



!! तमसो मा ज्योतिर्गमय !!



MATOSHRI GIRIJABAI DHOBALE WOMEN'S COLLEGE OF EDUCATION

17 Mhada, Vijapur Road, Jule Solapur (MS) 413008

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2.6.2.1

**COPY OF UNIVERSITY REGULATION ON INTERNAL EVALUATION
FOR TEACHER EDUCATION**

S.N.D.T. Women's University, Mumbai



Faculty of Education

**Syllabus for Two Year
Bachelor of Education Program**

**Credit based Curriculum
w.e.f. batch 2020-2022**

Structure of Two-year B.Ed. Program (Revised Yearly Program From 2020-22)

Faculty name: Education,

Program Name: Bachelor of Education (B. Ed.)

(Two Years, Yearly Program W.E. From batch 2020-22)

First Year

Course Code	Course No	Title of the Courses	Total Hours	Cr	Internal	External	Total Marks
Perspectives in Education							
1001	1	Childhood and Growing Up	60	4	25	75	100
1002	2	Contemporary India and Education	60	4	25	75	100
1003	3	Critical understanding of ICT	60	4	25	75	100
1004	4.	Learning and Teaching	60	4	25	75	100
1005	5.	Language across curriculum	60	4	25	75	100
Pedagogic Studies							
6:Subject Education I			60	4	25	75	100
1101	6:1	English Language Education					
1102	6:2	Gujarati Language Education					
1103	6:3	Hindi Language Education					
1104	6:4	Marathi Language Education					
1105	6:5	Sanskrit Language Education					
1106	6:6	Urdu Language Education					
1107	6:7	Mathematics Education					
1108	6:8	Commerce Education					
7: Subject Education II			60	4	25	75	100
1109	7:1	Book Keeping and Accountancy Education					
1110	7:2	Economics Education					
1111	7:3	Geography Education					
1112	7:4	History Education					
1113	7:5	Social Science Education					
1114	7:6	Science and Technology Education					
1115	7:7	Music Education					

Course Code	Course No	Title of the Courses	Total Hours	Cr	Internal	External	Total Marks
Enhancing Professional Capacities							
1301	EPC1	Skill Development Program I. Micro-teaching II. Integration Lesson	60	2	25 25		50
1302	EPC2	Teaching -learning Competency I. Reading and Reflecting on Texts II. Preparation for constructivist teaching-learning	60	2	25 25		50
1303	EPC3	Learning to use computer	60	2	50	-	50
1304	EPC 4	Understanding the Self	60	2	50	-	50
1305	EPC 5	Drama and Art in Education	60	2	50	-	50
Engagement with Field							
1401	EWF 1	Practice Teaching (4 Lessons)	60	2	50	- -	50
TOTAL (Theory +Practical)			780	40	475	525	1000

Second Year

Course Code	Course No	Title of the Courses	Total Hours	Cr	Internal	External	Total Marks
Perspectives in Education							
2008	8	Assessment for Learning	60	4	25	75	100
2009	9	Knowledge and Curriculum	60	4	25	75	100
2010	10	Creating an Inclusive School	60	4	25	75	100
2011	11	Gender, School and Society	60	4	25	75	100
Optional Course							
			60	4	25	75	100
2201	12:1:	Peace Education					
2202	12:2:	Guidance and Counselling					
2203	12:3:	Sustainable Development					
2204	12:4:	Human Rights Education					
Enhancing Professional Capacities							
2306	EPC6	Research Project	60	2	50	-	50
2307	EPC 7	Portfolio	60	2	50	-	50
Engagement with Field							
1402	EFW 2	Practice Teaching (12 Lessons) and Internship (20 Weeks)	480	16	400	-	400
		TOTAL (Theory +Practical)	900	40	625	375	1000

Note :

Optional Courses in Second Year: Peace Education/ Guidance and Counselling/Sustainable development/ Human Right Education can be offered by students from other faculty in choice-based system.

List of Subject Education Courses

Course Code	Subject Education: Group-I	Course Code	Subject Education Group-II
1101	English Language Education	1109	Book Keeping and Accountancy Education
1102	Gujarati Language Education	1110	Economics Education
1103	Hindi Language Education	1111	Geography Education
1104	Marathi Language Education	1112	History Education
1105	Sanskrit Language Education	1113	Social Science Education
1106	Urdu Language Education	1114	Science and Technology Education
1107	Mathematics Education	1115	Music Education
1108	Commerce Education		

The students have choice of only one Method from each group.

The definitions of the key terms used in the credit-based System introduced from the academic year 2015-16 are as under:

B.Ed. Program:

B.Ed. Program is a set of twelve theory courses and practical work that are linked together meaningfully aiming at achieving excellence and competence in pedagogic practices and enabling the student teacher to become an efficient and effective school teacher. The said program will end in awarding a degree '**Bachelor of Education**'.

Course:

A course is a constituent of a 'program' and may be conceived of as a composite of modules which include academic content of various subjects. The content included in courses have academic coherence and it fulfils the objectives of the program.

Credit Point:

Credit point refers to the total work expected to be done by learner and an index of the number of learning hours. These learning hours include variety of learning activities like preparatory lessons, school lessons, internship, preparation of learning material, case study, action research, reading, reflecting, discussing, attending lectures / counselling sessions, writing assignments, preparing for examinations, etc. Each theory course consists of four credits wherein one credit is construed as corresponding to 15 hours for theory and 30 hours for practical.

Objectives of B.Ed. Program:

After completion of the B.Ed. program, the student teacher will be able to-

- Acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools
- Apply knowledge of various aspects of development of learner for planning learning experiences
- Develop skills regarding various role of teacher in facilitating learning
- Develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education
- Apply constructivist and cooperative learning principles for teaching-learning process
- Analyze contexts and the relationship between school curriculum, policy and learning
- Apply knowledge of the cultures, policies and practices that need to create an inclusive school
- Use information and communication technology for enhancing learning-teaching process
- Use drama and art for development of personality of learners
- Relate knowledge about gender, school and society with learning
- Acquire basic understanding about new trends in education
- Develop professional attitude towards teaching

Title : Title of the degree shall be **Bachelor of Education.**

Eligibility:

Eligible of candidates will be given as per the selection procedure laid down by the respective State Government from time to time/S.N.D.T. Women's University/ NCTE Norms. The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the respective state Government

Selection Procedure:

Admission of the eligible candidates will be given as per the selection procedure laid down by the respective State Government from time to time/S.N.D.T. Women's University/NCTE Norms Candidates seeking admission in the colleges from state of Maharashtra need to appear for CET.

Duration : The B.Ed. program shall be of the duration of two academic years.

Working days:

210 working days each year exclusive of period of examination and admission.

Minimum 36 hrs in a week, physical presence in the institute of student teacher is necessary.

The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

Medium of Instruction :

The medium of instruction at the B.Ed. course will be Marathi, Hindi, English and Gujarati. However, the medium of instruction for the subject education in Marathi, Hindi, English and Gujarati and Urdu will be Marathi, Hindi, English, Gujarati and Urdu respectively.

Medium of Examination :

The medium of examination shall be Marathi, Hindi, English and Gujarati irrespective of the medium of instruction. Medium of writing answer papers of theory courses and practical work (including school lessons) should be the same.

Rules for examination : Eligibility for appearing for B.Ed. examination :

Student teacher who has not completed successfully internal assessment will not be allowed to appear for semester examination.

Student teacher having less than 80% attendance in any course will not be eligible for appearing for examination of the course. The principal of the college will however have discretion to condone absence up to 10% in year, for reasons to be recorded in writing or on submission of medical certificate.

Rules for Re-appearing in Examination:

Student teachers who do not pass examination of a particular course/s in three attempts will have to re-enrol for the entire program.

Student teacher has to complete B.Ed. degree in three years. For instance, a student enrolling for a two-year B.Ed. program in 2015-17 will have to complete the program by 2018-19.

When the syllabus changes, question papers of old syllabus will be set for the four times along with the question paper for new syllabus. If a student is unable to complete the B.Ed. program within two years after the first examination when syllabus is changed, she will have to appear for examination of the new course.

Completion of Internal Work:

Completion of all items of internal practical work to be completed by each student as prescribed in the syllabus.

In case the student is sanctioned absence on medical ground, she has to complete the items of internal work that she may have missed during her absence as may be re-arranged by the college in the same semester.

The principal shall send the internal assessment marks to the Director, Board of Examinations and Evaluation of the University before commencement of the examination.

Rules for Passing :

To pass the examination a candidate must obtain at least 40% marks in each head (i.e. each theory course and each item of practical work.). To pass the whole examination a candidate must pass Theory and Practical separately and also in each head of theory and of practical work.

Re-evaluation :

Facilities for verification of marks, obtaining photocopy of answer sheet and re-evaluation of answer scripts are available on payment of prescribed fees.

Rules for promotion :

Students will be automatically promoted from First year to second year. Students having 40% or more than 40% backlog (failure/absenteeism without valid reason in four or more than four courses) in the first year will **not** be allowed to take admission in second year.

Exemption :

The candidates who have obtained minimum 40% or more marks in any heads of passing but failed in the examination shall be eligible to claim exemption in such head/heads. Candidates claiming exemption will not be eligible for first class with Distinction and Position in the merit list.

Class Table

Class	Percentage
First class with Distinction	70% and above
First Class	60% and above
Second Class	50% and below 60%
Pass Class	40% and below 50%

Scheme of Evaluation :

The performance of the learner shall be evaluated as internal work and external work. Internal assessment will be done with marks by way of continuous evaluation of the course areas as envisaged in the credit-based system by way of participation of learners in various practical works in the B.Ed. program.



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विद्यार्थिनीचे नाव :- सुप्रभा भगवान जाधव

रेल नं. :- 16

वर्ष :- बी. एड. - प्रथम वर्ष

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Date 06/07/2023 10

उत्तर बाल्यावस्था आणि पूर्वजांघ्येतील सामाजिक आणि भावनिक विकास :- भावनिक आणि सामाजिक बुद्धिमत्ता आणि योग्य शिक्षण कार्यक्रम आयोजित करण्यात आलेली श्रमिका :-

* * उत्तर बाल्यावस्था बालकांची [दुर्ते 3 वर्षे] :-

बालकांची पहिली सहा वर्षे निकोप असली तरी आता त्यांच्या आयुष्यातील फार महत्त्वाच्या वेळेला सुरुवात होते. बालेय प्रवेश ही या अवस्थेतील सर्वांत महत्त्वाची घटना होय. या विरवात पालक फारसे आक्रमण करीत नाहीत. बालकांच्या कौशल्याचा व सामर्थ्याचा विकास होणे चालूच राहते. असजसे बालकांचे विश्व अधिकधिक विस्तारित व वृतांगुतीचे होते तथ्यतशी त्याची वाढती मानसिक क्षमता नवीन उद्दीपक परिस्थितीशी पुढ्यबळ ठरते. परंतु आळा म्हाजे एक महान आव्हान असते. या नवीन विश्वामध्ये बालकांच्या सहवास बालकांचा पालकव्यतिरिक्त इतर पूर्वजांघ्येतील विषाच या प्रौढ व्यक्ती बालकांबद्दल मतही व्यक्त करतात आणि आपल्या भावडांपेक्षा वेगळ्या मुलांच्या सहवासही या बालकांना लाभतो. या अनुभवाची मुलांना भांती वाटते अशा प्रकारच्या वातावरण शिक्षकांनी प्रस्थापित करणे की ज्यामध्ये बालकांच्या त्या मिश्रभावनांच्या शारीरिक व मानसिक प्रतिक्रिया होतिल त्या ओळखता येतील.

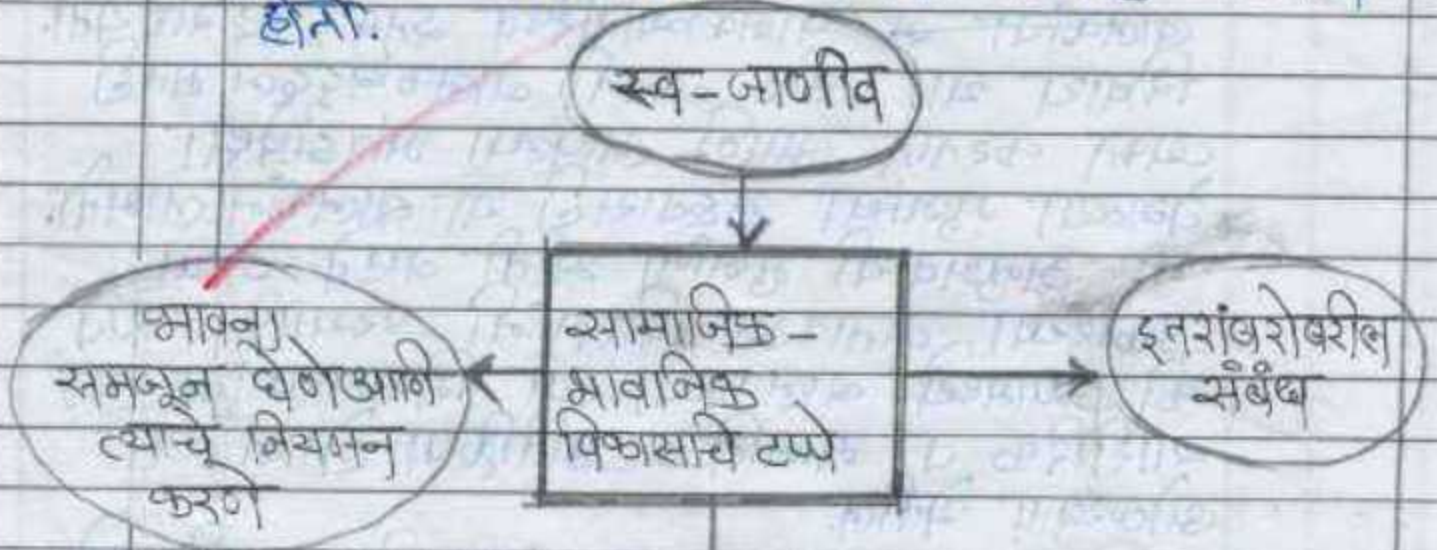
मानव हा सामाजिक प्राणी आहे.

स्वतः च्या भावना समजणे आणि समाजमान्य मागणी त्या व्यक्त करणे ही शुद्धा मुक्त लविलेवक प्रक्रिया आहे.

अभ्यासावधुयेती पासून शालापूर्व वर्षापर्यंत बालकाचा सामाजिक व भावनिक कौशल्ये विकसीत करण्यातील प्रगती सतत चालू असते. शालापूर्व वर्षांमध्ये शुक्रवातीला निष्ठागारे उत्तम प्रतीचे सामाजिक अनुभव आणि भावनिक आधार याचा बालकाच्या सामाजिक - भावनिक विकासावर व्यूप वस्त प्रभाव दिसतो.

* ३ ते ६ वर्षातील सामाजिक - भावनिक विकासातील वैकल्पिक टप्पे :-

शालापूर्व बालकाचा सामाजिक - भावनिक विकास म्हणजे फक्त भावना व्यक्त करणे पुर्वेक्ष्य नसून स्वावलंबन, संधी मिळणे, समवयस्कंबरांबरी आंतरक्रिया, भावना नियंत्रित करणे आणि स्व- प्रतिमा तयार करणे याचाही समावेश होतो.



- 9) शिक्षकांनी स्वतः चांगले आदर्श विद्यार्थ्यांसमोर ठेवावेत.
- 10) विद्यार्थ्यांना स्वनिियमनाची सवय लावावी.
- 11) मुलांमध्ये नेतृत्वविकासासाठी प्रयत्न करावेत.
- 12) विद्यार्थ्यांना स्वतःचे SWOT analysis करव्याचे वातावरणनिर्मिती करावी.
- 13) मुलांच्या भावनिक बुद्धीमत्तेचे मापन करून त्यांचा भावनांक वाढवावा.
- 14) शिक्षकांनी विविध अध्यापनपद्धतींचा वापर करावा.
- 15) self Talk चे आयोजन करावे.

* उदा. : — समस्या निराकरण, भूमिकापालन, कथन, नाट्यकरण, गटचर्चा, फीडबॅक पद्धती इ.

उदाहरणार्थ डॉ. गोलमन यांनी आपल्या दृष्टिकोण मांडला आहे, भावनिक बुद्धीमत्ता हे एक स्वयं गाठण्याचे नवे साधन आहे, ते एक आव्हान आहे. याचा समावेश अध्यापकमान केला तर चांगले व्यक्तीमत्त्व, असलेले विद्यार्थी घडतील, जे कष्टाळू, विवेकशील, नीतीमान, मानवेतेचा केदार घेणारी परिपक्व व भावनिकदृष्ट्या समतोल असतील.

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1) स्व जाणीव [self-awareness]:

स्वनः ला समजून वेणे ही प्रकृति शरीर घट्टगारी प्रक्रिया नाही. या प्रवासान बालापूर्व बालके पुढे दिलेल्या वैकासिक टप्प्या-तून जातात.

- बालके स्व-संकल्पना विकसित करणारा सुरुवात करतात. [children start developing self-concept]:

आपण कोण आहोत हे समजून व्यापक सुरुवात करतात. यामध्ये मुख्यतः कसे दिसतो, नाव, स्वनः चा मालकीचे काय याविषयी समजून वेणे याचा समावेश होतो.

- लिंग ओळख [gender identity]:

आपण मुलगा आहे का मुलगी याविषयी स्पष्ट भावना विकसित होते.

- लिंग भूमिका समजून घेण्यास सुरुवात होते.

[They start developing an understanding of sex roles]:

मुलगा आणि मुलगी याविषयी समाजमान्य भूमिका समजून घेण्यास सुरुवात करतात.

- बालके जास्त स्वावलंबी व्हायला सुरुवात करतात

[They start showing more independence]:

बालके वेळोवेळी स्वतंत्ररित्या वेळोवेळी सुरुवात करतात. खाणे, बसणे, कपडे घालणे यासारख्या गोष्टी विकसित होतात.

2) इतरांबरोबरचे संबंध [Relationship with others] : —————

शालापूर्व बालके पालक किंवा संगोपनकर्ते यांच्याशीवाच इतर व्यक्तींबरोबर संबंध विकसित करतात.

- आता बालके इतर बालकांबाबत आवड दशवितात आणि नवीन मित्र बनवतात.
- वाढून घेणे किंवा खेळीची वाट पाहणे याविषयी जास्त चर्चा करताना घडतात.
- मित्रांमार्फत बनायला बघतात.
- मुख्यतः पालक आणि संगोपनकर्ते यांच्याकडून आश्रम आणि मान्यता मिळवण्याच्या शोधात असतात.

3) खेळ [Play] : —————

• शालापूर्व बालके सहकार्यत्मक खेळ (co-operative) खेळायला सुरुवात करतात. हुकटेच

खेळण्यापेक्षा शालापूर्व बालकांना आता इतर बालकांबरोबर खेळण्यात मजा येते.

• इतर बालकांबरोबर काल्पनिक खेळ [imaginative play] खेळण्यात मजा येते.

* उदा. - शाळा - शाळा किंवा घर - घर खेळणे.

• खेळत साधे साधे नियम वापरून खेळ घडवतात.

२) भावना समजून घेणे आणि त्यांचे नियमन :-

[Understanding and regulating emotions]

शालापूर्व बालकांमध्ये भावना तीव्र असतात. बालके झुल्लक आणि गंभीर प्रसंग दोन्हीलाही साशरख्याय तीव्रतेने प्रतिसाद देतात.

* उदा. शालापूर्व बालके पडले किंवा त्याला अग्नि पुष्पा वेडून द्यायला हवा आहे किंवा त्याच्या तेलकट खडूचे दोन तुकडे झाले तशी साशरख्या प्रसंगात ते साशरख्याय तीव्रतेने रडते.

बालके त्यांच्या भावना वारंवार दाखवतात. काही वेळा त्यांच्या भावना त्यांच्या वर्तनातून दिसून येतात. काही बालके मात्र प्रत्यक्ष प्रकियेतून भावना दडवित नाही. पण अस्वस्थता, दिवाशब्द, बालव्याक्ति समस्या, वर्तनातून चिंता जसे नखे खाणे, झगठा चोखणे, अधरून ओले करणे यासाशरख्या समस्या अप्रत्यक्षरित्या दडविताने.

शालापूर्व बालकांचा भावनिक विस्तार हा मूलभूत भावना व्यक्त करणे इतकतय मर्यादित नसतो. मत्सर, सहअनुभूती [empathy] यासाशरख्या विस्तृत स्वरुपाचे अनुभव असणाऱ्या भावना पण दडविताने.

- बालके त्यांच्या भावनांविषयी जास्त चिंताय प्रकारे बोलू शकतात.
- बालके त्यांच्या आनंद, आपुलकी मोकळेपणी व्यक्त करतात.
- प्रसंग बदल्यापूर्वी बालके मिती किंवा चिंता व्यक्त करू शकतात.

उदा. डॉक्टरांकडे जाण्यास नाखुशी दडविताने.

- बालके नवीन मिती दडविताने.
- उदा. झूत, अधार, कुत्रा यांच्याविषयीची मिती
- इतर व्यक्तींच्या भावनांविषयी अधिक जाणीव

2) इतरांबरोबरचे संबंध [Relationship with others] : —

शालापूर्व बालके पालक किंवा संगोपनकर्ते यांच्याशीवाच इतर व्यक्तींबरोबर संबंध विकसित करतात.

- आता बालके इतर बालकांबाबत आवड दक्षितान आणि नवीन मित्र बनवतात.
- वादून घेणे किंवा यधीची वाट पाहणे याविषयी जास्त चांगले वर्तन करतात.
- मित्रांसाथे बनावला बघतात.
- मुख्यतः पालक आणि संगोपनकर्ते यांच्याकडून आशम आणि मान्यता मिळवण्याच्या लोधात असतात.

3) खेळ [Play] : —

- शालापूर्व बालके सहकार्यमिक्त खेळ (co-operative) खेळायला सुरुवात करतात. मुठटेच

खेळण्यापेक्षा शालापूर्व बालकांना आता इतर बालकांबरोबर खेळण्यात मजा येते.

- इतर बालकांबरोबर काल्पनिक खेळ [Imaginative play] खेळण्यात मजा येते.

* उदा. - शाळा - शाळा किंवा घर - घर खेळणे.

- खेळत साधे साधे नियम वापरून खेळ लावतात.

Development of personality

Introduction :-

In modern organisations, personality attributes of a manager are considered important, since they affect the entire behavioural pattern of the person. In common parlance, personality refers to the impression, which an individual forms of others through his personal attributes making attractive or unattractive view.

It is a fact that psychological factors of an individual are rarely known to others. An individual's personality is not a superficial fact or occurrence that can be easily understood, merely on his personally appearance. Personality is the whole aspect of an individual from general point of view. It includes physical, person's psychological & emotional aspects.

Personality, which makes an individual to stand apart, is the impression of characteristics attributes. It is an aggregate of an individual's physical, psychological & behavioural aspects contributing to his 'good personality' or no personality, according to the presence or absence of the characteristic attributes. Some of these, which are of significant nature, are worth mentioning.

(i) Omnibus :-

This personality view is the aggregate of recognizable pattern of properties or qualities.

(ii) Integration & Configuration :-

Under this view of this personality, the organisation of personal attributes is stressed.

(iii) Hierarchical :-

This aspects mainly deals with adaptation, survival & evolution of the person to the environment.

(iv) Distinctiveness :-

The delineation of this extreme makes the

From the above areas, G.W. Allport has drawn his definition on personality as "Personality is the dynamic organisation within the individual of those psychological systems that determine his unique adjustment to his environment".

Personality has a long history. It dates from the time of Greek physician Hippocrates. In order to understand the behaviour of people in the organisational setting, we need to know the basic nature of personality. It is also psycho-social phenomenon, which analyses the cognitive features & presentation of individual in the society.

"Personality refers to the relatively stable pattern of behaviours & consist internal states that explain a person's behaviour tendencies" - RT Hogem.

"Personality is the sum total of ways in which an individual reacts & interreacts with others".

The basic components of personality refers to the personality trait. Many researchers have shown interest to know about individual's personality as it is linked with behaviours of individuals. modification of behaviour can be done in a smoother way towards achieving the organisational goals. Each personality factor represents a collection of related or cluster of traits determine whether the individual is achievement-oriented, dominating, responsible, etc.

Personality definition:-

A number of definitions are given in respect of personality in order to given meaningful one. let us exact some standard definitions.

According to Gordon Allport, personality is "

Fred Luthans defines the term personality as, "how people affect others & how they understand & view themselves, as well as their pattern of inner & outer measurable traits & the person-situation intervention."

Thus, personality devotes for the methods of affecting others, reacting to other's actions & interacting with others. These methods are chosen by individuals based on several factors. Important one among these is their traits.

A careful analysis of the above definitions will observe the following:

- i) Personality may be defined as the characteristic pattern of behaviour that determines an individual's adjustment to the environment or situation.
- ii) It describes how an individual affect others, how he understands himself & his pattern of internal as well as external measurable traits.
- iii) It is dynamic organisation within an individual of those psychological systems which determines his unique adjustment to the environment.

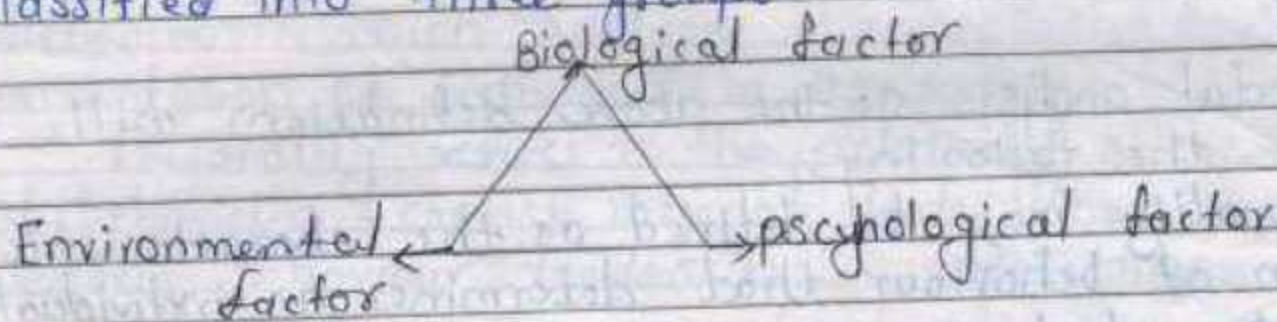
Personality characteristics:

- i) Personality is organised & constant
- ii) Personality is psychological, but is used by biological needs & process.
- iii) Personality causes behaviour to happen.

Personality Nature:

Development of personality:

The development of personality has been a topic of interest for the personality psychologists right from the time the term came into existence. Psychologists have tried to identify those factors which directly or indirectly influence the growth & development of personality. There are large number of factors which influence the development of personality. These factors are broadly classified into three groups.



1) Biological factor; called physical determinants emphasise.

① Body build:

Body build influences personality directly by determining what an individual can & cannot do, as well as what the individual's reaction will be to all those whose body builds are superior or inferior.

Some of known body builds are ① ectomorph ② Endomorph ③ mesomorph

Ectomorph are persons who are tall & thin in their body builds. They have been generally found to be superior to endomorphs who have round & soft body builds. The superiority is especially in speed & endurance. Likewise mesomorphs who are strong & muscular in their body builds have been found to be superior to both ectomorphs & endomorphs in activities like speed, endurance & agility.

It has been reported that body build of an individual

body builds allows the person to do things that are socially desirable, prestigious & better than others it would contribute to positive self concept about oneself. On the other hand if it allows the person to do things which are not favourable or positive or end up in failure, it could lead to poor or negative self concept.

(i) Physical attractiveness:

Physical attractiveness is another physical component that affects the development of personality. An attractive person at any age is more appealing than a person who is unattractive. Brislin & Lewis (1968) have commented that it is very much rewarding to be with someone who is physically attractive. Generally it has been found that the person tend to be more tolerant in their attitudes & judgement at an attractive person. That is the reason why a pretty child is less likely to be punished or criticized or troublesome behaviour than simple looking homely child. In business circle, an attractive worker may be less efficient & less conscientious than an unattractive worker & yet, the attractive worker is relatively more likely to get promotion sooner than the unattractive one.

(ii) Homeostasis:

Homeostasis is another important determinant. It refers to the maintenance of a stable internal environment through relatively having normal temp, normal level of blood sugar, normal level of blood pressure, proper water balance etc. When any of these conditions is upset, disequilibrium starts & disturbances in homeostasis results.

Psychological factors:

Several factors tend to determine the development of personality. Among those factors the following

- (i) Intellectual determinants
- (ii) Emotional determinants
- (iii) self disclosure
- (iv) Aspiration & achievements.

(i) Intellectual determinants:

These are the one of the important factors which influence the development of personality.

Researches are at view that intellectual capacities influence personality through various kind of adjustment in life & indirectly through the judgement other persons make of the individual on the basis of the person's intellectual achievement.

However, having very superior intelligence affects personality development unfavourably because it creates special problems which are not encouraged by those persons who are merely bright. These various problems results in the development of personality patterns, which is characterised by the traits like resignation, intolerance, habits of chicanery, emotional conflicts, solitary pursuit; self efficiency, dominance etc. Evidences also have provided support to the fact that intellectual capacities also influence development of values, morality & human.

(ii) Emotional determinants:

These are other important factors that shape the development of personality. Emotions are considered important personality determinants because they affect personal & social adjustment. Research has shown that

& affection, emotional expressions, emotional catharsis & emotional stress directly & indirectly affect the development of personality.

Some people experience a predominance of pleasant emotions while others experience a predominance of unpleasant emotions. When the person encounters with obstacles & problems unpleasant experiences like fear, anger, envy & other negative emotions are aroused. Emotional deprivation of pleasant emotions like love, happiness and curiosity also has an impact, which gradually leads to poor personal & social adjustment.

② Expressive Love & Affection :

This also has psychological effect. Sigmund Freud has earlier cautioned that too much parental love and affection awakens a disposition for neurotic disorders, spoils the child & makes the individual a problematic adolescent. Strecker (1956) has pointed out that excessive mothering, that is overprotective mothers turn their sons & daughters into immature & dependent adults. Emotional expression, that is, how the person expresses emotion also affects the development of personality.

Sanctions, control over the overt expression of emotions is often necessary to avoid social disapproval. However, repression of emotions like anger, fear, jealousy & envy makes the individual gloomy & morbid which ultimately produces behaviour like extreme laziness, lack of interest in people, vacillation of mood etc. Emotional catharsis (release unexpressed emotions) also contributes to the development of personality.

Self-disclosure:

Self disclosure is considered basic to mental health & such disclosure helps to bring about a healthy personality pattern which is a guarantee for a socially desirable & favourable reactions from others. Emotional stress expressed in the form of anxiety, frustration, jealousy & envy also affect the development of personality. A person who suffers from emotional stress makes good personal & social adjustment. Intense emotional stress makes good motivate the person to go to excesses in hope of being relieved from it. ex The person may resort to overeating & using drugs to dull the intense feeling of insecurity caused by emotional stress. It has been reported that women who experiences greater degree of emotional stress during menstrual periods are found to develop depressive tendencies.

Aspiration & achievement:

These also have an effect on the development of personality. Aspiration means a longing for & striving for something higher than one's present status. Thus aspirations are the ego-evolved goals that person set for themselves. The more ego-evolved aspirations are, the more will be the impact upon behaviour & therefore, greater will be the impact upon personality.

The motivating power of aspiration varies. In general, remote & realistic aspirations do provide stronger motivating forces than immediate & unrealistic aspirations. Negative aspirations are considered weaker in providing motivating strength than positive aspiration.

Environmental factors:

Some environmental factors have been isolated & shown to have a significant impact upon the development of personality. Under environmental determinants, the following four sets of factors have been primarily emphasised.

Social Acceptance :-

These are one of the major environmental determinants. Every person lives in a social group which judges the person's behaviour in terms of the person's conformity role playing. The social judgements serve as a basis for self-evaluation. In this way, the social group tends to influence the development of self concept.

Persons whose social acceptance is very high, they are generally more outgoing, more flexible, more active & daring than those who are only moderately socially accepted or moderately popular. However, such persons often fail to establish close relationships with people. They also show emotional warmth which is considered essential to close & intimate personal relationships.

Educational factors:

Another important factor, which influences the development of personality factors, schools, colleges & teachers have significant impact upon the individual's development of personality. The impact of educational development upon personality development is largely determined by the student's attitude towards school & colleges. When these attitudes are favourable, the students visually

Self Concept of personality:

Personality of a person revolve around the self concepts which we made by:

- ① childhood experience
- ② Evaluation by others

Defination:

The totality of an individual's thoughts & feelings having reference to himself as an object."

Formation of self

- Self concept
- Self image
- self worth
- Idea self
- Self Esteem
- self efficiency

1) self concept

It is general term used to refer to how someone thinks about, evaluates or perceives themselves.

- positive
① A person think of themselves as an intelligent individual
- ② A person thinks of themselves as a competent employee
- negative
③ A person thinks of themselves as being cold & unapproachable
- ④ A persons thites of themselves as a lazy & inefficient employee

6 domains related to self concept:



social



competence



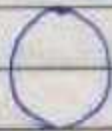
affective



physical



Academic



Family

All 6 domains depend the person self confidence is positive or negative.

self confidence has three different component

① **Self Image** - (How you see yourself)

self-image is how an individual sees themselves and it does not have to align with reality.
e.g. cat see mirror & look like a lion.

② **Self Worth** - (How much you value yourself)

How much you like, accept, or value yourself, which can be impacted by a number of factors.

③ **Ideal self** - (How you wish you could be)

This is centered on how you wish you could be.

Ways to encourage a positive self concept in children

① Help student to set their goals.

② Encourage children to praise themselves.

③ Adult, praise yourselves.

④ Teach children to praise others.

2) Self Esteem:

① self esteem is quite simply one's attitude toward oneself.

What influence person's self Esteem?

- ① Puberty & Development
- ② Media Images
- ③ Family & friends

High self Esteem:

Appreciate herself & others
 Problem easily solving
 To make relationship
 kindly & calmly
 Ignore others
 High confidence

Low self Esteem

Avoiding risk
 making difficulties
 doubt all decision
 others opinion
 highly sensitive
 low confidence
 weakness focus

How teachers & parents can support self esteem in children.

- ① Always accentuate the positive
- ② Give children the opportunity to tell you things that they like about themselves
- ③ Avoid criticism
- ④ Don't abuse the children
- ⑤ See the learning in errors

Self Efficacy

Defn -

According to Albert Bandura, self Efficacy is the "belief in one's capabilities to organize & execute the course of action required to manage prospective action."

High self efficiency

- ① view challenging problems as task to be mastered
- ② Develop deeper interest in the activities in which they participate
- ③ Form a stronger sense of commitment to their interest & activities
- ④ Recover quickly from setback & dissapointments

Low self efficiency :

- ① Avoid challenging tasks
- ② Focus on personal failings & negative outcome
- ③ Quickly loose confidence in personal abilities
- ④ Believe that difficult tasks & situations are beyond their capabilities.

How teachers can improve self efficacy in struggling student :

- ① Use peer models
- ② Teach specific learning strategies
- ③ Capitalize students interest
- ④ Encourage students to try.
- ⑤ Allow students to make their choices
- ⑥ Give frequent focused feedback

9/10

वास्त्यावस्था आणि विकास :-

8

10

* विकासवर परिणाम करणारे घटक :-

* विकास :-

विकास ही अत्यंत व्यापक, गुंतागुंतीची आणि सातत्याने होत असणारी प्रक्रिया आहे. विकासाच्या वाढीच्या संदर्भात विचार केल्यास दोघांमध्ये मूलभूत फरक आपणास पहावयास मिळतो. वाढ म्हणजे परिणामात्मक व मोठता येईल असा बदल होय.

विकास ही सतत चालणारी प्रक्रिया आहे. गर्भधारणेपासून मृत्यूपर्यंत विकास सुरूच असतो. विकास गुणात्मक बदल दर्शवितो.

* विकासाची व्याख्या :-

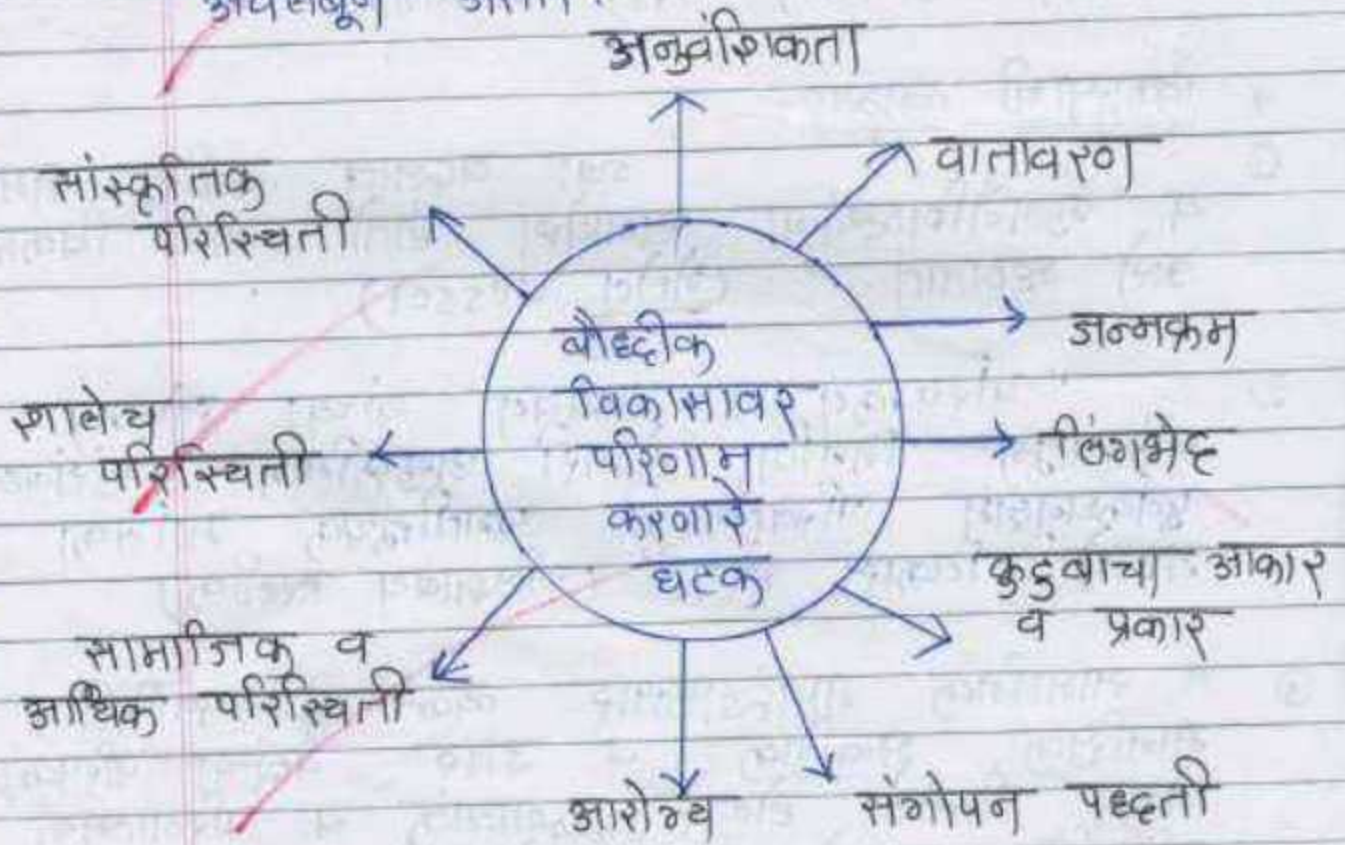
① " ज्या बदलात नवीन क्षमता व गुणवैशिष्ट्यांचा समावेश होतो त्याला विकास असे म्हणतात. " (गेसेल Gessel)

② " परिपक्व व अक्षय्य वयाच्या संकुक्त परिणामातून निर्माण होणारी अनुक्रमिक, सुसंबद्ध पूर्वकथनक्रम परिवर्तनाची प्रगतीसूचक मालिका म्हणजे विकास होय " (रुलिझाबेथ हर्लॉक)

③ " सामाजिक मानदंडांनुसार व्यक्तीच्या शारिरीक, मानसिक, भावनिक व इतर पैदांच्या परिपक्वतेच्या दिशेने होणारे गुणात्मक व परिणामात्मक परिवर्तन म्हणजे विकास होय. "

- विकास ही वादीच्या तुलनेत अधिक व्यापक अशी संज्ञा आहे.
- मुलाच्या वादीवरोवरच विकासाची प्रक्रिया चालू असते.
- ही प्रक्रिया गुणात्मक स्वरूपाची असते.
- विकास हा अनुवंशावरोवरच वाढ्य परिस्थितीत देखील अवलंबून असतो.

* बौद्धिक विकासावर परिणाम करणारे घटक :-
 बौद्धिक विकास हा व्यक्तिमत्त्वात विकासामधील एक महत्त्वाचा पैलू आहे या विकासावरच बालकाच्या भावी जीवनाची यशस्वीता अवलंबून असते.



हे जे काही घटक आहेत यांचा परिणाम हा बालकाच्या बौद्धिक विकासावर परिणाम

1) अनुवंशिकता :-

- 1) अनुवंशिकतामुळे बुद्धीची मर्यादा निश्चित होते.
- 2) व्यक्तीची तीव्र बुद्धिमत्ता असलेल्या आई-वडिलांची मुले दुष्गार व मंदबुद्धी आई-वडिलांची मुले मंदबुद्धी आढळतात. बुद्धी ही अनुवंशाद्वारे आई-वडिलांकडून वंशकाकडे संक्रमित होते.

ब) व्यक्तीची रुग्णता, प्रकृती, ऊंची, सुप-रंग, लिंग इत्यादी बाबी व्यक्तीला अनुवंशातून प्राप्त होतात.

क) तसेच आई-वडिलांची ऊंची बुद्धिमत्ता आपल्याला मिळते.

उदा :- माता-पिता गोच्या रंगाचे असतील तर मुले वडुतांगी गोरीच जन्मला येतात.

2) वातावरण :-

बालकाला जन्मल्यानंतर मिळणाऱ्या वातावरणाचा त्याच्या बौद्धिक विकासावर परिणाम होतो. ग्रामीण व शहरी भागातील शैक्षणिक व सामाजिक वातावरणाचा परिणाम बालकाच्या मानसिक व बौद्धिक विकासावर होतो. शहरी भागातील बालकांना उच्च शिक्षण पध्दती, शैक्षणिक सोई, उत्तम शिक्षण व शिक्षक प्राप्त होतात त्यामुळे शहरातील मुलांचा बुद्ध्यांक अधिक असतो.

शहरातील आणि परिसरातील वातावरणाचा लहान मुलांच्या विकासावर परिणाम होतो. शहरातील व्यक्ती आपल्या अनुभवांने काही गोष्टी शिकवीत असतात.

उदा : - धरात व परिसरात जी भाषा बोल
जाते तीच भाषा मूल आत्मसात करते.

3) जन्मक्रम :- पहिल्या बालकाचा बुद्ध्यांक गोरव्या
बालकापेक्षा अधिक असतो. पहिल्या अपत्याला
आईवडिल अधिक वेळ देतात. पहिल्या
बालकाला प्रोत्साहन व संधी अधिक मिळते.
नंतर येणारी बालके मात्र मोठ्या बहिण
भावडीसोबत राहून अनुकरणाने शिकतात. प्रथम
बालकाची नेवडी उत्सुकता असते. नेवडी
काळजी असते ती नंतर च्या बालकाभध्ये
घेतली जात नाही. प्रथम असणारे बालक
हे दुसरे असते कारण त्यांच्या कडे व्यु
वेळ पालकांनी दिलेला असतो.

4) लिंगभेद :- सामाजिक रचनेत मुलीपेक्षा मुलांना
प्रोत्साहन, संधी, उच्च शिक्षण, साधने
अधिक प्रमाणात दिले जातात. त्यामुळे मुलांचा
बौद्धिक विकास अधिक आलेला आढळतो.
निसर्गातच पुरुष आणि स्त्री यांच्या शरीर
रचनेत फरक आहेत. सामाज्यता पुरुष दोकट
तर स्त्री कोमल अशी शरीर रचना असते.
पण अजून पण बेंडेगावात मोठ्या प्रमाणावर
लिंग भेद जाणवून येतो आणि घरातील
कामे ही स्त्रीयांनीच करावची. पुरुष जेवढ्या
नंतरच स्त्रीयांनी जी जेवण करावचे अस
काही नियम आहेत अर्थात वीणावरगाचा
परिणाम घेऊन बालकाच्या बौद्धिक विकासावर
होता.

हे तेच विचार किंवा संस्कार त्यांच्यामध्ये रंगले जातात
 उदा. - धरातील सर्व कामे ही स्त्रीयोगाच करावी लागतात पुसणावा नाही

६) कुटुंबाचा आकार व प्रकार :-

संगठनात महत्त्वाचा घटक असेल तर तो कुटुंबाचा यतो कारण लहान बालक जन्मापासून हे कुटुंबाच्या व्यक्तीवृत्तीला अनुभवाचे अनुकरण करते. रात्र कुटुंबापेक्षा विभक्त कुटुंबातील बौद्धिक विकास योग्य होतो. रात्र कुटुंबातील बालकाकडे पालक वैयक्तिक लक्ष पुरवू शकत नाही मात्र विभक्त कुटुंबातील बालकाकडे वैयक्तिक लक्ष पुरविले जाते. धरातील सदस्यांचे परस्पर संबंध पालक - बालक संबंध याचा परिणाम बालकाच्या बौद्धिक विकासावर होतो. विभक्त कुटुंबातील मुलांकडे आई लक्ष देऊन वेळेवर अभ्यास घेते कारण कुटुंबात कमी व्यक्ती असतात आणि वेळ पण जास्त असतो. कुटुंबाचा आकार मोठा असेल तर सर्वांकडे लक्ष देणे शक्य होत नाही. उदा. :- मुलांकडे नीट लक्ष नाही दिले तर मुलांच्या बौद्धिक विकासावर परिणाम होतो.

७) संगोपन पध्दती :-

अतिसेरक्षण, अतिकडेक शिस्त घाबूवे बालकाच्या किंवा शीलतेला वाव मिळत नाही त्यांच्यामध्ये नव्वगंड निर्माण होते. आई - वडिल बालकाचे संगोपन करताना अतिसेरक्षण, फाजील लाड, कडेक शिस्त

किंवा नाकारलेपणाची वागणूक या पद्धतीचा वापर करीत असल्यामुळे बालकाच्या सामाजिक विकासात अडथळे निर्माण होतात. बाश्चिवाव पासक - बालक संबंध सद्धत्यांचे परस्पर संबंध कुटुंब मुलांचे स्थान, त्याची भूमिका इन्मक्रम यांचा देखील बालकाच्या ~~सामाजिक~~ विकासावर परिणाम होतो. ~~वैदिक~~

उदा :- आपण जसे त्याचे सेवोपन करू तसे ते दृष्टी होतात. अहसातील मुलांचे लाड भरपूर प्रमाणावर वेळे जातात. व खड्याती ल लाड कमी प्रमाणावर होतो.

6) आरोग्य :-

निरोगी बालक क्रियाशील, चपळ असतात. तर सतत आगारी पउगारे बालक अस्वस्थ असते. त्यामुळे उपलब्ध संधीचा फायदा घेऊ शकत नाहीत. आरिरीक दुर्बलतेचा परिणाम घेतात. वैदिक विकास व आरिरीक वाढ यांचा अन्धोव्य संबंध आहे. त्याचे आरोग्य चांगले असेल तर तो नेहमी हसत खेळत राहील. जर त्याला काही त्रास असेल तर तो बालक त्यांच्या मनात व्यूनेहाडु निर्माण होईल. व तो स्थिर राहू शकणार नाही. तोच विर विचार करण त्याचे मानसिक आरोग्य खानावेळ. व तो डिप्रेसन जाईल.

उदा :- उत्तम आरोग्य मिळलेले मुले वैदिक दृष्ट्या खान असतात.

8) सामाजिक व आर्थिक परिस्थिती :-

उच्च गतानील बालकाचा बुद्ध्यांक अधिक असतो. आर्थिक दृष्ट्या, आई - वडिलांचे शिक्षण, आर्थिक दर्जा, सामाजिक प्रतिष्ठा, वडिलांचा व्यवसाय वा परिस्थिती उच्च घटकांचा वैश्विक विकासावर परिणाम होतो. उदा. - निम्न सामाजिक स्थितीतील बालकांमध्ये उच्च सामाजिक स्थितीतील बालकांच्या तुलनेत अधिक असतुलान व वैश्विक अस्थिरता आढळून येते.

9) शालेय परिस्थिती :- शालेत बालकाला शिक्षक व मित्रांकडून मान्यता, कौतुक मिळव्यास बालकाचा वैश्विक विकास झपाटवान होतो. शालेया दर्जा, दुष्कार बुद्धीमान किंवा नील व स्तंभनील शिक्षकांच्या देखील वैश्विक विकासावर परिणाम होतो.

10) सांस्कृतिक परिस्थिती :- बालकाच्या सांस्कृतिक वातावरणातून आला आहे त्याचा परिणाम वैश्विक विकासावर झालेला आढळून येतो. सांस्कृतिक परिस्थिती मध्ये रूढी - परंपरा शिती - रिवाज, यांचा परिणाम उच्च त्यांच्या वैश्विक विकासावर होतो.

अशा प्रकारे बालकाचा व्यक्तिमत्त्व विकास सामाजिक समायोजन व भावी जीवनात यशस्वी होण्याचा दृष्टीने वैश्विक विकासाला महत्त्वपूर्ण स्थान प्राप्त झाले आहे. इ घटकांचा परिणाम हा बालकावर घडत असतो व त्यातूनच तो आगच्या सुजान नागरिक घडत असतो.

8/10



!! तमसो मा ज्योतिर्गमय !!



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2.6.2.4

**DOCUMENTARY EVIDENCE FOR REMEDIAL
SUPPORT PROVIDED**

॥ वल्लभा नो ज्योतिर्नाम ॥

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एस.एन.डी.टी. महिला विद्यापीठ मुंबई संघमिळ

मातोश्री गिरीजाबाई दोंबळे महिला शिक्षणशास्त्र महाविद्यालय, जुळे सोलापूर
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17, Madha, Vijapur Road, Jule Solapur - 413008 Ph.: (0217) 2305113, 2305115 Fax : 0217-2305113
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✧ संस्थापक ✧ श्री. लक्ष्मणराव दोंबळे ✧
✧ अध्यक्ष ✧ सौ. कोमल झाळुंछे ✧
✧ सचिव ✧ श्री. अभिजित दोंबळे ✧

Date :- 13/03/2023

STUDENT NOTICE

This is to inform all **Second Year B.Ed.** students that from **20th March 2023** to **25th March 2023** College has organized remedial classes and revision classes.

You are final University exam is tentatively schedule in the month of May. All students are requested kindly attend the remedial and revision classes.

॥ वसुधैव कुटुम्बकम् ॥

श्री बाबा भगवान् शिक्षण प्रसारक मंडळ, सोलापूर संघलित
एस.एन.टी.टी. महिला विद्यापीठ मुंबई संघलित

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✧ संस्थापक ✧ श्री. लक्ष्मणराव दोंबळे ✧ अध्यक्ष ✧ श्री. कोमल भ्राऊंछे ✧ सचिव ✧ श्री. अभिजित दोंबळे

Time Table: - 2022-23 (2021-2023)

B.Ed SECOND YEAR

20/03/2023 to 25 /03/2023

Period	Time	Mon 20/03/23	Tue 21/03/23	Wed 22/03/23	Thu 23/03/23	Fri 24/03/23	Sat 25/03/23	
1	11:00 to 11:15	परिपाठ	परिपाठ	परिपाठ	परिपाठ	परिपाठ	परिपाठ	
2	11:15 to 12:15	HSS C-8	HSS C-8	HSS C-8	HSS C-8	HSS C-8	HSS C-8	
3	12:15 to 01:15	GDF C-9	GDF C-9	GDF C-9	GDF C-9	GDF C-9	GDF C-9	
4	01:15to 02:15	JRB C-10	JRB C-10	JRB C-10	JRB C-10	JRB C-10	JRB C-10	
5	02:15 to 03:00	LUNCH BREAK						
6	03:00 to 04:00	STS C-11	STS C-11	STS C-11	STS C-11	STS C-11	STS C-11	
7	04:00 to 05:00	PVD/MVL 12.2, 12.3	PVD/MVL 12.2, 12.3	PVD/MVL 12.2, 12.3	PVD/MVL 12.2, 12.3	PVD/MVL 12.2, 12.3	PVD/MVL 12.2, 12.3	

C -8 Assessment for Learning
C-9 Knowledge and Curriculum
C-10 Creating an Inclusive School
C- 11 Gender, School And Society
C -12.2 Guidance And Counselling
C- 12.3 Sustainable Development

HSS
GDF
JRB
STS
PVD
MVL

॥ वल्लभा नो ज्योतिर्नाम ॥

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✧ अध्यक्ष ✧ सौ. कोमल भाऊंछे ✧
✧ सचिव ✧ श्री. अभिजित दोंबळे ✧

Students Attendance: - 2022-23 (2021-2023)

B.Ed SECOND YEAR

20/03/2023 to 25 /03/2023

Sr. No	Student Name	20/03/23	21/03/23	22/03/23	23/03/23	24/03/23	25/03/23
1	Birajdar Sumayya Pandit						
2	Chougule Unnati Sanjay						
3	Doke Sujata Prabhakar						
4	Fule Neeta Nagnath						
5	Gajare Shailaja Manmatheshwar						
6	Jamadar Misba Nabilal						
7	Kewate Pranjali Shivakumar						
8	Kokil Shweta Suresh						
9	Kulkarni Snehal Dilip						
10	Mashale Swati Vithal						
11	Mulla Sofia Abu Bakar						
12	Sabkale Ashwini Pandurang						
13	Salunkhe Aishwarya Adhikrao						
14	Sawraj Aqusa Ibrahim						
15	Siddique Saleha Rafique						
16	Wadkar Sayali Sambhajirao						

॥ वमला नो ज्वालास्य ॥

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✧ संस्थापक ✧ ✧ अध्यक्ष ✧ ✧ सचिव ✧
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Photo

॥ वमला नो ज्वालास्य ॥

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✧ अध्यक्ष ✧ सौ. कोमल भाऊंछे ✧
✧ सचिव ✧ श्री. अभिजित दोंबळे ✧

Date:- 26/06/2023

STUDENT NOTICE

This is to inform all **First Year B.Ed.** students that from **3rd July 2023 to 15th July 2023** College has organized remedial classes and revision classes.

You are final University exam is tentatively schedule in the month of August. All students are requested kindly attend the remedial and revision classes.

मातोश्री गिरीजाबाई दोंबळे महिला शिक्षणशास्त्र महाविद्यालय, जुळे सोलापूर
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✧ संस्थापक ✧ श्री. लक्ष्मणराव दोंबळे ✧
 ✧ अध्यक्ष ✧ सौ. कोमल झाळुंछे ✧
 ✧ सचिव ✧ श्री. अभिजित दोंबळे ✧

Time Table: REMEDIAL CLASS

B.Ed FIRST YEAR - 2022-23 (Batch 2022-2024)

03/07/2023 to 15 /07/2023

Period	Time	Mon 03/07/23	Tue 04/07/23	Wed 05/07/23	Thu 06/07/ 23	Fri 07/07/23	Sat 08/07/ 23	
1	11:00 to 11:15	परिपाठ	परिपाठ	परिपाठ	परिपाठ	परिपाठ	परिपाठ	
2	11:15 to 12:15	HSS C-1	HSS C-1	HSS C-1	HSS C-1	HSS C-1	HSS C-1	
3	12:15 to 01:15	GDF C-2	GDF C-2	GDF C-2	GDF C-2	GDF C-2	GDF C-2	
4	01:15to 02:15	STS C-3	STS C-3	STS C-3	STS C-3	STS C-3	STS C-3	
5	02:15 to 03:00	LUNCH BREAK						
6	03:00 to 04:00	PVD C-4	PVD C-4	PVD C-4	PVD C-4	PVD C-4	PVD C-4	
7	04:00 to 05:00	Library Work	Guidance	Library Work	Guida nce	Library Work	Guida nce	

C-1 :- Childhood and Growing Up

C-2 :- Contemporary India and Education

C-3 :- Critical Understanding of ICT

C-4 :- Learning and Teaching

॥ वसुधैव कुटुम्बकम् ॥

श्री बाबा भगवान् शिक्षण प्रसारक मंडळ, सोलापूर संघालित
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मातोश्री गिरीजाबाई दोंबळे महिला शिक्षणशास्त्र महाविद्यालय, जुळे सोलापूर

१७, म्हाडा, विजापूर रोड, जुळे सोलापूर ४१३ ००८ फोन : २३०५११३, २३०५११५ फॅक्स : ०२१७-२३०५११३
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MATOSHRI GIRIJABAI DHOBALE WOMEN'S COLLEGE OF EDUCATION, JULE SOLAPUR

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* संस्थापक * * अध्यक्ष * * सचिव *

श्री. लक्ष्मणराव दोंबळे श्री. कोमल भाऊखे श्री. अभिजित दोंबळे

B.Ed FIRST YEAR - 2022-23 (Batch 2022-2024)

03/07/2023 to 15 /07/2023

Period	Time	Mon 10/07/23	Tue 11/07/23	Wed 12/07/23	Thu 13/07/ 23	Fri 14/07/23	Sat 15/07/ 23	
1	11:00 to 11:15	परिपाठ	परिपाठ	परिपाठ	परिपाठ	परिपाठ	परिपाठ	
2	11:15 to 12:15	MVL C-5	JRB C-5	MVL C-5	JRB C-5	MVL C-5	JRB C-5	
3	12:15 to 01:15	Mar,Hin, Eng, Maths	Mar,Hin, Eng, Maths	Mar,Hin,Eng, Maths	Mar,H in,Eng , Maths	Mar,Hin,Eng, Maths	Mar,H in,Eng , Maths	
4	01:15to 02:15	Geo, His, Sci	Geo, His, Sci	Geo, His, Sci	Geo, His, Sci	Geo, His, Sci	Geo, His, Sci	
5	02:15 to 03:00	LUNCH BREAK						
6	03:00 to 04:00	Guidance	Library Work	Guidance	Librar y Work	Guidance	Library Work	
7	04:00 to 05:00	Library Work	Guidance	Library Work	Guidan ce	Library Work	Guidan ce	

C-5 :- Language across curriculum

Method- I:- Marathi, Hindi, English, Maths

Method- II:- Geography , History, Science

॥ वसुधैव कुटुम्बकम् ॥

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✧ संस्थापक ✧ श्री. लक्ष्मणराव दोंबळे ✧
✧ अध्यक्ष ✧ सौ. कोमल भाऊछे ✧
✧ सचिव ✧ श्री. अभिजित दोंबळे ✧

Students Attendance: - 2022-23 (Batch 2022-2024)

B.Ed SECOND YEAR

20/03/2023 to 25 /03/2023

Sr. No	Student Name	03/07/23	04/07/23	05/07/23	06/07/23	07/07/23	08/07/23	10/07/23	11/07/23	12/07/23	13/07/23	14/07/23	15/07/23
1	Kulkarni Vaishnavi Dattatraya												
2	Pichrute Radha Shivaji												
3	Kugaonkar Prajakta Rohit												
4	Mareddi Ritu Prakash												
5	Rathod Priyanka Bhimu												
6	Virpe Mayuri Rajkumar												
7	Goudanavaru Savita Sidharam												
8	Kolhapure Monali Sunil												
9	Nadgire Madhuri Mallinath												
10	Kore Archana Yallappa												
11	Nadaf Karishma Bandusab												
12	Pawar Pooja Pandurang												
13	Waghmare Puja Laxman												

॥ तमसा ज्ञो ज्योतिर्गमय ॥

श्री बाबा भगवान शिक्षण प्रसारक मंडळ, सोलापूर संघालित
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✧ संस्थापक ✧ ✧ अध्यक्ष ✧ ✧ सचिव ✧
 श्री. लक्ष्मणराव दोंबळे सौ. कोमल भाऊंछे श्री. अभिजित दोंबळे

Photo

॥ तमसा ज्ञो ज्योतिर्गमय ॥



संस्थापक - महाशय श्री. लक्ष्मणराव होबळे (१९२३-२०१५) मंडळ - ३

श्री बाळ भगवान शिक्षण प्रसारक मंडळ, सोलापूर संघमिळ

एस.एन.डी.टी. महिला विद्यापीठ मुंबई संघमिळ

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✧ संस्थापक ✧

श्री. लक्ष्मणराव होबळे

✧ अध्यक्ष ✧

सौ. कोमल भाऊंछे

✧ सचिव ✧

श्री. अभिजित होबळे



!! तमसो मा ज्योतिर्गमय !!



MATOSHRI GIRIJABAI DHOBALÉ WOMEN'S COLLEGE OF EDUCATION

17 Mhada, Vijapur Road, Jule Solapur (MS) 413008

[🌐 https://www.mgdwcollege.com/](https://www.mgdwcollege.com/)

2.6.2.5

**ANNUAL INSTITUTIONAL PLAN OF ACTION FOR
INTERNAL EVALUATION**

मातोश्री गिरीजाबाई धोबले महिला शिक्षणशास्त्र महाविद्यालय, जुळे सोलापूर

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* संस्थापक *

श्री. लक्ष्मणराव धोबले

* अध्यक्ष *

सौ. कोमल साळुंखे

* सचिव *

श्री. अभिजित धोबले

Academic Calendar



॥ तमसो मा ज्योतिर्गमय ॥

श्री बाळ भगवान शिक्षण प्रसारक मंडळ, सोलापूर संघनित
एस्.एन.टी.टी. महिला विद्यापीठ मुंबई संबलित

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श्री. लक्ष्मणराव ढोबळे श्री. कोमल साळुंखे श्री. अभिजित ढोबळे

ACADEMIC CALENDAR 2021-2022

B.ED 1ST YEAR

Date	Day	Programs
20/09/2021 to 22/09/2021	Monday to Wednesday	CET Guidance
Exam Date 06 & 07 Oct 2021 Results Round I 05/01/2022 Round II- 08/02/2022 Round III – 23/02/2022		
12/02/2022	Saturday	Welcome & introduction of Students and Teacher
14/02/2022	Monday	Syllabus orientation
16/02/2022	Wednesday	Starting teaching syllabus
19/02/2022	Saturday	Chartapati Shivaji Maharaj Jayanti
26/02/2022	Saturday	Marathi Din
28/02/2022	Monday	Science Day

॥ तमसा ज्ञानं ब्रूयात्तमसि ॥

श्री बाळ भगवान शिक्षण प्रसारक मंडळ, सोलापूर संघनित
एम्.एन.डी.टी. महिला विद्यापीठ मुंबई संबन्धित

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१७, म्हाडा, विजापूर रोड, जुळे सोलापूर ४१३ ००८ फोन : २३०५११३, २३०५११५ फॅक्स : ०२१७-२३०५११३
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01/03/2022	Tuesday	Mahashivratri
05/03/2022	Saturday	Co-Curriculum Activity
07/03/2022 To 26/03/2022	Monday to Saturday	Skill Development Program (EPC-1) I. Micro-teaching II. Integration Lesson
28/03/2022	Monday	Teaching Syllabus
02/04/2022	Saturday	Gudi padawa
09/04/2022	Saturday	Guest Lecture /Co-Curriculum Activity
14/04/2022	Thursday	Dr. Babasaheb Ambedkar Jayanti
15/04/2022	Friday	Good Friday
18/04/2022 to 30/04/2022	Monday To Saturday	EPC-II A & B Teaching Learning Competency
01/05/2022	Sunday	Maharashtra din
03/05/2022	Tuesday	Ramjan Eid
09/05/2022 to 10/05/2022	Monday to Tuesday	EPC-3 Learning to use computer
14/05/2022 to 31/05/2022	Saturday to Tuesday	Summer holiday
01/06/2022	Wednesday	Teaching Period
04/06/2022	Saturday	Environment Day

॥ तमसो मा ज्योतिर्गमय ॥

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06/06/2022	Monday	EPC-4 Understanding the self
08/06/2022	Wednesday	Teaching Period
18/06/2022	Saturday	Co-Curriculum activity
20/06/2022 to 25/06/2022	Monday	EPC- 5 Drama & Arts
01/07/2022	Friday	University Exam Preparation Leave

Note :-

- The mentioned dates are tentative; the changes in the dates could happen based on the circumstances.
- Other than mentioned programmers will have to be taken immediately according to the orders by Hon.Vice Chancellor, SNDT University, Hon. Joint Director, Govt. of India, UGC, Etc
- The Faculty Members who have been assigned to conduct certain programmes should conduct the respective programmes properly.
- The Classes will continue on those days the programmes are not assigned.

॥ तमसा सा ज्योतिर्गमय ॥

श्री बाळ भगवान शिक्षण प्रसारक मंडळ, सोलापूर संघनित
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ACADEMIC CALENDAR 2022-2023
B.ED 1ST YEAR

Date	Day	Programs
08/08/2022 to 10/08/2022	Monday to Wednesday	CET Guidance
Exam Date 20 & 21 Aug 2022 Results 12 September 2022 Round I 23/11/2022 Round II- 13/12/2022 Round III – 24/12/2022		
02/01/2023	Monday	Welcome & introduction of Students and Teacher
03/01/2023 to 04/01/2023	Tuesday to Wednesday	1. Savitri Bai Phule Jayanti 2. Syllabus orientation
05/01/2023	Thursday	Starting teaching syllabus
09/01/2023 To 21/01/2023	Monday to Saturday	Skill Development Program (EPC-1) I. Micro-teaching II. Integration Lesson

॥ तमसो मा ज्योतिर्गमय ॥

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श्री. लक्ष्मणराव दोंबळे श्री. कोमल साळुंखे श्री. अभिजित दोंबळे

23/01/2023	Monday	Teaching Syllabus
12/01/2023	Thursday	Swami vivekanand Jayanti
26/01/2023	Thursday	Republic day
28/01/2023	Saturday	Co-Curriculum Activity
06/02/2023 to 17/02/2023	Monday To Friday	EPC-II A & B Teaching Learning Competency
18/02/2023	Saturday	Mahashivratri
19/02/2023	Sunday	Chartapati Shivaji Maharaj Jayanti
20/02/2023	Monday	Teaching Syllabus
25/02/2022	Saturday	Guest Lecture /Co-Curriculum Activity
27/02/2023	Monday	Marathi Din
28/02/2023	Tuesday	Science Day
07/03/2023	Tuesday	Dhulivandan
08/03/2023	Wednesday	World Women's Day
18/03/2023	Saturday	Guest Lecture /Co-Curriculum Activity
22/03/2023	Wednesday	Gudi padawa
30/03/2023	Thursday	RamNavami
04/04/2023	Tuesday	Mahavir Jayanti

॥ तमसो मा ज्योतिर्गमय ॥

श्री बाळ भगवान शिक्षण प्रसारक मंडळ, सोलापूर संघनित
एस्.एन.डी.टी. महिला विद्यापीठ मुंबई संबन्धित

मातोश्री गिरीजाबाई दोंबळे महिला शिक्षणशास्त्र महाविद्यालय, जुळे सोलापूर
१७, म्हाडा, विजापूर रोड, जुळे सोलापूर ४१३ ००८ फोन : २३०५११३, २३०५११५ फॅक्स : ०२१७-२३०५११३
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07/04/2023	Friday	Good Friday
08/04/2023	Saturday	Guest Lecture /Co-Curriculum Activity
14/04/2022	Friday	Dr. Babasaheb Ambedkar Jayanti
17/04/2023 to 18/04/2023	Monday to Tuesday	EPC-3 Learning to use computer
22/04/2023	Saturday	Ramjan Eid
01/05/2023	Monday	Maharashtra din
05/05/2023 to 31/05/2023	Friday to Wednesday	Summer holiday
01/06/2023	Wednesday	Teaching Period
05/06/2023	Monday	World Environment Day
26/06/2023 to 08/07/2023	Monday To Saturday	Practice Teaching and internship
10/07/2023	Monday	Teaching Period
17/07/2023	Monday	EPC-4 Understanding the self
22/07/2023	Saturday	Co-Curriculum activity
24/07/2023 to 28/07/2023	Monday To Friday	EPC- 5 Drama & Arts
29/07/2023	Saturday	Moharam

॥ तमसा ज्ञानं ब्रूयात्तमसि ॥

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01/08/2023	Tuesday	AnnaBhau Sathe Jayanti & Lokmanya Tilak Punyithi
02/08/2023	Wednesday	University Exam Preparation Leave

Note :-

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ACADEMIC CALENDAR 2022-2023

B.ED 2ND YEAR

Date	Day	Programs
01/08/2022 to 02/08/2022	Monday to Tuesday	1. AnnaBhau Sathe Jayanti & Lokmanya Tilak Punyithi 2. Syllabus Orientation
03/08/2022	Wednesday	Starting teaching syllabus
09/08/2022	Tuesday	Moharam
13/08/2022	Saturday	Guest Lecture /Co-Curriculum Activity
15/08/2022	Monday	Independence day
16/08/2022	Tuesday	Parsi New year
20/08/2022	Saturday	Guest Lecture /Co-Curriculum Activity
31/08/2022	Wednesday	Anant Chaturdarshi
03/09/2022	Saturday	Guest Lecture /Co-Curriculum Activity
12/09/2022 to 17/09/2022	Monday to Saturday	Practice teaching
26/09/2022	Monday	Ghatstapana

॥ तमसो मा ज्योतिर्गमय ॥

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02/10/2022	Sunday	Mahatma Gandhi & Lal Bahadur Shastri Jayanti
05/10/2022	Wednesday	Dashara
08/10/2022	Saturday	Guest Lecture /Co-Curriculum Activity
10/10/2022	Monday	Kojagiri / Eid- A- Milad
17/10/2022 to 29/10/2022	Monday To Saturday	Diwali Holiday
31/10/2022	Monday	Teaching syllabus
08/11/2022	Tuesday	Guru Nanak Jayanti
19/11/2022	Saturday	Guest Lecture /Co-Curriculum Activity
05/12/2022 to 24/12/2022	Monday to Saturday	School Internship
26/12/2022	Monday	Teaching syllabus
31/12/2022	Saturday	Co-Curriculum Activity
03/01/2023	Tuesday	Savitri Bai Phule Jayanti
12/01/2023	Thursday	Swami vivekanand Jayanti
26/01/2023	Thursday	Republic day
28/01/2023	Saturday	Co-Curriculum Activity
01/02/2023	Wednesday	EPC-6 Research Project
06/02/2023	Monday	EPC-7 Portfolio
18/02/2023	Saturday	Mahashivratri

॥ तमसा सा ज्योतिर्गमय ॥

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१७, म्हाडा, विजापूर रोड, जुळे सोलापूर ४१३ ००८ फोन : २३०५११३, २३०५११५ फॅक्स : ०२१७-२३०५११३
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19/02/2023	Sunday	Shiv Jayanti
07/03/2023	Tuesday	Dhuliwandan
13/03/2023 to 18/03/2023	Monday To Saturday	Value Added Course
22/03/2023	Wednesday	Gudi Padawa
30/03/2023	Thursday	Shri Ram Navami
04/04/2023	Tuesday	Mahavir Jayanti
07/04/2023	Friday	Good Friday
14/04/2023	Friday	Dr. Babasaheb Ambedkar Jayanti
15/04/2023	Saturday	University Exam Preparation Leave

Note :-

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ACADEMIC CALENDAR 2023-2024
B.ED 2ND YEAR

Date	Day	Programs
01/09/2023 to 02/09/2023	Friday to Tuesday	Syllabus Orientation
04/09/2023	Wednesday	Starting teaching syllabus
16/09/2023	Saturday	Guest Lecture /Co-Curriculum Activity
19/09/2023	Tuesday	Ganeshs Chaturthi
28/09/2023	Thursday	Anant Chaturdarshi
29/09/2023	Friday	Eid-A- Milad
30/09/2023	Saturday	Guest Lecture /Co-Curriculum Activity
02/10/2023	Monday	Mahatma Gandhi & Lal Bahadur Shastri Jayanti
09/10/2023 to 21/10/2023	Monday To Saturday	Value Added Course
23/10/2023	Monday	Teaching syllabus
24/10/2023	Tuesday	Dashara
28/10/2023	Saturday	Kojagiri
06/11/2023 to	Monday To Saturday	Diwali Holiday

॥ तमसो मा ज्योतिर्गमय ॥

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18/11/2023		
20/11/2023	Monday	Teaching syllabus
27/11/2023	Monday	Guru Nanak Jayanti
28/11/2023 to 02/12/2023	Tuesday to Saturday	Practice teaching
04/12/2023	Monday	Teaching syllabus
06/12/2023	Wednesday	Dr. Babasaheb Ambedkar Mahaparinirwan din
09/12/2023	Saturday	Co-Curriculum Activity
25/12/2023	Monday	Meri Christmas
30/12/2023	Saturday	Co-Curriculum Activity
03/01/2024	Wednesday	Savitri Bai Phule Jayanti
12/01/2024	Friday	Swami vivekanand Jayanti
15/01/2024	Monday	Makar Sankranti
26/01/2024	Friday	Republic day
27/01/2024	Saturday	Co-Curriculum Activity
05/02/2024	Monday	EPC-6 Research Project
12/02/2024 to 24/02/2024	Monday to Saturday	School Internship
19/02/2024	Monday	Shiv Jayanti
26/02/2024	Monday	Teaching syllabus

॥ तमसा सा ज्योतिर्गमय ॥

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01/03/2024	Friday	EPC-7 Portfolio
08/03/2024	Friday	1. Mahashivratri 2. World Women's Day
16/03/2024	Saturday	Guest Lecture /Co-Curriculum Activity
25/03/2024	Monday	Dhuliwandan
05/04/2024	Friday	Mahavir Jayanti
08/04/2023	Monday	Good Friday
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