



*Sulochana Belhekar Samajik Va Bahu Uddieshiya Shikshan Santha*

## **Sant Dnyaneshwar B.Ed. College**

NCTE Code No. APW05389/123665, (Marathi Medium)

Affiliated to Savitribai Phule Pune University PU/AN/B. Ed.097/2008

Email- [sdbedcollege@rediffmail.com](mailto:sdbedcollege@rediffmail.com); Web: [www.sdbednewasa.com](http://www.sdbednewasa.com)

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Bhanashiware, Tal: Newasa, Dist: Ahmednagar (Maharashtra) 414609; Phone/Fax- (02427) 297099

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### **DVV Metric 2.4.3 Competency of effective communication is developed in students through several activities such as**

1. Workshop sessions for effective communication
2. Simulated sessions for practicing communication in different situations
3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’
4. Classroom teaching learning situations along with teacher and peer feedback



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### **2.4.3. Programmes for the development of Communication Skills of the Students**

<b>Sr.No.</b>	<b>Name of the Program</b>	<b>Date</b>
1	Guest Lecture on 'How to Face Group Discussion'	<b>11/01/2024</b>
2	Guest Lecture on "How to Face an Interview"	<b>04/11/2023</b>
3	Value Added Course in "Personality Development"	<b>31/10/2022 to 16/11/2022</b>
4	Workshop on "Effective Classroom Management"	<b>04/12/2021</b>

## **Sant Dnyaneshwar B.Ed College**

**Bhanashiware, Tal- Newasa, Dist- Ahmednagar**

### **Report on Lecture on "How to Face an Interview"**

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**Date: 04/11/2023**

**Venue: Lecture Hall**

#### **Introduction:**

The lecture on "How to face an Interview" was organized by the College for the Students of the B.Ed College. The purpose of the lecture was to provide participants with valuable insights and strategies to excel in job interviews and improve their chances of securing employment opportunities.

The lecture was delivered by **Joshi Anant M.** an experienced professional with extensive expertise in recruitment, human resources, or related fields.

#### **Method of Execution:**

The guest lecture commenced with a warm welcome to the participants and a brief introduction of the keynote speaker. The speaker began by emphasizing the significance of interviews in the job application process and how a candidate's performance in an interview can influence the hiring decision. The lecture covered several key topics related to interview techniques:

#### **Preparation Strategies:**

The speaker highlighted the importance of thorough preparation before an interview. Participants were advised to research the company, understand the job role, and anticipate commonly asked questions.

#### **Crafting a Strong Resume/CV:**

The lecture touched upon the significance of a well-structured resume or CV. Participants were provided with tips to tailor their resumes to match the job requirements and showcase their strengths effectively.

#### **Building a Positive First Impression:**

The speaker discussed the importance of creating a positive first impression during the interview. Participants were guided on appropriate dressing, body language, and confident greetings.

#### **Answering Interview Questions:**

The lecture provided participants with strategies for answering various types of interview questions, including behavioral, situational, and technical questions. The importance of using the STAR (Situation, Task, Action, Result) method for behavioral questions was emphasized.

### **Asking Intelligent Questions:**

Participants were encouraged to prepare thoughtful questions to ask the interviewer at the end of the session. This demonstrates interest in the company and role and can help gather valuable insights.

### **Handling Stress and Nervousness:**

The speaker addressed common interview-related stress and nervousness. Techniques to manage anxiety and stay composed during the interview were discussed.

### **Interactive Session:**

Following the lecture, an interactive session was conducted, allowing participants to ask questions and seek personalized advice. The keynote speaker patiently addressed each query, shared personal anecdotes, and provided valuable tips.

### **Conclusion:**

The lecture on " **How to Face an Interview** " proved to be highly informative and beneficial for all attendees. Participants gained valuable insights into interview preparation, effective communication, and presentation skills. The event concluded with a vote of thanks to the speaker, organizers, and participants for their active participation.

**Proofs of the Program**



**Notice of the Program**



**Mock Interviews of the Students**



**Mock Interviews of the Students**



**Attendance of the Students**



**PRINCIPAL**  
 Sant Dnyaneshwar B.Ed. College  
 Bhanshiwara Tal. Newasa,  
 Dist. Ahmednagar

*Sulochana Belhekar Samajik Va Bahu Uddeshiy Shiskhan Sanstha's*

## **Sant Dnyaneshwar B.Ed College**

**Bhanashiware, Tal- Newasa, Dist- Ahmednagar**

**“Guest Lecture Report on How to Face Group Discussion”**

**Date: 11/01/2024**

**Venue: Lecture Hall**

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### **Introduction:**

The guest lecture on "How to Face Group Discussion" was organized by the Sant Dnyaneshwar B.Ed College on **11<sup>th</sup> January, 2024**. The event aimed to equip students with essential skills and techniques to excel in group discussion sessions, which are often conducted as part of various selection processes for job interviews, college admissions, and other competitive settings.

The lecture was delivered by **Mr. Ghorpade Satish D.** an expert in communication and interpersonal skills.

The guest lecture began with a warm welcome and introduction of the speaker. The speaker started by explaining the significance of group discussions in various real-life scenarios and their importance in evaluating a candidate's communication, leadership, and problem-solving abilities. Following points were covered in the lecture.

### **Understanding the Purpose:**

The first step in facing a group discussion is to understand the purpose of the discussion topic. Participants should pay attention to the given topic, analyze its various aspects, and gather relevant information.

### **Effective Communication:**

Participants were encouraged to practice active listening and speak clearly and confidently. The speaker stressed the importance of expressing thoughts coherently and logically, using appropriate gestures and maintaining eye contact.

### **Leadership and Collaboration:**

The lecture emphasized the significance of being a team player and a leader at the same time. Participants were taught how to strike a balance between assertiveness and respecting the opinions of others.

### **Time Management:**

Managing time effectively during group discussions is crucial. The speaker shared tips on structuring responses concisely, avoiding unnecessary repetition, and being mindful of the time limit.

### **Content vs. Delivery:**

The lecture discussed the balance between content and delivery style. While having valuable content is essential, the delivery, body language, and presentation skills also play a vital role in leaving a lasting impression.

### **Handling Disagreements:**

Participants were taught strategies for dealing with disagreements and conflicts constructively. Encouraging healthy debates and showing flexibility were highlighted.

### **Interactive Session:**

Following the lecture, an interactive session was held, allowing participants to ask questions and seek clarification on specific aspects related to group discussions. The keynote speaker patiently addressed each query and provided valuable insights.

### **Conclusion:**

The guest lecture on "How to face Group Discussion" proved to be highly informative and beneficial for all attendees. Participants gained valuable knowledge and practical tips that will aid them in approaching group discussions with confidence and competence. The event concluded with a vote of thanks to the speaker, organizers, and participants for their active involvement.

# Proofs of the Program:



Notice of the Program



Speaker while giving tips on How to face Group discussion



Participated Students in Group Discussion Session



Attendance of the Program





# **Sant Dnyaneshwar B.Ed College**

**Bhanashiware, Tal- Newasa, Dist- Ahmednagar**

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## **Report on workshop on "Effective Classroom Management"**

**Date: 06/12/2021**

**Venue: Lecture Hall**

### **Introduction:**

The workshop on "**Effective Classroom Management**" was conducted to address the challenges faced by students- teachers in maintaining a productive and engaging learning environment. The event aimed to equip teacher students with practical strategies and tools to create a conducive atmosphere for learning, reduce disruptive behaviors, and enhance overall student engagement and academic performance. The workshop was attended by **75** students of the First and Second Year of B.Ed. Active Participation of participants contributed to rich discussions and shared their experiences, making the workshop a dynamic and interactive learning experience.

### **Objectives:**

- To understand the importance of effective classroom management in optimizing student learning
- To explore various strategies and techniques for establishing a positive and organized classroom environment
- To learn practical methods for addressing behavioral challenges and maintaining discipline in the classroom.
- To provide teachers with tools and resources to engage students actively and promote participation in the learning process.

## **Workshop Highlights:**

### **1. The Importance of Classroom Management:**

The facilitator emphasized that effective classroom management is vital for creating a supportive and respectful learning environment. When students feel safe and engaged, they are more likely to participate actively and achieve better academic results.

### **2. Establishing Classroom Rules and Expectations:**

Participants learned about the significance of establishing clear and concise classroom rules and expectations. The workshop explored the benefits of involving students in setting these guidelines, which can foster a sense of accountability.

### **3. Proactive Strategies for Classroom Management:**

Various proactive strategies were discussed, such as arranging the physical layout of the classroom to enhance interaction, using positive reinforcement to motivate students, and establishing routines to create a structured learning environment.

### **4. Dealing with Disruptive Behaviors:**

The workshop covered practical techniques for addressing disruptive behaviors, including de-escalation strategies, conflict resolution approaches, and positive redirection. Teachers were encouraged to focus on understanding the root causes of behavioral issues and responding empathetically.

### **5. Engaging Teaching Methods:**

To maintain student interest and participation, the workshop introduced interactive teaching methods, technology integration, and differentiated instruction. These approaches aim to cater to diverse learning styles and keep students actively engaged in their studies.

## **Conclusion:**

The workshop on "Effective Classroom Management" was a resounding success. It provided Student-Teachers with valuable insights and practical tools to create a positive and engaging learning environment. By understanding the importance of classroom management and implementing the strategies learned during the workshop, teachers are better equipped to support student learning and foster academic success.

**Proofs of the Program:**



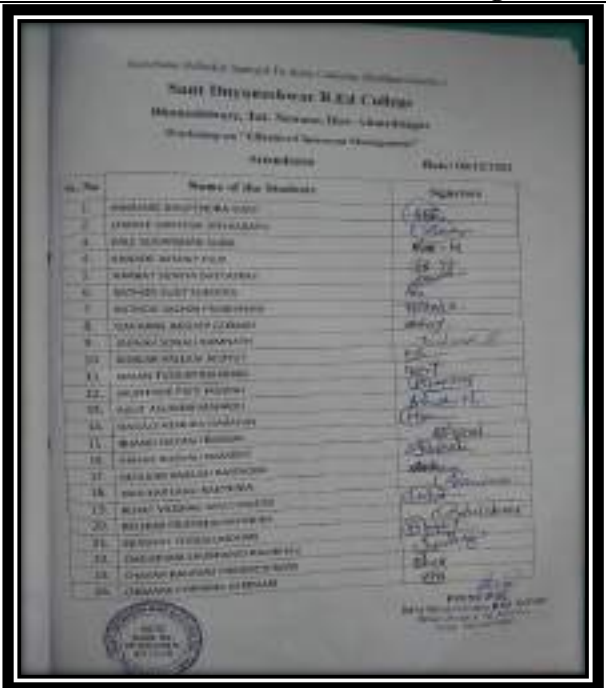
**Notice of the Program**



**Lecture on Effective Classroom Management**



**Participative Students**



**Attendance of the Students**



*[Signature]*  
**PRINCIPAL**  
 Sant Dnyaneshwar B.Ed. College  
 Bhanshiware Tal. Newasa,  
 Dist. Ahmednagar

*Sulochana Belhekar Samajik Va Bahu Uddieshiya Shikshan Sanstha's*

## **Sant Dnyaneshwar B. Ed. College**

### **A Certificate Course on Personality Development**

**Academic Year 2022-23**

### **Report**

**Name of the Activity: A Certificate Course on Personality Development**

**Period / Date: 31/10/2022 to 16/11/2022**

**Venue: Regular Classrooms**

Sant Dnyaneshwar B. Ed. College is always committed to provide quality and skill based education to the every class of the society. To enhance the Professional skills of the students and they must be to face successful job interviews therefore college has started a certificate course on 'Personality Development' in the academic year 2022-23.

#### **Objectives of the course:**

1. To build up positive vibes among the students.
2. To improve confidence among students.
3. To develop critical thinking.
4. To improve communication, problem solving and presentation skills.
5. To help in cop-up with professional environment.
6. To improve interpersonal skills.

**Method of Execution:** 'Personality Development' is a certificate course that consists of 30 Hrs. Mr. N. A. Khillare a faculty of the college has appointed as a course teacher. 30 Students from First and Second year B Ed course has enrolled for the course. This course is conducted from 31/10/2022 to 16/11/2022. College has followed proper assessment and evaluation process for this course. After completing of the classes according to the schedule of the course, a theory examination is conducted. The students who secured passing marks earned the certificate of the course.

#### **Learning Outcomes:**

1. Student got an exposure for self-development.

2. Course became helpful for Developing Personality.
3. Student Improved nonverbal communication.
4. Student developed their effective communication skills.
5. Student developed their Logical thinking.

**Proofs of the Programme:**



**Notice of the Course**



**Admission list of the Course**



**Attendance of the Course**



**Certificate of the Course**



*[Signature]*  
**PRINCIPAL**  
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 Bhanshiwara Tal. Newasa,  
 Dist. Ahmednagar



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### **2.4.3 Simulated lessons by the Students**



# शिक्षणशास्त्र महाविद्यालय

## अभिरूप पाठ - पाठ टाचन Simulation Lesson - Lesson Plan

विद्यार्थी शिक्षकाचे नांव : Pupil Teacher's Name :	सोलाट शितल ज्ञानदेव	पट क्रमांक Roll No.	86
दिनांक : Date	17/2/22	अभिरूप पाठ क्रमांक : Simulation Lesson No.	09
विषय : Subject	गणित	घटक Unit	घातांक
		उपघटक Sub-Unit	घातांक
वेळ : Time	२-२:३० मि.	30 मि.	वयता : ७ वी Std.
पूर्वज्ञान : Previous Knowledge	विद्यार्थी संख्येचे प्रकार व वर्गमुळ हे घटक सांगतात.		
शैक्षणिक साधने Teaching Aids:	फलक, खडू, तक्ता.		
गट प्राध्यापकाचे नांव : Group Profs. Name	प्रा. मोहिते. पुम. इ. खिल्लारे पुन. यु.		

### फलकलेखन - Black Board Writing

दिनांक 17/2/22	विषय - गणित घटक - घातांक	इ. ७ वी
* घातांक - आता २ ही संख्या अनेक वेळा घेऊन केलेल्या गुणाकार - राची मांडणी थोडक्यात कशी येते त पाहू.	अशी करतात. येथे $2^8$ हे गुणाकाराचे घातांक रूप आहे. येथे $2$ हा पाया व $8$ हा घातांक आहे. उदा. $5 \times 5 \times 5 \times 5 = 5^4$ या उदाहरणात $5$ हा पाया व $4$ हा घातांक आहे.	
$2 \times 2 \times 2 \times 2 \times 2 \times 2 \times 2 \times 2$ येथे ८ वेळा २ घेऊन गुणाकार केला आहे. ही मांडणी थोडक्यात $2^8$		



आशय  
(Content)

शिक्षक  
(Teacher's)

प्रस्तावना -

विद्यार्थी मिलांने आपण संख्येचे मूळार  
वधताना नैसर्गिक संख्या वा स्कार वाधतला  
तसेच होन समान नैसर्गिक संख्याच्या गुणाकारा  
-ला आपण वग म्हणता.

शिक्षक विद्यार्थींना  
पुर्वज्ञान

समजा, 4 या संख्येचा वर्ग लिहिताने  
तो आपण खालीलप्रमाणे लिहिता.

शिक्षक विद्यार्थींना

$$4 \times 4 = 16.$$

आज आपण 3 समान नैसर्गिक संख्येचा  
गुणाकार कसा करतात ते घणार आहोत.

तुला 3:0

आता 2 ही संख्या अनेक वेळा  
घेऊन गुणाकाराची मांडणी थोडक्यात कशी  
करतात ते पाहू.

लेखन - शिक्षक  
माज आपण 3  
गुणाकार कसा

$2 \times 2 \times 2 \times 2 \times 2 \times 2 \times 2 \times 2$  येथे 8 वेळा  
2 घेऊन गुणाकार केला आहे. ही मांडणी  
थोडक्यात  $2^8$  अशी करतात. येथे  $2^8$   
हे गुणाकाराचे घातांक रूप आहे.

आहोत.

यामध्ये 2 हा पाया व 8 हा घातांक  
आहे.

शिर्षकलेखन - शिक्षक  
नाव लिहितात.

सामान्य पणे  $a$  ही कोणतीही संख्या  
असेल तर,  $a \times a \times a \dots (n \text{ वेळा}) = a^n$

विषय विवेचन - शिक्षक  
घातांक म्हणजे काय.

$a^n$  चे वाचन ( $a$  चा घातांक  $n$ ) असे  
करतात. इथे  $n$  ही नैसर्गिक संख्या आहे.  
कोणत्याही संख्येचा पहिला घात म्हणजे तो  
संख्याच असते.

शिक्षक - घातांकाचे  
सोडवून घेतात.

$5^4 = 5 \times 5 \times 5 \times 5 = 625$  म्हणजे  $5^4$  या  
घातांकित संख्येची किंमत 625 आहे.

शिक्षक विद्यार्थींना

संख्येचा घातांक जर 1 असेल तर तो न  
लिहिण्याचा संकेत आहे.

शिक्षक पाठाचा

$$\text{जसे } 5^1 = 5, \quad a^1 = a.$$



कृती (Activity)	विद्यार्थी कृती (Students's Activity)
पूर्वज्ञान विचारतात.	विद्यार्थी लक्षपूर्वक उत्तर देतात.
माहिती देतात.	विद्यार्थी मूकपण करतात
हेतूकथन करतात. नैसर्गिक संख्येचा करतात ते पाहणार	विद्यार्थी मूकपण करतात
फलकावर पाठाचे	विद्यार्थी फळ्याचे निरिक्षण करतात.
उदाहरणाद्वारे समजावून सांगतात.	विद्यार्थी लक्षपूर्वक मूकपण करतात समजावून घेतात.
विविध उदाहरणे	विद्यार्थी समजावून घेतात व उदाहरणे सोडवता त.
माहिती देतात.	विद्यार्थी लक्षपूर्वक ऐकतात व उत्तर देतात.
समारोप करतात.	विद्यार्थी लक्षपूर्वक ऐकतात.

\* घांतांक -

$2 \times 2 \times 2 \times 2 \times 2 \times 2 \times 2 \times 2 \times 2$   
येथे 8 वेळा 2 घेऊन  
गुणाकार केला आहे.  
याची मांडणी 28 अक्षी  
करतात.  
28 मध्ये,  
2 हा पाया व 8 हा  
घांतांक आहे.

संख्येचा गुणाकार  
करून त्याचा घांतांक  
व पाया सांगतात.

उपयोजन  
विद्यार्थी प्राप्त  
ज्ञानाच्या आधारे  
रिकाच्या जागा भरतात.

कौशल्ये दिलेल्या  
माहितीवरून  
विद्यार्थी समान  
संख्येचा गुणाकार,  
घांतांक, पाया,  
घांतांकित संख्येची  
किंमत अचूकपणे  
सांगतात.



**अभिरूप प्रतिमान (Simulation Model)  
सांघिक अध्यापन (Team Teaching)**

पदनिश्चयन श्रेणी (१) असमाधानकारक, (२) सरासरी, (३) समाधानकारक, (४) चांगला, (५) उत्कृष्ट

अ.नं.	पायऱ्या	निकष	एकुण गुण/Marks				
			१	२	३	४	५
१	पाठ टाचण Lesson Note	नीटनेटके, अचूक आणि परिपूर्ण (Neat, Correct and complete)			✓		
२	प्रस्तावना	संबंधित आणि प्रेरक (Relevant & stimulating)					✓
३	Introduction	पूर्वज्ञान जागृती आणि घटकाशी योग्य सांगड (Revival of previous knowledge & linking with the topic)				✓	
४		हेतुकथन आणि शिर्षकलेखन (Statement of Aim & Title writing)				✓	
५	सादरीकरण Presentation	कथन / स्पष्टीकरणातील स्पष्टता आणि ओघवतेपणा (Clarity & Fluency in / Narration / Illustration)			✓		
६		प्रश्न-स्पष्ट, संक्षिप्त आणि व्याकरण दृष्ट्या अचूक (Question- Clear, concise & grammatically correct)				✓	
७		प्रश्न-तार्किक आणि विचारप्रवर्तक (Question - Logical & thought Provoking)				✓	
८		प्रश्नांचे वितरण व प्रबलन (Distribution of questions & Reinforcement)				✓	
९		फलक लेखन कार्य (Black Board Work)					✓
१०		वाचन स्पष्टता / दिग्दर्शन सुकरता (Clarity in Reading)				✓	
११		शैक्षणिक साधनांचा वापर व उदाहरणांचा वापर (Use of Teaching Aids)				✓	
१२		आशयावरील प्रभुत्व (Mastery over the content)					✓
१३		संघ सदस्यांची निवड (Selection of team members)					✓
१४		संघ सदस्यांची भूमिका व समन्वय (Roll & Co ordination among team members)					✓
१५		संघ सदस्यांचा समान सहभाग (Equal participation of team members)					✓
१६		वर्ग व्यवस्थापन व वेळेचे व्यवस्थापन (Classroom & Time Management)					✓
१७	मूल्यमापन Evaluation	उद्दिष्टानुसार संकलन (Recapitulation as per objectives)					✓
१८		उपयोजन- योग्य सृजनशील (Application-Appropriate / creative)				✓	
१९		गृहकार्य-योग्य / कृती आधारित (Homework-Appropriate / activity based)				✓	
२०		संघ अध्यापनाची परिणामकारकता (Effectiveness of team teaching)					✓

गुणात्मक शेरे-(Qualitative Feedback -If any)

नियमित मन्गळ या नव्या.

kl  
7/7/2022 72

पाठनिरीक्षकाची सही व दिनांक /Observer's Sign. & Date



**शिक्षणशास्त्र महाविद्यालय**  
अभिरूप पाठ - पाठ टाचन Simulation Lesson - Lesson Plan

विद्यार्थी शिक्षकाचे नांव : सोलाट शितल ज्ञानदेव		पट क्रमांक	86
Pupil Teacher's Name :		Roll No.	
दिनांक : Date	22-2-2022	अभिरूप पाठ क्रमांक: Simulation Lesson No.	02
विषय : Subject	विज्ञान	घटक Unit	गती व गतीचे प्रकार
		उपघटक Sub-Unit	गतीचे प्रकार
वेळ : Time	2.2.30 min	मि. 30 min Std.	इयत्ता : ६वी
पूर्वज्ञान : Previous Knowledge	विद्यार्थ्यांना दैनंदिन जीवनातील गती वस्तुंच्या गतीचे उदाहरणे सांगितले.		
शैक्षणिक साधने Teaching Aids:	फलक, खडू, पुस्तक		
गट प्राध्यापकाचे नांव : Group Profs. Name	प्रा. मोरटे सुम-इ खिल्लारे कुम-यू.		

**फलकलेखन - Black Board Writing**

दिनांक - 22/2/2022	विषय - विज्ञान घटक - गती व गतीचे प्रकार उपघटक - गतीचे प्रकार	इ-६वी
<p>गती - वस्तूचे इराविक वेळेत पुढा ठिकाणापासून दुसऱ्या ठिकाणी होत असलेले विस्थापन याला <u>गती</u> म्हणतात.</p>	<p>* गतीचे प्रकार</p> <p>① रेखीय गती</p> <p>② नैकरेखीय गती.</p>	



आशय (Content)	शिक्षक (Teacher's)
<u>प्रस्तावना</u> - विद्यार्थी मिळाने आपल्याला रोजच्या जीवनात अनेक वस्तूंमध्ये हालचाल होताना दिसते. हालचाल होणाऱ्या वस्तू गतिमान आहेत असे आपण म्हणता. पुस्तकातील चित्रात कोणत्या वस्तू गतिमान अवस्थेत दिसत आहेत. त्यांच्या गतीमध्ये कोणत फरक दिसतात. ते विद्यार्थ्यांनी सांगितले. वसची वाट पाहत असताना इतर वाटने गतिमान स्थितीत दिसतात. किंवा तुम्ही गतिमान असताना इतर वाटने वस्तू गतिमान झाल्याचे दिसते.	शिक्षक पुर्वज्ञान जागृती गतिमान वस्तूविषयी चर्चा करतात.
उदाहरणार्थ, रेल्वेतून प्रवास करताना मागे पळणारी साडे निरक्षन करणाऱ्याला पुखाची वस्तू सतत जागा बदलत असताना दिसते, तर ती वस्तू गतिमान आहे असे म्हणतात. तर मग आज आपण गती व गतीचे प्रकार अभ्यासणार आहोत.	शिक्षक विद्यार्थ्यांना समजावून सांगतात.
* <u>गती</u> - वस्तूचे ठरापिक वेळेत मुका ठिकाणा पासून दुसऱ्या ठिकाणी होत असलेले विस्थापन म्हणजे त्याला वस्तूची गती म्हणतात.	हेतूकथन - शिक्षक आज आपण प्रकार अभ्यासणार
* <u>वस्तूचे विस्थापन म्हणजे स्थान बदलणे होय.</u>	शीर्षकलेखन - शिक्षक फलकावर
* <u>गतीचे प्रकार -</u>	विषयविवेचन - शिक्षक प्रकार याबद्दल समजावून सांगतात.
① <u>रेखीय गती</u> - मुकाच रेखेत वस्तूचे विस्थापन होत असेल, तर त्या वस्तूची गती रेखीय आहे असे आपण म्हणतो.	- विद्यार्थी मित्रा जीवनात अनेक वस्तू दिसते. हालचाल होण आहेत असे आपण
② <u>नैकरेखीय गती</u> - मुका सरळ रेखेत न जाणाऱ्या वस्तूच्या गतीस नैकरेखीय गती असे म्हणतात.	① पुस्तकातील चित्रात गतिमान अवस्थेत



कृती Activity)	विद्यार्थी कृती (Students's Activity)	कौशल्य एकत्रीकरण (Skill Amalgamation)
कुरत. चिहातील विद्यार्थ्यांसोबत	विद्यार्थी लक्षपूर्वक उत्तरे देतात. व समजावून घेतात.	ज्ञान - १ ① विद्यार्थी पुस्तका -तील चित्र पाहून त्यांच्या गतीमध्ये कोणते फरक दिसतात. ते सांगतात.
वस्तुच्या गतीबद्दल	विद्यार्थी लक्षपूर्वक पुढतात.	② गतीचे उदाहरणे सांगतात.
वेगवेगळी उदाहरणे	विद्यार्थी लक्षपूर्वक समजावून घेतात.	आकलन - ① विद्यार्थी वस्तु- च्या गतीबद्दल उदाहरणे सांगतात.
हेतुकथन कुरतात. गती व गतीचे आहेत.	विद्यार्थी अवगण करतात.	② विद्यार्थी रेखीय गती व नैकूरेखीय गती यामधील फरक व त्यांची उदाहरणे स्पष्ट करतात.
पाठाचे नाव लिहीतात.	विद्यार्थी कळ्याचे निरिक्षण करतात.	उपयोजन - विद्यार्थी पुस्तकातील चित्रांचे निरिक्षण करतात.
गती व गतीचे माहिती उदाहरणाद्वारे	विद्यार्थी अवगण करतात.	कौशल्ये - ① विद्यार्थी शिक्षकांच्या सुचनांची उत्तरे देतात. ② गती व गतीचे प्रकार सांगतात.
ने आपल्याला रोजच्या मध्ये हालचालू होताना या वस्तु गतिमान म्हणतो. प्रश्न - कोणत्या वस्तु दिसत आहेत?	विद्यार्थी लक्षपूर्वक अवगण करतात व समजावून घेतात.	



46) शेण्टाट शिल्ल खानेदव

अभिरूप प्रतिमान (Simulation Model)

तंत्रज्ञानावर आधारित पाठ (Technology based Lesson)

पदनिश्चयन श्रेणी (१) असमाधानकारक, (२) सरासरी, (३) समाधानकारक, (४) चांगला, (५) उत्कृष्ट

अ.नं.	पायन्या	निकष	एकूण गुण/Marks				
			१	२	३	४	५
१	पाठ टाप्पण Lesson Note	नीटनेटके, अचूक आणि परिपूर्ण (Neat, Correct and complete)			✓		
२	प्रस्तावना	संबंधित आणि उत्साहवर्धक (Relevant & stimulating)				✓	
३	Introduction	पूर्वज्ञान जागृती आणि घटकांशी योग्य सांगड (Revival of previous knowledge & linking with the topic)				✓	
४		हेतुकथन आणि शिर्षकलेखन (Statement of Aim & Title writing)				✓	
५	सादरीकरण Presentation	कथन/ स्पष्टीकरणातील स्पष्टता आणि ओघवतेपणा (Clarity & Fluency in / Narration / Illustration)			✓		
६		प्रश्न-स्पष्ट, संक्षिप्त आणि व्याकरण दृष्ट्या अचूक (Question- Clear, concise & grammatically correct)					✓
७		साधनाची जोडणी (Connecting Device)				✓	
८		तंत्रज्ञानाची आशयाशी सांगड (Correlation of technology with content)				✓	
९		तंत्रज्ञानाची वापरातील सृजनशीलता (Creativity in use of technology)					✓
१०		वर्ग आंतरक्रिया (Class interaction)					✓
११		फलकलेखन कार्य (Blackboard Work)					✓
१२		आशयावरील प्रभुत्व (Mastery over the content)				✓	
१३		अध्ययन अनुभवातील विविधता (Variation in learning experiences)				✓	
१४		साधनाची हाताळणी (Handling of device)				✓	
१५		तंत्रज्ञानाची अध्ययन अनुभूतीशी सांगड (Correlation of technology aim learning experiences)				✓	
१६		विद्यार्थी प्रतिसाद (Student Response)				✓	
१७	संकलन	योग्य सृजनात्मक उपयोजन (Appropriate / creative application)				✓	
१८	Recapitulation	योग्य कृतीआधारित (Appropriate / activity based)				✓	
१९	उपयोजन Application	वर्गव्यवस्थापन आणि वेळेचे व्यवस्थापन (Classroom & Time Management)				✓	
२०	गृहकार्य Homework	एकूण प्रभाव (Overall impression)				✓	

गुणात्मक शेरे- (Qualitative Feedback -If any)

युक्तिकृत (युक्तिकृत आधारित)

72

पाठनिरीक्षकाची सही व दिनांक /Observer's Sign. & Date



*Sulochana Belhekar Samajik Va Bahu Uddieshiya Shikshan Santha*

## **Sant Dnyaneshwar B.Ed. College**

NCTE Code No. APW05389/123665, (Marathi Medium)

Affiliated to Savitribai Phule Pune University PU/AN/B. Ed.097/2008

Email- [sdbedcollege@rediffmail.com](mailto:sdbedcollege@rediffmail.com); Web: [www.sdbednewasa.com](http://www.sdbednewasa.com)

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Bhanashiware, Tal: Newasa, Dist: Ahmednagar (Maharashtra) 414609; Phone/Fax- (02427) 297099

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### **2.4.3: Classroom Teaching – Learning Situations along with Teachers and Peer feedback**

#### **Sample Documents**



**BED 207 : INTERSHIP**  
**Activity E : Observation of peers**  
**EVALUATION SCHEME**

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

No.	Steps	Criteria	1	2	3	4	5
1.	Introduction	Previous knowledge			✓		
2.		Curiosity arousing/ motivating attractive				✓	
3.		Statment of aim			✓		
4.	Presentation	Use of illustration,Clarity of thought			✓		
5.		Use of teaching-aids & demonstration					
6.		Classroom interactions				✓	
7.		Participation of students,interest created			✓		
8.		Mastery over the content			✓		
9.		Blackboard work				✓	
10.		Students response			✓		
11.		Reinforcement (+ve,-ve)			✓		
12.	Evaluation	Types of questions			✓		
13.		Types of application Questions			✓		
14.		Homework/assignment.			✓		
15.		Class control			✓		
16.		Time management.			✓		
17.		Lesson details			✓		
18.		Feedback (+ve,-ve)			✓		
19.		Remarks as per check list			✓		
20.		Neat & complete Lesson note (name,sub,date etc.)			✓		
		<b>Marks out of -100</b>					64

**Qualitative Feedback,(if any):-**

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*Tanya*  
**Sign of Professor In-charge**



विषय : विज्ञान

दिनांक : 10-01-2023.

पाठ देणाऱ्या विद्याथ्याचे नांव : जाधव एन.ए.

हजेरी क्र. 26.

शाळा : नवजीवन माध्यमिक विद्यालय इयत्ता 8

तुकडी : 3A

पटक : स्वनी लहरी

पायरी	चांगले मुद्दे	सदोषता	मी काय केले असते ?
१) प्रस्तावना	प्रस्तावना पूर्व ज्ञानावर आधारित होती.	प्रस्तावना फाट थोडक्यात आली.	योग्य प्रस्तावना केली असती.
२) विषय - प्रतिपादन	विषय - प्रतिपादन न केले.	-	-
३) विषय - विस्तार	विषय - विस्तार योग्य केला.	-	-
४) प्रश्न पद्धती	प्रश्नाचे विवरण योग्य प्रकार आले.	-	-
५) शै. साहित्य	शै. साहित्याचा योग्य वापर	शै. साहित्याचा अधिक वापर	योग्य वेळेत शै. साहित्याचा वापर केला असता.
६) फलक लेखन	फलक लेखन शुद्धतेने विद्यार्थी सह- भाग घेतला	शेगाळुच्या कमी वापर	शेगाळुच्या वापर केला असता.
७) विद्यार्थी सहभाग/ शिक्षक सहभाग	योग्य मुल्यमा- पन करत आहे. उत्तम व्यक्ति मूल्य आहे.	-	-
८) मूल्यमापन			
९) शिक्षक व्यक्तिमत्व			

पाठ निरीक्षक शिक्षक प्रशिक्षकाची सही

**BED 207 : INTERSEM**  
**Activity E : Observation of peers**  
**EVALUATION SCHEME**

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

No.	Steps	Criteria	1	2	3	4	5
1.	Introduction	Previous knowledge			✓		
2.		Curiosity arousing/ motivating attractive			✓		
3.		Statment of aim				✓	
4.	Presentation	Use of illustration, Clarity of thought			✓		
5.		Use of teaching-aids & demonstration			✓		
6.		Classroom interactions			✓		
7.		Participation of students, interest created				✓	
8.		Mastery over the content				✓	
9.		Blackboard work			✓		
10.		Students response			✓		
11.		Reinforcement (+ve,-ve)				✓	
12.	Evaluation	Types of questions			✓		
13.		Types of application Questions			✓		
14.		Homework/assignment			✓		
15.		Class control				✓	
16.		Time management.			✓		
17.		Lesson details			✓		
18.		Feedback (+ve,-ve)			✓		
19.		Remarks as per check list			✓		
20.		Neat & complete Lesson note (name,sub,date etc.)			✓		
		<b>Marks out of -100</b>					<b>65</b>

**Qualitative Feedback,(if any):-**

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*Tanpre*  
**Sign of Professor In-charge**



नाम: लालन

पं. सं. विद्यापीठाचे नांव: -

लहामगे जी जी

दिनांक: 11-01-2023

पदाधिकारी/अध्यक्ष

माहिती

विद्यालय

इसवी

हजेरी नं. 95

पदाधिकारी/अध्यक्ष

लहामगे जी जी

आचार्य

पुस्तकी: 3

वर्ग	बांगले मुद्दे	सद्योपता	भी काय केले आहेत ?
साधारण	शिक्षणाचा वाढवणे	पुस्तकावनेला	भोजक्या शाळांना
	शी व पाठवूला	वेळ लागत आहे	पुस्तकावने केली
	अभ्युत्पन्न आहे		आयली.
श्रेय - प्रतिपादन	विषय योग्य	-	-
	पुस्तक मांडून आहे		
श्रेय - विस्तार	विषय विस्तार	-	-
	योग्य आहे.		
नव नवी	पुस्तक योग्य	पुस्तक संख्या	सूची दिली पुस्तक
	पुस्तक विचारून	जाऊन आहे.	विचारून आणले.
	आहे.		
हताक्षर	को शिष्टाचार		
	योग्य वापर	-	-
	कुठून आहे		
सहक संकेत	फुलफुललेले न	-	-
	प्रामाण्य आहे		
शिष्टाचर सहभाग / शिष्टक सहभाग	विद्यार्थ्यां शिष्ट	काही विद्यार्थ्यांनी	शिष्ट विद्यार्थ्यांनी
	भाग आहे	सहभाग घेत नाही	सहभाग घेतले
			यासाठी प्रयत्न.
सुचना	मुल्यमापन	-	-
	योग्य आहे.		
शिष्टक व्यक्तिमत्व	व्याक्तिमत्व	-	-
	प्रभावी आहे.		

पाठ निरीक्षक शिक्षक प्रशिक्षकाची सही



**BED 207 : INTERSHIP**  
**Activity E : Observation of peers**  
**EVALUATION SCHEME**

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

No.	Steps	Criteria	1	2	3	4	5	
1.	Introduction	Previous knowledge						
2.		Curiosity arousing/ motivating attractive						
3.		Statment of aim						
4.	Presentation	Use of illustration, Clarity of thought						
5.		Use of teaching-aids & demonstration						
6.		Classroom interactions						
7.		Participation of students, interest created						
8.		Mastery over the content						
9.		Blackboard work						
10.		Students response						
11.		Reinforcement (+ve,-ve)						
12.		Evaluation	Types of questions					
13.			Types of application Questions					
14.	Homework/assignment							
15.	Class control							
16.	Time management.							
17.	Lesson details							
18.	Feedback (+ve,-ve)							
19.	Remarks as per check list							
20.		Neat & complete Lesson note (name, sub, date etc.)						
		<b>Marks out of -100</b>						

**Qualitative Feedback, (if any):-**

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*Thane*  
**Sign of Professor In-charge**

पाठ निरीक्षण क्र. ( 4 )

विषय : विज्ञान

दिनांक : 11-01-2023.

पाठ देणाऱ्या विद्यार्थ्याचे नांव : परादे पी. बी.

हजेरी क्र. 39

शाळा : नवजीवन माह्योगीक विद्यालय इच्छा हा तुकडी अ

पटक : हलकीचे प्रकार

पायरी	घांगले मुद्दे	सदोषता	मी काय केले असेते ?
1) प्रस्तावना	-	प्रस्तावना पूर्ण जानावर आधारित नसते.	प्रस्तावना पूर्ण जानावर आधारित केली असेती.
2) विषय - प्रतिपादन	विषय प्रतीपा- दन केले आहे.	-	-
3) विषय - विस्तार	विषय- विस्तार स्पष्ट आहे.	-	-
4) प्रश्न पद्धती	प्रश्नाचे प्रश्नाती चे विस्तार योग्य आहे	-	-
5) शै. साहित्य	शै. साहित्याचा योग्य वापर कृत आहे.	-	-
6) फलक लेखन	-	फलकावरील अक्षर माग वाच- व्यास भाव आहे.	फलकावरील अक्षर शैल्यनुसार विस्तार असे केले.
7) विद्यार्थी सहभाग/ शिक्षक सहभाग	विद्यार्थी प्रती- शाळ उत्तम	-	-
8) मूल्यमापन	मूल्यमापन योग्य केले	-	-
9) शिक्षक व्यक्तिमत्व	उत्तरी लयात मन्य आहे	-	-

पाठ निरीक्षक शिक्षक प्रशिक्षकाधी राही



**BED 207 : INSTRUCTIONAL DESIGN**  
**Activity E : Observation of peers**  
**EVALUATION SCHEME**

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

No.	Steps	Criteria	1	2	3	4	5	
1.	Introduction	Previous knowledge			✓			
2.		Curiosity arousing/ motivating attractive			✓			
3.		Statment of aim						
4.	Presentation	Use of illustration, Clarity of thought				✓		
5.		Use of teaching-aids & demonstration				✓		
6.		Classroom interactions				✓		
7.		Participation of students, interest created				✓		
8.		Mastery over the content				✓		
9.		Blackboard work				✓		
10.		Students response				✓		
11.		Reinforcement (+ve,-ve)					✓	
12.		Evaluation	Types of questions				✓	
13.			Types of application Questions				✓	
14.	Homework/assignment					✓		
15.	Class control						✓	
16.	Time management						✓	
17.	Lesson details						✓	
18.	Feedback (+ve,-ve)					✓		
19.	Remarks as per check list					✓		
20.		Neat & complete Lesson note (name,sub,date etc.)				✓		
		<b>Marks out of -100</b>					66	

**Qualitative Feedback,(if any):-**

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*Tanya*  
**Sign of Professor In-charge**

पाठ निरीक्षण क्र. ( 5 )

विषय : नागिन

दिनांक : 12-01-2023

पाठ देणाऱ्या विद्यार्थ्याचे नांव : लोकांडे एस एम

हजेरी क्र. 96

शाळा : नवनील माध्यमिक विद्यालय इयत्ता 9

पुस्तक : अ

प्रकार : गिकीत एकशुपता

पायरी	चांगले मुद्दे	सदोषता	मी काय केले असते ?
1) प्रस्तावना	प्रस्तावना योग्य प्रकारची आहे	-	-
2) विषय - प्रतिपादन	विषय- प्रतिपादन न. आकृषक आहे.	-	-
3) विषय - विस्तार	विषय- विस्तार विस्तृत आहे.	विस्तृत लांगला आहे.	विस्तृत योग्य वेळ उला भरला.
4) प्रश्न पद्धती	उपयोजनात प्रश्न पद्धतीचे वापर केल्याचे आहे.	-	-
5) शै.साहित्य	शै. साहित्याचा योग्य वापर	-	-
6) फलक लेखन	विद्यार्थी	फलकलेखन अस्पष्ट आहे.	फलकलेखन स्पष्ट उला भरला.
7) विद्यार्थी सहभाग/ शिक्षक सहभाग	सहभाग उत्तम आहे	-	-
8) मूल्यमापन	मूल्यमापन योग्य आहे.	-	-
9) शिक्षक व्यक्तिमत्व	व्यक्ती मंत्रक प्रभावी आहे.	-	-



Sant Dnyaneshwar B.Ed College

Feedback from Practice Teaching School

Academic Year: 2017-18

Name of the School: Navjeevan Vidyalaya, Danigaon - ne

Name of the Person: Shinde S. D.

Designation: Head Master Contact No: 9850001747

Email Id: navjeevanmvd@gmail.com

1. Rate the trainee teacher based on the performance in following aspects:

	Poor	Average	Good	Excellent
Teaching Lessons				✓
Theme based lessons			✓	
Co teaching lessons			✓	✓
Observation of the school records			✓	

2. Involvement of Trainee Teacher in other activities:

Sr.No	Activities	Participation (Yes/ No)
1	Supervision Duties during school examinations	✓
2	Conducting activities for school students	✓
3	Assistance during School programs	✓
4	Preperation of teaching Aid	✓

3. Kind of periods allocated to trainee teacher (tick on the option applicable)

	Always	Frequently	Sometime	Never
Subject Periods	✓			
PT Periods			✓	
Library Periods			✓	
Art/ Craft Periods			✓	

4. Any suggestion for trainee teacher:

- Improve Knowledge of Methodology & Language.

(Signature)

HEAD MASTER

Navjeevan Vidyalaya, Danigaon-Ne  
Tal. Shevgaon, Dist. Ahmednagar



## Sant Dnyaneshwar B.Ed College

### Feedback from Practice Teaching School

Academic Year: 2020-21

Name of the School: Harjeeran Vidyalaya, Jaligach-nel  
 Name of the Person: Sonwane Vishwanath Jaggnath  
 Designation: Asst-Teacher Contact No: 8308826428  
 Email Id: vishwanathsonwane@gmail.com

1. Rate the trainee teacher based on the performance in following aspects:

	Poor	Average	Good	Excellent
Teaching Lessons			<input checked="" type="checkbox"/>	
Home based lessons			<input checked="" type="checkbox"/>	
Co teaching lessons				<input checked="" type="checkbox"/>
Observation of the school records				<input checked="" type="checkbox"/>

2. Involvement of Trainee Teacher in other activities:

Sr.No	Activities	Participation (Yes/ No)
1	Supervision Duties during school examinations	<input checked="" type="checkbox"/>
2	Conducting activities for school students	<input checked="" type="checkbox"/>
3	Assistance during School programs	<input checked="" type="checkbox"/>
4	Preperation of teaching Aid	<input checked="" type="checkbox"/>

3. Kind of periods allocated to trainee teacher (tick on the option applicable)

	Always	Frequently	Sometime	Never
Subject Periods	<input checked="" type="checkbox"/>			
PT Periods			<input checked="" type="checkbox"/>	
Library Periods			<input checked="" type="checkbox"/>	
Art/ Craft Periods			<input checked="" type="checkbox"/>	

4. Any suggestion for trainee teacher:

Good work

[Signature]  
Signature

## Sant Dnyaneshwar B.Ed College

### Feedback from Practice Teaching School

Academic Year: 2020-21

Name of the School: Adresh vidya mandir Newasa

Name of the Person: Deshmukh S.A.

Designation: Ass-Teacher

Contact No: 9604074592

Email Id: deshmukhishwar@se.com

1. Rate the trainee teacher based on the performance in following aspects:

	Poor	Average	Good	Excellent
Teaching Lessons			✓	
Theme based lessons			✓	
Co teaching lessons			✓	
Observation of the school records			✓	

2. Involvement of Trainee Teacher in other activities:

Sr.No	Activities	Participation (Yes/ No)
1	Supervision Duties during school examinations	Yes
2	Conducting activities for school students	Yes
3	Assistance during School programs	Yes
4	Preparation of teaching Aid	Yes

3. Kind of periods allocated to trainee teacher (tick on the option applicable)

	Always	Frequently	Sometime	Never
Subject Periods			✓	
PT Periods		✓		
Library Periods		✓		
Art/ Craft Periods			✓	

4. Any suggestion for trainee teacher: content knowledge sufficient

Signature





Name: Dnyaneshwar B.Ed College  
Feedback from Practice Teaching School

Academic Year: 2018-19

Name of the School: Aditya Vidya Mandir, Ghatwaha  
 Name of the Person: Dashmukhi S.B.  
 Designation: ASS-Teacher Contact No: 960432599  
 Email Id: dashmukhishwar@520.com

1. Rate the trainee teacher based on the performance in following aspects:

	Poor	Average	Good	Excellent
Teaching Lessons			✓	
Theme based lessons			✓	
Co teaching lessons			✓	
Observation of the school records			✓	

2. Involvement of Trainee Teacher in other activities:

Sr.No	Activities	Participation (Yes/ No)
1	Supervision Duties during school examinations	✓/✓
2	Conducting activities for school students	✓/✓
3	Assistance during School programs	✓/✓
4	Preparation of teaching Aid	✓/✓

3. Kind of periods allocated to trainee teacher (tick on the option applicable)

	Always	Frequently	Sometime	Never
Subject Periods			✓	
PT Periods		✓		
Library Periods		✓		
Art-Craft Periods			✓	

4. Any suggestion for trainee teacher: consistent knowledge sufficient

Signature: 

Sant Dnyaneshwar K. J. D. College

Feedback from Practice Teaching School

Academic Year: 2021-22

Name of the School: Adarsh Vidya Mandir, Newasa

Name of the Person: Shende R. R.

Designation: H. M. Contact No: 9850167135

Email Id: rajendra.shende7135@gmail.com

1. Rate the trainee teacher based on the performance in following aspects:

	Poor	Average	Good	Excellent
Teaching Lessons			<input checked="" type="checkbox"/>	
Theme based lessons			<input checked="" type="checkbox"/>	
Co teaching lessons			<input checked="" type="checkbox"/>	
Observation of the school records			<input checked="" type="checkbox"/>	

2. Involvement of Trainee Teacher in other activities:

Sr.No	Activities	Participation (Yes/No)
1	Supervision Duties during school examinations	Yes
2	Conducting activities for school students	Yes
3	Assistance during School programs	Yes
4	Preparation of teaching Aid	Yes

3. Kind of periods allocated to trainee teacher (tick on the option applicable)

	Always	Frequently	Sometime	Never
Subject Periods		<input checked="" type="checkbox"/>		
PT Periods			<input checked="" type="checkbox"/>	
Library Periods			<input checked="" type="checkbox"/>	
Art Craft Periods		<input checked="" type="checkbox"/>		

4. Any suggestion for trainee teacher: Content Knowledge sufficient.

*(Signature)*  
 आदर्श विद्या मंदिर, नैवाला  
 ता. नैवाला, जि. अहमदनगर

## Sant Dnyaneshwar P. Ed. College

## Feedback from Practice Teaching School

Academic Year: 2021-22

Name of the School: ताईसाहेब कदम कन्या महाविद्यालय सोनई  
 Name of the Person: मुख्याध्यापिका खुडांगळे इ.जे  
 Designation: मुख्याध्यापिका Contact No: \_\_\_\_\_  
 Email Id: \_\_\_\_\_

## 1. Rate the trainee teacher based on the performance in following aspects:

	Poor	Average	Good	Excellent
Teaching Lessons				✓✓✓
Theme based lessons				✓✓✓
Co teaching lessons			✓	✓✓✓
Observation of the school records				✓✓✓

## 2. Involvement of Trainee Teacher in other activities:

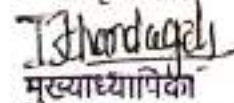
Sr.No	Activities	Participation (Yes/ No)
1	Supervision Duties during school examinations	✓
2	Conducting activities for school students	✓✓✓
3	Assistance during School programs	✓✓✓
4	Preperation of teaching Aid	✓✓

## 3. Kind of periods allocated to trainee teacher (tick on the option applicable)

	Always	Frequently	Sometime	Never
Subject Periods	✓		✓	
PT Periods		✓		
Library Periods			✓	
Art/ Craft Periods				

## 4. Any suggestion for trainee teacher: \_\_\_\_\_

Signature



मुख्याध्यापिका

श्रीमती ताईसाहेब कदम कन्या विद्यालय  
 सोनई, ता. नेवासा, जि. अहमदनगर



## Sant Dnyaneshwar B.Ed College

## Feedback from Practice Teaching School

Academic Year: 2022-23

Name of the School: ताईसाहेब कदम कन्या विद्यालय सीनई  
 Name of the Person: शिलाकु, येकवडे एस, एस.  
 Designation: शिलाकु Contact No: \_\_\_\_\_  
 Email Id: \_\_\_\_\_

## 1. Rate the trainee teacher based on the performance in following aspects:

	Poor	Average	Good	Excellent
Teaching Lessons			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Theme based lessons				<input checked="" type="checkbox"/>
Co teaching lessons	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Observation of the school records				<input checked="" type="checkbox"/>

## 2. Involvement of Trainee Teacher in other activities:

Sr.No	Activities	Participation (Yes/ No)
1	Supervision Duties during school examinations	
2	Conducting activities for school students	
3	Assistance during School programs	
4	Preperation of teaching Aid	

## 3. Kind of periods allocated to trainee teacher (tick on the option applicable)

	Always	Frequently	Sometime	Never
Subject Periods		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PT Periods	<input checked="" type="checkbox"/>			
Library Periods			<input checked="" type="checkbox"/>	
Art/ Craft Periods				

## 4. Any suggestion for trainee teacher:

शिलाकु  
शिलाकु अशी

Signature

J. Shinde  
मुख्याध्यापिका

श्रीमती ताईसाहेब कदम कन्या विद्यालय  
सेनई, ता. नेवसा, जि. अहमदनगर