

Chembur Education Society's
Chembur Sarvankash Shikshanshastra Mahavidyalaya,
R. C. Marg, Chembur, Mumbai 400071



SSR Criterion 6: Governance Leadership & Management

6.5.5 Incremental Improvements achieved in following area during Last Five Years

- Research Domain
- Technology Enhanced Pedagogy

Additional Information Provided

A handwritten signature in blue ink, appearing to be "N. S. S.", written over a faint grid.

Principal
Chembur Sarvankash Shikshanshastra
Mahavidyalaya
R.C. Marg, Chembur, Mumbai - 400 071.



**ACTION RESEARCH INTERCOLLEGIATE COMPETITION-
29.4.2023**





PRE-PH.D. WORKSHOP AT CSSM - 25th and 26th FEBRUARY 2022

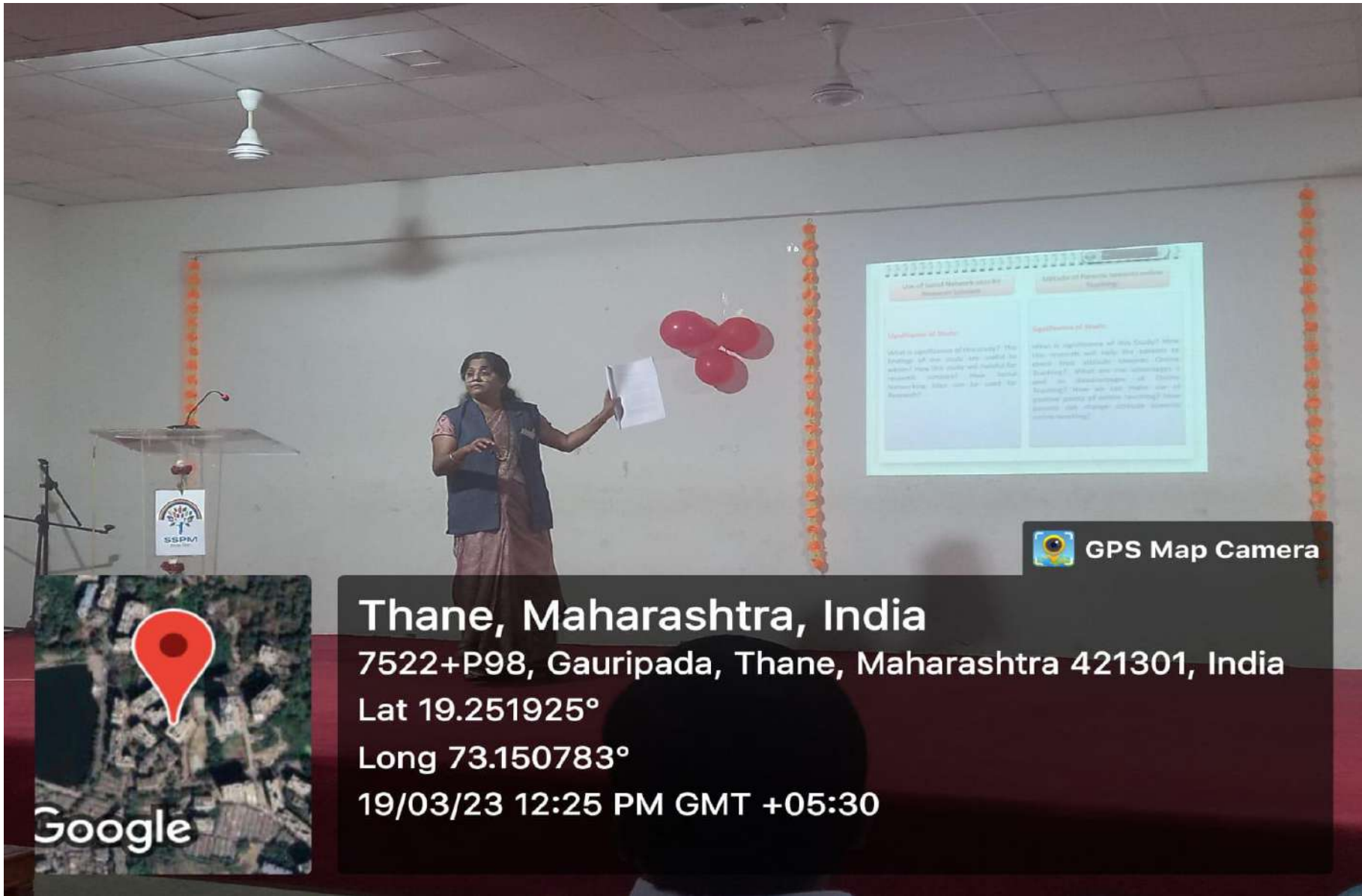


Research Methodology Workshop with Gurukrupa College of Education, Kalyan :- Strengthening our Research Culture









Use of Social Networks in the Research Community

Significance of Study

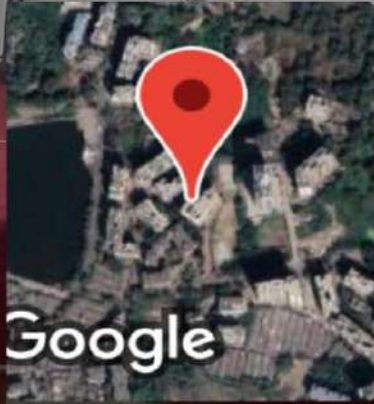
When is significance of research? The findings of the study are useful for research community. How social networking sites can be used for Research?

Application of Research findings in the Teaching

Significance of Study

When is significance of this study? How this research will help the students to learn about attitude towards Online Learning? What are the advantages of using social networking in Online Learning? How we can make use of positive points of online learning? How research can change attitude towards online learning?

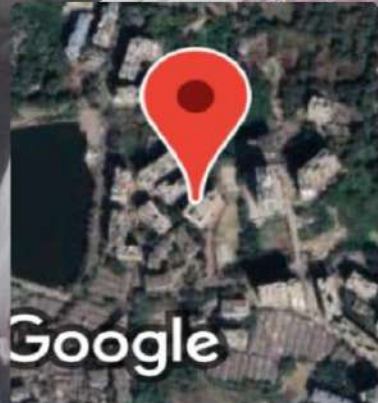
GPS Map Camera



Thane, Maharashtra, India
7522+P98, Gauripada, Thane, Maharashtra 421301, India
Lat 19.251925°
Long 73.150783°
19/03/23 12:25 PM GMT +05:30



GPS Map Camera




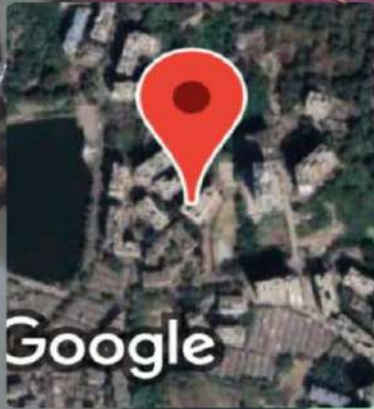
Thane, Maharashtra, India
7522+P98, Gauripada, Thane, Maharashtra 421301, India
Lat 19.251919°
Long 73.150799°
19/03/23 12:33 PM GMT +05:30



Our Core Values

- Transparency**
Clear communication to all our stake holders
Make sure our action aligns with our words
- Respect for all**
Maintain dignity of every individual irrespective of age, religion, creed and caste. Treating all stake holders as our parivar member
- Committed**
Always be committed to our "Purpose" and be accountable and responsive.
- Team Work**
Seek to collaborate, decision should focus on "WE" instead of "I".
- Customer Learning**
Focus on required skills, regular knowledge, timely skill up strategy.

 **GPS Map Camera**



Thane, Maharashtra, India
7522+P98, Gauripada, Thane, Maharashtra 421301, India
Lat 19.251861°
Long 73.150793°
19/03/23 12:33 PM GMT +05:30

Research Methodology Workshop with Vispute College of Education, Panvel:- Strengthening our Research Culture









Chembur Sarvankash Shikshanshastra Mahavidyalaya

&

MES's Pillai College of Education & Research, Chembur

in collaboration with

Board of Studies in Education, University of Mumbai

organizes

Student teachers Action Research Seminar

**Certificates will
be presented to
3 Best Action
Research Papers**

**Submit your
paper on or
before
15th April, 2022**



**Registration
Fees:
Rs 100 Per
Student**

Date: 25th April, 2022

Day: Monday

Time: 11 a.m. to 4 p.m.

**Venue: Chembur Sarvankash Shikshanshastra Mahavidyalaya
R.C.Marg, New Municipal Market, Chembur High school Bldg. 1st Flr.
Chembur Naka, Mumbai-400071.**

Chembur Sarvankash Shikshanshastra Mahavidyalaya

&

MES's Pillai College of Education & Research

in collaboration with

Board of Studies in Education, University of Mumbai

About University of Mumbai, Board of Studies in Education

The University of Mumbai (known earlier as University of Bombay) is one of the oldest and premier Universities in India. The University was accorded 5 star status in 2001, 'A' grade status in April 2012 and recently was graded 'A++' by the National Assessment and Accreditation Council (NAAC).

About Chembur Sarvankash Shikshanshastra Mahavidyalaya

Chembur Sarvankash Shikshan Shastra Mahavidyalaya is a Teacher Education institute offering diploma (D. El. Ed) and degree (B. Ed) in the area of Teacher Education. This institution was established by Chembur Education Society in 1970 with a purpose of giving best teachers to the society who would be the change agents of future. CSSM is a Grant in Aid College with an additional unaided division and are permanently affiliated to University of Mumbai. The college is recognized by National Council for Teacher Education (NCTE) which is statutory body of Indian government to formally oversee standards, procedures and processes in the Indian education system. The institution has been accredited by NAAC at "A" Level in 2004 and reaccredited at "A" again in 2011 & 2017.

About MES's PCER, Chembur

Pillai College of Education and Research, managed by Mahatma Education Society, was established in the year 1990 with the sole objective of producing teachers with noble and elevating quality, who in turn, will achieve extraordinary merits and attainments. PCER, prestigious institution is an agent for dissemination of knowledge and culture and is an epitome of hopes and aspiration for numerous budding teachers. Today PCER, boasts of being one of the leading institutions imparting high quality education, integrated with values and technology. PCER, Chembur is Re-accredited 'A' Grade by the National Assessment and Accreditation Council (NAAC) in the year 2017. CGPA: 3.36.

Chembur Sarvankash Shikshanshastra Mahavidyalaya

&

MES's Pillai College of Education & Research

in collaboration with

Board of Studies in Education, University of Mumbai

Seminar Theme

Action Research is a method of systematic enquiry that teachers undertake as researchers of their own practice. The start of the process is usually an issue or situation that, as a teacher, you want to change. You will be supported in turning this 'interesting problem' into a 'researchable question' and then developing actions to try out. Assuming the habit of inquiry can become an ongoing commitment to learning and developing as a practitioner. As a student-teacher, you assume the responsibility for being the agent and source of change.

Participant Profile: S.Y. B.Ed Students of Batch 2020-2022

Registration Fees: Rs. 100 per student

Maximum 3 students per college

Registration: Send your entry to the following e-mail ID

cachakradeo@gmail.com

Once you receive a confirmation, Email the names of participants, title and payment receipt to the above said email ID on or before 15th April, 2022

Call for paper

The full paper should adhere to the following:

- Paper could be in English, Marathi or Hindi
- Length of full paper: 1,000 to 2,000 words excluding coverpage and references
- Margins: 2.5 cm. or 1 inch
- Font: Times New Roman (English), Unicode (Marathi & Hindi), 12point
- Spacing: 1.5
- Cover page: Title, Author(s), Track, Affiliation(s), Contact details
- Key words: Maximum Four Tables and Figures: The tables and figures should be numbered and must carry a caption. The figure and table number should be given in the corresponding text.
- Source should be explicitly mentioned for adapted or reproduced tables or figures.
- Citations: Please follow APA Citation style for the references.

Important Dates

- Last date for submission of papers: 15th April, 2022
- Seminar Date: 25th April, 2022

Chembur Sarvankash Shikshanshastra Mahavidyalaya

&

MES's Pillai College of Education & Research

in collaboration with

Board of Studies in Education, University of Mumbai

Chief Patrons

Prof. Dr. Suhas Pednekar
Vice Chancellor,
University of Mumbai

Mr. Prakash H Nalawade
Chairman
Chembur Education Society

Dr. K. M. Vasudevan Pillai
Chairman & CEO MES,
Pillai Group of Institutions

Prof. Dr. Ravindra Kulkarni
Pro Vice Chancellor,
University of Mumbai

Mr. Jitendra H Mhatre
General Secretary
Chembur Education Society

Dr. Daphne Pillai
Secretary & Chairperson Mgmt Board,
MES

Dr. Anita Anand Swami
Dean- Faculty of Interdisciplinary Studies,
University of Mumbai

Dr. Priam Pillai
Chief Operating Officer,
MES

Mr. Franav Pillai
Deputy CEO,
MES

Seminar Chairpersons

Dr. Sunita Magre
Chairperson
Board of Studies, UoM

Dr. Chakradeo Chandrashekhar
I/C Principal
CSSM

Dr. Reni Francis
Principal/Research Head
MES's PCER, Chembur

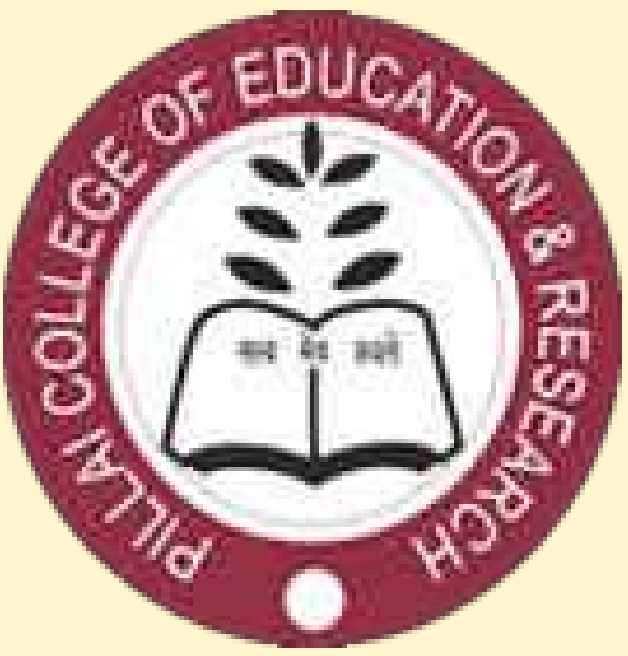
Seminar Co-ordinators

Dr. Keshar Jadhav
Research Centre Head
CSSM

Seminar organizing Committee

Teaching & Non-Teaching Faculty Members of
Chembur Sarvankash Shikshanshastra Mahavidyalaya

Teaching & Non-Teaching Faculty Members of
MES's Pillai College of Education & Research, Chembur



MES's PILLAI COLLEGE OF
EDUCATION AND RESEARCH
in collaboration with
CHEMBUR SARVANKASH



SHIKSHANSHASTRA MAHAVIDYALAYA

ORGANISES
ACTION
RESEARCH PAPER
PRESENTATION

WHEN?

29th APRIL 2023

10:00 am ONWARDS

WHERE?

Chembur Sarvankash
Shikshanshastra
Mahavidyalaya, **Chembur,**
Mumbai-71.

[CLICK HERE FOR
THE REGISTRATION
AND PAYMENT LINK.](#)

Only for
B.Ed.
Students.

Maximum 5
entries per
college.

Entry Fees:
Rs 100 per
student.



Board of Studies in Education, University of Mumbai
in collaboration with
Chembur Sarvankash Sikshanshastra Mahavidyalaya
&
MES's Pillai College of Education



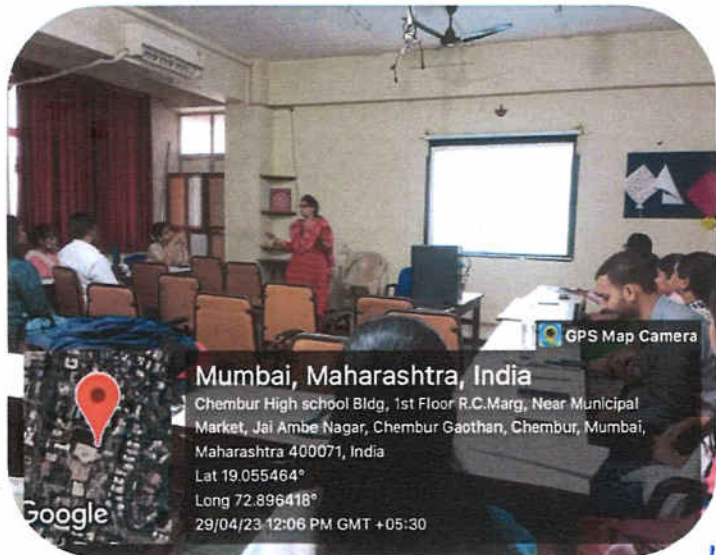
Action Research Paper Presentation Competition- 25/4/2022




Principal
Chembur Sarvankash Shikshanshastra
Mahavidyalaya
R.C. Marg, Chembur, Mumbai - 400 071.



ACTION RESEARCH INTERCOLLEGIATE COMPETITION- 29.4.2023



[Signature]
Principal
Chembur Sarvankash Shikshanshastra
Mahavidyalaya
R.C. Marg, Chembur, Mumbai - 400 071



Chembur Sarvankash Shikshanshastra Mahavidyalaya
‡
MES's Pillai College of Education and Research, Chembur
in collaboration with
Board of Studies in Education, University of Mumbai
organises

STUDENT TEACHERS ACTION RESEARCH SEMINAR

on Monday, 25th April, 2022

Time: 11.00 a.m. onwards

Venue:

Chembur Sarvankash Shikshanshastra Mahavidyalaya
R.C. Marg, New Municipal Market, Chembur High School Building, 1st Floor,
Chembur Naka, Mumbai- 400071



Chembur Sarvankash Shikshanshastra Mahavidyalaya
‡
MES's Pillai College of Education and Research, Chembur
in collaboration with
Board of Studies in Education, University of Mumbai

Certificate of Appreciation

This certificate is awarded to Ms/ Mr _____

of _____

for securing _____ position as the Best Action Research Paper in the

"STUDENT TEACHERS ACTION RESEARCH SEMINAR"

held on 25th April, 2022 organised by Chembur Sarvankash Shikshanshastra Mahavidyalaya and
MES's Pillai College of Education and Research, Chembur in collaboration with Board of Studies in
Education, University of Mumbai.

Dr. Sunita Magre
Chairperson - BOS,
HOD - Dept of Education, University of Mumbai

Dr. Reni Francis
Principal
PCER, Chembur

Dr. Chandrashekher
I/C Principal
CSSM

Dr. Keshar Jadhav
Research Centre Head
CSSM



**Chembur Sarvankash Shikshanshastra Mahavidyalaya
&
MES's Pillai College of Education and Research, Chembur
in collaboration with
Board of Studies in Education, University of Mumbai**

Certificate of Participation

This certificate is awarded to Ms/ Mr _____
of _____
for participating in the "STUDENT TEACHERS ACTION RESEARCH SEMINAR"
held on 25th April, 2022 organised by Chembur Sarvankash Shikshanshastra
Mahavidyalaya and MES's Pillai College of Education and Research, Chembur in
collaboration with Board of Studies in Education, University of Mumbai.

Dr. Sunita Magre
Chairperson - BOS,
HOD - Dept of Education, University of Mumbai

Dr. Reni Francis
Principal
PCER, Chembur

Dr. Chandrashekhar
I/C Principal
CSSM

Dr. Keshar Jadhav
Research Centre Head
CSSM



**MES's PILLAI COLLEGE OF EDUCATION AND RESEARCH CHEMBUR
AND
CHEMBUR SARVANKASH SHIKSHANSHASTRA MAHAVIDYALAYA**



welcomes you all to

ACTION RESEARCH PAPER PRESENTATION

29th APRIL 2023





MES's PILLAI COLLEGE OF EDUCATION AND RESEARCH CHEMBUR
in collaboration with
CHEMBUR SARVANKASH SHIKSHANSHASTRA MAHAVIDYALAYA



CERTIFICATE OF PARTICIPATION

This certificate is awarded to Mr./Ms. _____
of _____

for presenting the Action Research Paper titled

in the 'Action Rsearch Paper Presentation' held on 29th April 2023.

Dr. Reni Francis
Principal
MES's PCER Chembur, Mumbai



Dr. Chandrashekhar Chakradeo
Principal
CSSM Chembur Mumbai



MES's PILLAI COLLEGE OF EDUCATION AND RESEARCH CHEMBUR
in collaboration with
CHEMBUR SARVANKASH SHIKSHANSHASTRA MAHAVIDYALAYA



BEST ACTION RESEARCH CERTIFICATE

This certificate is awarded to Mr./Ms. _____
of _____

for presenting the Action Research Paper titled

in the 'Action Rsearch Paper Presentation' held on 29th April 2023.

Dr. Reni Francis
Principal
MES's PCER Chembur, Mumbai



Dr. Chandrashekhar Chakradeo
Principal
CSSM Chembur Mumbai

Advisory Committee

Prof. (Dr.) Sunita Magre
Head of Department, Education
University of Mumbai

Dr. Chetana Sonkamble
Dean, Interdisciplinary studies,
Dr. Babasaheb Ambedkar Marathwada University, Aurangabad

Dr. Manish Gavai
Educationist & Founder, Pratiksha Samvadani

Dr. Avinash Shendre
Head of the Department (Economics),
Fergus College of Arts and Commerce, Dombivli

Dr. Subhash Sonune
Coordinator, D.S.M.,
Yashwantrao Chavan Maharashtra Open University, Nashik

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Principal, Motiwala College of Educational, Sciences, Nashik

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Principal, Mohattma Gandhi College of Education, Aurangabad

Dr. Pralhad Darade
Associate Professor,
Acharya Jyotibhar College of Education, Gargoti, Kolhapur

Prof. (Dr.) Sunita Londhe
Professor, Government College of Education, Panvel

Dr. Dayaram Pawar
Assistant Professor, School of Education,
Yashwantrao Chavan Maharashtra Open University, Nashik

Dr. Siddharth Ghatvisave
Assistant Professor, P.V.O. College of Education, Churghata, Mumbai

Dr. Ravsaheb Shelke
Assistant Professor,
Acharya Jyotibhar College of Education, Gargoti, Kolhapur

Dr. Dnyaneshwar Magar
Assistant Registrar, Somaiya University, Mumbai

Dr. Swarnalata Harichandan
Principal, H.B. S.E.D. College, Valsad

Dr. Vidyulata Kolhe
Principal, Gurukrupa College of Education, Kalyan

Organizing Committee

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Associate Professor

Mrs. Neha N. Mhatre
Assistant Professor

Mr. Vijay V. More
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Dr. Keshav Jadhav
Associate Professor

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Associate Professor

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Associate Professor

Dr. Jayesh Jadhav
Associate Professor

Prof. Archana P. Alphanso
Assistant Professor

Dr. Vibhawari Nikam
Assistant Professor

Prof. Vibhawari Shigwan
Assistant Professor

Prof. Deepali Borde
Assistant Professor

Dr. Manjula Bhandari
Assistant Professor

For more details visit: <https://www.vispiteducation.info/>
Email: vispiteducation@gmail.com | vispiteducation@gmail.com
Mobile: 9821702621, 9980067211, 9817883003

ONE DAY STATE LEVEL WORKSHOP
ON
"RESEARCH METHODOLOGY IN EDUCATION"

Organized by: Adarsh Shikshan Prasarak Mandal's
Shri. Bapusaheb D.D. Vispute College of Education
New Panvel

&
Chembur Sarvankash Shikshanshastra Mahavidyalaya
Chembur
on Sunday, 8th January 2023

Chief Patrons

Hon. Prof. D.T. Shirke
Vice-Chancellor, University of Mumbai

Hon. Shri. Dhnanaj D. Vispute
Chairman, Adarsh Group of Institute

Hon. Mrs. Sangita D. Vispute
Secretary, Adarsh Group of Institute

Hon. Shri. Prakash Nalawade
Chairman, Chembur Education Society, Chembur

Hon. Shri. Jitendra Mhatre
General Secretary, Chembur Education Society, Chembur

Objectives of the Workshop

- To develop an understanding about the meaning of research and its application in the field of education.
- To enable participants to prepare a research proposal.
- To enable participants to understand different types of variables, formulate hypothesis, use appropriate sampling techniques and tools and techniques of educational research.
- To develop an understanding about the designs of educational research.
- To enable participants to understand data analysis.
- To enable participants to write research report.
- To enable the participants, define research problem, developing an approach to research problem and selection of suitable research design.
- To impart capabilities for formulation and testing of hypothesis based on the nature of research.
- To comprehend appropriateness of statistical software packages for analyzing research data. To enable the participants to understand report writing and writing research proposals.
- To make aware the participants about latest trends in discipline specific research.

Schedule

09:00am to 10:00am	Registration
10:00am to 10:15am	Inauguration & Welcome
10:15am to 10:30am	University Song
10:30am to 11:30am	Session 1 Research proposal writing
11:30am to 12:30pm	Session 2 Introduction of Research
12:30pm to 01:30pm	Session 3 Review of Related Literature
01:30pm to 02:15pm	Lunch Break
02:15pm to 03:15pm	Session 4 Research Methodology
03:15pm to 04:15pm	Session 5 Data Collection & Analysis
04:15pm to 05:15pm	Session 6 Research dissertation writing
05:15pm to 05:30pm	Valedictory, Feedback & Certificate Distribution

CONVENOR
Dr. Seema Nirvutti Kamble
Shri. Bapusaheb D.D. Vispute College of Education, New Panvel

CONVENOR
Dr. Chandrashekhar C. Chakradeo
Principal,
Chembur Sarvankash Shikshanshastra Mahavidyalaya, Chembur

VENUE
SEMINAR HALL
Shri. Bapusaheb D.D. Vispute College of Education
"Adarsh", Plot No. 41, Sector 15, Near Panvel
Railway Station, New Panvel-410 206

About Organizers

SHRI BAPUSAHEB D.D. VISPUTE COLLEGE OF EDUCATION, NEW PANVEL

Shri Bapusaheb D.D. Vispute college of Education is a educational college governed by Adarsh Shikshan Prasarak Mandal Panvel, New Mumbai. It is recognized by National Council for Teacher Education and is affiliated to University of Mumbai, Mumbai, Maharashtra. Since August 2008, This college is situated near Panvel railway station with garden landscape and stunning infrastructural facility in New Panvel. It is 0.7 km away from Panvel bus stand and 0.2 km away from Panvel railway station. Shri Bapusaheb D. D. Vispute College of Education has set up with the goal of 'Preparation of effective secondary & higher secondary teachers, who are capable of responding to the changing needs and challenges of contemporary Indian Society.'

CHEMBUR SARVANKASH SHIKSHANSHASTRA MAHAVIDYALAYA, CHEMBUR

Chembur Sarvankash Shikshanshastra Mahavidyalaya was established by Chembur Education Society in 1970. The college has now completed 53 years and has become vibrant centre for Teacher Education and Lead College of University of Mumbai. The college is Grant -in -Aid College comes under sections 2(f) and 12(B) of the UGC, Act1956. The College is permanently affiliated to University of Mumbai & recognized by NCTE. The college has been accredited by NAAC at A Level in 2004 and reaccredited by NAAC 'A' Level in 2011 & 2016. The college has done remarkable work in the field of Extension and has been awarded 'Best College Extension Award' three times by Department of Life Long Learning and Extension, University of Mumbai. The college has 'Research Centre' since 1988. So far 32 Research Scholars from this centre are awarded Ph.D. Degree by University of Mumbai.

ABOUT THE WORKSHOP

The core objective of the workshop is to equip the research scholars with set of skills and potentiality to undertake the research very effectively in the disciplines of Education and to turn completed research into publishable material of high quality in the form of articles, journals and books. This workshop is designed to offer the practical guidelines and direct the researchers through the stages of research from identifying a research problem to the submission of a dissertation, report writing and research article. The course intends to deal with variety of quantitative and qualitative research methods used in Educational research. It will also give the exposure to data analysis with the help of software packages. The workshop consists of both theory and practical.

REGISTRATION DETAILS

REGISTRATION FEE

₹ 300/- For M.Ed./M.A Education Students

₹ 500/- For Ph.D. Research Scholars

- Registration starts from: 04-1-2023
- Last date of registration: 07-1-2023
- Workshop dates: 08-1-2023
- Mode of registration: Spot Registration
- Mode of payment: Cash (At the time of spot registration)
- Registration fee include working lunch & registration kit.
- No TA/DA would be provided to participants.

ONE DAY STATE LEVEL WORKSHOP
ON
"RESEARCH METHODOLOGY IN EDUCATION"

Organized By-
S.S.P.M. Mumbai's
Gurukrupa College of Education and Research,
Kalyan
&
Chembur Sarvankash Shikshanshastra Mahavidyalaya,
Chembur
On Sunday, 18th March 2023

SPECIAL ADVISORY SUPPORT

Prof. (Dr.) Sunita Magre
Head of department, Education &
University of Mumbai

CONVENOR
Dr. Vidyulata Kolhe
Principal,
Gurukrupa College of Education and Research,
Kalyan

CONVENOR

Dr. Chandrashekhar C. Chakradeo
Principal,
Chembur Sarvankash Shikshan
Education and Research
Chembur

VENUE:
College Auditorium
Gurukrupa College of Education & research
S.S.P.M. Educational Complex, Near Shubham Apartment,
Gauripada Taluk, Gauripada Road, Milind Nagar, Kalyan West,
Thane, Maharashtra 421311

Chief Patrons

Hon. Mr. D.B. Veer
(Founder S.S.P.M. Mumbai)

Hon. Mrs. Lalita Veer
(President S.S.P.M. Member)

Organizing Committee

Dr. Anjali Kirikinda
(Asst. Professor)

Mrs. Archana Bhopale
(Asst. Professor)

Dr. Niran Gadhe
(Asst. Professor)

Mrs. Meenal Patil
(Asst. Professor)

Prasad Sonavale
(Asst. Professor)

Rahul Chavan
(Asst. Professor)

Anita Pawar
(Asst. Professor)

Yogesh Mhamunkar
(Asst. Professor)

Prof. Smita Ganatra
(Asst. Professor)

Dr. Ravindra Gangurde
(Asst. Professor)

Dr. Keshav Jadhav
(Asst. Professor)

Prof. Manik Aware
(Asst. Professor)

Dr. Umakant Deshmukh
(Asst. Professor)

Dr. Jayesh Jadhav
(Asst. Professor)

Prof. Archana P. Alphanso
(Asst. Professor)

Dr. Vibhawari Nikam
(Asst. Professor)

Prof. Vibhawari Shigwan
(Asst. Professor)

Prof. Deepali Borde
(Asst. Professor)

Dr. Manjula Bhandari
(Asst. Professor)

**SCIENTIFIC TEMPER AMONG
PROSPECTIVE PRIMARY TEACHERS
OF D.E.L.ED. COLLEGES.**

**A MINOR RESEARCH PROJECT SUBMITTED TO THE
UNIVERSITY OF MUMBAI**

BY

DR. JAYESH RAGHUNATH JADHAV

ASSOCIATE PROFESSOR

CHEMBUR SARVANKASHI

SHIKSHANSHASTRA MAHAVIDYALAYA

DECEMBER 2021

CERTIFICATE

This is certify that the project entitled "Scientific Temper among Prospective Primary Teachers of D.El.Ed. Colleges." Submitted by Dr. Jayesh Raghunath Jadhav Associate Professor, Chembur Sarvankash Shikshanshastra Mahavidyalaya is his own work.



Dr. Chandrashekher A. Chakradeo

I/C Principal,

Chembur Sarvankash Shikshanshastra Mahavidyalaya

प्राचार्य

चेंबूर सर्वकष शिक्षणशास्त्र महाविद्यालय
आर. सी. मार्ग, चेंबूर नाका, चेंबूर, मुंबई-४०००७९.





Chembur Education Society's

Chembur Sarvankash Shikshanshastra Mahavidyalaya

R. C. Marg, Chembur, Mumbai-71

A SUMMARY OF A MINOR RESEARCH PROJECT

Title of the project : Scientific Temper among Prospective Primary Teachers of D.El.Ed. Colleges.

Name of the Researcher: Dr. Jayesh Raghunath Jadhav

Funding Agency : University of Mumbai

Date of Submission : 22nd December 2021

A minor research project aimed to study scientific temper among prospective primary teachers of D.El.Ed. colleges affiliated to NCTE from Mumbai region. The major objectives of this project are to find out difference in scientific temper among prospective primary teachers on the basis of types of institutions, medium of institutions, academic disciplines & religions. The present study comprises of 235 prospective primary teachers from 08 different D.El.Ed. colleges from Mumbai region. A readymade tool prepared by Pradhan; L. (1996) called 'scientific temper scale' was used for measuring the scientific temper of prospective primary teachers.

The major finding of the study revealed that prospective primary teachers of Aided D.El.Ed. colleges have more scientific temper than the prospective primary teachers of Unaided colleges. Also, Marathi medium prospective primary teachers have more scientific temper than English medium. The study also shows that there is significant difference in scientific temper among prospective primary teachers on the basis of religion. In short, this study highlights that, types of institution, medium of instructions and religion have greater impact on scientific temper of prospective primary teachers.

Dr. Jayesh R. Jadhav

Associate Professor, C.S.S.M. Chembur

Dr. Chandrashekher A. Chakradeo

Principal
Principal
Chembur Sarvankash Shikshanshastra
Mahavidyalaya
R.C. Marg, Chembur, Mumbai - 400 071.



CHEMBUR EDUCATION SOCIETY'S
CHEMBUR SARVANKASH SHIKSHANSHASTRA
MAHAVIDYALAYA
(AFFILIATED TO UNIVERSITY OF MUMBAI, RECOGNISED BY NCTE)
R.C. MARG, CHEMBUR NAKA, CHEMBUR-400 071
REACCREDITED 'A' BY NAAC

"Advance Certificate Course on,
ACTION RESEARCH"

Batch-I

Course Starts from : 17th January 2022

INAUGURAL ADDRESS

BY

Dr. Prashant Kale

*I/C Principal,
Gokhale Education Society's
College of Education and Research, Parel, Mumbai*



Registration Link : <https://forms.gle/8UnKF27R9kLu6U4gZ>

Course Highlights :

Graded E-Certificates will be provided.

Convenient evening timing.

Online Mode

Hands-on experience.

Timing : 06:00 PM to 08:30 PM

Course Duration : 15 days

Every alternate day.

Quiz(MCQ's) at the end of the course.

Organizing Committee,

Dr. C. A. Chakradeo
(I/C Principal)

Prof. Vibhawari Shigwan & Prof. Deepali Gaikwad
(Coordinators)

Get in touch : 0845105345/098704 32782

E-Mail : vibhawarij@gmail.com/deepali131985@gmail.com



CHEMBUR EDUCATION SOCIETY'S
CHEMBUR SARVANKASH SHIKSHAN SHASTRA MAHAVIDYALAYA
(AFFILIATED TO UNIVERSITY OF MUMBAI, RECOGNISED BY NCTE)
R. C. MARG, CHEMBUR NAKA, CHEMBUR-400 071
REACCREDITED 'A' BY NAAC

“ADVANCED CERTIFICATE COURSE ON ACTION RESEARCH”
BATCH-II
COURSE STARTS FROM: 18TH JANUARY 2022

INAGURAL ADDRESS **BY**

PRINCIPAL DR.VIDYULLATA KOLHE
SHETKARI SHIKSHAN PRASARAK MANDAL'S
GURUKRUPA COLLEGE OF EDUCATION AND
RESEARCH, KALYAN.



COURSE HIGHLIGHTS

- GRADED E- CERTIFICATES WILL BE PROVIDED
- CONVENIENT EVENING TIMING
- ONLINE MODE
- HANDS-ON EXPERIENCE
- TIMING-06:00 PM TO 08:30 PM
- COURSE DURATION : 15 DAYS
- EVERY ALTERNATE DAY
- QUIZ(MCQ'S) AT THE END OF THE COURSE

REGISTRATION LINK : <https://forms.gle/EweFya6kmEpBBpL89>

DR. C. A. CHAKRADEO
(I/C PRINCIPAL)

ORGANIZING COMMITTEE,

PROF. VIBHAWARI SHIGWAN & PROF. DEEPALI GAIKWAD
(CO-ORDINATORS)

GET IN TOUCH: [08451053456/09870432782](tel:08451053456)
E-MAIL:vibhawarij@gmail.com/deepali131985@gmail.com



Advance Pedagogy Game-Based Learning (GBL)

Game-Based Learning (GBL) is an educational approach that utilizes games as a primary vehicle for knowledge acquisition, skill development, and performance improvement. At Chembur Sarvankash ShikshanShastra Mahavidyalaya, our teachers have effectively employed game-based pedagogy in various ways. This approach is utilized for revision, drilling, as part of blended learning strategies, and in flipped classroom settings. It serves as both a classroom activity and a means to assess learners' comprehension.

Game-based pedagogy not only fosters cooperative learning among students and introduces an element of entertainment into the teaching-learning process but also enhances student engagement, encourages active participation, and improves knowledge retention. GBL empowers learners to become active participants in their learning journeys, fostering a love of learning that extends far beyond the classroom.

Additionally, game-based learning is effectively used to simplify the theoretical foundations of various developmental theories. Specifically, GBL has been utilized to enhance understanding of the following theories:

- Jean Piaget's Theory of Cognitive Development
- Erik Erikson's Psychosocial Development Theory
- Kohlberg's Theory of Moral Development
- Goleman's Theory of Emotional Intelligence
- Diana Baumrind's Parenting Styles

Game-Based Learning is not only used as standalone pedagogy but also supports other methods such as Blended Learning and Flipped Classroom approaches.

The Game based Learning has also been successfully used for sensitizing the learner on various environmental issues. It has been used effectively for teaching of Environmental education.

It has been used for teaching the topics such as

- Food Chain
- Food Web
- Ecological Pyramid


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Podcast Based Teaching Learning:-

At Chembur Sarvankash Shikshanshastra Mahavidyalaya, we have successfully implemented podcast-based teaching, an innovative approach that leverages podcasts as a central tool for delivering and enhancing learning. Teachers deliver content primarily through audio podcasts, such as Google Podcasts, by sharing specific podcast episodes. Following the podcast, teachers engage students in thorough discussions on the topic in the classroom.

To assess learners' comprehension, teachers utilize various tools, including asking comprehension questions and using Google Forms for MCQ-based assessments. Podcasts are not only employed as a standalone pedagogy but also to reinforce and support other methods such as blended learning and flipped classroom approaches. This method has been particularly effective for teaching Emotional Intelligence.

Flipped Classroom:-

At Chembur Sarvankash Shikshanshastra Mahavidyalaya, we have also successfully implemented advanced pedagogies such as the flipped classroom model. In this approach, we invert the traditional learning model by having students pre-learn new material at home and then apply that knowledge through activities in class. The flipped classroom method has been effectively used for teaching:

- Piaget's Theory of Cognitive Development
- Erik Erikson's Theory of Psychosocial Development

As part of pre-class preparation, teachers select videos in both English and Hindi to ensure clear explanations, examples, and visuals that aid understanding. Teachers ensure that all learners watch the video content and reflect on it. This is followed by in-class activities that include recaps, discussions, various group activities, and reflections.

Learners' understanding is assessed through comprehension questions and Google Forms with MCQ-based questions. As a post-class reinforcement activity, teachers provide learners with TED-Ed videos they have prepared. These interactive videos are used not only for revision but also to reinforce learning after class. This approach supports deeper understanding, self-paced learning, and improved learning outcomes.

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Blended Learning:-



At Chembur Sarvankash Shikshanshastra Mahavidyalaya, we have effectively employed blended learning to teach Kohlberg's Theory of Moral Development. This approach has been instrumental in helping students understand the key stages and principles of Kohlberg's theory and analyze its implications for moral education and character development.

The first phase involves a pre-class online component where learners are provided with video resources in both English and Hindi, as well as a short video. Students are encouraged to jot down their reflections and questions based on the videos. During the in-class component, teachers conduct direct instruction, collaborative activities, and group work, both online and offline. Learners' comprehension is assessed in class and online using Google quizzes.

As a post-class activity, teachers share an interactive video using the Edpuzzle app. This activity not only assesses learners' understanding of the theory but also serves for revision and drilling the content. It aids in deepening learners' understanding and improving their performance. Additionally, it supports teachers in formative assessment and technology integration.

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Game Based Learning

Topic: Psychological Theories

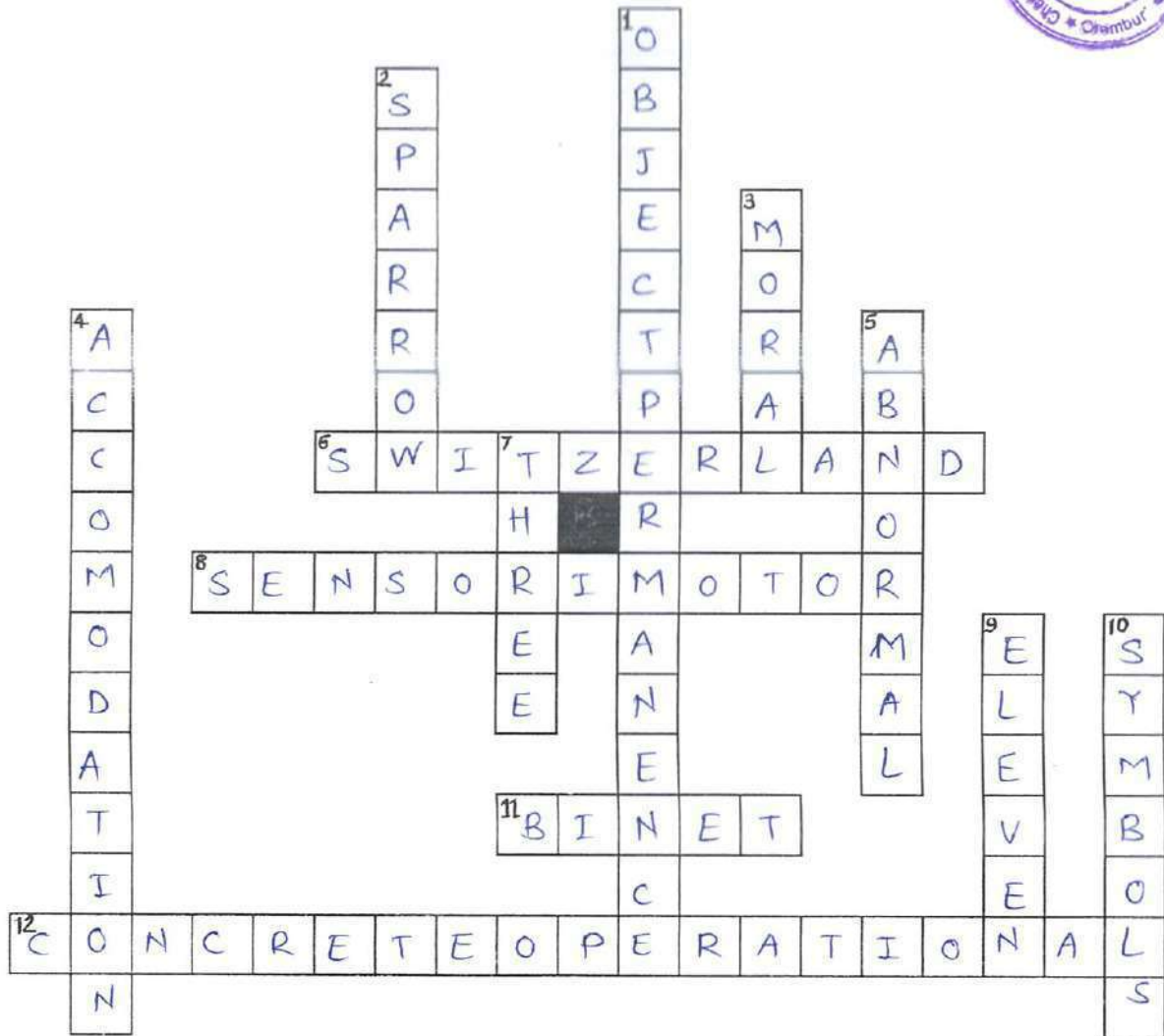
Sr.No.	Name of the Participants	Signature
1.	Nilima Manish More	<u>N. More</u>
2.	Karishma Ismail Shikalgar	<u>Karishma</u>
3.	Vaishali Shankar Baraga	<u>Baraga</u>
4.	Madhuri Gayamam Waidanur	<u>M. Waidanur</u>
5.	Shital Eknath Gode	<u>S. Gode</u>
6.	Kunal Santosh Rokade	<u>Kunal</u>
7.	Panithra Subramanian	<u>PS</u>
8.	Apeksha Sunsh Kambale	<u>A. Kambale</u>
9.	Anamika Pritesh Jayannur	<u>Anamika</u>
10.	Mannelal Gupta	<u>Mannelal</u>
11.	Dinesh.A.Sarode	<u>D. Sarode</u>
12.	Rushor Rajendra Sawant	<u>R. Sawant</u>
13.	Vinayak Rajendra Sawant	<u>V. Sawant</u>


Signature of Resource Person




Signature of Principal
Principal
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Jean Piaget



Across

- 6. Where was Jean Piaget born?
- 8. What is the first stage of cognitive development?
- 11. What laboratory did Piaget work in that eventually sparked his interest in psychoanalysis?
- 12. In what stage do children develop critical thinking skills?

Down

- 1. What are mental representations in the first stage of development called?
- 2. What animal did Piaget observe in his first published article?
- 3. What kind of reasoning is developed in the formal operational stage?
- 4. What is it called when new information revises old information?

- 5. Which field of psychology did Piaget study at the Binet Laboratory?
- 7. How many children did Piaget have?
- 9. What age does a child enter the formal operational stage?
- 10. What do children rely on in the preoperational stage?

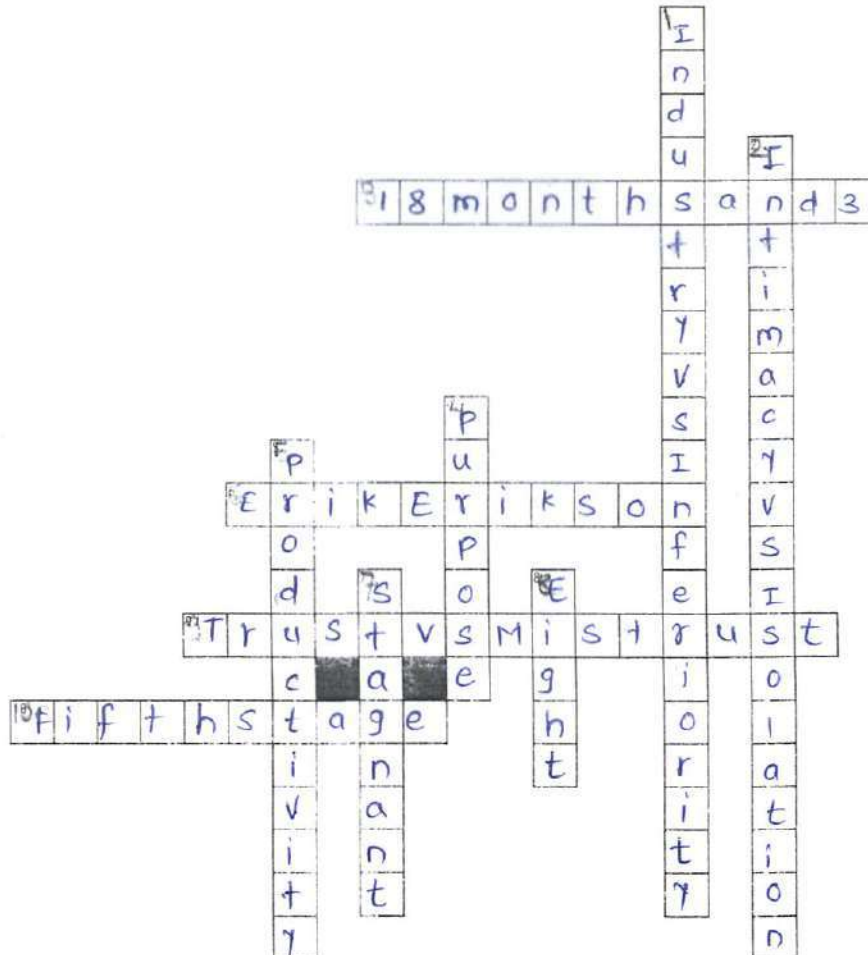
(Signature)

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N. more

Name: Nilima Manish More

8 Stages of Development by Erik Erikson



Across

- 3. Between the ages of _____, they begin to assert their independence, by walking away from their mother, picking which toy to play with, and making choices about what they like to wear, to eat, etc.
- 6. Scientist who proposed a psychoanalytic theory of psychosocial development comprising eight stages from infancy to adulthood.
- 9. During this stage, the person is uncertain about the world in which they live. To resolve these feelings of uncertainty, they look towards their primary care giver for stability and consistency of care.
- 10. The _____ is Identity vs. Role Confusion, where teenagers are deciding their personalities through an intense exploration of personal values, beliefs and goals.

Down

- 1. _____ is the fourth stage of Erikson's theory, at this stage the person starts learning to read and write, to do sums, and do things on their own. Teachers begin to take an important role in the child's life as they teach the child specific skills.

- 2. Occurring in young adulthood (ages 18 to 40 yrs), we begin to share ourselves more intimately with others. We explore relationships leading toward longer-term commitments with someone other than family member.
- 4. A healthy balance between initiative and guilt is important. Success in the stage of Initiative vs. Guilt leads to the virtue of _____.
- 5. As we grow older and become senior citizens, we tend to slow down our _____ and explore life as a retired person. It is during this time that we contemplate our accomplishments and can develop integrity if we see ourselves as leading a successful life.
- 7. By failing to achieve the objectives in the stage of Generativity vs. Stagnation, we become _____ and feel unproductive.
- 8. Erikson's theory of psychosocial development has _____ distinct stages.

Word Bank

- Erik Erikson
- eight
- Trust vs. Mistrust
- 18 months and 3
- Purpose
- Industry vs. Inferiority
- Fifth Stage
- Intimacy vs. Isolation
- Stagnant
- Productivity

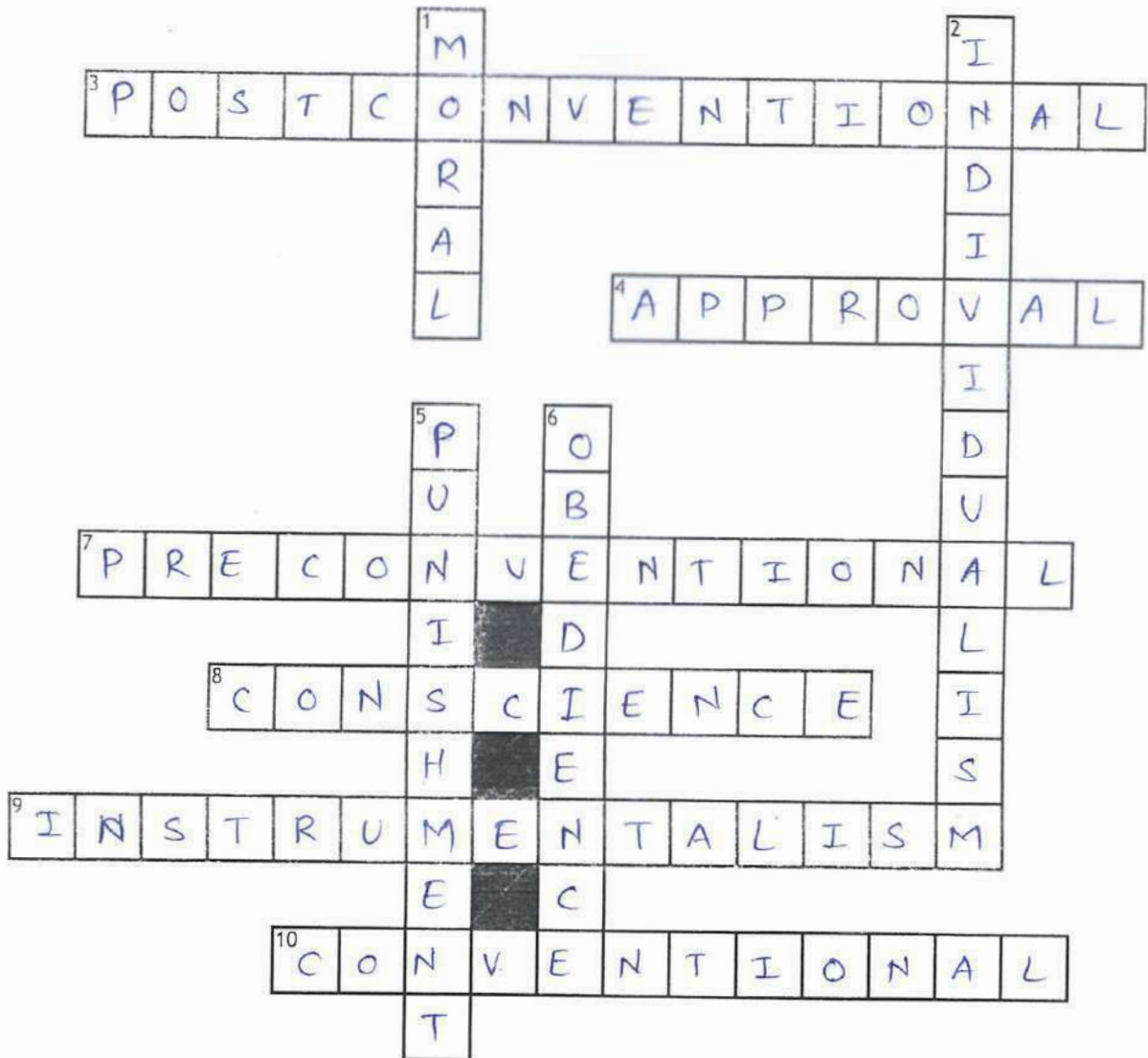

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N. More

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Lawrence Kohlberg's Stages of Moral Judgement



Across

3. A person's sense of morality is defined abstractly through their values and principles
4. The act of officially agreeing to something
7. A child's sense of morality is controlled externally
8. An inner feeling or voice acting as a guide

9. Philosophical approach that uses an instrument for a practical purpose
10. A child's morality is linked to the personal and societal relationships

Down

1. Concerned with the principles of right and wrong behavior
2. The moral worth of an individual
5. The act of punishing
6. To obey one's orders


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N. more

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Emotional Intelligence Word Search

A 20x20 grid of letters with several words highlighted in blue boxes. The words are: CONFUSED, SELF AWARENESSES, EVITRESSA, and NOITALUGERFLES. There are also several diagonal lines drawn across the grid.

- | | | | |
|--------------------|-----------------|----------------|---------------|
| Passive-Aggressive | Self-regulation | Self-awareness | Communication |
| Social Skills | Indifferent | Unpleasant | Motivation |
| Assertive | Confused | Feelings | Emotions |
| Passive | Empathy | Alive | Happy |
| Love | Good | Open | |


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N.more

Name: Dinesh. Akinash. Sarode Roll-No- 14



Emotional Intelligence Word Search

X H O L O H H H D X T C O N F U S E D L C T A N
Y Z G O R L T E X N V U F I C J F X P R M G C N
C W P E S S V C R N F O S O J W S X F Y R G O U
U O V Q P I L T J E F L L Y X E X G L T V I P K
H Z C F L F P L M P C T V N M F E H F R T R A E
Z P X A F J V A I O T Z E O F K G Z O A R L S G
M G R X P D Y R Y K S N T J O C Z D C J V S S G
J O L J N A Z P Q L S I E I V I G I P H W C I B
K Q T S N G F K O N O L S R M L N A N E D H V W
W M F I O X O V Q N G K A M E U X A A A D N E F
Y B I E V T E O S J Q T M I M F L M N T J I A R
H Y U H E A Y U D L T H N M C F F W A U B G G Q
T I H G M L T X Z W W D O A V O W I K I A M G T
A E F T N Z I I J L F C Y E S C S U D X X H R Y
P W M S D X I N O A X S P B V A A H Z N K C E K
M S P A S C X M G N S U H A D O E O X K I M S H
E F Y U X I H B O S E A L V S W X L E D V R S X
Q W I I B M H J E D P L V K B S P Z P W D H I T
G P O K G L V B O P B S J I V F I B R N N M V F
K I C M S N R V Y U Y C I K W W Z V G K U B E R
D Q S E L F A W A R E N E S S H T U E S P N K B
Q P B J K H M R S W V E V I T R E S S A Z F I L
E A Q T F A N M N E H B Q M Q Q A N B J L P U S
Y X N O I T A L U G E R F L E S E Y S F R M C G

- Passive-Aggressive
- Self-regulation
- Self-awareness
- Communication
- Social Skills
- Indifferent
- Unpleasant
- Motivation
- Assertive
- Confused
- Feelings
- Emotions
- Passive
- Empathy
- Alive
- Happy
- Love
- Good
- Open


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Name: Pavithra Subramanian



Parenting Styles

A 20x20 grid of letters with several words circled in blue. The circled words are: EVITATIROHTUA, EVISSIMREP, AU X G, T X I S X A Z W W O T E L I T U N U L V I G R B, N E R D L I H C, Y L I M A F, M O D E E R F, and S L H. There are also several diagonal lines drawn across the grid.

~~AUTHORITARIAN~~
~~INTERACTIONS~~
~~DEVELOPMENT~~
~~IMPULSIVE~~
~~PARENTING~~
~~FAMILY~~

~~AUTHORITATIVE~~
~~ACCEPTANCE~~
~~PERMISSIVE~~
~~PUNISHMENT~~
~~CHILDREN~~

~~ACHIEVEMENT~~
~~AGGRESSION~~
~~DECISIONS~~
~~BEHAVIOR~~
~~FREEDOM~~

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[Signature]

Name: Pritesh Jayannath Amate Roll No 2



Parenting Styles

A 16x16 grid of letters with several words highlighted in blue boxes:

- Row 1: EVITATIROHTUA
- Row 2: EVISSIMREP
- Row 3: EVISLUPMI
- Row 4: NERDLIHC
- Row 5: YLIMAF
- Row 6: MODEERF

Other words are written vertically or diagonally in red and green boxes:

- Vertical (left side): RYCI, XISX, T V F U R, M A Q A I, L H I E A, P E E L R, O A B D H, L L K N Z, E F B D C, V W R C Z, E J A V B X, D E M M W N, N E R D L I H C
- Vertical (right side): H X G M E, F E T B T, B M R Y K N V, N U S E U L, M W P L, C H I S N D, S O B C E C, B Z Z C A L, L V I G R B, J S L H, O G N R Q, B I M O M J, M G D O I U N, V O E Y E T X U, N U B
- Diagonal (top-left to bottom-right): A U X G, G A Q J, P V X X, K G S I, C K K I, R A Y A, Y L I M A F
- Diagonal (top-right to bottom-left): A U X G, G A Q J, P V X X, K G S I, C K K I, R A Y A, Y L I M A F

- ✓ 16 AUTHORITARIAN INTERACTIONS DEVELOPMENT
- ✓ IMPULSIVE PARENTING FAMILY

- 1 AUTHORITATIVE ACCEPTANCE
- 813 PERMISSIVE PUNISHMENT CHILDREN

- 616 ACHIEVEMENT AGGRESSION DECISIONS BEHAVIOR FREEDOM

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Podcast Based Lesson

Topic: Emotional Intelligence (भावनिक बुद्धिमत्ता)

Objectives:-

1. Understand the concept of Emotional Intelligence and its importance in personal and social development.
2. Analyse real-life examples of Emotional Intelligence portrayed in the podcast.
3. Apply the principles of Emotional Intelligence to personal experiences and interactions.

Materials:-

Podcast episode on Emotional Intelligence

Headphones or speakers for students to listen to the podcast

Devices or computers with internet access

I) Pre-Listening Component:

a) Introduction and Pre-Listening Activity:

Teacher introduces the topic of emotional intelligence and the podcast episode to be listened to. The teacher provides a brief overview of the content and its relevance to the lesson.

The teacher Activate students' prior knowledge and set the context for listening.

II) Listening Component:-

a) Podcast Episode:-

The teacher shares the link for the podcast. Teacher encourages the learners to listen to podcast episode.


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Link for Audio Podcast	https://podcasts.google.com/feed/aHR0cHM6Ly9hbmNoe3R1Zm0vcy80MGRkMGJjYy9wb2RjYXN0L3Jzcw/episode/NTRIYjZkMWQtZTQ5MS00MGVmLTg3Y2MtMWZIMDAwYWQzYzk2?ep=14
------------------------	---

Ensure that each student has access to the audio and can listen comfortably.

Learners are encouraged to take notes or jot down key ideas as they listen.

b) Comprehension Questions:-

After listening to the podcast, teacher asks the comprehension questions to assess students' understanding of the content. The learners are encouraged to answer in pairs or small groups.

Comprehension Question:-	What is the idea about Emotional Intelligence?
--------------------------	--

III) Post-Listening Component:

a) Discussion and Reflection:

Teacher facilitates a whole-class discussion based on the comprehension questions and the content of the podcast. Encourage students to share their thoughts, insights, and any connections they made between the podcast episode and the topic of the lesson. It helps to promote critical thinking and deeper analysis of the content.

b) Extension Activities:

The learners are encouraged to solve the quiz based on E.I.

C) Further Collaborative Tasks: The learners are encouraged to read books on Emotional Intelligence available in the library. They are directed to listen to other podcast available.


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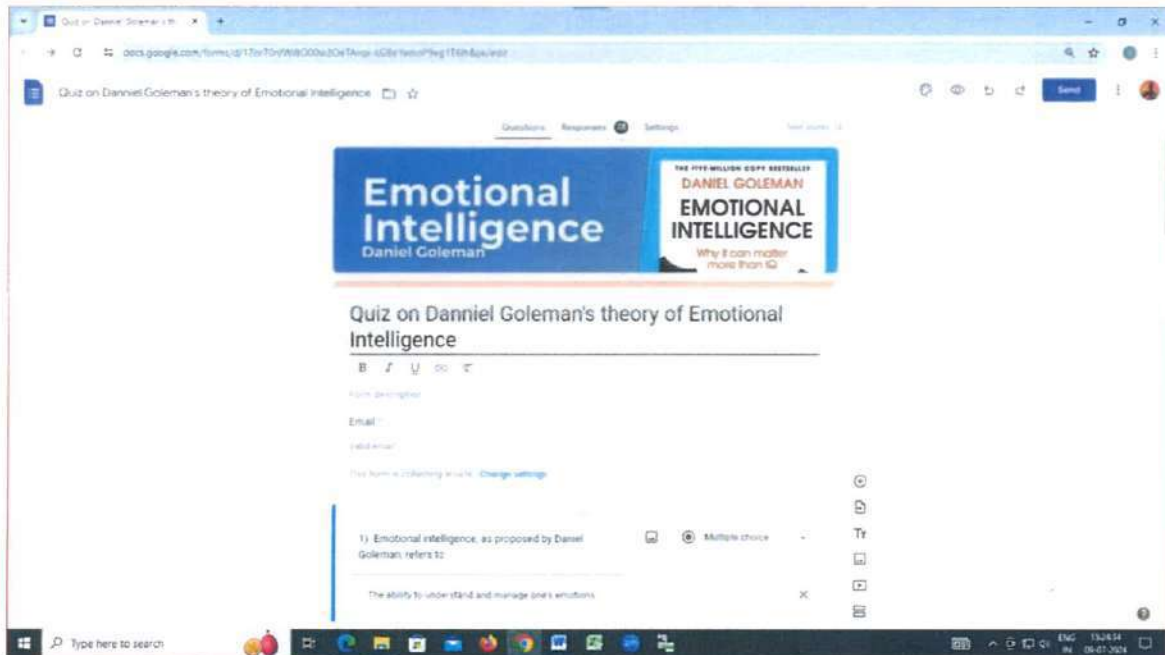
Tile	Audio Length	Links
How to be Good with People	52.10 Minutes	https://podcasts.google.com/feed/aHR0cHM6Ly9sb3ZlaGFwcGluZXNzYW5kc3VjY2Vzc3BvZGNhc3QubGlic3luLmNvbS9yc3M/episode/YjE0YzE4MWYtMzQ5NC00MwY5LWEyNjQtMTM2M2U3NDJiNWJi?ep=14
Daniel Goleman Mindfulness and Emotional Intelligence	56.35 Minutes	https://podcasts.google.com/feed/aHR0cHM6Ly93d3cub21ueWNvbnRlb nQuY29tL2QvcGxheWxpc3QvZTczYzk5OGUtNmU2MC00MzJmLTg2MTAtY WUyMTAxNDBjNWlxLzQ3ZTZhM2ExLWFKYzQtNGU0ZS05YTdhLWIwOWQwMTU0NzU1NS84MGZIODQ2OC1m NzVmLTQ4NWEtODAyMy1iMDIkMDE1NDc1N2lvcG9kY2FzdC5yc3M/episode/Yzc1MTIhNDAtMmNlYy00NGE0LTkzZmYtOWIwOWEzMWE2YjEy?ep=14
What is Emotional Intelligence? How can you be Emotionally Intelligent? (Hindi)	16.30 Minutes	https://podcasts.google.com/feed/aHR0cHM6Ly9hbmNob3luZm0vcy8xMjMxNzJhNC9wb2RjYXNOL3Jzcw/episode/MTE2ZWQ1YTAzMjZkZC00NDc4LThiMDUtYTc4ZjNkZmU0NjQ2?ep=14


Signature of Teacher

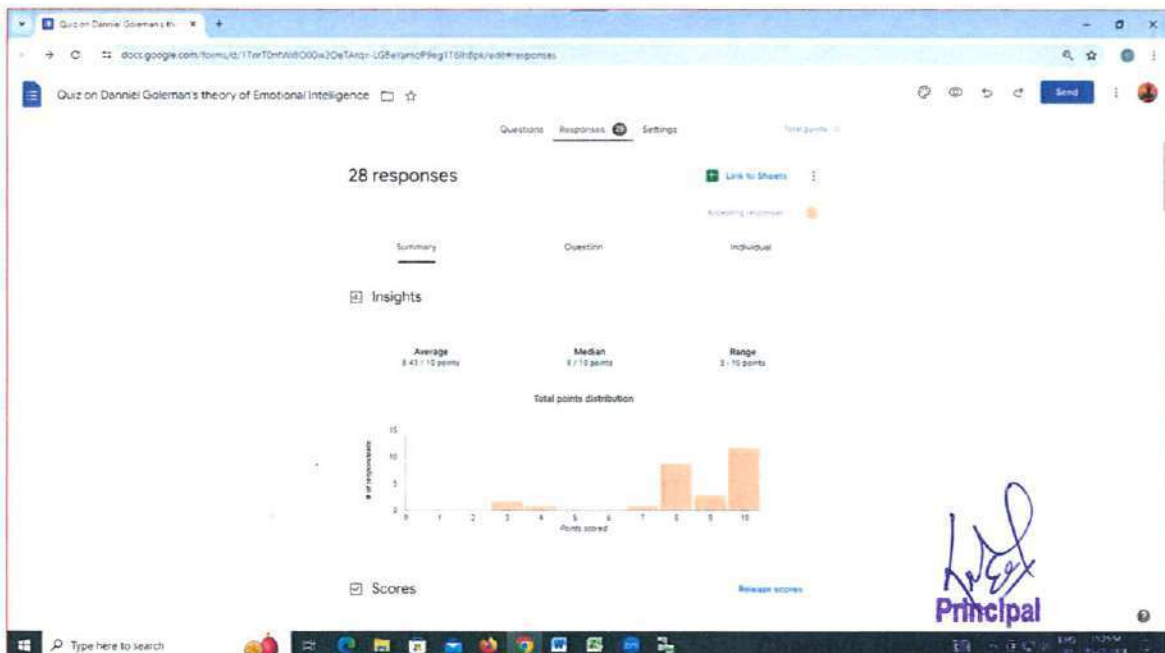

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Daniel Goleman's Theory of Emotional Intelligence

Online Assessment



Insight for the teacher



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Post Class Assessment

THE KEY COMPONENTS OF ERIKSON'S MODEL OF HUMAN DEVELOPMENT

Quiz on Erikson Theory of Psycho Socio Development

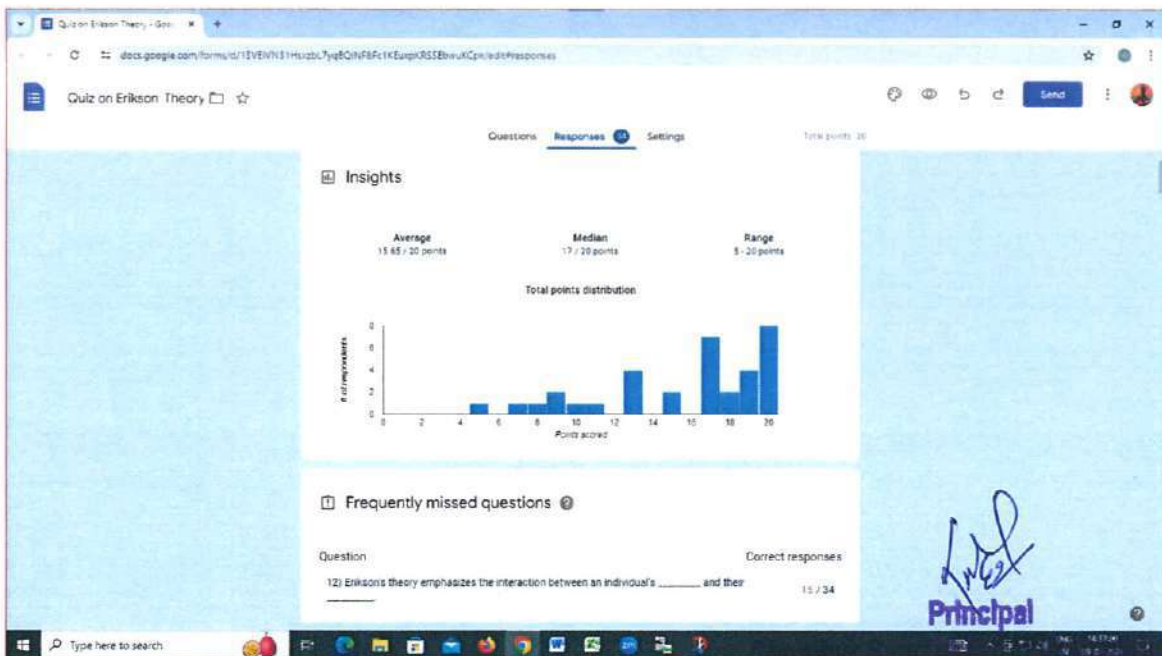
Dear Learner
All questions are compulsory. There is no negative marking.

Email
vaid@rcs

This form is collecting emails. [Change settings](#)

1) Erikson's theory of psychosocial development consists of how many stages? *

Insight for teacher: Frequently missed Question



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Flipped Classroom

Topic: Piaget's Theory of Cognitive Development

Objectives:-

1. To understand various stages of Piaget's theory.
2. To analyze the implications of Piaget's theory for teaching and learning.

I) Pre-class preparation:-

a) Selection of video content:

The video gives the overview of Piaget's theory of cognitive development. It is ensured that the video includes clear explanations, examples, and visuals to aid understanding.

The learners were given the following video to observe and reflect upon.

English	https://www.youtube.com/watch?v=lhcgYgx7aAA&t=35s
Hindi	https://www.youtube.com/watch?v=VMbng4ZTYu0&t=153s

b) Share the video and instructions:-

The video is shared with the learners. The learners are provided with clear instructions on how to watch the video, take notes, and reflect on the content.

The learners were asked to jot down any questions or areas of confusion they may have.

II) In-class activities:

a) Recap and Discussion:-

The main points covered in the video were discussed. The learners were engaged in a whole-class discussion to review their understanding of Piaget's theory.


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The questions/misconceptions that students have regarding the pre-class video have been addressed.

b) Group activity: Applying Piaget's theory:-

The learners were divided into four small groups. Each group was given a specific stage of Piaget's theory. (Sensorimotor, Preoperational, Concrete operational, Formal operational). The learners in each group were encouraged to discuss the stage assigned to them.

III) Application and reflection:

The teacher facilitates a whole-class discussion. Every group was asked to share their viewpoints and insights about the theory.

The teacher encouraged learners to reflect on educational Implications of Piaget's theory.

Teacher discusses the implications of Piaget's theory for instructional strategies, assessment methods, and classroom environments.

IV) Assessment and feedback:

The teacher used formative assessment technique such as questioning to gauge students' comprehension.

IV) Post-class Reinforcement:

The learners were provided additional resources to explore Piaget's theory in more depth.

The learners were encouraged to solve the following video based interactive video

<https://edpuzzle.com/assignments/65e15671732ea8e9802574cf/watch>

The learners were encouraged to solve the cross word as a game based activity.


Teachers' Signature

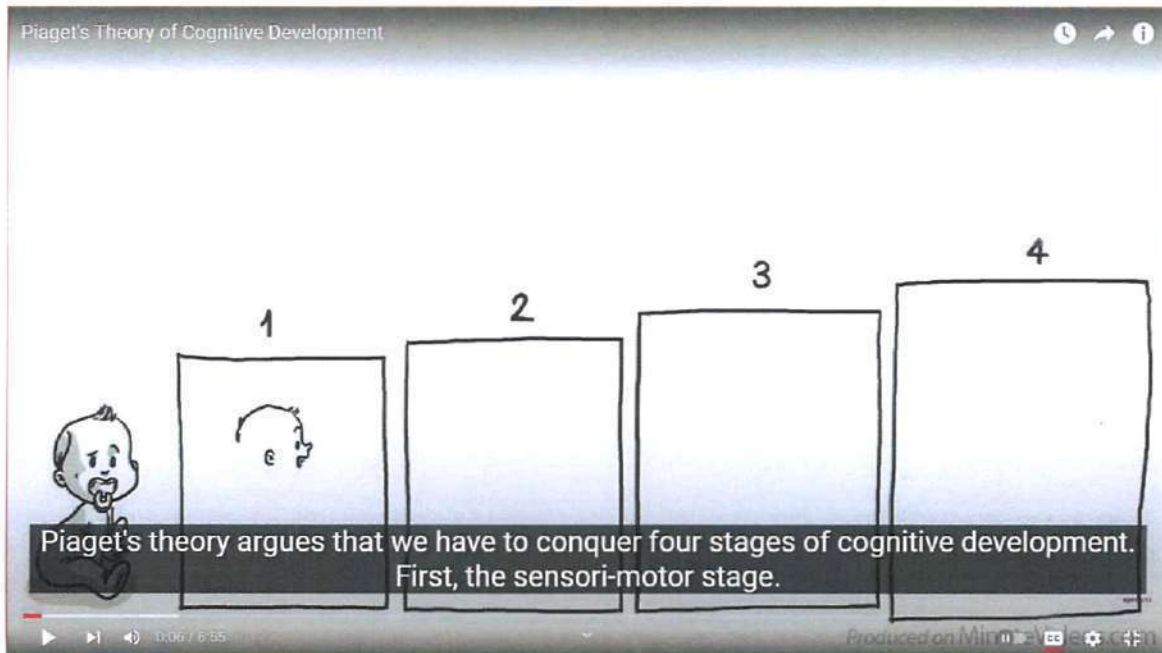

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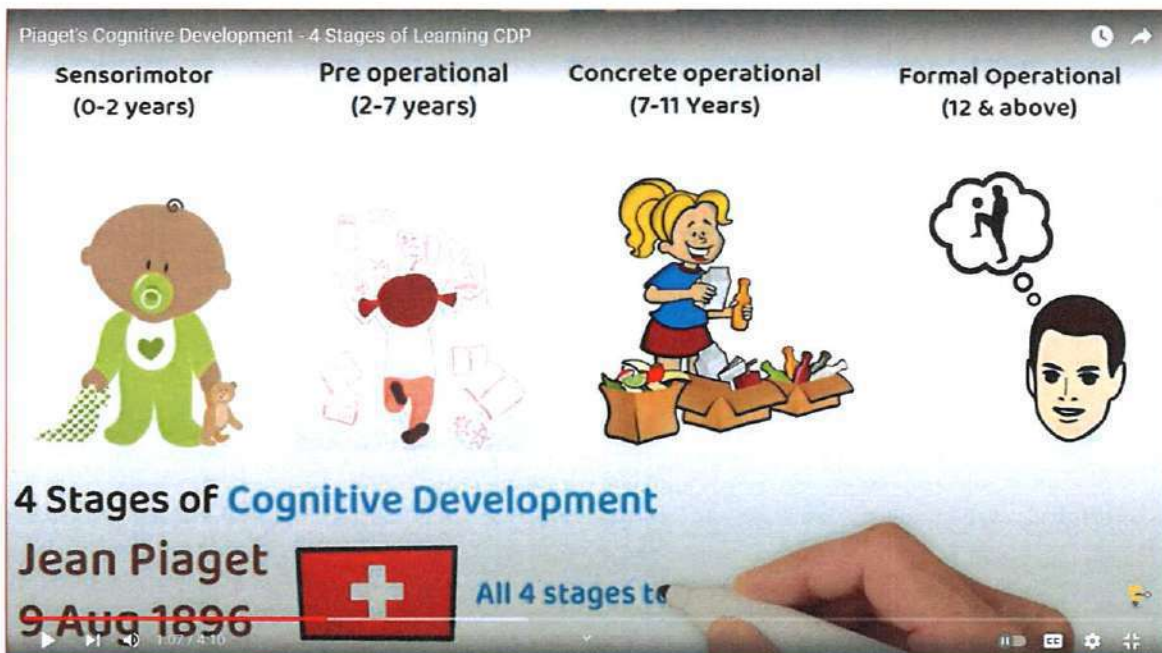
Flipped Classroom

Topic: Piaget's Theory of Cognitive Development

Videos to observe & reflect: - English



Videos to observe & reflect: - Hindi



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Post-class Reinforcement: (Online)



<https://edpuzzle.com/assignments/65e15671732ea8e9802574cf/watch>

Video Assignment

Piaget's Theory of Cognitive Development | पियाजेची बोधानक विकासाची उपपत्ति

By chandrashanker chakradar

Live mode Share assignment

Start date: March 1st 12:00am

Prevent skipping:
 Speed up videos:
 Turn on closed captions:

Student Name	Watched	Grade	Attempts	Last watched	Turned in
Ahira, Neelam	<input type="checkbox"/>	0/1	Never	Never	Not turned in
chakradar, chandrashanker	<input type="checkbox"/>	0/1	Never	Never	Not turned in
goole, ahilal	<input type="checkbox"/>	0/1	Never	Never	Not turned in
Ibarat, A-5023 Khan Afifa	<input type="checkbox"/>	0/1	Never	Never	Not turned in

Video Assignment

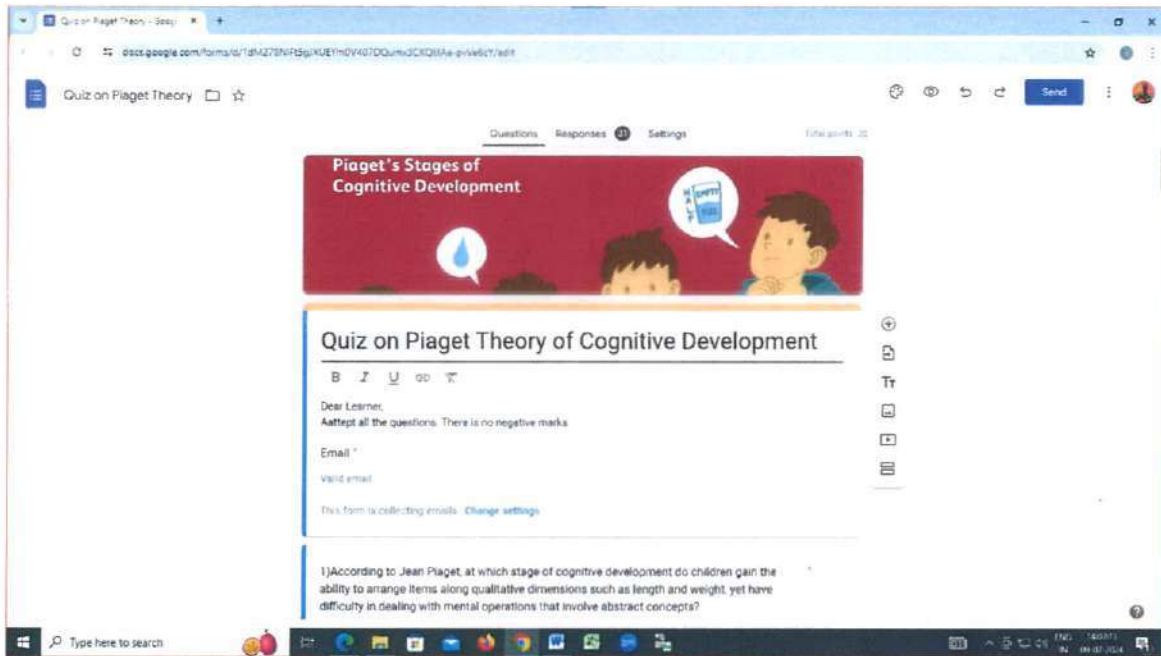
Student Name	Progress	Grade	Attempts	Last watched	Turned in
badade, 86Tanuja	100%	10/100	1/1	March 1st	March 1st, 2:15pm
Khan, Sheefa	100%	10/100	1/1	March 1st	March 1st, 2:15pm
Mane, Rutuja	100%	10/100	1/1	March 1st	March 1st, 10:23pm
S, Pavithra	100%	10/100	1/1	March 1st	March 1st, 11:42pm
Warm-up, Examination	100%	10/100	1/1	March 1st	March 1st, 2:15pm
yadav, sucha	100%	10/100	1/1	March 2nd	March 2nd, 11:58am
Anil, Pallavi	100%	10/100	1/1	March 1st	March 1st, 7:08pm
gupta, Mannelel	100%	10/100	1/1	March 1st	March 1st, 4:58pm
kodem, krutika	100%	10/100	1/1	March 1st	March 1st, 2:15pm
khan, 647-Guleeba	100%	10/100	1/1	March 1st	March 1st, 2:09pm
Khan, Sana	100%	10/100	1/1	March 1st	March 1st, 12:48am
M, Nilima	100%	10/100	1/1	March 1st	March 1st, 2:09pm
sayam, vishal	100%	10/100	1/1	March 1st	March 1st, 7:05pm

Principal

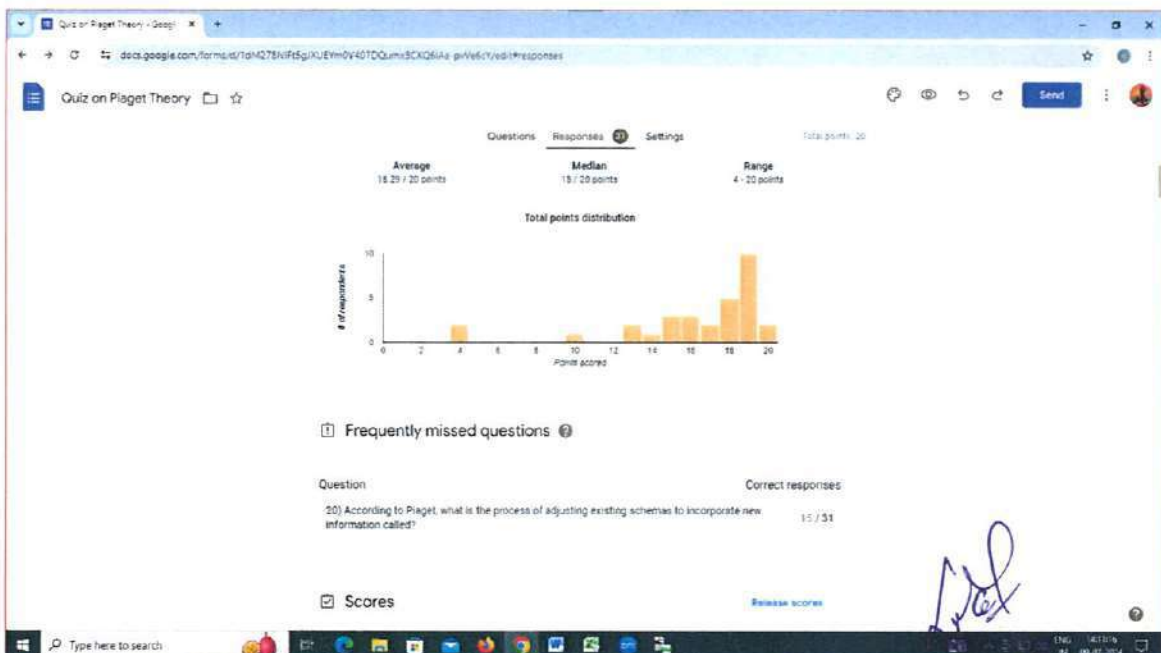
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Post Class Assessment



Insight for teacher



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FLIPPED CLASSROOM

Flipped Classroom: Erik Erikson's Theory of Psycho Social Development

Stage/Activity	Description				
<p style="text-align: center;">Stage-I</p> <p>Pre-class preparation:-</p>	<p>a) Selection of video content:- A video that provides an idea of Erikson's theory of psychosocial development was selected by the teacher. Teacher Ensured that the video includes clear explanations, examples, and visuals to aid understanding.</p> <p>b)Share the video and instructions:- The video was shared with the learner. Teacher Provide clear instructions on how to watch the video, take notes, and reflect on the content. The learners were encouraged to jot down any questions or areas of confusion they may have. The learners were given the following video to observe and reflect upon.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">English</td> <td>https://www.youtube.com/watch?v=aYCBdZLCDBQ&t=63s</td> </tr> <tr> <td>Hindi</td> <td>https://www.youtube.com/watch?v=V1DMVa1IXcc&t=2s</td> </tr> </table>	English	https://www.youtube.com/watch?v=aYCBdZLCDBQ&t=63s	Hindi	https://www.youtube.com/watch?v=V1DMVa1IXcc&t=2s
English	https://www.youtube.com/watch?v=aYCBdZLCDBQ&t=63s				
Hindi	https://www.youtube.com/watch?v=V1DMVa1IXcc&t=2s				
<p style="text-align: center;">Stage-II</p> <p>In-class activities:-</p>	<p>a) Recap and Discussion:- The main points covered in the video were discussed. The learners were engaged in a whole-class discussion to review their understanding of Erikson's theory. The questions/misconceptions that students have regarding the pre-class video have been addressed.</p> <p>b) Group activity: Applying Erikson's theory : The learners were divided into four small groups. Each group was given a two crisis of Erikson's theory. Stage 1:- Trust vs. Mistrust (Infancy from birth to 18 months) Stage 2:- Autonomy vs. Shame and Doubt (Toddler years from 18 months to three years) Stage 3:- Initiative vs. Guilt (Preschool years from three to five) Stage 4:- Industry vs. Inferiority (Middle school years from six to 11) Stage 5:- Identity vs. Confusion (Teen years from 12 to 18) Stage 6:- Intimacy vs. Isolation (Young adult years from 18 to 40) Stage 7:- Creativity vs. Stagnation (Middle age from 40 to 65) Stage 8:- Integrity vs. Despair (Older adulthood from 65 to death) The learners in each group were encouraged to discuss the stage assigned to them.</p>				

[Signature]
Principal



<p>Stage:-III Application and Reflection:</p>	<p>Discussion & Reflection:- The teacher facilitates a whole-class discussion. Every group was asked to share their viewpoints and insights about the theory. The teacher encouraged learners to reflect on educational Implications of Erikson's theory. Teacher discusses the implications of Erikson's theory for instructional strategies, assessment methods, and classroom environments.</p>
<p>Stage:-IV Assessment and feedback:</p>	<p>a) Use of Formative Assessment Technique:- The teacher uses formative assessment technique such as questioning to gauge students' comprehension.</p> <p>b) Individual/ Group Feedback:- The teacher gives individual /Group feedback.</p>
<p>Stage :-V Post-class reinforcement</p>	<p>a) Provide additional resources for further exploration The learners were provided additional resources to explore Erikson's theory in more depth. The learners were encouraged to solve the following video based interactive video https://ed.ted.com/on/drFwETWK The learners were encouraged to solve the cross word as a game based activity.</p> <p>b) Encourage continued discussion: The teachers encourages the continued discussion.</p>

Teachers' Signature

Principal Signature

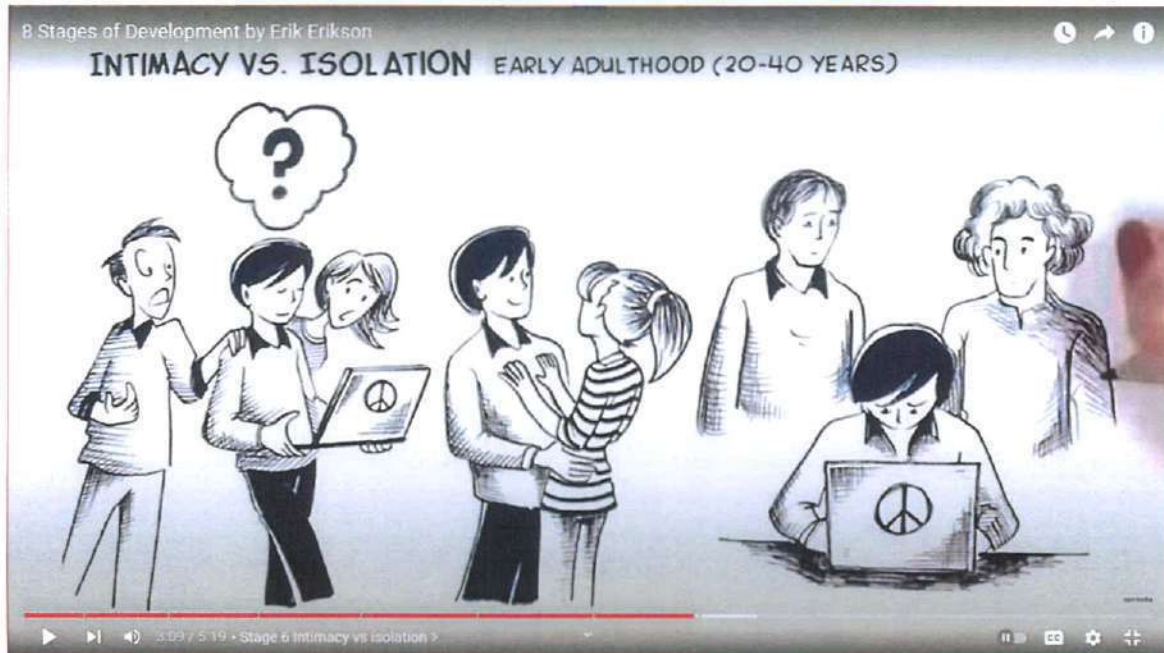
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Mahavidyalaya
R.C. Marg, Chembur, Mumbai - 400 071.**

Flipped Classroom:

Topic:- Erik Erikson's Theory of Psycho Social Development

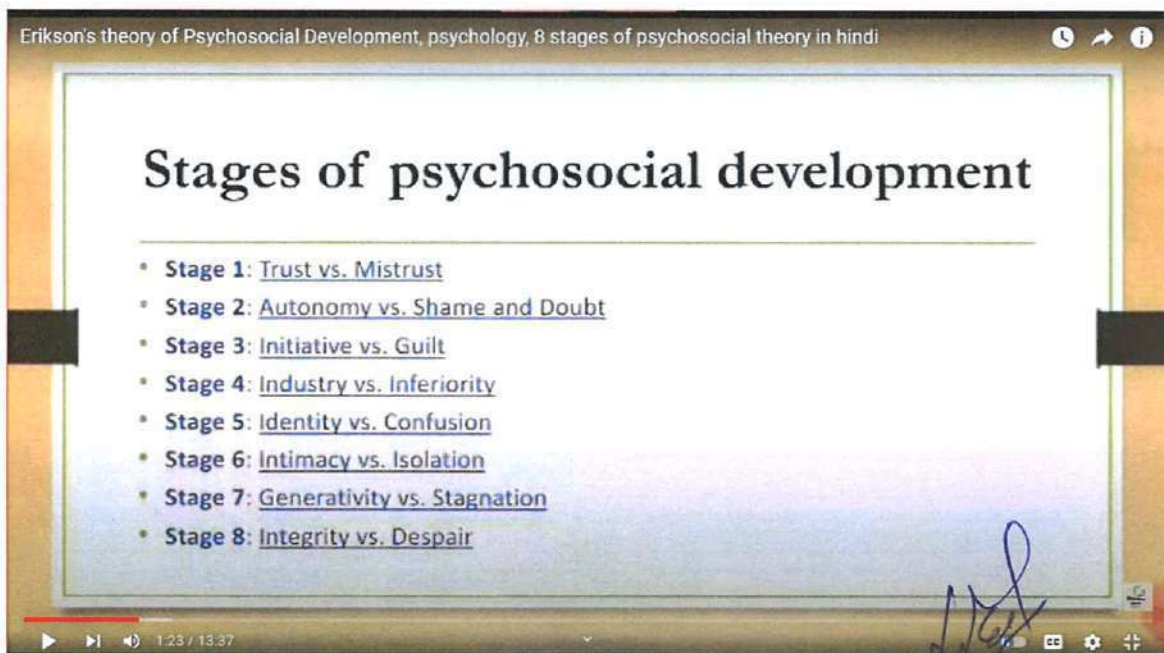
Video to observe and reflect: - English

<https://www.youtube.com/watch?v=aYCBdZLCDBQ&t=63s>



video to observe and reflect:- Hindi

<https://www.youtube.com/watch?v=V1DMVa1IXcc&t=2s>



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Post-class reinforcement

<https://ed.ted.com/on/drFwETWK>

Erikson's theory of Psychosocial Development/ एरिकसनची मनोसामाजिक विकासाची उपपत्ति

LESSON CREATED BY CHANDRASHEKHAR CHAKRADEQ USING TED-ED'S LESSON CREATOR
VIDEO FROM STUDIOUS.AURA YOUTUBE CHANNEL

Let's Begin...

Welcome to our video lesson on Erik Erikson's Theory of Psychosocial Development. Erikson's groundbreaking theory offers a comprehensive framework for understanding how individuals navigate and evolve through different stages of life, each presenting unique challenges and opportunities for personal growth.

Watch
Think
Dig Deeper
Discuss

Think & Dig Dipper

Erikson's theory of Psychosocial Development/ एरिकसनची मनोसामाजिक विकासाची उपपत्ति

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10

During which stage do children start to explore and assert their independence? **बाल्यात अस्वतंत्रता काय करणे सुरु करतात?**

- A Identity vs. Role Confusion **आत्मता vs. भूमिका काय**
- B Intimacy vs. Isolation **जवळपणा vs. दळपळणी करणे**
- C Autonomy vs. Shame and Doubt **आत्मता vs. शक्य संशय**
- D Creativity vs. Stagnation **सृजनशीलता vs. अडथळे करणे**

Watch
Think
Dig Deeper
Discuss

[Signature]
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**Chembur Education Society's
Chembur Sarvankash ShikshanShastra Mahavidyalaya
R.C. Marg, Chembur Naka, Chembur- 400 071**



Blended Learning

Topic: - Kohlberg's Theory of Moral Development

Objective:-

1. To understand the key stages and principles of Kohlberg's Theory of Moral Development
2. To Analyze the implications of Kohlberg's theory for moral education and character development

Materials: The teacher uses following digital & Printed resources:-

Video Resource: English:-	https://www.youtube.com/watch?v=gJOKiNJG8oE&t=6s
Short Video:-	https://www.youtube.com/shorts/l1EQSM9s4Go
Video Resource Hindi:-	https://www.youtube.com/watch?v=0D0oZ_paUNI&t=191s
Cross word in printed format	Lawrence Kohlberg's stages of moral Judgement


Step:-I Pre-class Online Component:-

Pre-class reading and video (Online): The teacher provides a video (online resource) that explains the key concepts and stages of the Kohlberg's theory. The learners are encouraged to take notes and jot down any questions or reflections.

Step:-II In-class Component:-

i) Opening and review in-class:

The teacher begins the class with a brief discussion to review the main points covered in the pre-class video (& or Reading Material)


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The teacher address questions or clarifications students may have regarding the Kohlberg's theory of moral development.

ii) Mini-lesson or direct instruction (In-class):

The teacher provides a concise and focused mini-lesson that highlights the key stages and principles of Kohlberg's Theory of Moral Development. The teacher uses multimedia, visuals, or real-life examples to enhance understanding.

iii) Collaborative activities or group work (In-class and Online):

The learners are given opportunities to discuss and share their view points.

iv) Individual reflection and application (In-class and Online):

Individually, students reflect on their personal experiences and consider how Kohlberg's theory applies to their own moral development.

v) Assessment and feedback (In-class and Online):

Teacher uses formative assessment techniques, such as questioning to assess students' understanding during the in-class activities.

Step:-III Post-class Online Component:

i) Online discussion and extension activities (Online):

The teachers give online quiz in goggle form to check their understanding of Kohlberg's theory of moral development.

ii) Follow-up assignment (Online):

The teacher gives an interactive video where learner can apply their knowledge of Kohlberg's theory of moral development.

iii) Additional resources and readings (Online):

The teacher shares the additional resources, such as articles, case studies, or videos, notes for students who wish to delve deeper into Kohlberg's Theory of Moral development.


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Blended Learning

Topic : - Kohlberg's Theory of Moral Development

Video Resource: English:-	https://www.youtube.com/watch?v=gJOKiNJG8oE
Short Video:-	https://www.youtube.com/shorts/11EQSM9s4Go?feature=share
Video Resource Hindi:-	https://www.youtube.com/watch?v=0D0oZ_paUNI&t=551s
Cross word in printed format	Lawrence Kohlberg's stages of moral Judgement

I) Video Resource (English):- Pre Class Video



II) Short Video: Pre Class Video



Kohlberg's Theory of Moral Reasoning, Kohlberg's Theory of Moral Development, Heinz dilemma

Kohlberg's theory of moral reasoning

- Moral development is the process by which people develop the distinction between right and wrong (morality) and
- engage in reasoning between the two (moral reasoning)- the logical process of determining whether an action is right or wrong
- Kohlberg's theory of moral development is a theory that focuses on how children develop morality and moral reasoning.

Follow-up assignment:- Interactive Video (Online)

Kohlberg theory of moral development / कोलबर्ग ची नैतिक विकासाची उपपत्ति

By chandrakshar chakradeo

Kohlberg stages of moral development | Construct and critical appraisals

Kohlberg
theory of moral development

Right way
Wrong way

To complete

- 01:01 Multiple-choice
- 01:12 Multiple-choice
- 02:01 Multiple-choice
- 03:06 Multiple-choice
- 03:31 Multiple-choice
- 03:53 Multiple-choice
- 03:26

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Follow-up assignment:- Interactive Video (Online)

Name	Progress	Score	Start Date	Due Date
Gangurde, Amit	100%	1/1	March 1st	March 1st, 11:00pm
jedhav, varsha	100%	1/1	March 2nd	March 2nd, 10:52am
kadam, krutika	100%	1/1	March 1st	March 1st, 10:43pm
Sarode, Dinesh	100%	1/1	April 10th	April 10th, 11:19pm
Sewant, Tuskar	100%	1/1	March 2nd	March 2nd, 10:26am
yedav, surdhe	100%	1/1	March 2nd	March 2nd, 10:00pm
AMATE, PRITESH	100%	1/1	April 10th	April 10th, 1:25pm
Anil, Pallavi	100%	1/1	March 1st	March 1st, 8:36pm
gupta, Mannelal	100%	1/1	March 1st	March 1st, 8:24pm
M, Nilima	100%	1/1	March 1st	March 1st, 8:20pm
sayem, vishal	100%	1/1	March 1st	March 1st, 10:00pm
Sayyed, Aliya	100%	1/1	April 10th	April 10th, 12:40pm
Selvaraj, Sonia	100%	1/1	March 1st	March 1st, 11:46pm

Online discussion and extension activities (Online)

KOHLBERG'S THEORY OF MORAL DEVELOPMENT

Quiz on kohlberg's Theory of Moral Development

Form description

Email *

Valid email

This form is collecting emails. [Change settings](#)

1) According to Kohlberg, moral development is the result of *

Genetic factors

[Signature]
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Date: १२ सप्टेंबर २०२२.

Programme: सहकार्ययुक्त अध्ययन तंत्र: गॅलरी वॉक उपक्रम
(CC3 अध्ययन आणि अध्यापन) मार्गदर्शक प्राध्यापिका माणिक आवारे

Report of the programme :- (If required attach additional sheets)

सुबई, दि. १२ सप्टेंबर २०२२.

चेंबूर सर्वकष शिक्षणशास्त्र महाविद्यालयात सोमवार दिनांक १२ सप्टेंबर रोजी 'अध्ययन आणि अध्यापन' या विषयांतर्गत 'गॅलरी वॉक' हा उपक्रम सकाळी १०:३० ते दुपारी ०१:१० या वेळेत उत्साहाने पार पडला. हा उपक्रम यशस्वीरित्या घेण्यासाठी मार्गदर्शक प्राध्यापिका आवारे मंडम आणि विद्यार्थ्यांनी नियोजन-पूर्वक मेहनत घेतली.

सर्वप्रथम सर्व विद्यार्थ्यांना सक्रीय सहभागी करून घेता येईल याचा विचार करून दि. २२ जुलै २०२२ रोजी प्रा. आवारे मंडम यांनी पाठ्यक्रमातील घटक क्रमांक ४ - 'सर्वासाठी अध्यापन' हा घटक गॅलरी वॉकसाठी निवडला. वर्गातील एकूण ४७ विद्यार्थ्यांचे प्रत्येकी ६ विद्यार्थी मिळून १ गट असे ८ गट तयार करण्यात आले होते. पहिल्या गटाला अध्ययन अक्षम अध्ययनकर्ते व वाचन अक्षम हे दोन घटक देण्यात आले. दुसऱ्या गटाला गणन अक्षम व लेखन अक्षम हे दोन घटक देण्यात आले. तिसऱ्या गटाला अतिक्रियाशील आणि अवधान विकृती अध्ययनकर्ते हा घटक देण्यात आला. चौथ्या गटाला प्रभावित अध्ययनकर्ते हा घटक देण्यात आला. पाचव्या व सहाव्या गटाला विभेदित अनुदेरान संकल्पना, वैशिष्ट्ये व कार्यनीति हे घटक देण्यात आले. सातव्या व आठव्या गटाला बहुसांस्कृतिक शिक्षण - संकल्पना, जेम्स बँक यांची पंचमिती, भारताच्या संदमति बहुसांस्कृतिक शिक्षणाचे उपयोजन हा घटक देण्यात आला.

दिनांक ६ ऑगस्ट व २२ ऑगस्ट रोजी दोन तासिका देऊन कच्चा आराखडा बनवण्यास सांगितले. त्यासाठी काही मुद्दे दिले व स्थाना कशी करावी याबद्दल मार्गदर्शन केले. माहिती कशाप्रकारे सादर करणार हे त्या कच्चा आराखड्यात दाखवून प्रत्येक गटाने पुन्हा आवारे मंडम यांच्याशी संवाद साधला. त्यात जर काही बदल करायचे असतील किंवा आहे तसे काम पुढे तसेच चालू ठेवायचे याबद्दल मंडम यांनी सांगितले.

त्यानंतर प्रत्येक गटाला गॅलरी वॉकसाठी आवश्यक सामग्रीचे वाटप

Name & Signature of Reporter
वसुधा अमोल पाटील

Name & Signature of Teacher

Signature of Principal
प्रचार्य

चेंबूर सर्वकष शिक्षणशास्त्र
महाविद्यालय

२३ ऑगस्ट रोजी करण्यात आले, त्यात तीन-चार काउंटे बोर्ड, तीन वेगवेगळ्या रंगांचे मार्किंगपेन व स्केचपेन प्रत्येक गटाला देण्यात आले. प्रत्यक्ष गॅलरी वॉकच्या कामाला सुरुवात करण्यासाठी आबारे मॅडम यांनी आपल्या तासिका दिल्या व दिनांक २६ ऑगस्ट रोजीच्या तासिकेत स्वतः उपस्थित राहून विद्यार्थ्यांना मार्गदर्शन केले. पुरेसा वेळ दिल्यानंतर काम पूर्ण होत आले आहे याचा अंदाज घेऊन सर्वानुमते १२ सप्टेंबर ही तारीख गॅलरी वॉकसाठी निश्चित करण्यात आली. प्राचार्यांच्या परवानगीने बायनालयात गॅलरी वॉकचे प्रदर्शन मांडण्याचे ठरवले गेले. प्रत्येक गटाने निश्चित केलेल्या दिवशी वेळेवर हजेरी नोंदवली व त्यामुळे वेळेत प्रदर्शनाची मांडणी सुरू झाली. बायलानलयाची बैठक व्यवस्था प्रदर्शनाची करण्यात आली व प्रत्येक गटाने आपआपले तक्ते, चार्ट्स यांची सुयोग्य रचना केली.

आबारे मॅडम व सर्व विद्यार्थी मिळून एक-एक गटाचे प्रदर्शन बघतील असे नियोजन करण्यात आले मग त्या-त्या गटातील विद्यार्थी शोधक्यात त्यांनी भादर केलेली संकल्पना, तिची वैशिष्ट्ये, कार्यनीति आणि शैक्षणिक महत्त्व याबद्दलचे स्पष्टीकरण देतील असे ठरले. त्यानुसार आठही गटांचे प्रदर्शन व त्यांचे स्पष्टीकरण सर्व विद्यार्थी व मॅडम यांनी पाहिले व ऐकले. या दरम्यान काही अवघड संकल्पना किंवा अपेक्षित स्पष्टीकरण विद्यार्थ्यांना कळावे म्हणून मॅडम सुद्धा सक्रीयरित्या त्यात सहभागी होत्या. शेवटी सर्व विद्यार्थ्यांनी मॅडमसोबत बर्तुबाकार आपले तक्ते व चार्ट्स हातात घेऊन छायाचित्र घेण्यात उत्साह दर्शविला व आबारे मॅडम यांनी गॅलरी वॉक उपक्रमाची निगडित गुगल फॉर्म तयार केला होता त्याला सर्व विद्यार्थ्यांनी प्रतिसाद दिला.

अशाप्रकारे गॅलरी वॉक उपक्रम यशस्वीरित्या पार पडला.



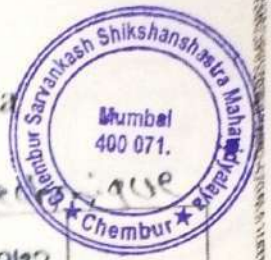
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Mahavidyalaya
Ramkrishnan Chemburkar Marg,
Chembur Naka, Mumbai 400 071

Chembur Sarvankash Shikshanshasthra Mahavidyalaya

B. Ed. Marathi Medium (2021-23)

CC3 - Learning and Teaching - Gallery work for



Roll No	Name of the students	6/08/22	22/08/22	26/08/22	12/09/22
1	BAMBERE HARIDAS PANDHARINANTH	<u>Haridas</u>	<u>Haridas</u>	<u>Haridas</u>	<u>Haridas</u>
2	BHALERAO AARTI MAHADEV	<u>A.M.Bhalerao</u>	<u>A.M.Bhalerao</u>	<u>A.M.Bhalerao</u>	<u>A.M.Bhalerao</u>
3	BORASE GAURI CHANDRAKANT	<u>Gauri</u>	<u>Gauri</u>	<u>Gauri</u>	<u>Gauri</u>
4	CHAUBEY SHWETA				
5	DALVI MARYAM IQBAL	<u>Maryam</u>	<u>Maryam</u>	<u>Maryam</u>	<u>Maryam</u>
6	DAVARE PUNAM BABURAO	<u>Punam</u>	<u>Punam</u>	<u>Punam</u>	<u>Punam</u>
7	DESHMUKH MOHAN RAMDAS	<u>Mohan</u>	<u>Mohan</u>	<u>Mohan</u>	<u>Mohan</u>
8	DEVBUKHAR PRATIMA RAJENDRA	<u>Pratima</u>	<u>Pratima</u>	<u>Pratima</u>	<u>Pratima</u>
9	FADAWALE DILDAR VISHNU	<u>Dildar</u>	<u>Dildar</u>	<u>Dildar</u>	<u>Dildar</u>
10	GADAM PAWAN SANTOSH	<u>Pawan</u>	<u>Pawan</u>	<u>Pawan</u>	<u>Pawan</u>
11	GAIKWAD SHITAL SURESH	<u>Shital</u>	<u>Shital</u>	<u>Shital</u>	<u>Shital</u>
12					
13	INGOLE GAUTAM BABULAL	<u>Gautam</u>	<u>Gautam</u>	<u>Gautam</u>	<u>Gautam</u>
14	INGOLE PIYUSH DHANRAJ	<u>Piyush</u>			
15	JADHAV GOURI ROSHAN	<u>Gouri</u>	<u>Gouri</u>	<u>Gouri</u>	<u>Gouri</u>
16	JADHAV MANISHA MANIK	<u>Manisha</u>	<u>Manisha</u>	<u>Manisha</u>	<u>Manisha</u>
17	JADHAV RESHMA RAJU	<u>Reshma</u>	<u>Reshma</u>	<u>Reshma</u>	<u>Reshma</u>
18	JANATHE YOGESH RAMAN	<u>Yogesh</u>	<u>Yogesh</u>	<u>Yogesh</u>	<u>Yogesh</u>
19	KHAN MUSKAN FARID	<u>Muskan</u>	<u>Muskan</u>	<u>Muskan</u>	<u>Muskan</u>
20	KHANDEKAR SAKSHI PRAKASH	<u>Sakshi</u>	<u>Sakshi</u>	<u>Sakshi</u>	<u>Sakshi</u>
21	KULAYE ANKITA VIJAY	<u>Ankita</u>	<u>Ankita</u>	<u>Ankita</u>	<u>Ankita</u>
22	KULKARNI SHRIKANT POPAT				<u>Shrikant</u>
23	KURKUTE RUCHITA JAYWANT	<u>Ruchita</u>	<u>Ruchita</u>	<u>Ruchita</u>	<u>Ruchita</u>
24	MAGARE SHITAL RUSTAM	<u>Shital</u>	<u>Shital</u>	<u>Shital</u>	<u>Shital</u>
25	MAHADIK PRACHI SURESH	<u>Prachi</u>	<u>Prachi</u>	<u>Prachi</u>	<u>Prachi</u>

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Name of the students

26	MALI POOJA TUKARAM	M Mali	M Mali	M Mali	M Mali
27	MANE KALPANA BHIMRAO	Kalpana	Kalpana	Kalpana	Kalpana
28	MORE MANALI RAJU	(m)	(m)	(m)	(m)
29	PADWALE KAILAS AHILAJI				
30	PARDHI ANITA RADKA	P Parthi	P Parthi	P Parthi	P Parthi
31	PATIL PRATIK SUDHIR	Patil	Patil	Patil	Patil
32	PATIL VARUNA AMOL	Varuna	Varuna	Varuna	Varuna
33	PAWAR DINESH DATTARAM	Pawar	Pawar	Pawar	Pawar
34	PAWAR MAYUR JAGDISH	MPawar	MPawar	MPawar	MPawar
35	PHULPAGAR JAYSHREE AMOL	Phulpagar	Phulpagar	Phulpagar	Phulpagar
36	SANAP BHAGYASHRI BHARAT	Sanap	Sanap	Sanap	Sanap
37	SHINGADE VISHVAJIT DEVENDRA	Shingade	Shingade	Shingade	Shingade
38	SONAWALE RUPALI ANANDA	Rv Sonawale	Rv Sonawale	Rv Sonawale	Rv Sonawale
39	SUTAR MOHINI LAXMAN	MSutar	MSutar	MSutar	MSutar
40	THUL HARSHALI EKNATH	THul	THul	THul	THul
41	TRIPATHI NIDHI SANJAY	Tripathi	Tripathi	Tripathi	Tripathi
42	URADE MADHURI LAXMAN				
43	VALVI JYULI SURESH	Jovalvi	Jovalvi	Jovalvi	Jovalvi
44	VARATHA SUVARNA CHANDU				
45	VARTHA SHWETA SAMPAT	Varthi	Varthi	Varthi	Varthi
46	VILKAR SANTOSH MAHENDRA	Vilkar	Vilkar	Vilkar	Vilkar
47	WAGHCHORE VAISHNAVI RAMESH	Wagchore	Wagchore	Wagchore	Wagchore
48	WANGIKAR MANASI SANJAY	Wangikar	Wangikar	Wangikar	Wangikar
49	WANKHEDDE SHWETA SUDHIR	Wankhede	Wankhede	Wankhede	Wankhede
50					

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 Mahavidyalaya
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 Chembur Naka, Mumbai 400 071



**Chembur Education Society's
Chembur Sarvankash Shikshanshastra Mahavidyalaya
R.C. Marg, Chembur- 400 071**

Video-Based Lesson

Title of the Video: Maslow's Hierarchy Needs Theory

URL of the Video:

https://youtu.be/O-4ithG_07Q?si=wwZ8jnY4PJU6NjbL(English)

https://youtu.be/_M_RA6qrAOE?si=djAY3lCgHAcx3y7O(Marathi)

Duration of the Video: 1. English – 2.47 min.
2. marathi – 6.52. min.

Subject: Learning and Teaching (CC 3)

Grade Level: B.Ed. F.Y. Semester II

Learning Objectives:


1. To enable students to name and describe all five levels of Maslow's Hierarchy of Needs.
2. To enable students to explain the reason the hierarchy of needs is arranged in pyramid form.
3. To apply the Maslow's Hierarchy of Needs in the learning process.



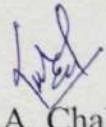
Principal
**Chembur Sarvankash Shikshanshastra
Mahavidyalaya
R.C. Marg, Chembur, Mumbai - 400 071.**

Instructional Steps / अनुदशेनात्मक पायच्या

Introduction	1.What are the factors affecting learning? 2. What is motivation?
Pre-Viewing Discussion	Discussion based on following questions. 1. What are the human needs? 2.How would you rank those needs? 3.Who is Abraham Moslow?
Video Viewing:	https://youtu.be/O-4ithG_07Q?si=wwZ8jnY4PJU6NjbL (English) https://youtu.be/_M_RA6qrAOE?si=djAY3lCgHAcx3y7O (Marathi)
Post-Viewing Discussion:	Discussion based on following points / questions. 1.Name and describe all five levels of Maslow's Hierarchy of Needs. 2. Why the hierarchy of needs is arranged in pyramid form. 3. How you apply the Maslow's Hierarchy of Needs in the learning process.
Extension Activities:	
Assessment:	MCQ Quiz link https://forms.gle/8YsysCadCxbTrKu99
Conclusion and Reflection	


Mrs. Manik Aware
(Associate Professo)




Dr. C. A. Chakradeo
Principal

Principal
Chembur Sarvankash Shikshanshstra
Mahavidyalaya
R.C. Marg, Chembur, Mumbai - 400 071.

Video Based Lesson

Title of the Video: *Rainwater Harvesting.*

URL of the Video: <https://www.nearpod.com/library/preview/lesson-L144443159>

Duration of the Video: *3 Min.*

Subject: *Environmental Education.*

Grade Level: *B. Ed. Sem - IV - EC-3.*

Learning Objectives:

- *Student understand the concept of Rainwater Harvesting.*
- *Student understand the availability of water on an Earth.*
- *Student know about the consumption of water.*
- *student aware about the methods of Rainwater Harvesting.*
- *Student understand about process of Rainwater Harvesting.*
- *Student aware about Rainwater Harvesting using Tank.*
- *Student aware about Rainwater Harvesting using pit.*
- *Student differentiate between before Rainwater Harvesting and after Rainwater Harvesting.*

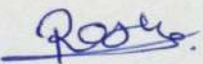


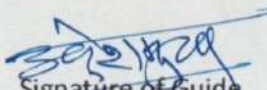
Principal


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Mahavidyalaya
R.C. Marg, Chembur, Mumbai - 400 071.

Instructional Steps / अनुदेशनात्मक पायऱ्या

Introduction	<ul style="list-style-type: none"> • Which are the components of Environment. • What is the interrelationship between living and non living.
Pre Viewing Discussion	<ul style="list-style-type: none"> • Importance of Natural Resources. • Importance of water in life.
Video Viewing:	<ul style="list-style-type: none"> • Percentage of water on the Earth. • Consumptions of the water. • Types of the Rainwater Harvesting.
Post-Viewing Discussion:	<ul style="list-style-type: none"> • Interdependence of the living & non living. • Process of Rainwater Harvesting. • Our duties about water management.
Extension Activities:	<ul style="list-style-type: none"> • Check your home taps. • Use of water properly in daily day life. • Reuse of the water.
Assessment:	<ul style="list-style-type: none"> • Aware the family about water saving. • Survey of the your area with reference to Rainwater Harvesting System.
Conclusion and Reflection	<ul style="list-style-type: none"> • Student sensitized about natural resources used. • 'Water is the life', so 'save the water'.


 Signature of Teacher


 Signature of Guide


 Signature of Principal
 Principal

Interactive Video: EC 3: Environmental Education

Topic: Rainwater Harvesting

Link: <https://www.nearpod.com/library/preview/lesson-1-14443159>



Open Ended Question
How many surfaces are covered by water? Ans : 2/3

Handwritten signature



Slide 1 / 1



Multiple Choice Question

Consumption of water in

- A. Population
- B. Industries
- C. Agriculture
- D. Non of above

[Show Solution](#)

Multiple Choice Question

Consumption of water in

- A. Population
- B. Industries
- C. Agriculture
- D. Non of above

Multiple Choice Question

How many methods are used for water harvesting?

- A. 1
- B. 2

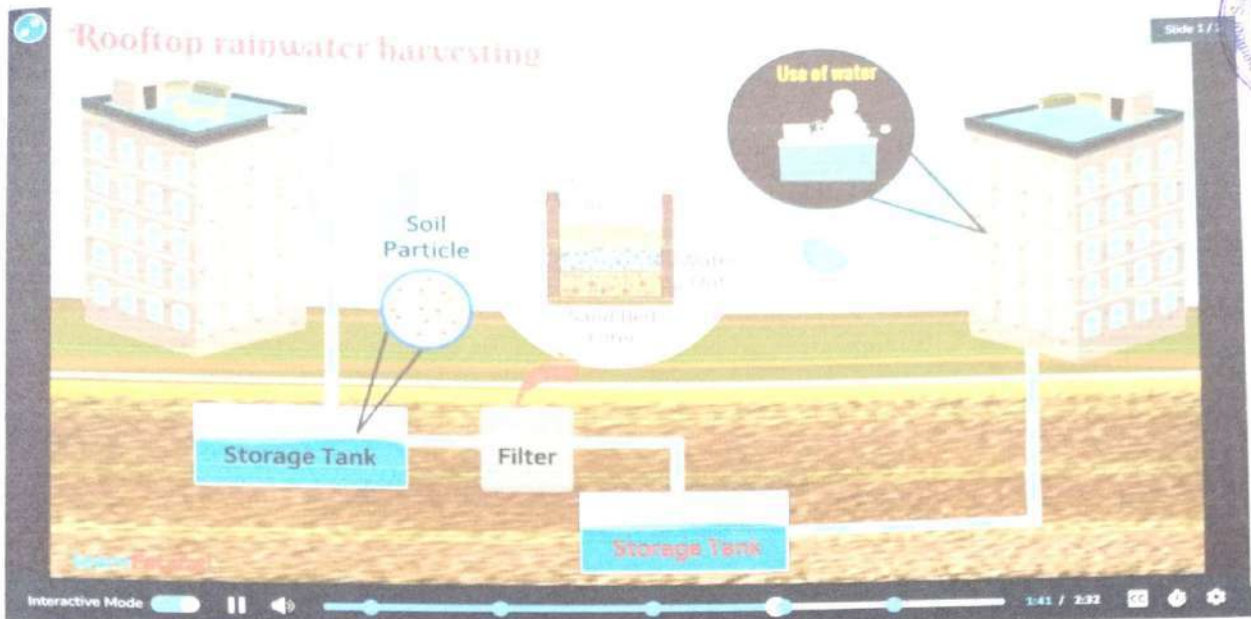
[Show Solution](#)

Multiple Choice Question

How many methods are used for water harvesting?

- A. 1
- B. 2

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Multiple Choice Question

Which is the proper process for Rain water harvesting ?

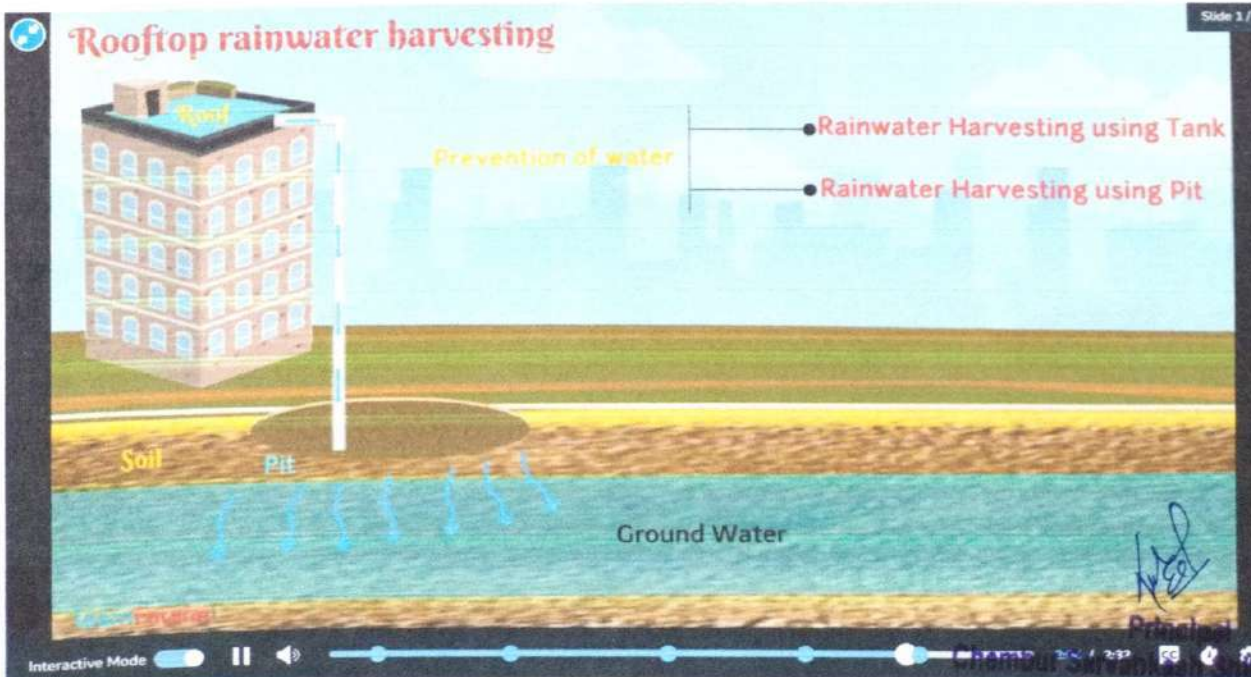
A. Roof water - Storage tank - filter
 B. Storage tank - filter- roof water

Show Solution

Multiple Choice Question

Which is the proper process for Rain water harvesting ?

A. Roof water - Storage tank - filter
 B. Storage tank - filter- roof water





Multiple Choice Question

Rainwater harvesting by ---

- A. Rainwater harvesting using Tank
- B. Rainwater harvesting using Pit
- C. Non above

Show Solution

Multiple Choice Question

Rainwater harvesting by ---

- A. Rainwater harvesting using Tank
- B. Rainwater harvesting using Pit
- C. Non above



Before Rainwater Harvesting



After Rainwater Harvesting

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R.C. Marg, Chembur Naka, Chembur- 400 071



Video Based Lesson

Title of the video: "India Untouched: Stories of People Apart"

URL of the video: <https://www.youtube.com/watch?v=uM85zVt6xCU>

Duration of the video: 30 min.

Subject: (CC 5) Contemporary India and Education

Grade level: B.Ed.

Learning Objectives:

1. To understand the concept of Diversity as it exists in Contemporary Indian society
2. To understand the inequalities in Indian Society and the marginalization of the weaker sections
3. To understand the implications for education in coping with Diversity and Inequality to achieve Universal Education in Indian society.

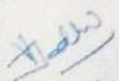
A handwritten signature in blue ink, appearing to be "A. D. S.", written over the printed name of the Principal.

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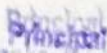
Instructional Steps / अनुदेशनात्मक पाय-या

Introduction	<ul style="list-style-type: none">The teacher discusses examples based on caste system.The teacher asks students various examples based on caste system in today's era.
Pre-Viewing Discussion	<ul style="list-style-type: none">The teacher discusses diversity in Indian society based on Caste system.
Video Viewing:	<ul style="list-style-type: none">The teacher asked students to watch video carefully part by part as video is divided in various parts such as Casteism in various states of India.
Post-Viewing Discussion:	<ul style="list-style-type: none">The teacher posted questions based on video and answers discussed.Students discussed various example from their regionStudents discussed various ways to reduce stratification based on caste
Extension Activities:	<ul style="list-style-type: none">Teacher discussed value of equality among students by showing video.Techer asked student to give more examples from mass media like TV serials, Movies based on caste stratification.
Assessment:	<ul style="list-style-type: none">Explain the current status of caste stratification in India.
Conclusion and Reflection	<ul style="list-style-type: none">Today we have discussed caste system in India, Examples and its consequences.


Signature of Teacher


Signature of Guide


Signature of Principal

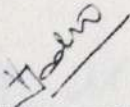

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R.C. Marg, Chembur, Mumbai - 400 071.




CC 5: Casteism (Video Based Learning)

Date : 01/04/2023

Sr.No.	Name of the students	Signature
1	Yashraj Sweety	Sweety
2	Swati Chavan	Chavan
3	Diksha Kamble	Kamble
4	Saumya Peradeep	Saumya
5	Vishwakarma Sheela	Sheela
6	Mounmayee. m. Jadhav	Jadhav
7	Tehseen Ganai	Ganai
8	Afsana Belmani	Afsana
9	Minal M. Jadhav.	Minal
10	Dheha D. Shukla	Shukla
11	Hiral Dnyaneshwar Pingate	Pingate
12	Pooja Suresh Kankekar	P.S.Kankekar
13	Seema - A. Surve	Seema
14		
15		
16		
17		
18		
19		
20		


Asst.Prof. Vibhawari Shigwan

Course Incharge


Dr. C.A. Khakradeo

Principal

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Mahavidyalaya
R.C. Marg, Chembur, Mumbai - 400 071.

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R.C. Marg, Chembur Naka, Chembur- 400071



Date:- 01/04/2023

Programme: Stratification on the Basis of Casteism
(Video based Learning)

on 1st April 2023 from 1:40 to 3:20 PM Video

based lesson was held by Vibhawari Shigwan

Ma'am on Casteism. "India Untouched: Stories of people Apart, Feature Documentary Video was shared to all.

In the video State wise inequality prevailing in the name of Caste and the reasons of it was shown in the video. The video was very impactful.

This video brought up the truth of the real world. Scenario which is happening in the corner of the country.

This video showed how the lower caste people are treated by the

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higher class. Eg. Lower Caste
people cannot wear the slippers
inside the shops or villages.



These video created a
impact that these way of treating
people in name of caste should
not be carried forward.

Swati Chavan

Name & Signature of Rapporteur

Swati Chavan

Vibhawari Shigwan

Name & Signature of Teacher

Vibhawari Shigwan

[Signature]

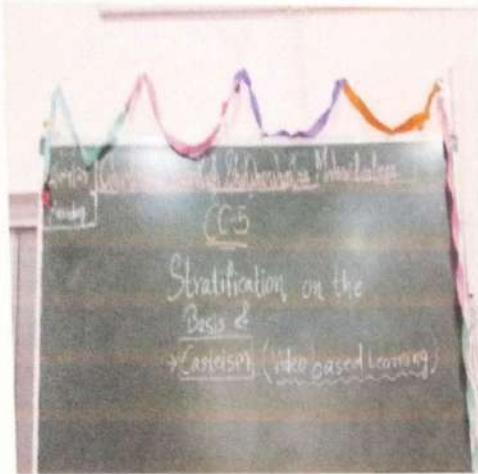
Signature of Principal

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R.C. Marg, Chembur, Mumbai - 400 071.

Subject: CC 5

Topic: Casteism – “India Untouched: Stories of people: Stories of people Apart, Feature Documentary”

Video Based Learning Photos





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R.C. Marg, Chembur- 400 071**

Video-Based Lesson

Title of the Video: Maslow's Hierarchy Needs Theory

URL of the Video:

https://youtu.be/O-4ithG_07Q?si=wwZ8jnY4PJU6NjbL(English)

https://youtu.be/_M_RA6qrAOE?si=djAY3lCgHAcx3y7O(Marathi)

Duration of the Video: 1. English – 2.47 min.
2. marathi – 6.52. min.

Subject: Learning and Teaching (CC 3)

Grade Level: B.Ed. F.Y. Semester II

Learning Objectives:


1. To enable students to name and describe all five levels of Maslow's Hierarchy of Needs.
2. To enable students to explain the reason the hierarchy of needs is arranged in pyramid form.
3. To apply the Maslow's Hierarchy of Needs in the learning process.



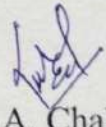
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Instructional Steps / अनुदशेनात्मक पायच्या

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Pre-Viewing Discussion	Discussion based on following questions. 1. What are the human needs? 2.How would you rank those needs? 3.Who is Abraham Moslow?
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Extension Activities:	
Assessment:	MCQ Quiz link https://forms.gle/8YsysCadCxbTrKu99
Conclusion and Reflection	


Mrs. Manik Aware
(Associate Professo)




Dr. C. A. Chakradeo
Principal

Principal
Chembur Sarvankash Shikshanshstra
Mahavidyalaya
R.C. Marg, Chembur, Mumbai - 400 071.

Video Based Lesson

Title of the Video: *Rainwater Harvesting.*

URL of the Video: <https://www.nearpod.com/library/preview/lesson-L144443159>

Duration of the Video: *3 Min.*

Subject: *Environmental Education.*

Grade Level: *B. Ed. Sem - IV - EC-3.*

Learning Objectives:

- *Student understand the concept of Rainwater Harvesting.*
- *Student understand the availability of water on an Earth.*
- *Student know about the consumption of water.*
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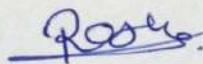


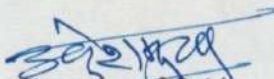
Principal


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Instructional Steps / अनुदेशनात्मक पायऱ्या

Introduction	<ul style="list-style-type: none"> • Which are the components of Environment. • What is the interrelationship between living and non living.
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Extension Activities:	<ul style="list-style-type: none"> • Check your home taps. • Use of water properly in daily day life. • Reuse of the water.
Assessment:	<ul style="list-style-type: none"> • Aware the family about water saving. • Survey of the your area with reference to Rainwater Harvesting System.
Conclusion and Reflection	<ul style="list-style-type: none"> • Student sensitized about natural resources used. • 'Water is the life', so 'save the water'.


 Signature of Teacher


 Signature of Guide


 Signature of Principal
 Principal

Interactive Video: EC 3: Environmental Education

Topic: Rainwater Harvesting

Link: <https://www.nearpod.com/library/preview/lesson-1-14443159>



Open Ended Question
How many surfaces are covered by water? Ans : 2/3

Handwritten signature



Slide 1 / 1



Multiple Choice Question

Consumption of water in

- A. Population
- B. Industries
- C. Agriculture
- D. Non of above

[Show Solution](#)

Multiple Choice Question

Consumption of water in

- A. Population
- B. Industries
- C. Agriculture
- D. Non of above

Multiple Choice Question

How many methods are used for water harvesting?

- A. 1
- B. 2

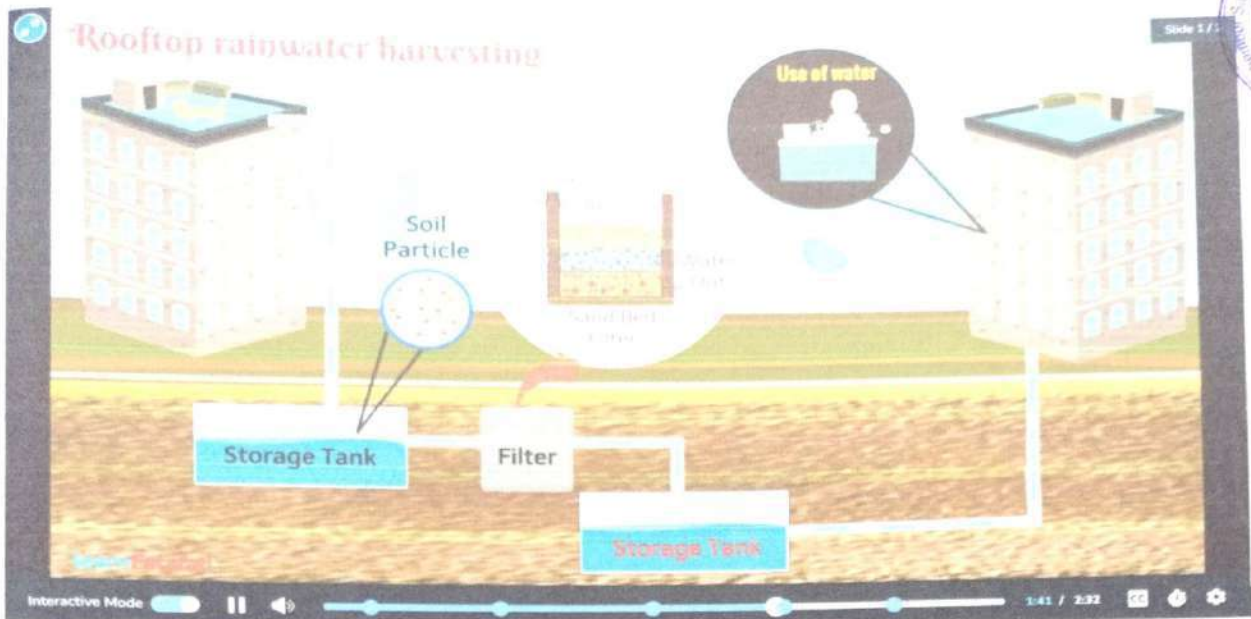
[Show Solution](#)

Multiple Choice Question

How many methods are used for water harvesting?

- A. 1
- B. 2

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Multiple Choice Question

Which is the proper process for Rain water harvesting ?

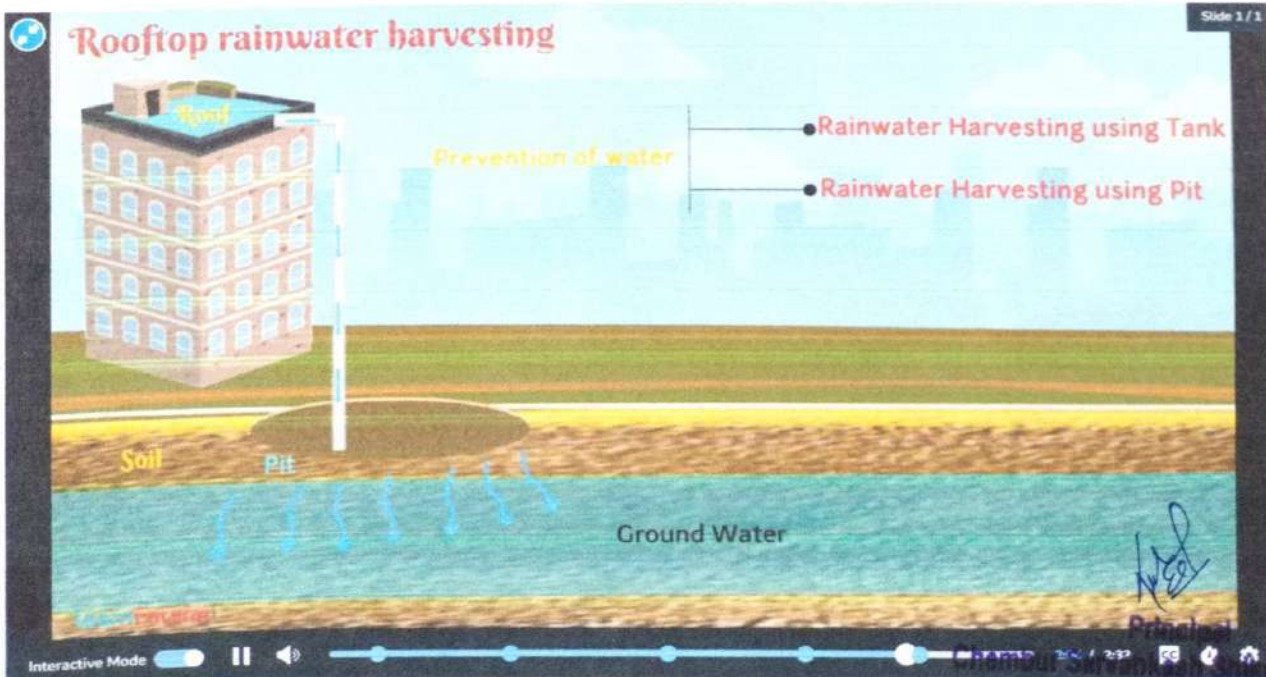
A. Roof water - Storage tank - filter
 B. Storage tank - filter- roof water

Show Solution

Multiple Choice Question

Which is the proper process for Rain water harvesting ?

A. Roof water - Storage tank - filter
 B. Storage tank - filter- roof water





Multiple Choice Question

Rainwater harvesting by ---

- A. Rainwater harvesting using Tank
- B. Rainwater harvesting using Pit
- C. Non above

Show Solution

Multiple Choice Question

Rainwater harvesting by ---

- A. Rainwater harvesting using Tank
- B. Rainwater harvesting using Pit
- C. Non above



Before Rainwater Harvesting



After Rainwater Harvesting

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Video Based Lesson

Title of the video: "India Untouched: Stories of People Apart"

URL of the video: <https://www.youtube.com/watch?v=uM85zVt6xCU>

Duration of the video: 30 min.

Subject: (CC 5) Contemporary India and Education

Grade level: B.Ed.

Learning Objectives:

1. To understand the concept of Diversity as it exists in Contemporary Indian society
2. To understand the inequalities in Indian Society and the marginalization of the weaker sections
3. To understand the implications for education in coping with Diversity and Inequality to achieve Universal Education in Indian society.


A handwritten signature in blue ink, appearing to be "A. D. S.", written over the printed name of the Principal.

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Instructional Steps / अनुदेशनात्मक पाय-या

Introduction	<ul style="list-style-type: none">The teacher discusses examples based on caste system.The teacher asks students various examples based on caste system in today's era.
Pre-Viewing Discussion	<ul style="list-style-type: none">The teacher discusses diversity in Indian society based on Caste system.
Video Viewing:	<ul style="list-style-type: none">The teacher asked students to watch video carefully part by part as video is divided in various parts such as Casteism in various states of India.
Post-Viewing Discussion:	<ul style="list-style-type: none">The teacher posted questions based on video and answers discussed.Students discussed various example from their regionStudents discussed various ways to reduce stratification based on caste
Extension Activities:	<ul style="list-style-type: none">Teacher discussed value of equality among students by showing video.Techer asked student to give more examples from mass media like TV serials, Movies based on caste stratification.
Assessment:	<ul style="list-style-type: none">Explain the current status of caste stratification in India.
Conclusion and Reflection	<ul style="list-style-type: none">Today we have discussed caste system in India, Examples and its consequences.


Signature of Teacher


Signature of Guide


Signature of Principal

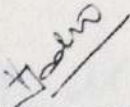

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CC 5: Casteism (Video Based Learning)

Date : 01/04/2023

Sr.No.	Name of the students	Signature
1	Yashraj Sweety	Sweety
2	Swati Chavan	Chavan
3	Diksha Kamble	Kamble
4	Saumya Peradeep	Saumya
5	Vishwakarma Sheela	Sheela
6	Mounmayee. m. Jadhav	Jadhav
7	Tehseen Ganai	Ganai
8	Afsana Belmani	Afsana
9	Minal M. Jadhav.	Minal
10	Shruti D. Shukla	Shukla
11	Hiral Dnyaneshwar Pingate	Pingate
12	Pooja Suresh Kankekar	P.S.Kankekar
13	Seema - A. Surve	Seema
14		
15		
16		
17		
18		
19		
20		


Asst.Prof. Vibhawari Shigwan

Course Incharge


Dr. C.A. Khakradeo

Principal

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Date:- 01/04/2023

Programme: Stratification on the Basis of Casteism
(Video based Learning)

on 1st April 2023 from 1:40 to 3:20 PM Video

based lesson was held by Vibhawari Shigwan

Ma'am on Casteism. "India Untouched: Stories of people Apart, Feature Documentary Video was shared to all.

In the video State wise inequality prevailing in the name of Caste and the reasons of it was shown in the video. The video was very impactful.

This video brought up the truth of the real world. Scenario which is happening in the corner of the country.

This video showed how the lower caste people are treated by the

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higher class. Eg. Lower Caste people cannot wear the slippers inside the shops or villages.



These video created a impact that these way of treating people in name of caste should not be carried forward.

Swati Chavan

Name & Signature of Rapporteur

Swati Chavan

Vibhawari Shigwan

Name & Signature of Teacher

Vibhawari Shigwan

[Signature]

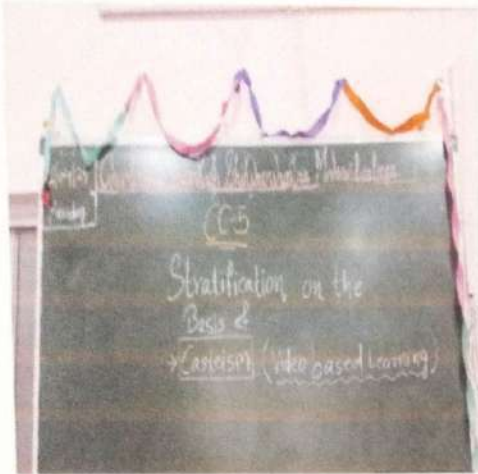
Signature of Principal

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Subject: CC 5

Topic: Casteism – “India Untouched: Stories of people: Stories of people Apart, Feature Documentary”

Video Based Learning Photos





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