

COLLEGE OF EDUCATION

Year of Establishment +2008

(B.ed.)

NANDURBAR.

Jijamata Education Society's

NCTE Code -WRC/5-6/102nd/2008/30597

FOUNDER PRESIDENT Late Dr. Diliprao More

PRESIDENT Smt. Shobhatai D. More

Ref. No. -JES/BED/

Date -

Metrics ID	Metrics Deviation		
2.3.3	Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice		

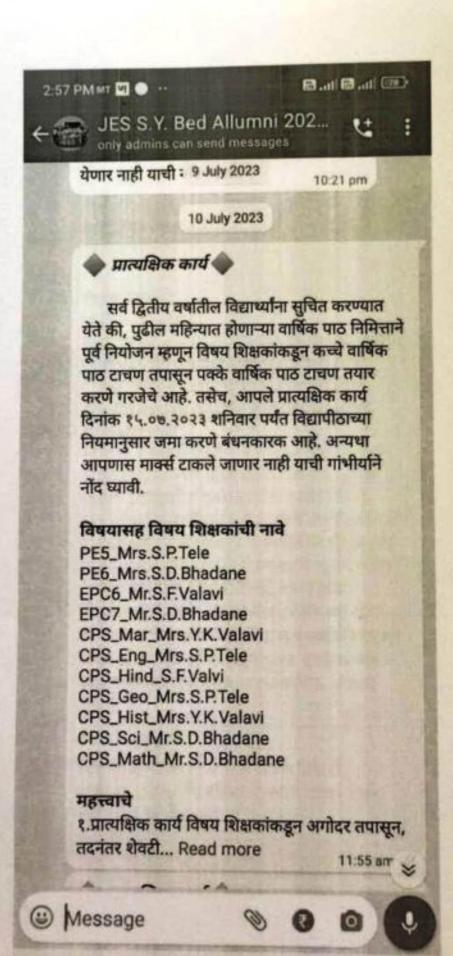
Academic Year	2018-19	2019-20	2020-21	2021-22	2022-23
Number of Students	50	50	0	55	55

Attachment:-

- 1. Students List from 2018-19 to 2022-23
- 2. Students PPT in PDF Format.

Co-ordinator J.E.S.'s College of Education Nandurbar (MH)

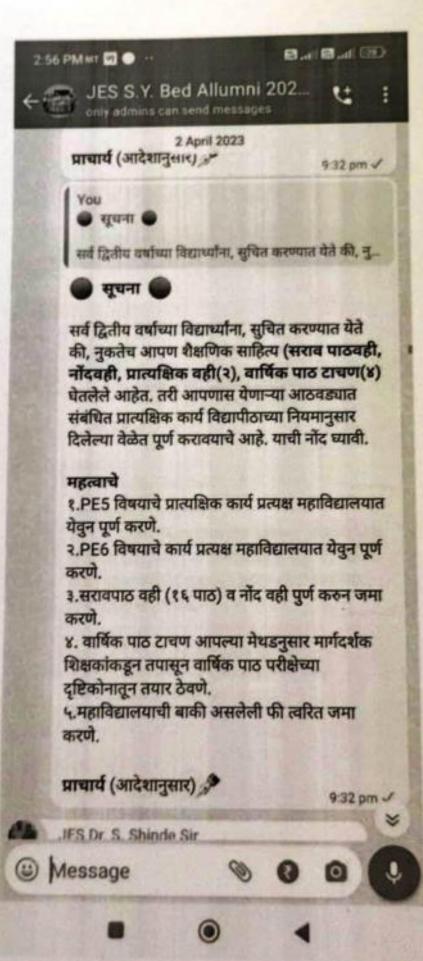
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Co-ordinator
J.E.S.'s College of Education
Nandurbar (MH)

Co-ordinator
LE.S.'s College of Education
Nandurbar (MH)

Jijamata Education Society's College of Education (8.Ed.) Nandurbar (Dist.-Nandurbar)

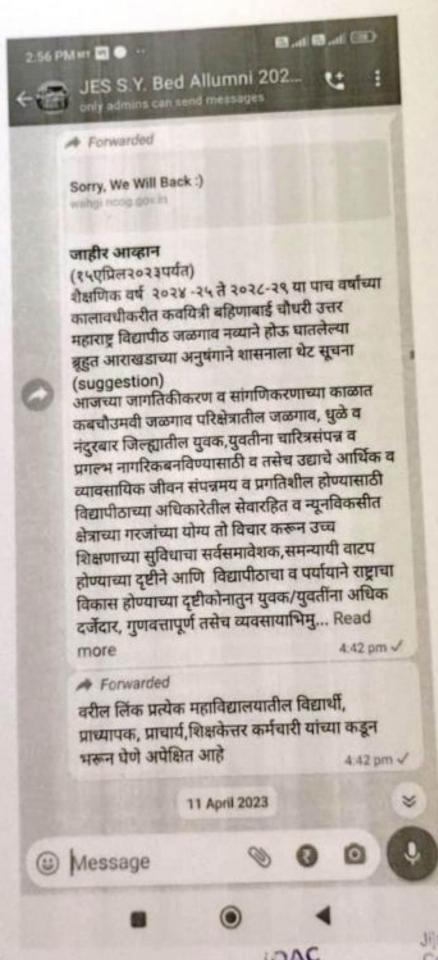


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Co-ordinator
J.E.S.'s College of Education
Nandurbar (MH)

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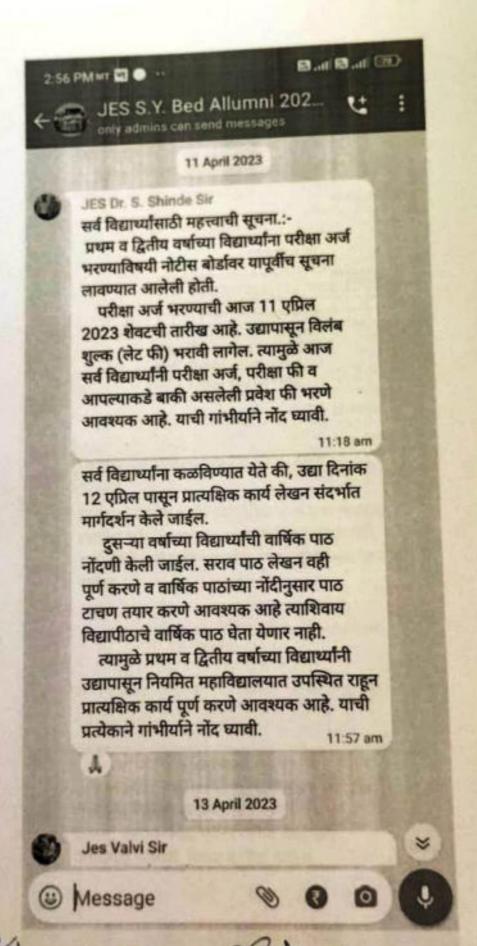
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Co-ordinator

J.E.S.'s College of Education

Nandurbar (MH)

Nandurbar (Dist Nandurba



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Nandurbar (MH)

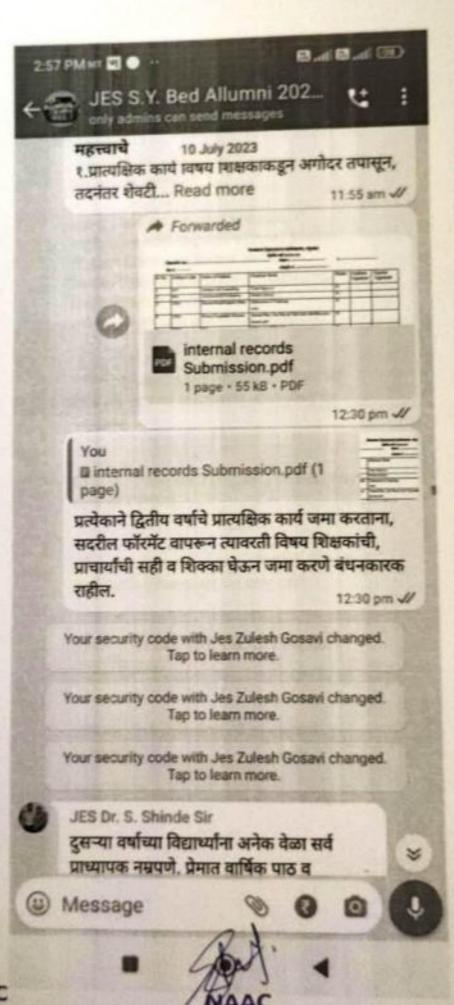
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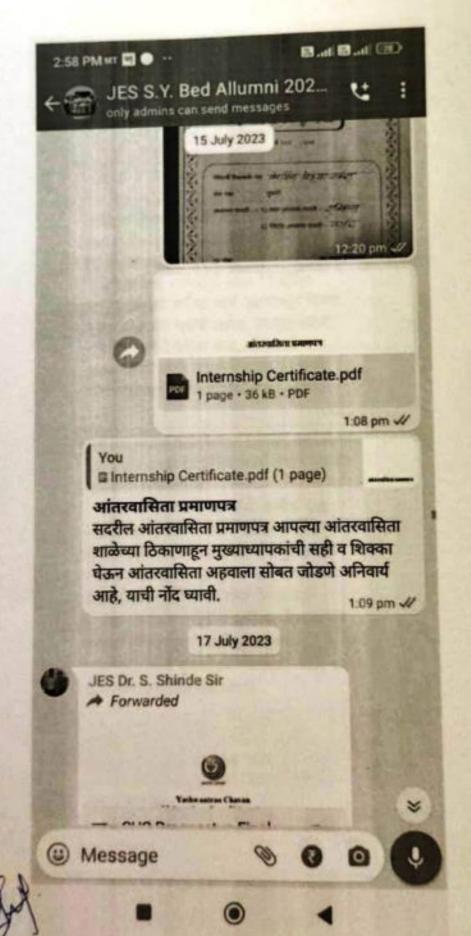
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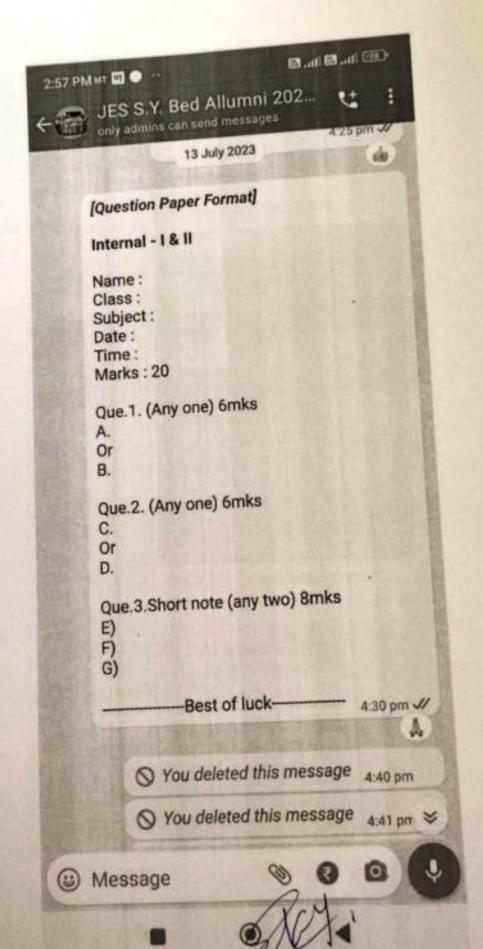
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Co-ordinator J.E.S.'s College of Education Nandurbar (MH)

IQAC Co-ordinator LE.S.'s College of Education Nandurbar (MH)

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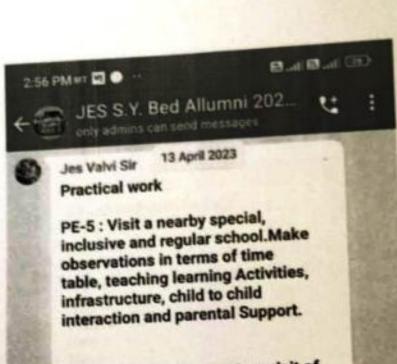


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PE-6: prepare the report on visit of five parent of students studying in School

CPS-3: Prepare Teaching Aid on any unit of CPS-3

CPS-4: Annual plan,unit plan,& unit test with Blue plan on any unit

EPC-7: Submission of ICT report (C.D./D.V.D)

EPC-8 :Submission of practical lessons

EPC-9: Submission of internship report

(a) Message

Co-ordinator
LES's College of Education
Nandurbar (MH)

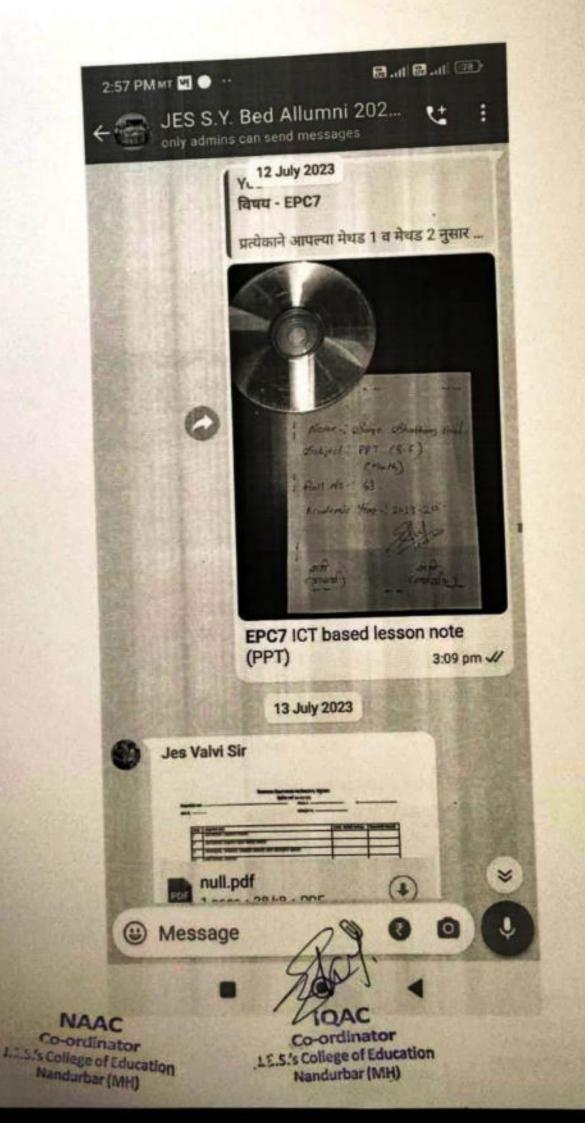
Co-ordinator

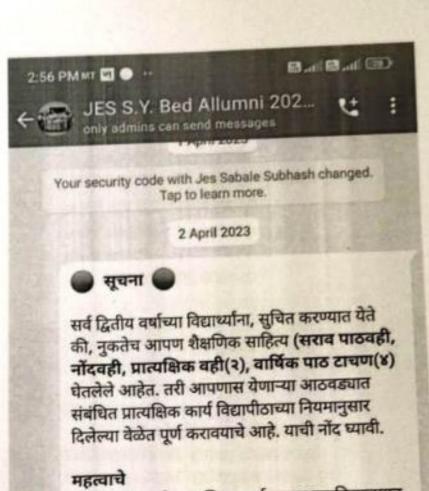
J.E.S.'s College of Education

Nandurbar (MH)

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१.PE5 विषयाचे प्रात्यक्षिक कार्य प्रत्यक्ष महाविद्यालयात येवुन पूर्ण करणे. २.PE6 विषयाचे कार्य प्रत्यक्ष महाविद्यालयात येवुन पूर्ण

करणे.

३.सरावपाठ वही (१६ पाठ) व नोंद वही पुर्ण करुन जमा

४. वार्षिक पाठ टाचण आपल्या मेथडनुसार मार्गदर्शक शिक्षकांकडून तपासून वार्षिक पाठ परीक्षेच्या दृष्टिकोनातून तयार ठेवणे.

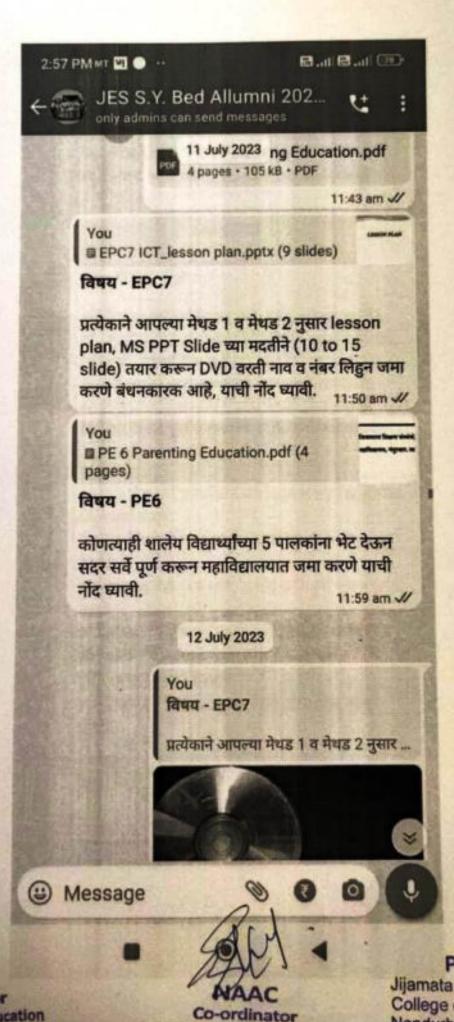
५.महाविद्यालयाची बाकी असलेली फी त्वरित जमा करणे.

प्राचार्य (आदेशानुसार) 🧳 9:32 pm -/ You Message

> Co-ordinator 15.5.'s College of Education Nandurbar (MH)

Jijamata Education Socie College of Education (B.E Nandurbar (Dist.-Nandurb

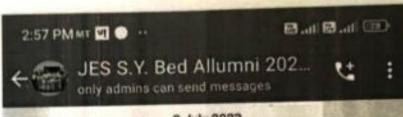
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MAC Co-ordinator LE.S.'s College of Education Nandurbar (MH)

Co-ordinator J.2.S.'s College of Education Nandurbar (MH)

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Internal ar. 3 July 2023 Exam B.Ed., B.P.Ed., M...



2 pages · 100 kB · PDF

8:59 am

महत्वाची सूचना :-सर्व प्रथम व द्वितीय वर्षाच्या विद्यार्थ्यांनी विद्यापीठाच्या वरील परिपत्रकाचे अवलोकन करावे...

दुसऱ्या वर्षाची वार्षिक पाठ परीक्षा १ ऑगस्ट ते १४ ऑगस्ट या कालावधीत आहे तर पहिल्या व दुसऱ्या वर्षाची विद्यापीठाची लेखी परीक्षा १६ ऑगस्ट ते २५ ऑगस्ट या कालावधीत आहे.

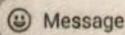
परीक्षेच्या तयारीसाठी आज सोमवार दिनांक ३ जुलै गुरुपौर्णिमेपासून आपले महाविद्यालय सकाळी दहा ते पाच या वेळेत नियमितपणे सुरू होत आहे. याची नोंद घ्यावी.

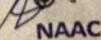
आजपासून महाविद्यालयात येताना पहिल्या व दुसऱ्या वर्षाचे प्रात्यक्षिक कार्य व आपल्याकडे बाकी असलेली प्रवेश फी सोबत येताना आणावी.

सर्व विद्यार्थ्यांची आजपासून दैनंदिन उपस्थिती अत्यावश्यक आहे. वार्षिक पाठाचे मार्गदर्शन, पाठ नियोजन, परीक्षेची तयारी व प्रात्यक्षिक कार्य याचे मार्गदर्शन केले जाणार आहे. त्यामुळे सर्व विद्यार्थ... Read more

JES Dr. S. Shinde Sir







Co-ordinator

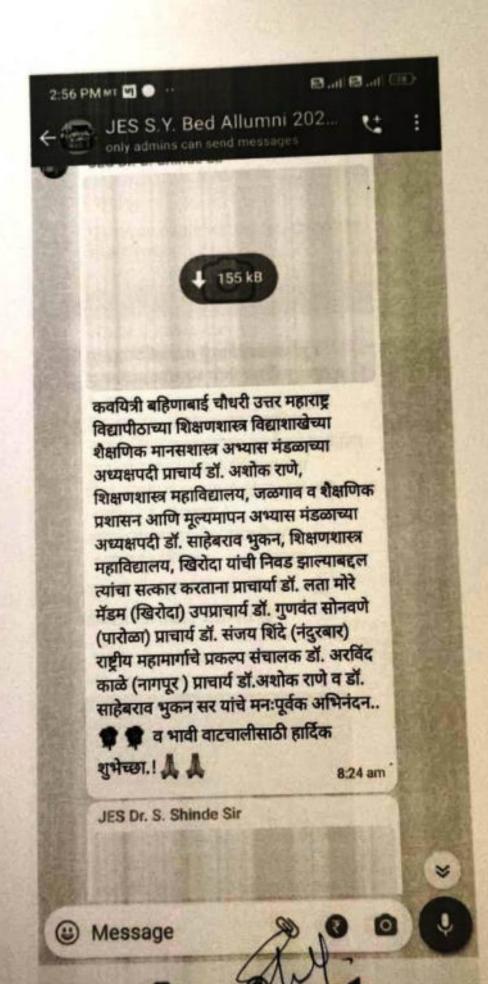
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LE.S.'s College of Education
Nandurbar (MH)

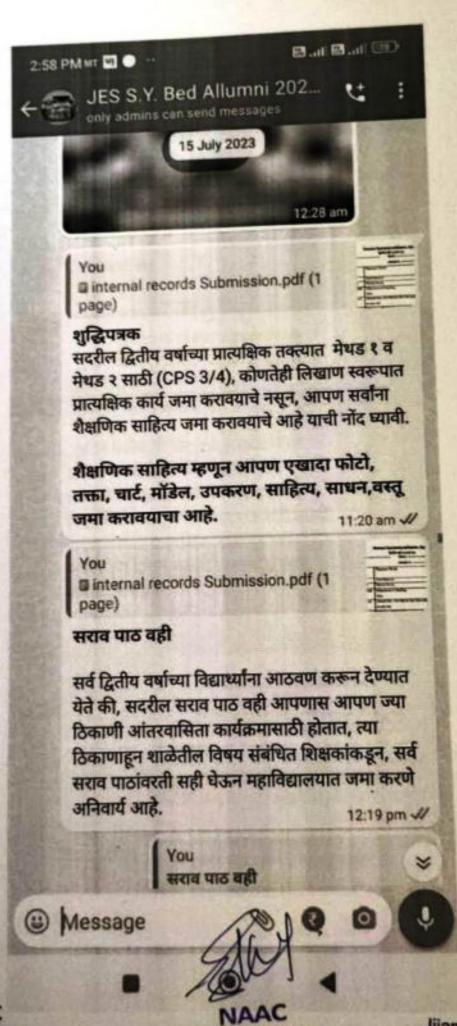


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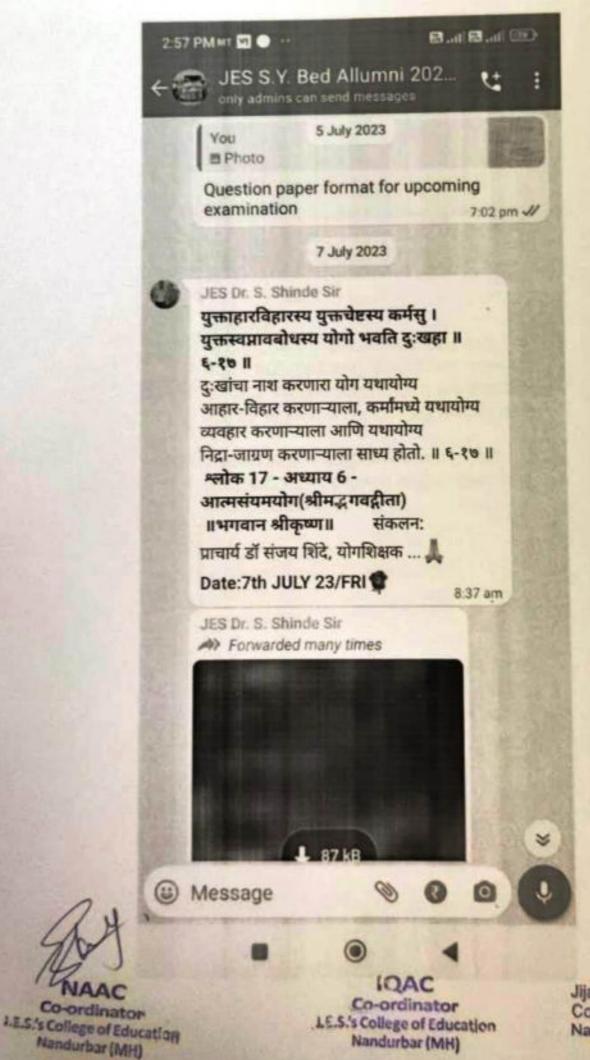
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Nandurbar (Dist.-Nandurbar)



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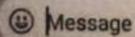
अंतर्गत परीक्षा । & ॥

Date- 23.00.2023

सर्व प्रथम व द्वितीय वर्षाच्या विद्यार्थ्यांना सुचित करण्यात येते की, दिनांक 24.07.2023 पासून विद्यापीठाच्या नियमानुसार अंतर्गत परीक्षा - । व अंतर्गत परीक्षा - ॥ महाविद्यालयाने आयोजिली आहे. तरी सदर परीक्षेत सर्व विद्यार्थ्यांची उपस्थिती अनिवार्य आहे. अनुपस्थित विद्यार्थ्यांना अंतर्गत परीक्षेचे गुणदान होणार नाही याची गांभीयांने नोंद घ्यावी.

प्राचार्य (आदेशावरून) 🤌

4:25 pm ×











SANA

Co-ordinator

1.5.5.'s College of Education

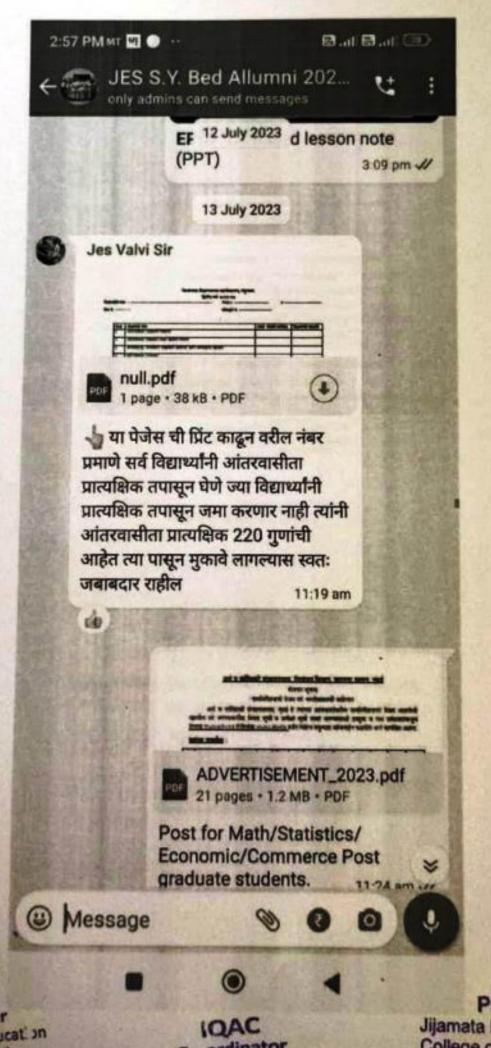
Nandurbar (MH)

IQAC

Co-ordinator
LE.S.'s College of Education
Nandurbar (MH)

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Nandurbar (MH)

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Nandurbar (MH)

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24 July 2023

महत्त्वाची सूचना

(प्रात्यक्षिक कार्य संबंधित)

प्रथम वर्षातील काही अनियमित व गैरहजर राहणाऱ्या विद्यार्थ्यांना शेवटची सूचना देण्यात येते की, आपणास अनेक वेळा सूचना देऊन देखील आपण बेसिस्तपणा दाखवत विद्यापीठाच्या नियमानुसार अजूनही प्रात्यक्षिक कार्य जमा केलेले नाही.

आपणास परत एकदा आठवण वजा ताकीद देण्यात येते की, जर प्रात्यक्षिक कार्य दिलेल्या वेळेत जमा झाले नाही तर आपणास विद्यापीठाच्या नियमानुसार गुणदान मिळणार नाही व आपण Theory paper पास होऊन देखील प्रात्यक्षिक कार्य जमा न केल्यामुळे FY नापास व्हाल व महाविद्यालय देखील विद्यापीठाच्या नियमानपुढे काहीही करू शकणार नाही, याची गांभीर्यपूर्वक नोंद घ्यावी.

महत्त्वाचे_शनिवार पर्यंत प्रात्यक्षिक कार्य कसल्याही परिस्थितीत जमा करणे बंधनकारक राहील, त्यानंतर कोणतीच संधी देण्यात येणार नाही

महाविद्यालयीन वेळ: शनिवार [सकाळी ... Read more

12:28 pm 4/

महत्त्वाची सूचना

(प्रात्यक्षिक कार्य संबंधित)

प्रथम वर्षातील काही अनियमित व गैरहजर राहणाऱ्या 💝

(a) Message

ANAAC NAAC

Co-ordinator
1.5.5's College of Education
Nandurbar (MH)

PRINCIPAL

Jijamata Education Society's College of Education (B.Ed.) Nandurbar (Dist.-Nandurbar)

Co-ordinator
LE5.'s College of Education
Nandurbar (MH)



१.प्रात्पक्षिक कार 10 अवंश 2023 कहून अगोदर तपासून, तदनंतर शेवटी... Read more 11:55 am 4/

🧼 प्रात्यक्षिक कार्य 🧼

सर्व द्वितीय वर्षातील विद्यार्थ्यांना सुचित करण्यात येते की, पुढील महिन्यात होणाऱ्या वार्षिक पाठ निमित्ताने पूर्व नियोजन म्हणून विषय शिक्षकांकडून कच्चे वार्षिक पाठ टाचण तपासून पक्के वार्षिक पाठ टाचण तयार करणे गरजेचे आहे. तसेच, आपले प्रात्यक्षिक कार्य दिनांक १५.०७.२०२३ शनिवार पर्यंत विद्यापीठाच्या नियमानुसार जमा करणे बंधनकारक आहे. अन्यथा आपणास मार्क्स टाकले जाणार नाही याची गांभीयांने नाँद ध्यावी.

विषयासह विषय शिक्षकांची नावे

PE5_Mrs.S.P.Tele
PE6_Mrs.S.D.Bhadane
EPC6_Mr.S.F.Valavi
EPC7_Mr.S.D.Bhadane
CPS_Mar_Mrs.Y.K.Valavi
CPS_Eng_Mrs.S.P.Tele
CPS_Hind_S.F.Valvi
CPS_Geo_Mrs.S.P.Tele
CPS_Hist_Mrs.Y.K.Valavi
CPS_Sci_Mr.S.D.Bhadane
CPS_Math_Mr.S.D.Bhadane

महत्त्वाचे

१.प्रात्यक्षिक कार्य विषय शिक्षकांकडून अगोदर तपासून, तदनंतर शेवटी... Read more

♣ Forwarded

(ii) Message







Co-ordinator
LE.S.'s College of Education
Nandurbar (MH)

Co-ordinator
1.5.5's College of Education
Nandurbar (MH)

PRINCIPAL

Jijamata Education Societ College of Education (B.E. Nandurbar (Dist.-Nandurb

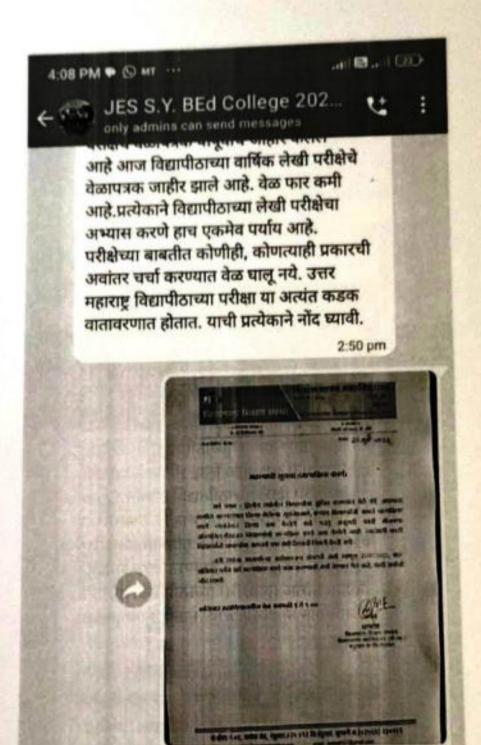


Co-ordinator
LES's College of Education
Nandurbar (MH)

Co-ordinator

1 f.S.'s College of Education
Nandurbar (MH)

Jijamata Education Society's College of Education (B.Ed. Nandurbar (Dist.-Nandurbar



प्रात्यक्षिक कार्याची शेवटची संधी

3:15 pm //



(a) Message









The same

Co-ordinator

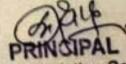
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Nandurbar (MH)



IQAC

LE.S.'s College of Education Nandurbar (MH)



Warnata Education Society

Naradia of Education (B.Ed.

Naradia of (Dist.-Naridurba



8 August 2023

अंतिम सुचित कार्यवाही

सदरील दोघेही विद्यार्थ्यांना अनेक वेळा सूचना देऊन देखील,तसेच संपर्क करून देखील सदरील विद्यार्थ्यांनी प्रात्यक्षिक कार्य अजूनही जमा केले नाही. प्रथम वर्षाचे प्रात्यक्षिक कार्य आज 4.00 Pm वाजेपर्यंत जमा करणे अनिवार्य राहील. प्रात्यक्षिक कार्य जर जमा केले नाही तर गुणदान होणार नाही याची नोंद घ्यावी.

- 1.बोरसे रोहन भीमराव 2.अहिरे प्रवीण रामचंद्र
- परीक्षा विभाग प्रमुख प्राचार्य आदेशावरून 🏈

11:24 am V

You अंतिम सुचित कार्यवाही

सदरील दोघेही विद्यार्थ्यांना अनेक वेळा सूचना देऊन देखील,...

अंतिम सुचित कार्यवाही

सदरील दोघेही विद्यार्थ्यांना अनेक वेळा सूचना देऊन देखील,तसेच संपर्क करून देखील सदरील विद्यार्थ्यांनी प्रात्यक्षिक कार्य अजूनही जमा केले नाही. प्रथम वर्षाचे प्रात्यक्षिक कार्य आज 4.00 Pm वाजेपर्यंत जमा करणे अनिवार्य राहील. प्रात्यक्षिक कार्य जर जम

(a) Message









Saly)

Co-ordinator
J.E.S.'s College of Education
Nandurbar (MH)

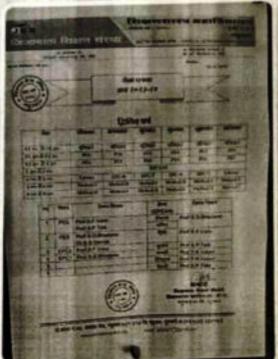


Co-ordinator
1.5.5.'s College of Education
Nandurbar (MH)



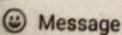
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सर्व द्वितीय वर्षाच्या विद्यार्थ्यांना सुचित करण्यात येते की आज दिनांक 05.09.2023 पासून नियमित तासिका सुरू झालेल्या आहेत याची नोंद घ्यावी. महत्त्वाचे_महाविद्यालयात येताना दररोज न चुकता हजेरी पत्रकावरती सही करणे अनिवार्य राहील प्राचार्य (आदेशानुसार)

You changed this group's icon

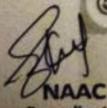












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आपणास प्राप्त झालेला NAAC संबंधित ई-मेलला प्रतिक्रिया देण्याबाबत...

सर्व विद्यार्थ्यांना सुचित करण्यात येते की, आपणास महाविद्यालयासंबंधित NAAC संस्थेचा, आपण दिलेल्या ई-मेल वरती ई-मेल आलेला आहे.तरी आपण संबंधित विचारलेल्या प्रश्नांना सकारात्मक उत्तर द्यावे. तसेच दिलेल्या ई-मेलचा यशस्वीरित्या दिलेल्या उत्तराचा Screenshot काढून मला वैयक्तिकरित्या सेंड करावा ही विनंती.

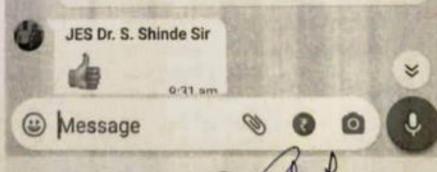
महत्वाचे-

1.प्रत्येकास NAAC संबंधित मेल येणार नाही, तो Randomly कोणालातरी येईल, मात्र ज्यांना येईल त्यांनी त्यास प्रतिक्रिया देणे आवश्यक आहे.

2.NAAC मेलला प्रतिक्रिया देताना पहिल्यांदा आपणास आपण दिलेल्या मोबाईल नंबर वरती ओटीपी जनरेट होऊन, Varify करावा लागेल.

3.तदनंतर आपणास एकूण 17 प्रश्न विचारले जातील त्यात काही प्रश्न Objective व Discriptive असतील त्यांना सकारात्मक प्रतिसाद देऊन शेवटी Save कराव...

Read more 9:30 am ✓



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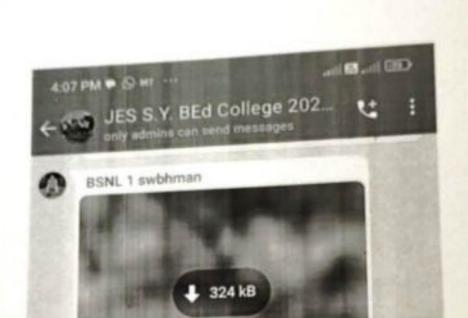
Co-ordinator

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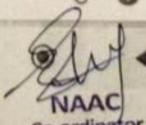
जिजामाता शिक्षणशास्त्र महाविद्यालय, नंदुरबार येथे विद्यापीठ वर्धापन दिनानिमित्त वृक्षारोपण

आज दिनांक 11 ऑगस्ट 2023 रोजी कवियत्री बिहणाबाई चौधरी उत्तर महाराष्ट्र विद्यापीठ, जळगाव नामविस्तार दिनानिमित जिजामाता शिक्षणशास्त्र महाविद्यालय, नंदुरबार येथे महाविद्यालय परिसरात वृक्षरोपण करून वर्धापन दिन साजरा करण्यात आला. सदर प्रसंगी महाविद्यालयाचे प्राचार्य डॉक्टर संजय शिंदे कार्यक्रम अधिकारी प्रा.एस.डी.भदाणे प्रा.वळवी सर प्रा.तेले मॅडम, प्रा.वळवी मॅडम तसेच शिक्षकेतर कर्मचारी व राष्ट्रीय सेवा योजनेचे स्वयंसेवक.

BSNL 1 swbhman



(a) Message

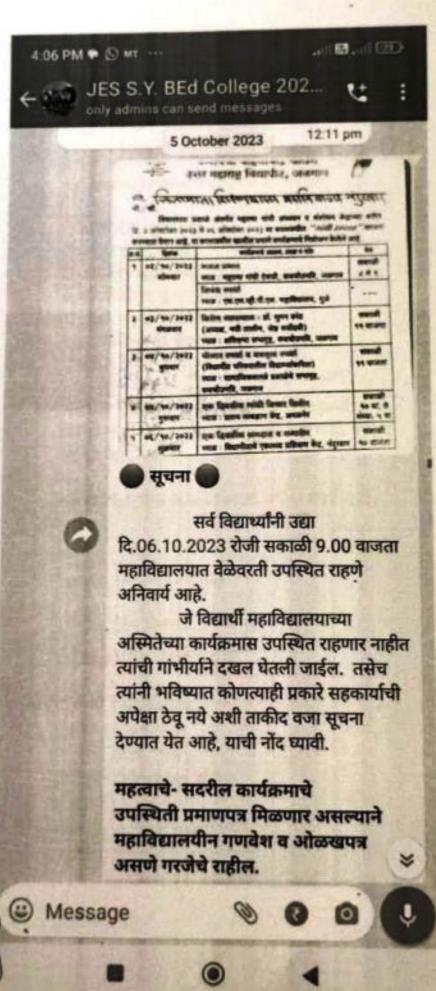


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Nandurbar (MH)

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शनिवार पर्यंत शेवटची संधी

- 1.बोरसे रोहन भीमराव
- 2.धनगर दीप्ती राजेंद्र
- 3.अहिरे प्रवीण रामचंद्र
- 4.बोराणे हितेश कुमार संजय
- 5.ठाकरे मयूर शिवाजी
- 6.अलकारी केशव कैलास
- 7.चौधरी दिव्या सुनील

सदरील विद्यार्थ्यांनी अजूनही प्रात्यक्षिक कार्य जमा केलेले नाही तरी शनिवार पर्यंत शेवटची संघी म्हणून त्वरित जमा करावे

महत्त्वाचे_सूचना संपत्या आता प्रत्यक्ष कार्यवाही

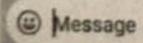
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You शनिवार पर्यंत शेवटची संघी

1.बोरसे रोहन भीमराव_

शनिवार पर्यंत शेवटची संधी

- 1.बोरसे रोहन भीमराव
- 2.धनगर दीप्ती राजेंद्र
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- 7.चौधरी दिव्या सुनील





Co-ordinator

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Nandurbar (MH)

Kavayitri Bahinabai ChaudhariNorth Maharashtra University, Jalgaon Syllabus for B.Ed. Two years Annul Pattern (CBCS)

as per NCTE regulation 2014

First Year wef. 2019-20

PE1: Learning, Teaching in Childhood and Growing Up.
(बाल्यावस्था आणि वाढत्यावयातील अध्ययन, अध्यापन)

Unit 1 : Introduction to Childhood (बाल्यावस्थेची ओळख)

Jijamata Education Society's College of Education, Nandurbar. Dist-Nandurbar.

Co-ordinator
1.E.S.'s College of Education
Nandurbar (MH)

Lecture by Sandeep Bhadane.

lijamata Education Society's College of Education (B.Ed.) Nandurbar (Dist.-Nandurbar)

PE1 - Objectives:

- Est. 2008
- to enable student-teacher to understand the various stages of child development.
- 2. to enable student-teacher to understand the growing process during various stages of child development.
- to enable student-teacher to understand the learning process during various stages of child.
- to enable student-teacher to understand the different socio-political realities construct different childhoods.
- to enable student-teacher to develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds.
- 6. to develop an understanding about the impact/influence of socio cultural context in shaping human development, especially with respect to the Indian context;
- 7. to develop an understanding of dimensions and stages of human development and developmental tasks
- 8. to understand the range of cognitive capacities among learners.
- 9. to understand the nature and kinds of learning
- 10. to gain an understanding of different theoretical perspectives on learning
- 11. to appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers.

Unit 1 : Introduction to Childhood(बाल्यावस्थेची ओळख)

A. Concept of Childhood. (बाल्यावस्थेची संकल्पना)

B. Socilogical and perpsectives of childhood.

(बाल्यावस्थेचे समाजशास्त्रीय परिप्रेक्ष्य)

C. Stages of Child development.

(बालविकासाच्या अवस्था)

D. Relation of childhood with family, neighborhood, Schools and community.

(बाल्यावस्थेचे कुटुंब, शेजारी, शाळा आणि समाजाशी संबंध)

E. Growing up with media.

(प्रसार मध्यामासोबत विकास)

F. Characteristics of childhood, child development and adolescence.

(बालविकास, बाल्यावस्था आणि कुमारावस्थेची वैशिष्टे)

So really, how was your childhood?





शास्त्र - मानसशास्त्र - बालमानसशास्त्र - बाल्यावस्था :

शास्त्र म्हणजे काय ?

शास्त्र या शब्दाचा अर्थ एखाद्या विषयाचा पद्धतशीर अभ्यास होय. "Science is the systematic study of a perticular subject".

शरीरशास्त्र, जीवशास्त्र, भौतिकशास्त्र, रसायनशास्त्र, समाजशास्त्र, अर्थशास्त्र, मानववंशशास्त्र, राज्यशास्त्र, शिक्षणशास्त्र, , व्यापारशास्त्र, मानसशास्त्र.



शास्त्रे

वास्तववादी शास्त्र

(Positive sciences)

वस्तूचे स्वरूप वर्णन करणारी शास्त्रे – भौतिकशास्त्र, जीवशास्त्र, मानसशास्त्र इत्यादी.

मानक शास्त्र

(Normative Sciences)

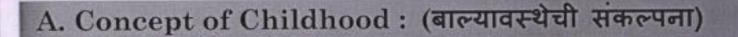
मानदंड ठरवणारी शास्त्रे – तत्वज्ञान, नितिशास्त्र, तर्कशास्त्र सौदर्यशास्त्र, इत्यादी

मानसशास्त्र एक वास्तववादी शास्त्र :

प्राचीन भारतीय तत्वज्ञानात मन आणि आत्मा याविषयीचे विचार जागोजागी आढळतात. "मन्यते अनेन इति मनः"

श्रीमदभगवतगीता (ध्यानयोग)

"मन एव मनुष्यानाः कारण बंधमोक्षयोः! बन्धाय विषयासंगो मुक्ते निर्विक्षया मनः!!"



20

लहानपण दे गा देवा । मुंगी साखरेचा रवा ॥१॥ बालपण ही मानवाच्या शरिराच्या वाढीतील जनमानंतरची व <u>पौगंडावस्थेपुर्वीची</u> अवस्था होय .

Childhood -

Etymology- The word "Child "means "fetus, infant, unborn Or newly born person, and "-hood" means "state or condition of being,"



"बालक म्हणजे अन्नाचे शक्तीमध्ये रुपांतर करणारी संकीर्ण, पार्थिव-रासायनिक प्रणाली प्रक्रिया, उद्दिपकास (Stimulus) विशिष्ठ प्रतिक्रिया (Response) करून आपल्या शक्तीला वर्तनाची किवा कृतीची दिशा दाखवणारी वेदनेंद्रिय, नसपेशी व स्नाय् यांनी मिळून बनलेली शरीर, मन आणि बुद्धियुक्त संस्था"

UNO १९८९ (बालहक्क जाहीरनामा) :

Childhood as a separate space from adulthood and recognized that y appropriate for an adult may not be suitable for child"

बाल्यावस्था : विविध निकषान्सार परिभाषित केलेली बाल्यावस्था.

वयाच्या निकषानुसार :
 कायद्याच्या निकषानुसार :
 बालकामगार निकषानुसार :
 सामाजिक धोरणानुसार :

बालकाचा अश्यास करण्यास सोयीचे व्हावे म्हणून बालपण साधारणपणे पाच विभागांमध्ये वर्गीकृत केले जाते.

१. जन्मपूर्व अवस्था २. शेश्यावस्था

(गर्भधारनेपासून जन्मापर्यंत) (जन्मानंतरची पहिले २ वर्ष)

३. पुर्वबाल्यावस्था

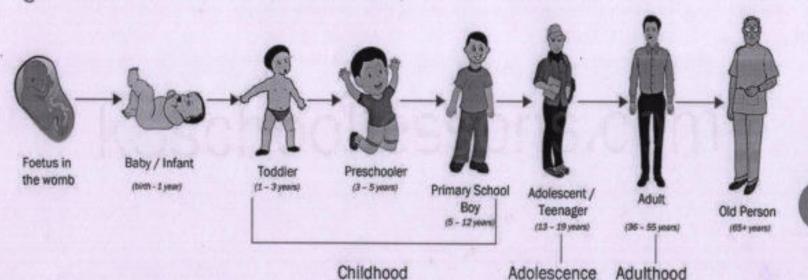
(२ ते ६ वर्ष)

४. उत्तरबाल्यावस्था

(६ ते १२ वर्ष)

५. क्मारावस्था

(१२ ते १९ वर्ष)



बाल्यावस्थेचे समाजशास्त्रीय परिप्रेक्ष : Sociological Perspective

"The sociological perspective is a perspective on human as a whole. It invites us to look for the connections between the behavior of individual people and the structures of the society in which they live."

बालकांच्या सामाजिक विकासासाठी महत्वपूर्ण घटक .

१. कुटुंब

२. शाळा

3. समवयस्क मित्र समूह

४. परिस्थिती



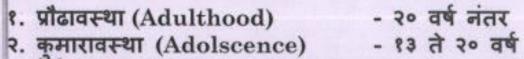
Partnerships

Joel Nitzberg Joelknitzberg@comcast.net

५. बालकांना योग्य मार्गदर्शन व प्रेरणा



विकासाच्या अवस्था : Stages of Development

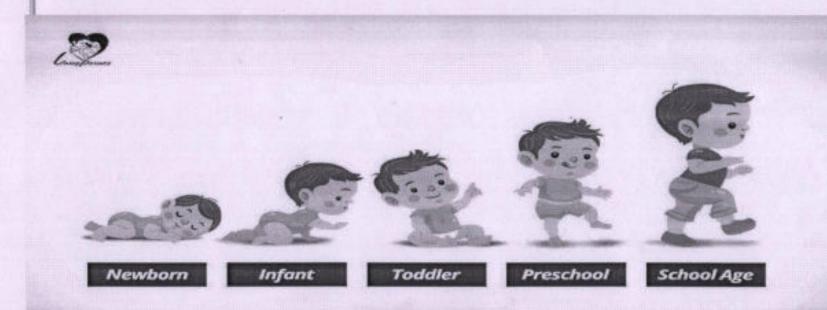


३. पूर्व बाल्यावस्था (Later/Post Childhood) - ५ ते १२ वर्ष

४. उत्तर बाल्यावस्था (Pre Childhood) - २ ते ४ वर्ष

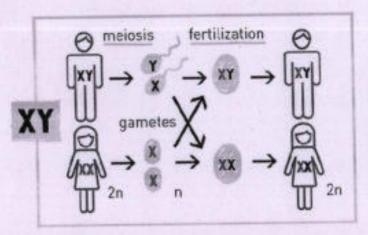
५. शैश्यावस्था (Newborn/babyhood) - जन्मानंतर १५ दिवसापासून २ वर्ष

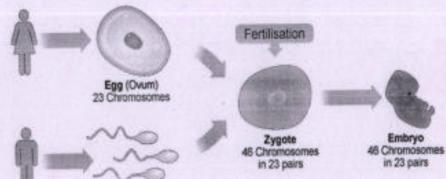
६. अश्वकावस्था (Infancy) - जन्मानंतर १५ दिवस ७. भृणावस्था (Fetus) - ८ ते ४० आठवडे ८. अपरीणत गर्भ जन्मपूर्व (Embroyo) - गर्भाधारानेपासून ३ आठवडे



जन्मपूर्व अवस्था : [Pre-genital stage of development]









9 weeks Fetal stage begins



12 weeks Sex organs differentiate



Sperm 23 Chromosomes

16 weeks Fingers and toes develop



20 weeks Hearing begins

32 weeks

Bones fully develop



24 weeks Lungs begin to develop



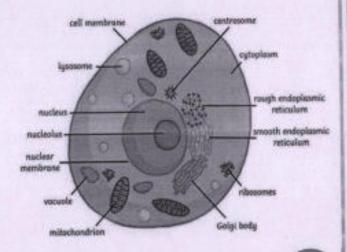
28 weeks Brain grows rapidly



36 weeks Muscles fully develop



40 weeks Full-term development







Early childhood education is the key to the betterment of society.

Maria Montessori

BrainyQuote*

Thank You!

10

Lecture end by S.D.Bhadane.

Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon . Syllabus for B.Ed. Two years Annul Pattern (CBCS) as per NCTE regulation 2014 First Year wef. 2019-20

[CPS 182] Curriculum and Pedagogic Studies: Mathematics

Planning for Teaching-Learning and Evaluation in

Mathematics Meaning, Importance and Formats.

Jijamata College of Education, (B.Ed) Nandurbar, Dist - Nandurbar.

Lecture by S.D.Bhadane

Year 2020.21

Year Planning:

Mathematics Curriculum has a systematic three-step plan to blossom the students for understanding. As a teacher you have to plan accordingly. It is written in descending order. . .

- (1)Year Plan (Annual Plan)
- (2) Unit Plan
- (3) Lesson Plan

1. Year Plan (Annual Plan)

This is a plan to be implemented during an academic year. Annual Plan is to plan for teaching and completing the mathematic curriculum in an academic year, The purpose of the Annual Plan is to create a teaching program that will classify the mathematics curriculum and analysis of a class during a school year. An annual plan is a collection of units in the mathematics curriculum. In this scheme, the period (in periods) for each unit is determined, goals per unit, months per unit (Or days) are written as subunits in each unit.

Year (Annual) Plan Model

1. Name of the school:

2. Class:

3. Subject

4. Total number of periods:

01130			Objectives 과				ng				
Unit	No of Periods	Knowledge	Understanding	Attitude	Aptitude	Interest	Application	Skill	Teaching activ	Teaching learni material	Evaluation
	10: 0:										
	Unit	Unit No of Periods	Unit No of Periods Knowledge	No of Periods Knowledge Understanding	8	- S	₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩			de de la companya de	ds ivity ining

• Unit Plan :

2. Unit Plan

Unit: The meaning of the term 'unit' in mathematics education is the unit of combination, anthology and combination. To summarize the subject matter all the elements of the group together and to bring together into a unit. This unit has a title attached to it.

Definition: Some letters are associated with one another, deposited in a list and written in the form of a list, all under one heading. The unit itself is called the title.

Unit Plan - A systematic teaching plan is essential if the curriculum is to be introduced in schools through a practical teaching method. This pedagogy relates to the curriculum content of the mathematics curriculum. In a curriculum, the subjects should be closely examined and identified in a basic way and written in groups or groups. If each group is listed under a heading, then the list group is called as a unit. The mathematic curriculum is written into a few units. Each unit is then divided into sub-units according to a systematic formula. The segments thus divided are one another are related.

Definition: A unit can split into sub - units. The fields of the similarity of the contents can easily be turned into a sub-unit. The division of sub units is in a systematic and relative or correlation on its nature, such division is called the unit plan. The sections of the unit scheme (sub - units) facilitate daily teaching. These unit units are made to fit each period, 45 minutes. The unit scheme is a collection of segments prepared in this way. Each unit has goals and creations.

Model of Unit Plan

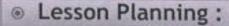
1. Class:

3. Preferred Periods:

2. Unit (title):

4. Duration (in months):

		Objectives				>	DIO.				
Subunit	No of Periods	Knowledge	Understanding	Attitude	Aptitude	Interest	Application	Skill	Teaching activity	Teaching learning material	Evaluation



Types of Lesson Planning - Herbartian Lesson Plan, Constructivist 5 E (Engage, Explore, Explain, Elaborate, Evaluation) Model of Lesson Planning .

3. Lesson Plan

The Lesson Plan is designed to conform to the day-to-day teaching process in the classroom, parallel to the curriculum, the curriculum is chosen and divided into short lessons, and over a period of time. The teacher who has chosen the teaching methodology will take up the teaching learning program. Take a Mathematics Textbook and analyze the selective aspects and designing the teaching method, depending on the nature of the curriculum. While designing the teaching process, the psychological characteristics of the students, the psychological level and the ability to understand is taken into account. The teacher, who has chosen the teaching method, will take up the teaching learning program.

Definition: A program that teaches (ex. A topic in mathematics) through a period of time in the classroom through a set of selected subject lines is called Lesson Plan.

Herbart Steps in Teaching Lesson: The educator Herbart has made some guiding principles in the teaching of curriculum pedagogies is called Herbatarian Steps. Herbart curriculum writing and teaching of new curriculum based on prior knowledge and those will be through practice and practiced.

Herbart Steps:

1.Preparatory: In the preparatory or preparatory teaching process, the teaching program is carried out by the student and knowledgeable curriculum. Preparing the student for the curriculum to be teach, that means getting ready for things that need to be known. At this stage, the student is ready to learn a new lesson and get ready.

2.Presentation: The teacher divides the curriculum into a few concepts and subsets and teaches them in a logical order. New concepts are brought to the concrete stage by examples. Understanding the lesson is done.

3.Association: At this stage, a combination of preconceptions and new concepts related to the current text. It is through this combination that a strong knowledge is formed. This results in the consumption of awareness.

4.Generalization: The deductive ability is gained through the student's intuition and knowledge of the curriculum. This analogy, by the way the principles are practiced. This is called normally as Generalization.

5.Application: Students are used for new mathematical messages derived from generalization. Through this, the student is trained in problem solving. Through stereotypes, the student who has secured the solving of mathematic problems develops in thinking and logical usage, improvement in understanding and skills.

6.Recapitulation: The curriculum is reviewed through instruction and questionand answer. Knowledge and understanding are tested. To what extent the text is understood. The appraisal is done through meaning, non-cognitive curricula are Identified.

Based on the above, Herbart can realize that there are six stages of teaching. 1. Preparation 2. Presentation 3. Association 4. Generalization 5. Application 6. Recapitulation.

Hebart's Lesson Plan for Teaching of Mathematics

Name of the student Teacher:

Unit:

Topic:

Name of the Practicing School:

Objectives & specifications:-

Knowledge:-

Specification:

2. Understanding:-

Specification:

3. Application:-

Specification:

4.Skill:-

Specification:

Teaching Methods:-

Teaching Learning Material:-

Reference Books:-

Subject: Mathematics

Class:

Duration: 30 minutes

Period:



1. Testing of Previous Knowledge:-

Sr.No.	Teachers Activity	Students activity	BBA/TLM

2.Motivation:-

Sr.No.	Teachers Activity	Students activity	BBA/TLM

3. Announcement of the Topic:-

Sr.No.	Teachers Activity	Students activity	BBA/TLM



4.Presentation:

Evaluation

5.Summarization:-

Today we have learnt about.....

6.Recapitulation:-

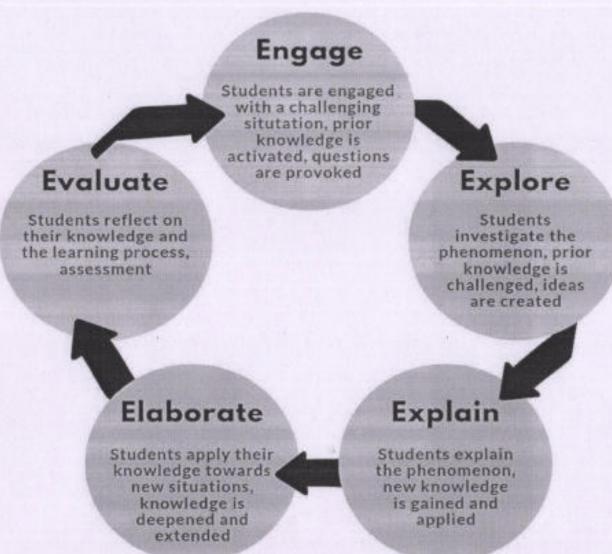
- 1.
- 2.
- 3.
- 4.
- 5.

7. Home Work:-



Constructivist 5 E: The 5E Model of Lesson Planning.

The 5 E Approach This approach was introduced by Roger Bybee, of The Biological Science Curriculum Study (BSCS). The 5 Es are Engage, Explore, Explain, Elaborate and Evaluate.



Subject : Geometry Class: IX

Topic : Length of segment parallel to either X or Y axis.

Technique: 5 E Model.

ENGAGE: Show pieces of straws to the class and ask them how they can find the length of the same. Obviously they will want to use a measuring scale. Ask them for methods to find the length of a straw without using a measuring scale. Show them different types of paper as plain paper, graph paper, craft paper and see if the length of the straws can be measured. Apparently a graph paper comes in handy. That is because there is a relationship between the co-ordinates of points and the length of the segment determined by two such points. Here the teacher announces that the class is going to discover this relationship to find the length of a segment.

EXPLORE: Have points and their co-ordinates put up on the chalkboard as follows: Group I: (i)A(3, 6) B(5,6) (ii)T(5, 8) V(1,8) Group II: (i)X(7, 14) Y(7,10) (ii)M(3,2) N(3,8) Is their any common characteristic of each group? Where would the pair D(8, 8) and E(8,4) go? Students are encouraged to plot one pair on their graph papers. All students of group I compare their segments and derive one common property. The same is done by Group II. Can the length of the segment be found out? Is there a relationship between the co-ordinates of the endpoints and the length of the segment?

EXPLAIN: The students are encouraged to explain this relationship in their own words. On basis of their work they devise a formula to find the length of the segment parallel to X axis. Similarly find the length of the segment parallel to y axis.

ELABORATE: Where will this formula be useful? Here the teacher can probe for an answer.

EVALUATE: Give each student a card with co-ordinates of a point. Students pair up and try to find the length of the segment formed. Be sure that the co-ordinates are such that the segment formed must be parallel to one of the two axes. Pair up with a different student and now find the length of the new segment.

The students devise the formula on their own. They get adequate practice through the



• Evaluation in Mathematics:

Construction of Unit Test along with Blue Print

Unit Test: "A test at the end of a teaching unit is known as the unit test."

Usually the test / Examinations are held based on the entire syllabus. A unit test is not a random assessment of questions. It is preplanned, systematic and scientific test. A unit test is a test which is constructed, administered and assessed by a teacher after teaching a particular unit to the students.

Characteristics of Unit test:

- 1.Unit test is an Evaluation tool for measurement of pupils and knowledge achievement and to improve by giving feed back.
- 2.It is based on a single unit.
- 3.It is administered at the completions of the unit.
- 4.It is clear from the above evidence that a unit testing is an integral part of teaching process. Unit testing makes instruction a dynamic process through continuous evaluation and regular feed back.

Steps for setting up a unit test: The following aspects have to be looked up on while planning for a unit test and they are.

- 1. Unit analysis: Here the teacher must analysis the whole unit into its sub-units, sub-units may be listed under sub headings and must be organized logically.
- 2. Content analysis: The content analysis must be done for each one of the sub unit separately by listing the important facts, concepts, principles, generalizations etc.



3.Weightage to objectives: The relative importance of each objective is to be considered. For informative subject Mathematics the objectives are knowledge understanding, application and skill. The main task here is to decide the weightage to be given to the different objectives include in the unit plan. This weightage should be decided by a committee of experts, including the classroom teacher.

Sr.No	Objective	Marks	Que's	Marks %	Que %
1	Knowledge				
2	Understanding				
3	Application			THE REAL PROPERTY.	
4	Skill				

4. Weightage to content:

The content of a unit is taught in the classroom by providing suitable learning experiences. All the subject matter will not have equal importance. There fore in order to test the understanding of the content, a proper weightage must be given looking into the nature, scope & importance of the content. The content weightage must be given in such unit wise and teacher must see no content/sub unit should left out.

Sr.No	Subunit	Marks	Que's	Marks %	Que %
1			mo-1810	Service and	
2					
3					
4					

5. Weightage to type of questions:

For testing different abilities and subunits, different forms of using traditional form the essay questions.

In order to test various learning out comes we have to use objective type, very short answer type, short answer type and easy type questions. We have to use these types of questions must given weightages on the basis of their adequacy etc. So that they can achieve our Instructional objectives.

Sr.No	Type of que's	No of Que's	Marks	Que's %	Marks %
1	Objectives				ed medical
2	Very short answer				
3	Short answer type				
4	Essay type				

The Blue-Print:

The blue print is a 3 dimensional chart showing the weightage given to objectives, content and types of questions in terms of marks.

The blue print serves many useful purposes.

- It helps to improve the content validity of teacher made tests.
- 2. It defines as clearly as possible the scope and emphasis of the test.
- It relates objectives to content.
- It acts as a guide to construct the unit test.



OBJECTIVES

Content	Knowledge	Understanding	Application	Skill	Total
	神神神神				



Diagnostic Test and Remedial Teaching in Mathematics:

The main aim of diagnostic evaluation is to determine the causes of learning problems and to formulate a plan for remedial action.

"A test that is sharply focused on some specific aspect of a skill or some specific cause of difficulty in acquiring a skill, and that is useful in suggesting specific remedial actions that might help to improve mastery of that skill is a diagnostic test." - Thorndike.

"A diagnostic test undertakes to provide a picture of strengths and weaknesses." - Payne.

A diagnostic test is a useful tool for analyzing difficulties but it is simply a starting point. Supplementary information concerning the physical, intellectual, social, and emotional development of the pupil is also needed before an effective remedial programme can be initiated.

In Diagnostic testing the following points must be kept in mind:

- 1. Who are the pupils who need help?
- 2. Where are the errors located?
- 2. Why did the error occur?

Essential steps in Educational Diagnosis are:

- 1. Identifying the students who are having trouble or need help.
- 2. Locating the errors or learning difficulties.
- 3. Discovering the causal factors of slow learning.



Remedial Teaching:

Remedial instruction or teaching helps in overcoming the difficulties due to instruction. It helps the students to be with the normal students in acquiring the common level of achievement. The term 'remedial teaching' is generally used instead of remedial instruction by various educationists.

"Remedial teaching tries to be specific and exact. It attempts to find a procedure which will cause the child to correct his errors of the past and thus in a sense prevents future error." -Yokam.

Salient Features of Remedial Teaching:

- 1. Remedial teaching is a dynamic side of the diagnostic testing. Hence it depends on the educational diagnosis.
- 2.To overcome the difficulties in learning and in acquisition of skills is the main purpose of remedial instruction.
- 3. Remedial teaching is not only useful to cure the shortcomings but also in preventive measures.
- Remedial teaching is a short-term treatment.
- Remedial teaching helps the below average students to be with the normal students in acquiring the common level of achievement.

The ultimate aim of diagnosis is to remove the weaknesses and difficulties of students. If some emotional or physical factors are responsible for the weaknesses, then efforts should be made to eliminate these factors with the help of concerned peoples. After eliminating the factors, remedial teaching should be done. The mathematics teacher may also prepare corrective material for this purpose. Thus, by remedial teaching the success can be achieved in removing the weaknesses of the student.





Education is the basic tool for development of consciousness and reconstruction of society...... Mahatma Gandhi

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Thank You!