित होऊन आपल्यापर्यंत पोहचतो व आपल्याला चंद्र दिसतो या प्रकाराचा चंद्रप्रकार.

३) सृष्टिचिह्न प्रतिमाप्राहक - सृष्टिचिह्न प्रतिमाप्राहक प्रयोग

१) केंद्राज्य त्याचा प्रयोग उलटा होतो.

उत्पादसूची

प्रश्न क्रमांक	उत्तरसूची सुद्धि	प्रश्न
प्रश्न 1)	$\Delta STU \rightarrow \Delta XYZ$	
प्रश्न 2)	नापुं स्त्री ΔXYZ	
प्रश्न 3)	$\Delta STU \rightarrow \Delta XYZ$	
प्रश्न 4)	$\Delta STU \rightarrow \Delta XYZ$	
प्रश्न 5)	वकील	
प्रश्न 6)	पुरुष	
प्रश्न 7)	वकील	
प्रश्न 8)	पुरुष	
प्रश्न 9)	ΔPOT	
प्रश्न 10)	ΔTPO	
प्रश्न 11)	ΔPOT	
प्रश्न 12)	ΔPOT	
प्रश्न 13)	एका त्रिकोणाच्या दोन बाजू व त्यांनी समाविष्ट कोनाची जागा दुसऱ्या त्रिकोणाच्या दोन बाजू व समाविष्ट कोना असे सांगणे पुरेसे असते किंवा एका त्रिकोणा बाकीचा कोनीयुगल पुरेसा ठावला	

प्रश्न क्रमांक

उत्तरांची सुट्टे

2) जर एका काटकोन त्रिकोणाचा एक कोन व एक बाजू हे दुसऱ्या त्रिकोणाचा एक कोन व संगत बाजू यांच्याशी एकरूप असतील तर ते दोन त्रिकोण कर्णमुजा कसेरीनुसार एकरूप असतात.

3) ΔPQR व ΔXYZ मध्ये

बाजू $PQ \cong$ बाजू XY

बाजू $QR \cong$ बाजू ZY

बाजू $PR \cong$ बाजू XZ

$\therefore \Delta PQR \cong \Delta XYZ$ - बाबाबा कसेरीनुसार

$\therefore PQR \leftrightarrow XYZ$

4) बाजू $XW \cong$ बाजू YV

$\angle W \cong \angle V$

बाजू $WZ \cong$ बाजू VZ

उ. 3) 1) जर एका त्रिकोणाच्या तीन बाजू एखाद दुसऱ्या त्रिकोणाच्या तीन बाजूशी एकरूप असतील तर दोन त्रिकोण बाबाबा कसेरीनुसार एकरूप असतात. एकरूप टाक - तीन बाजू

जर एका काटकोन त्रिकोणाचा एक कोन व एक बाजू हे दुसऱ्या त्रिकोणाचा एक कोन व संगत बाजू यांच्याशी एकरूप असतील तर ते दोन त्रिकोण कर्णमुजा कसेरीनुसार एकरूप असतात

2) $\Delta WXZ \cong \Delta WYZ$

$WXZ \leftrightarrow WYZ$

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25	व्हाई दिपक गवली	01-0 13
26	आर्यन नवनाथ माने	2-11 16
27	शेखर थल्लापा मारी	05-0 19
28	अमन व्हादिक वीर	05-10 14
29	सुमित वज्रका देवकुळे	19
30	अथर्व युवराज भोसले	17
31	किशय भाऊसो देवकुळे	11
32	शेखर व्हादिक नवाफ	16
33	वशद व्हादिन पाटील	9
34	विवरजीव वंदीप पाटील	18
35	यश व्हादिक पाटील	20
36	शार्वक व्हादिन पाटील	20
37	सोहम वंदीप पाटील	13
38	प्रतिक व्हादिन पाटील	9
39	वशद नवनाथ गायकवाड	20
40	अथर्व वंदीप पाटील	19
41	हर्षवर्धन भाऊसो पाटील	22
42	विजय वाराजी शेलगे	22
43	आदित्य किशन जोशी	21
44	शिवराज मच्छिंद कदम	19
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2	सदाशिव नंदकुमार कुंभार	21
3	सुनिता पोपट मोहोर	18
4	केशीश संभाजी नलवडे	20
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6	शुद्धी कानिल खिखरे	22
7	वेण्णावी धनंजी मोडले	14
8	सानवी सांदिप देवामुख	17
9	साक्षी विशालिंगाया मानी	10
10	दिव्या दिलीप पाटील	22
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12	प्राजक्ता दत्तात्रय आवंत	21
13	संगीता रामा खिंदे	21
14	जानवी विनोद खुखदेव	23
15	खिवाणी भास्कर कवम	22
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