

R. C. Marg, Chembur, Mumbai 400071





SSR Criteria 5: Student Support and Progression

5.1.1 A range of capability building and skill enhancement initiatives are undertaken by the institution

REPORT ON EACH CAPABILITY BUILDING AND SKILL ENHANCEMENT INITIATIVE ADOPTED

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



Chembur Education Society's Chembur Sarvankash Shikshanshastra Mahavidyalaya

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

Date: 18th August, 2018

Prog: Workshop on Classroom Management

Resource Person: Mrs. Mahalaxmi Anand

Objective of the prog:

This workshop aims to equipped students with effective strategies and techniques for managing classroom environment

· To foster student teacher relationships.

To develop classroom management skills

To enhance students engagement with the class.

The Classroom Management programme is designed to equip students with the skills and strategies needed to create and maintain positive, productive and well organized classroom environments.

Effective classroom management is crucial for creating an environment where students can thrive academically, socially and emotionally. It reduces disruptions, maximizes instructional time, and fosters a positive and inclusive atmosphere. This programme contributes to better educational outcomes and a more enjoyable teaching and learning experience for all.

This programme successfully met its objectives. Experts taught different tools and techniques to create effective and positive learning. Interactive mode of learning impacted students a lot.

All student participant learn effective techniques for classroom management. They learn practical tools to create structured, engaging and supportive learning.

PRINCIPAL
Chembur Sarvankash Shikshanshusus
Mahavidvalava

Ramkrishnan Chemburkar Marg. Chembur Naka, Mumbar 400 071

Report on Certificate Course in Functional English





In today's interconnected global market, English has emerged as the universal language of communication. While many may perceive proficiency in English solely through reading and writing abilities, the significance of listening and speaking often gets overlooked. However, these aspects are equally vital components in mastering a language. This course aims to rectify this oversight by providing comprehensive training across all four domains of English proficiency.

The course consists of two Papers/course structure

Paper 1—
Study of Language and Basic English
Paper II
Effective Communication in English

The Objectives of Certificate Course in Functional English

- Establishing a solid foundation in the fundamentals of the English Language.
- Facilitating students in achieving proficiency in both written and oral English communication.
- Enhancing proficiency in the four essential language skills: Listening, Speaking, Reading, and Writing.
- Providing a comprehensive understanding of phonetics, extensive vocabulary, and proper grammar usage.
- Cultivating the ability to effectively utilize English in various real-life scenarios.
- Improving learners' comprehension, interaction, and fluency in English.
- Equipping learners with practical strategies to enhance their communication skills.
- Ensuring that the training is practical and applicable to real-world success.

Methodology

Language Lab is used for teaching/learning through teacher's Console and Language Learning Software .It acts as a platform for learning, practicing and producing language skills through interactive lessons and communicative mode of teaching.

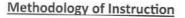
Objectives:

To maintain good linguistic competence- through accuracy in grammar, Pronunciation & Vocabulary.

To develop pragmatic competence, to understand the grammatical form & function & scale of formality

To acquire strategic competence to use both spoken & written language to use in a wide range of communication strategies.





Communicative and integrated approach is followed that keeps the ability to use language to communicate as central goal, to make meaning-focused activity which simulates real life transactions.

Among the four macro skills of language learning, listening and reading are receptive skills whereas speaking and writing are the productive skills .These skills can be improved effectively, when the learner learns at his own pace. With the help of the functional tool- Language Lab with Teacher's Console, language skills can be learnt, practiced and evaluated .

I) Techniques to improve listening

An ability to listen and interpret many shades of meaning from what is heard, is a fundamental communicative ability.

Teaching listening involves training in some enabling skills' — perception of sounds, stress, intonation patterns, accents, attitudes and so on

II) Techniques to improve speaking

Students' speech evaluation is possible through the digital recorder modules in language learning software. Students' audio recordings can be scored or saved for later evaluation

III) Techniques to improve Reading & Writing

To improve Reading and Writing, Grammar Exercises, Interactive Stories/situations, Repetition Exercises (Word Pronunciation, Sentence Pronunciation), Substitution / Transformation Exercises (Sentence Practice, Grammar Practice) and Reflection on the organization of sentence components (Word Order) is followed.

42 students got registered and successfully completed the course.

Dr. Manjula Bhandari

Course Coordinator

Dr.C.A.Chakradeo

Principal

PRINCIPAL

Chembur Sarvankash Shikshanshastra

Mahavidyalaya

Ramkrishnan Chemburkar Marg, Chembur Naka, Mumbai 400 071

Chembur Sarvankash Shikshanshastra Mahavidyalaya

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

Date: 12th July, 2019

Prog: Yoga For Mental Health

Resource Person: Dr. C.A. Chakradeo

Objective of the prog:

To advocate mental well being among B.ED. students through the practice of Yoga.

To train students to manage stress, anxiety, improve mood and mental health.

To train students in practice of meditation

There is growing concern of mental health among students of Teacher Education Institute. There are lots of therapeutic benefits of Yoga on mental well-being. The ancient practice of Yoga helps to promote psychological well being and emotional balance. The programme was conducted by the resource person Dr. Chakradeo to initiate students regarding benefits of Yoga practice daily supported by meditation activity.

He explained various asanas (poses), pranayam (breathing exercises) and meditation.

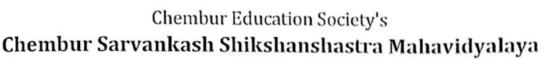
Participants engaged in guided sessions with other Yoga practitioners. Participants received personalized guidance from resource person to tailor the practice according to their individual needs and abilities. The programme emphasis the connection between body and breath fostering overall health of students.

Yoga for mental health is suitable for individuals seeking to improve their mental well being through natural and effective methods. Whether dealing with everyday stress or more severe mental health conditions, this programme offered valuable tools to enhance overall quality of student's life.

Mumbai

Chembur Sarvankash Shikshanshastra

Mahavidyalaya Ramkrishnan Chemburkar Marg, Chembur Naka, Mumbai 400 071



Mumbal 400 071.

Date: 14th September, 2019

Prog: Talk on Self Knowledge

Resource person: Ramkrishna Mission Pravartika Divyanga Darpan

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

Objective of the prog:

· To facilitate deep introspection

To facilitate self discovery, self realization

· To foster personal growth and fulfillment

This workshop is structured around a series of interactive sessions, practical exercises and reflective activities, interactive sessions were part of this talk. Our self knowledge workshop is designed to guide participants on a journey of self discovery and personal growth.

The primary goal is to enable participants to uncover their true selves. Self reflection exercises such as meditation, mindfulness practices were introduced to the students to deepned their understanding of themselves.

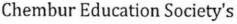
Group discussions and sharing sessions provide opportunities for participants to explore common themes and insights.

Participants reported a greater sense of self-awareness, understanding of their motivations, desires and challenges. Focus was on to improve the quality of how they study, their lives and relationships. This talk offers the tools and support to guide students every step of the way.

By the end of this workshop, participants will have a clearer understanding of who they are, what drives them, and how to leverage the knowledge to achieve their personal and professional goals. Participants were given practical tools and strategies to continue their journey of self- discovery and personal development.

Chembur Sarvankosh Shikshanshastra

Mahavidyalaya Ramkrishnan Chemburkar Marg, Chembur Naka, Mumbai 400 071



Chembur Sarvankash Shikshanshastra Mahavidyalaya

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

Date: 10th October,2019

Prog: Mental Health Preservation

Resource person : Dr. C.A. Chakradeo

Venue: Lecture Hall

Objectives of the Programme

 To raise the awareness about the significance of mental health preservation on overall well-being.

· To educate participants on mental health issue and its impact on daily life.

· To introduce co-oping mechanism for managing stress, anxiety, low feeing.

This programme is dedicated to promoting mental well being among students. This programme aimed at maintaining mental health through preventive measures, support aiming to equip participants with the tools they need to thrive emotionally and psychologically.

Activities undertaken during the prog :-

Resource person delivered presentations on topics such as stress management, mindfulness, and importance of self care.

Interactive session with the participants to make them speak on their mental issues and health. Skill building session was conducted to focus on coping skills, problem solving techniques, and healthy life style building to promote emotional well-being.

Preserving mental health is essential for overall well being and quality of life. By educating students on preventive measures and coping strategies students can reduce the incidence of mental health disorders, promote emotional balance.

Student participant got deeper understanding of metal health and importance of its preservation.

Chembur Sarvankash Shikshanshastra

Stikshansh

Mahavidyalaya

Ramkrishnan Chemburkar Marg, Chembur Naka, Mumbai 400 071

Scanned with CamScanner



Chembur Sarvankash Shikshanshastra Mahavidyalaya

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

Date: 23rd November, 2019

Prog: Workshop on Anger Management and Self Awareness

Resource person : Dr. C.A. Chakradeo

Objective of the prog:

- · To provide participants with practical tool of Anger Management
- · To promote self awareness
- To introducing co-oping mechanisms to enhance self awareness

The Anger Management and Self Awareness Workshop aimed to equip participants with tools and techniques to understand and manage their anger effectively while enhancing their self awareness.

Resource person explained physiological and psychological aspects of anger. He also helps participants to identify triggers for anger. Resource person explained mindfulness techniques to increase self awareness. He further explained effective communication techniques to deescalate conflicts.

The expert introduced anger management techniques including deep breathing, muscle relaxation. Participants practiced these techniques in guided exercises. This workshop provided insights and practical skills to manage anger and enhance their self awareness.

This one day session included interactive activities, group discussions and practical exercises.

Key takeaways

Students identifies personal triggers and reactions to anger.

They learnt communication techniques for expressing anger constructively.

They leant ability to maintain emotional balance and prevent escalation of anger.

Chembur Sarvankosh Shikshanshastra

Ramkrishnan Chemburkar Marg, Chembur Naka, Mumbai 400 071





Date: 15th December, 2019

Prog : Yoga for Inservice Teachers

Resource person : Dr. C.A. Chakradeo

Venue: Lecture Hall

Objectives of the Programme

The aim of the programme is to introduce the benefits of Yoga for physical and mental well being of the participants.

- · To promote awareness about yoga practices among students.
- To equip teachers with practical yoga techniques to reduce stress, anxiety enhance focus and overall well being.
- To empower teachers to incorporate yoga practices in classroom teaching.
- To foster a sense of community and self-care among teachers through practical yoga experiences.

This programme was designed to support educators by integrating the practice of Yoga into their daily routines. Programme aims to improve physical health, reduce stress, enhance overall well being. The focus of the programme to improve physical health, reduce stress, enabling teachers to manage the demands of their profession more effectively.

Activities: Resource person conducted yoga practicals and introduce asanas, meditation practices. Overview of yoga principles, benefits and the relevance to teachers professionals lives. Basic Yoga postures and breathing techniques were explained.

Interactive session were focused on application of yoga techniques for stress management, mindfulness both in and out classroom

Outcome:

Increased awareness among participants.

Stress reduction techniques adopted so they felt relaxed, calm.

PRINCIPAL
Chembur Sarvankash Shikshanshastra
Mahavidyalaya
Ramkrishnan Chemburkar Marg,
Chembur Naka, Mumbai 400 071

Chembur Sarvankash Shikshanshastra Mahavidyalaya

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

Date: 21st December, 2019

Prog: Workshop on Legal Awareness Prog

In collaboration with SNDT, Chembur Sarvankash Shikshanshastra Mahavidyalaya,

Swami Vivekand Mahavidyalaya, Bhavana Trusts Commerce Mahavidyalaya and Saket

College

Venue: Hedgevar Sabhagruha

Objective of the prog:

· To enhance awareness regarding basic legal rights and duties.

 To increase awareness on fundamental duties and provide information on accessing legal aid and support services.

To enhance awareness on Indian Constitution

The Legal Awareness programme was designed to make students aware of legal rights and responsibilities. This comprehensive initiative aims to demystify the legal system, provide essential information on legal aspects and empower students to make informed decisions and protect their rights.

Interactive sessions were conducted on topics like duties and responsibilities followed by questions and answers sessions. Group discussions were conducted. Enhanced students awareness on civic responsibility. The aim of such programme to sensitize the student community about legal matters, how to promote access to justice, helps to prevent exploitation.

Through this programme participants not only gain valuable legal knowledge but also contribute to more engaged society. Students are equipped with the knowledge to make informed decisions, protect their interests and contribute to a more just and equitable community.

Chembur Sarvankash Shikshanshastra

Shikshonso

Munichal

Mahavidyalaya Ramkrishdan Chemburkar Marg, Chembur Naka, Mumbai 400 07

Chembur Sarvankash Shikshanshastra Mahavidyalaya

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

Date: 16th January,2020

Prog: Workshop On Medicine Safety And Safe Disposal Of Used Material

Resource Person: Smt. Nirmala Milind Kasekar, Vice Principal MGM Institute of Health

Science, Navi Mumbai

Venue : Lecture Hall

Objectives of the Programme

 To educate participants about the importance of handling medications safely and responbily.

To increase awareness on safe usage of medicines.

 To focus on environmental hazards on improper disposal of unused and expired medicines.

This workshop aims to educate students on the proper use, storage and disposal of medical materials. This initiative focuses on preventing accidental poisoning, misuse and environmental contamination, ensuring both personal health and safety of the society. Resource person arranged interactive discussions on real life scenarios related to medicinal misuse and unsafe disposal of medicines.

Demonstrations of safe disposal methods were arranged.

FAQ and QandA session were conducted to answer the queries of the participants.

The workshop provided valuable information and resources to empower participants to handle medications responsibly. Misuse and improper disposal need to prevent for environmental well being. Proper medication safety and disposal are crucial for preventing health risks and protecting the environment. Such kind of awareness programmers are crucial for ensuring that both personal health and the well being of the planet are preserved.

Chembur Sarvankash Shikshanshastra

Mañav dyalaya Ramkrishnan Chemburkar Marg, Chembur Naka, Mumbai 400 071

Chembur Sarvankash Shikshanshastra Mahavidyalaya

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

Academic Year: 2020-21

Date: 6.6.2020

Programme: Job Creation through Digital Revolution

Mode: Online

Resource Person: Dr. Jayesh R. Jadhav

In the pandemic of Covid-19 as whole world is working in online mode and searching for the different opportunities in the upcoming digital world, so our institution along with IQAC under Career & Counselling Cell also decided to organise one online orientation programme to make students teachers aware about various jobs opportunities and avenues of sharing their skills to become economically independent. For this purpose, institution organise a programme, 'Job Creation through Digital Revolution', in online mode. The programme is open and free for all.

The objectives of the programme are - 1) To make student teachers aware about various job opportunities in digital mode. 2) To make student teachers aware about different digital platform which offer jobs in online mode 3) To connect student teachers with world through digital mode 4) To excel their skills through online opportunity and 5) To make students economically independent by transferring their skills or talents to others while learning

The webinar was organised in 'online mode' due to Covid-19 Pandemic period. Resource Person Dr. Jayesh Jadhav share link for joining to all participants, including students and teaching faculty. The different online Job-related websites and links were share in online mode. Along with this to upgrade students' skills different websites are shared with students so that they can excel in their teaching profession. Though the programme is in online mode still students get opportunities to fight in this pandemic situation through this programme.

Webinar was useful and informative as it gives idea to student teachers to search jobs digitally and becomes economically independent. It also enhances students' knowledge about different online platforms available where student teachers can use their expertise. It boosts their confidence that student teachers can reach the world through digital platform in the pandemic situation also. This webinar also opens many online platforms for student teachers to enhance their teaching learning skills and update their knowledge. Overall impact of the webinar was very effective in terms of job opportunities and skill enhancement. Finally, the recorded video of this webinar was share on YouTube Channel- Dr. JJ Edu-tube, for future reference.

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

Chembur Education Society's Chembur Sarvankash Shikshanshastra Mahavidyalaya



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

Date: 21st June, 2020

Prog: Ashtaang Yoga for Holistic Personality Development

Resource Person: Dr. C.A. Chakradeo

Objectives of the Programme

The aim of this workshop is to introduce complete exposure for Astang Yoga theoretical base, principles, practice for day to day life.

To focus on Asana, Pranayam, Dhyan

· To focus on physical fitness, mental well being, emotional balance

The Ashtang Yoga for Holistic Personality development programme offers a transformative journey aimed at nurturing all aspects of the self- physical, mental, emotional and spiritual aspects of life. The expert shared empowering techniques of Yoga to apply in their daily life for peaceful living.

Ashtang Yoga offers a comprehensive system for personal development that addresses the needs of the whole individual-body, mind and spirit. The main aim of the programme to have harmony with self, embark on a path of holistic well being and self realization.

Activities

Theory regarding Ashtaang Yoga elaborated by the resource person.

Asana Practice was done along with the participants.

Pranayam and meditation practices are done along with participants.

Guided sessions focused on Astang Yoga, incorporating dynamic sequences of postures to build strength, flexibility and stamina.

Chembur Sarvanke Shikshanshestra

Mahavkiyalaya

Ramkrishnan Chemburkar Marg.

Chembur Naka, Mumbai 400 071



Chembur Sarvankash Shikshanshastra Mahavidyalaya

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

Date: 29th August, 2020

Prog: Yoga Psychology

Resource Person: Dr. C.A. Chakradeo

Objectives of the Programmes

 To introduce principles of yoga psychology and its relevance to mental health and wellbeing.

To make participants aware of self realization

 To provide practical tools and techniques derived from yoga psychology and managing stress.

This programme is designed to blend the principles of Yoga and basic principles of psychology. Around 90 participants attended the programme. Participants explore the connections between mind and body, learn techniques for managing stress, develop tools for enhancing mental clarity and emotional balance.

Introduce participants to the foundational concepts of yoga psychology, including mind, body and spirit.

The techniques of fostering emotional strength, balance enabled participants to navigate life's challenges with greater ease.

Demonstration of Yoga practices done at the session.

Breathing exercises and asanas experience the benefits of yoga psychology techniques.

Group discussions encouraged participants to reflect on their own thoughts, emotions and behaviour patterns.

Chembur Sarunak ath Shitshansbustre



Chembur Sarvankash Shikshanshastra Mahavidyalaya

Chembur, Mumbai 400 071

Date: 6TH January to 28th January, 2021 Prog: Mahindra Pride Classroom (NAANDI)

Resource Person: Experts from MPC

Learning Focuses on

- · Planning for learner centric classroom
- · Taking teaching, learning and assessment online
- · Literacy across curriculum
- The 21st century Educator
- Interview Skills

Objectives of the Programme :-

- Enhance students engagement in interactive teaching methods
- · To foster critical thinking and problem solving
- · To develop self directed learners
- · To improve digital literacy
- To enhance comprehension and communication
- To support lifelong learning
- · Make them aware of career readiness

Experts encourage active participation and collaboration among students through interactive teaching methods. They encouraged learning process through techniques like group discussion, hands on activities and feedback. By making learning more interactive students are likely to retain information, develop critical thinking skills and stay motivated. In the later stage to develop self directed learners they taught students take the responsibility of their self learning and this can be achieved through goal setting, providing opportunities for independent learning. They leant time management techniques. They empowered students to take control of their education. Student felt motivated, confident towards learning. MPC experts developed understanding on how to operate computers, tablets, smart phones including the use of operating systems, software applications and internet navigation. They initiated

Principaless on online privacy, recognizing and avoiding scams and ways to protect tembur Sarvankash Shikshanshastra

Mehavinyalaya

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



Report on "Portfolio Management"

03-02-2021

On 3rd Feb, 2021 an online session on "Portfolio Management" was organised for the students of Certificate Course for teacher Education In International schooling course(ADD-ON- Course of University Of Mumbai) at 3.30 pm via Google Meet. The Resource Person was Ms. Gladys Gonsalves (PYP Coordinator) from Don Bosco International School, Matunga. The resource person briefed the students about the Primary Year Programme of International Baccalaureate (IB) Curriculum which caters to the students of 3-5 years of age group. She further highlighted the significance of student's portfolio as an Assessment Strategy .Describing in detail about portfolios as one of the method of collecting and storing information that can be used to document and assess student progress and achievement. She showed portfolio via online mode as a record of students' involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection She explained in detail as to how portfolios provide a picture of each student's progress and development over a period of time both as individual and group learners and how it enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans. Evidence of learning in a portfolio should be from a range of experiences and curriculum areas.

Explaining further, Ms. Gladys showed the Portfolio entries done at Don Bosco International School for the students undergoing PYP which documents both the process of learning and the product, including images and evidence of students in the process of constructing meaning. She also highlighted the use of portfolios as a tool for assessment and reporting purposes for students, parents, teachers and administrators. Since the session was through online mode Ms Gladys showed the online documentation of student's assessment in the form of Online Portfolios.

The session ended with formal vote of thanks proposed by the Saadiya Sayeed, B.Ed. Student.

Smt. Manjula Bhandari Course Coordinator

Dr. C A Chakradeo
I/C Principal



Chembur Education Society's Chembur Sarvankash Shikshanshastra Mahavidyalaya

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

Date: 18th January, 2021

Prog: Workshop on Cyber Sakhi

In collaboration with Ahan Foundation

Mode: Online Mode

Objective of the prog:

This programme is designed to empower women with knowledge and skills required to navigate the digital world safely.

- To make students aware of various aspects of cyber threats, digital literacy and online safety.
- To promote cyber hygiene for online safety, protecting personal information.
- · To empower students with technology.

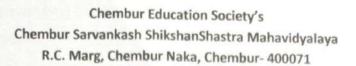
The Cyber Sakhi programme is a pioneering initiative aimed at empowering women to become digital guardians within their communities. Cyber safety aims to promote cyber safety, prevent online harassment and abuse and foster digital literacy.

The Resource Person of the programme explained digital literacy using Smartphones, computers and internet. Further they elaborated cyber hygiene practices, importance of strong passwords and how to create them on different platforms. Further they emphasis on safe browsing habits and messages that they came across while browsing. This programme aims to create safer and more inclusive online spaces for all.

Participants reported a significant increase in their awareness of cyber threats and cyber security. Many participants gained practical skills. Overall there is positive feedback received from the students.

Chembur Borvask - Spikshanshastra

Make a gradam





Date:- 6 - 11 March 2021

Time: 10.30 t0 5.30 pm

Programme: Self-Development and Capacity Building of the Teachers.

Our college collaborated with the Baha'i Academy in Shivajinagar, Panchgani, Satara District, Maharashtra, for an online interactive program scheduled from March 6° to 11°, 2021. The schedule was as follows:

- Inaugural Function on March 6th, 2021.
- Synchronous sessions from 3:30 to 5:30 pm, followed by one-hour chat group interactions with resource persons from 5:30 to 6:30 pm.
- Valedictory Function on March 11th, 2021.

The objectives of the program were:

- · Fostering teacher's personality development.
- · Uncovering inherent abilities.
- Cultivating a holistic lifestyle.
- Explaining the dual purpose of education.
- · Promoting integrity and justice within families.
- · Instilling values, attitudes, and skills.
- Encouraging self-improvement.
- Fostering social empowerment.

The program offered the following features:

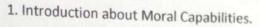
- · All sessions were interactive.
- Each evening included a one-hour personal interaction with Resource Persons.
- · Participants received e-certificates upon completion.
- Participants engaged in daily competitive and engaging activities.

Topics Covered in the sessions are as follows-

PRINCIPAL

Chembur Sarvankash Shikshanshastra Mahavidyalaya

Ramkrishnan Chemburkar Merg, Chembur Naka, Mumbei 460 071



- 2. The Extended Family.
- 3. Society and the Community.
- 4. Managing One's Affairs with Rectitude of Conduct.
- 5. Promoting Rectitude of Conduct.
- 6. Creating Environments of Unity Built on Diversity.
- 7. Unity of Action.
- 8. Exercising Initiative in a Disciplined and Creative Way.
- 9. Fostering Initiative
- 10. Happy Hippo Show

During the Valedictory Function, Mr. Parag, the coordinator, extended a warm welcome to all participants and guests. Students shared their valuable learning experiences gained throughout the program, including the completion of service learning projects. Principal Dr. Chakradeo emphasized the importance of values in the teaching profession in his speech. Dr. Sally Enos, Principal of Pillai College of Education, New Panvel, highlighted the significance of a holistic approach for educators. Principal Anna Fernandes from Shree Narayanguru College of Education focused on the self-development of teachers. Dr. Lesson Azadi, Director of Baha'i Academy, emphasized the importance of skills, concepts, attitudes, spiritual qualities, and information in enhancing teachers' capacities. Chief Guest, Principal Dr. Sonali Pednekar from Mulund College of Commerce, emphasized the development of social empowerment and self-growth among future educators. The function concluded with a summary and vote of thanks delivered by Dr. U. V. Deshmukh from CSSM, Chembur, and Mumbai.

Name & Signature of Rapporteur Jo. U.Y. Denmulh

Name & Signature of Teacher

Dr. U.V. Deshmuth.

Signature of Principal

embut *

PRINCIPAL

Chembur Sarvankash Shikshanshestra Mahavidyalaya

Ramkrishnan Chemburkar Marg, Chembur Naka, Mumbai 400 071



Chembur Education Society's Chembur Sarvankash Shikshanshastra Mahavidyalaya

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

Report: Lecture on 'sexual harassment of Women and Vishakha Guideline' programme

Academic year : 2020- 2021

Resource Person:: Dr.C.A.Chakradeo , Principal CSSM-Chembur

This was the one day Lecture on 'sexual harassment of Women and Vishakha Guideline' organised 08/03/2021 by Principal Sir Dr. C. A. Chakradeo in Chembur Sarvankash Shikshanshastra Mahavidyalaya, Chembur.

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature in the workplace or learning environment.

The Vishaka Guidelines were a set of procedural guidelines for use in India in cases of sexual harassment. They were promulgated by theIndian Supreme Court in 1997 and were superseded in 2013 by the Sexual Harassment of Women at Workplace

VISHAKA GUIDELINES

- Creating a safer working environment.
- Imposing the duty on employers to file a complaint in cases of sexual harassment.
- Establishment of a redressal committee.
- increasing awareness among employers about sexual harassment,

It involved us throughout the sessions, explanations on point . It was detailed with various examples. Principal Sir explained the topic very well.

> Chembur Sarvankash Shidishanshastra Minus Tolken

Ramkrath at Josephan Morg. Chembur Naka, Minnibal 400 071



Chembur Sarvankash Shikshanshastra Mahavidyalaya

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

Report: 'Mental Health & well-being' Programme

Academic Year: 2020-2021

Resource Person: Dr.C.A.Chakradeo , Principal CSSM-Chembur

Dr. Waman Nakhale Director RC-YCMOU

Mr.T.K.Sonawane Asst. Registrar YCMOU

This is the State Level Seven Days Workshop organised 29/04/2021 to 05/05/2021. It's conducted Online Platform through Google Meet and Timing 5 to 6-30 pm

Following are Objectives of the Programme

To educate the participants about the importance of the Mental Health

To focus on effected factors on Mental Health for Ex. Anxiety, Frustration, Conflicts, Depression and Stress

To use different type of strategies to overcome from these factors

Resource persons arranged interactive discussions on real life scenarios Our mental health is a fundamental part to our overall health and well-being. As a parent, must play a huge role in supporting your child's mental well-being. Nurturing and loving care build a strong foundation, helping your child to develop the social and emotional skills they need to lead a happy, healthy and fulfilled life.

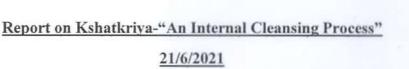
Here are expert tips and resources to help students to support their own mental health. Mental health education equips students with the knowledge and skills to manage their emotions, reduce stigma, and seek help when needed. It enhances their overall well-being, making them better learners and individuals.

PRINCIPAL

Chembur Sarvankash Shikshanshastra

Mahavidyalaya Ramkrishnan Chemburkar Merg,

Shembur Naka, Mumbai 400 071





On the occasion of 7th International Yoga Day, an online session was organized on the theme **Kshatkriya** - "An Internal Cleansing Process". The Resource Person was Dr.Manjula Bhandari, Assisstant Professor, CSSM.

Objectives of Programme-

- 1) To develop awareness of Neti Kriya among the participants of CSSM, Chembur.
- 2) To develop awareness of Dhouti Kriya among the participants of CSSM, Chembur.
- 3) To develop awareness of Basti Kriya among the participants of CSSM, Chembur.
- 4) To develop awareness of Tratak Kriya among the participants of CSSM, Chembur
- 5) To develop awareness of Nauli Kriya among the participants of CSSM Chembur
- To develop awareness of Kapalbhati Kriya among the participants of CSSM, Chembur

Dr. Bhandari, started the session by highlighting effects of wrong or unhealthy food habits that can contribute to the development of various diseases. She further quoted a Sanskrit Shloka from Gherand Samhita, treatise on Hatha Yoga which talks about the six cleansing techniques that are designed to detox your body in a natural and healthy way. Besides, these Hath Yoga practices help improve the state of your mental health and power of concentration.

धौतिर्बस्तिस्तथा नेति: त्राटकं नौलिकं तथा । कपालभातिश्चैतानि षट् कर्माणि प्रचक्षते ।। (ह॰प्र॰ 2/22)

One should practise the following kshatkarmas-Dhauti,Basti,Neti,Lauliki,Trataka,and Kapalbhati

Dr. Bhandari showed the participants the apparatus in the form of KRIYA KIT which consisted of Anima Pot, Jal Neti kit, Vastra, Rubber and its uses in Dhauti Kriya, Basti Kriya, and Neti Kriya

The resource person further highlighted the importance of Internal Cleansing which is often being ignored by all of us.

72 B.Ed. students including CSSM Faculties participated in the programme via online mode.

Dr. MANJULA BHANDARI

RESOURCE PERSON

DR.C A CHAKRADEO

I/C PRINCIPAL PRINCIPAL

Chembur Sarvankash Shikshanshastra Mahavidyalaya

Ramkrishnan Chemburkar Marg, Chembur Naka, Mumbai 400 071



Chembur Education Society's Chembur Sarvankash Shikshanshastra Mahavidyalaya

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

Report : National Webinar on 'Psychological Perspective of Ashtang Yoga' Programme

Academic year: 2021-2022

Resource Person: Dr.C.A.Chakradeo , Principal CSSM-Chembur

Principal Sir Dr. C.A. Chakradeo is the Resource person for one day National webinar on 'Psychological Perspective of Ashtang Yoga' Programme on 21th June 2021 jointly organized by H.B.B.Ed. College, Vashi, Navi Mumbai and Department of Education, Salipur Autonomous College, Salipur, Odisha in collaboration with Chembur Sarvankash Shikshanshastra Mahavidyalaya, Chembur.

Inaugural Session Chief Guest:
Dr. Swarnalata Harichandan
Principal H.B.B.Ed. College Navi
Mumbai
Valedictory Session Chief Guest:
Major Dr. Prabasini Devi,
HoD Department of Education,

Following are Objectives of the Programme

To found Ashtanga Yoga to be effective in improving psychological well-being

To help of Ashtanga yoga to improve self-awareness and mindfulness through its emphasis on present-moment awareness and intentional practice

To develop of Regular yoga practice creates mental clarity, calmness and increases body awareness:

PRINCIPAL Chembur Sarvankash Shikahanshastra

Mahavu iyalaya Ramkrishnan Chamburkar Marg, Chembur Naka, Mumbai 400 071



Chembur Sarvankash Shikshanshastra Mahavidyalaya

Capacity Building Programme

Report on

Conflict Resolution Workshop' (June 26, 2021)

The Internal Quality Assurance Cell (IQAC) of our college successfully organized a workshop on 'Conflict Resolution' on June 26, 2021 for B.Ed. students. Dr C.A. Chakradeo, in-charge principal, was the resource person for the workshop.

The students were taught the five different conflict management styles -- Accommodating, Avoiding, Compromising, Competing, and Collaboration. B.Ed. Students were given a situation and asked to adopt different strategies of conflict management/resolution. For example, they were given a situation of argument and asked to resolve the problem. This helped them learn how they can put these management styles and strategies to prevent or solve everyday problems.

Through this workshop, Students experienced as to how Conflict Resolution Strategies helps in developing Enhanced problem-solving abilities, increased productivity and efficiency and strengthens relationships and team dynamics.

The Programme ended with an oral feedback of the students followed by Vote of Thanks by the General Secretary of Student Council.

Prof. Manjula Bhandari

Program Co-ordinator

Dr. Chandrashekher A. Chakradeo

I/C Principal

PRINCIPAL

Chembur Sarvankash Shikshanshastra Mahavidyalaya

Ramkrishnan Chemburkar Marg, Chembur Naka, Mumbai 400 071



Report on Financial Literacy

11/10/21

On 11/10/21 Our College organised a Financial Literacy Programme in collaboration with Society for Social Empowerment & Training (SSET). The objective of the programme was to spread awareness of Financial literacy as an ability to effectively manage the economic well-being of individuals with knowledge of financial aspects and to empower individuals to take control of their finances. Society for Social Empowerment & Training (SSET) is a not for profit organisation formed in 2009. The Coordinators Mrs. Deepali Bhagwate and Mr. Sudesh Salvi were the Resourse Persons Of the Programme. Mr. Sudesh Salvi briefed the students and the CSSM Faculty about the Vision statement of SSET-"To leave a sustainable world for future generations" and the Mision statement of SSET- "To facilitate through various means the development of an educated informed and empowered community thereby improving their quality of life".

Mrs.Deepali Bhagwate updated the participants with Financial Literacy program such as Dhyan Gyan developed by **Tata Capital** jointly with **Centre for Environmental Research** and Education (CERE). The Programme is offered via online mode and the E-learning modules which provides comprehensive coverage of the **National Financial Literacy Awareness Test (NFLAT)** syllabus and goes beyond to also provide real-world financial skills.

Students were oriented about the vocational skill courses that are being provided through **Skill Hubs** like Beauty and Hair Care, Tailoring, Banking, Retail and Spa & Wellness. Training and Certification of the vocational skill courses is provided by SSET. The speaker highlighted the interconnectedness of Skill Hubs with generation of Employment and how it becomes the databank for potential recruits in the local market. Counseling and Assessment services are also being provided by SSET

Mr. Sudesh Salvi also, briefed the participants about the Post Placement support & Social Protection being provided to the trainees in the form of accident insurance and enrollment in relevant social welfare schemes.

Towards the end of the Programme, both the speakers jointly briefed the participants regarding the Volunteering & Intern Opportunies available at SSET in the form of Counselling students at regional Skill Hubs, Volunteering as Trainers providing soft skill training to registered candidate and Data Base management.

The Programme ended with the Formal Vote of Thanks proposed by B.Ed. Teacher Trainee.

Dr. C. A. Chakradeo

Chembu/Carineish Shikahanshastra

Mahavidyalaya Ramkrishnan Chemburkar Marg. Chembur Naka, Mumbai 400 071

Report on 'Sustainable Menstruation Practices'

21/10/2021

On 21st October 2021 a programme was organized on the topic 'Sustainable Menstruation Practices' by our CSSM Alumni Prof.Aditi Madhavan through online mode.

The objectives of the Online Programme were as follows-

- 1) To acquaint the students with the problems of waste generated due to use of menstrual
- 2) To familiarize the students with the environment friendly alternative of menstrual cup.
- 3) To demonstrate the use of menstrual cup and to motivate their families to accept lifestyle changes.

The resource person described and discussed in detail about the Menstrual waste which refers to blood, bodily tissues, and used menstrual absorbents, including cloth, disposable sanitary napkins and other materials used to capture or absorb blood during menstruation. The speaker gave the reference of a recent study revealed that even though approximately 121 million Indian women, or 36% of menstruating women, use sanitary napkins, it generates a staggering 12.3 billion napkins, equivalent to 1,13,000 tons of waste annually.

Dr. Aditi highlighted the benefits of menstrual cup as an alternative to menstrual pads stating that they're eco- and wallet-friendly, can be used for 12 hours and more effective than the normal menstrual pads. In order to demonstrate the use of menstrual cup and to motivate the families to accept lifestyle changes ,the speaker showed step by step animated videos and Power Point Presentation which was self explanatory and very impactful.

The session ended with formal vote of thanks proposed by B.Ed. student.

Dr.C A Chakradeo

Principal

PRINCIPAL

Chembur Sarvankash Shikshanshastra

Mahavidyalaya

Ramkrishnan Chemburkar Marg,

Chembur Naka, Mumbai 400 071



Report on Awareness about Cyber bullying

27/11/21

On 27th November 2021, a programme was organized on the topic 'Awareness about Cyber bullying' by our CSSM Alumni Prof.Meenakshi Ingole through online mode.

The objectives of the Online Programme were as follows-

- 1) To acquaint the students with the threats of using internet.
- 2) To introduce the students, the cyber laws and steps to be taken in case of cyber bullying.
- 3) To use digital media responsibly.

The speaker started the session by introducing the meaning of Cybersecurity threats stating that it is unauthorized access, exposure, damage, or destruction of information systems, networks, and technologies. Speaking further she listed out the range of malicious activities such as phishing, malware, viruses, and even ransomware attacks. Prof. Meenakshi further discussed about various sources like hackers and cyber criminals that target both individuals and organizations. She warned the participants against the ill effects of unwanted software which may also be unintentionally downloaded and cause damage to systems.

To introduce the students, the cyber laws and steps to be taken in case of cyber bullying, the speaker briefed the students about Laws against cyberbullying in India stating that there are no specific laws in India which provide protection against cyberbullying. However, the provision of Section 67 of the Information Technology Act deals with cyberbullying to some extent. Section 67 of the IT Act prescribes punishment for publishing or transmitting obscene material in electronic form for five years and also with fine which may extend upto Rs. 10 Lac. The speaker talked about provisions of the cyber-bullying laws in India such as Section 507 of the Indian Penal Code which states that if anyone receives criminal intimidation through anonymous communication then the person giving threats shall be punished with may extend upto two years and section 66 E of IT Act which states

that any person who intentionally imprisonment which violates the privacy by transmitting, capturing or publishing private pictures of anyone shall be punished with imprisonment which may extend upto three years or with fine which may extend upto Rs. 3 Lac.

To use digital media responsibly, the speaker suggested the following points-

- 1) Be vigilant about accepting or declining friend requests.
- 2) Customize your privacy settings. For instance, customize who can get access to your page. Who can search you online? Or who can view your photos or videos?
- Be mindful of what you share. As a tip, avoid sharing your location tags especially your home address.
- Don't post photos of your passport or credit card information. This may seem obvious but people get scammed because of this mistake.

The session ended with formal vote of thanks proposed by B.Ed. student.

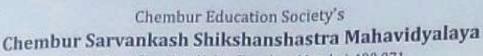
Dr.C À Chakradeo

Principal

PRINCIPAL

Chembur Sarvankash Shikshanshastra

Mahavidyalaya Ramkrishnan Chemburkar Marg, Chembur Naka, Mumbai 400 071



Marie Dri Charmin

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

Report : National Webinar on 'Mental Health & well-being' Programme

Academic year: 2021-2022

Resource Person: Dr.C.A.Chakradeo , Principal CSSM-Chembur

Principal Sir Dr. C.A. Chakradeo for being the Resource person for one day National webinar on 'Mental Health & Wellbeing' on 6th December 2021 organized by Vidya Prabodhini college of Commerce, Education, Computer & Management, Parvari Goa in collaboration with Chembur Sarvankash Shikshanshastra Mahavidyalaya, Chembur. Following are Objectives of the Programme

To educate the participants about the importance of the Mental Health

To focus on effected factors on Mental Health for Ex. Anxiety, Frustration, Conflicts, Depression and Stress

To use different type of strategies to overcome from these factors

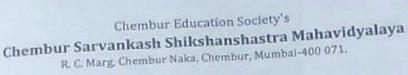
His thoughts on mental health and wellbeing helped the learners to create better understanding and awareness about the importance of Mental Health and strategies to keep ensure Mental Health.

PRINCIPAL

Chembur Sarvankach Shikshanshustra

Mahavidyalaya

Ramkrishnan Chemburtoir Marg. Chembur Naka, Mumaus 400 071



Report: Workshop on Anger Management and Nurturing Self- Esteem programme

Academic year: 2021-2022

Resource Person: Dr. C. A. Chakradeo , Principal CSSM- Chembur

This was the one day Workshop on Anger Management and Nurturing Self- Esteem organised 12/03/2022 by Principal Sir Dr. C. A. Chakradeo in Chembur Sarvankash Shikshanshastra Mahavidyalaya, Chembur.

Following are Objectives of the Programme

To achieve our personal goals and make ourselves truly happy

To develop and maintain our self-confidence and self-respect.

To develop self-confidence based on our ability to acquire better worldly conditions

To provides all the necessary techniques and practical advice and need to make real, inner development and transformation.

In this workshop arranged prevention programmes have been shown to reduce depression. Also shown techniques and practical activities to nurturing Self-esteem.

The difference between emotions and mood was really an enlightening part for me & how casually we take our closed ones for granted like parents and friends and take out all our anger, aggression on them. Also, the respond and reaction part was well explained. In addition to this, the best part was explaining the topic via some sanskrit shlokal

Navras (nine emotions), anger myths, anger vs aggression. It involved us throughout the sessions, explanations on point, loved it. It was detailed with various examples, Type of anger people / Positive and negative Emotions

1

Sir explained the topic very well

Chembur Sarvankoch Shikshanshestra Mahavalyalaya Raminshnan Chemburkar Marg.

Chembut Naka, Mumber 400 071



Chembur Education Society's Chembur Sarvankash Shikshanshastra Mahavidyalaya Chembur, Mumbai 400 071

Date: 3RD APRIL, 2022

Prog: WORKSHOP ON INTELLECTUAL PROPERTY RIGHTS

Resource Person: DR. C.A. CHAKRADEO

PRINCIPAL: CHEMBUR SARVANKASH SHIKSHANSHASTRA MAHAVIDYALAYA

Objectives of the programme:

- To educate participants about fundamentals of IPR like patents, trademarks, copyrights
- To highlight on the importance of IPR in fostering innovation and creativity in students.
- To provide training on using IPR databases and tools for research and development for students.
- To understand the basic and legal framework for IPR.

At the initial stage Resource Person highlights on the concept on Intellectual Property Rights. He had given overview of IPR like introduction to different IPR like patents, trademarks, copyrights and trade secrets and fostering innovation and protecting creativity. The Resource Person elaborated what is copyright? Work protected by copyright and basic principles of copyright law. Resource Person shared some real world examples of IPR applications and case studies of the same. Overview of online resources and tools were nicely elaborated by the Resource Person.

In a later session participants asked questions on day's topics. Interactive discussion and clarification of doubts was done by the expert. Students enjoyed the whole session.

Major takeaways:

- Solid understanding of the different types of IPR
- Provide insights into relevance to innovation and creativity
- Familiarity with basic processes of application and processes of IPR
- Exposure to case studies.
- Awareness of emerging trends in IP and the impact of technological and advancement, preparing them for future challenges and opportunities in the field.

Principal

Chembur Sarvankash Shikshanshastra

Mahavidyalaya

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



Chembur Education Society's Chembur Sarvankash Shikshanshastra Mahavidyalaya Chembur, Mumbai 400 071

Date: 16TH APRIL 2022

Prog: Awareness Prog on HIV AIDS

Chembur Sarvankash Shikshanshastra Mahavidyalaya in collaboration with Tata Son's Pro Engage Project "Aarogya Mitra"

An awareness programme on HIV/AIDS aims to educate and inform students about the Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS).

Objectives of the programme:

- Educate students on HIV transmission, prevention and treatment
- Promote prevention of this disease
- Encourage safe practices to prevent HIV infection
- Combat misinformation and reduce the stigma associated with HIV/ AIDS.
- Provide information on support services for those living with HIV/AIDS.

Subject expert provide the overview of HIV and AIDS and focuses on importance of awareness and education. Understanding on HIV and AIDS imparted to students. Personal stories and testimonies from individuals living with HIV. Information on local resources were provided list of local clinics and testing centers were provided along with contact information for support groups were provided to the students.

Participants gain accurate knowledge about HIV/ AIDS including transmission methods, prevention strategies and treatment options.

Common misconception and myths about HIV/ AIDS are clarified, reducing misinformation.

This structured programme ensured a comprehensive engaging and impactful awareness on HIV / AIDS.

Principal Chembur Sarvankash Shikshanshastra Mahavidyalaya

R.C. Marg, Chen.bur, Mumbal - 400 071.



Chembur Education Society's Chembur Sarvankash Shikshanshastra Mahavidyalaya Chembur, Mumbai 400 071

DATE: 2nd JULY, 2022

PROG: INTERNATIONAL YOGA DAY

RESOURCE PERSON: DR. C.A. CHAKRADEO

PRINCIPAL: CHEMBUR SARVANKASH SHIKSHANSHASTRA MAHAVIDYALAYA

Objectives of the programme:

· To promote physical and mental well-being

To raise awareness about Yoga

To promote Yoga for healthy life

· To foster deeper understanding on daily Yoga

Resource person Dr. Chakradeo given a brief overview of International Yoga Day its significance. Resource person had given Yoga demonstration and practice. At the beginning he conducted warm up sessions. Gentle stretching and breathing exercises to prepare for Yoga was introduced.

For one and half hour guided yoga session was conducted led by resource person. He taught sequence of asanas that is Yoga poses suitable to the students. Emphasis on proper form, breathing techniques and mindfulness was taught. Expert taught them practice of various breathing techniques to enhance relaxation and focus. He also arranged guided meditation for 20 minutes focusing on mindfulness and inner peace and taught them deep relaxation practice to rejuvenate the body and mind.

Students appreciated the practical demonstrations and approachable nature of the instructor. The workshop was great success achieved the workshop goals like promotion of Yoga, introduction of basic asanas and breath control techniques.

CSSMahavidyalaya celebrated holistic and impactful celebration of International Yoga Day fostering physical, mental and social well-being among students.

Principal

Chembur Sarvankash Shikshanshastra

Mahavidyalaya

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

Chembur Education Society's Chembur Sarvankash ShikshanShastra Mahavidyalaya

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

Date: 00/06/2027

Programme: Communication skills

Report of the programme :-(If required attach additional sheets) र्टिंड्स व्यक्तिय सिक्षानशास्त्र सलावित्यालयान Taring oclow/2022 Det communication skills हा नार्थिम आयो मित करण्यात आला होता या कार्थक्रमा किरिता प्रमुख प्रारीशिका म्हल्यन त्याभिती हिल्पा पुरव मंयन उपार्स्थित होन्या व्यानीप्रथम महाविद्यालयाचे प्राचार्य न्ही चंद्रशेष्वर च्यक्ष ब्रमर यांनी क्षीमनी शिल्पा मेंडम यांची पारिचय केर्न हिला त्यानंतर शिल्पा मंडमूकी त्यांन्या स्वतःचा चिर्व्यथ क्रन विध्यानंतर कार्यक्रमाची खुलात व्याली, माल्यवर प्राशिक्षिका कृष्यम शिल्पा मंडभनी कृष्टिक्रमा मध्ये अतिराथ व्यक्तेने आपले नक्तव्य माडव्याचा प्रथन -DAT.

कार्थकमार्थी व्यक्तान क्यांनि एक प्रश्न खपस्थित केला तो कहाड़ी communication किती मक्से केले जाते १ उपार्थित काही विश्वाध्यां नी त्याची अलरे ही दिली. Verbel Communication आणि Non Verbal cert ocolicul verbal communication Britis Non-Verbal Communication) आपिक आपे असाहिक स्तेभाषन यात काम फरक छाहे. यावर विख्यार्थी उत्तरले व्यां ब्लिक संभाषन हे नोडी केले जाने आगी छाराणिक हे आपल्या देखनीलीन बून त्यक्त होते.

त्या पुढे अब्बार्क्या की, नमति अध्ययन-अध्यापन करताना झालिक र्रांकावना न्रोबरन आपन् अस्मालिक स्तेमायन देवीळ करत अस्तेन त्थावन निवेद्याचीना काही केन प्रेरणा रेप्वील गमेरत अपते त्याविक

व्यक्षायन त्रेन काक्सींन्या चोलागात क्यु होते ते अनेपाली निर्मा श्रीपन्तरिक केन्द्रील नानी पनारिक या कृति की कामानाहेल वर चारींग करने आणि स्नीपधारिक करनादो प्रत्यक्ष छोड्डन चर्चा करने छान्द्रिक संभाषन करतानी आपन विक्शाम्बर्दित नगित प्रत्यक्ष नोलन असती एका ब्या निक्शाल्यां प्रथम नियारम् त्याल्या रावल न्यन करेने. किंवा उत्पर् क्यां भीतिल्यावर 'निक्या व्याला क्याल्याम असे साहिक स्वकतात नोलन नित्यावाला प्रश्वादेश. अर्थातिक व्यापन हे आपन आपल्या वे - ज्यो की ब्बोलीमून व्यक्त करत असते कार्स छलर हेन्यासाही डोक्योंनी न्युवावने उत्तर्योभ गान डोलावन उत्तर अहिंक उत्तंभ रित्या केव्यासाठी सहये महबे मान डेलांवरी मान डोलावको निवस्यास्यांना द्या व्याप्तकी क पार्शक शिकास केली ठात न्याक्र सक्या ना ना निया के इत्या है। अहा कि लिया का है क्या कि प्रेर्म कत्रेन निया म्यानी आतमिष्याम म्रावाचे अते छाएग एकाच नेकेश करत 8 6 असती कोलता कोलता वाष्यवने अशो प्रकारने प्रतक्षायन

Chembur Sarvankash ShikshanShastra Mahavid yaloya

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



Date: 92 10612027

Programme: 'Nurstyring self Confidence with Self motivetion'

Report of the programme :-{ it? equired attach additional sheets}

चेंद्र व्यक्तिष सिक्षग्शास्त्र सुराविद्याल्यात उ०११ deille Training Program 2.0 starfor Nurturing self Confidence with self motivation of anilation किनोंके अह खुलै अल्ला कोनी होन्यान छाली या कि रिता अभिनी, अशक्षियां त्र्यू या व्यक्षाधन प्रमिक्षित्र होल्याः

प्रथम महाविद्याल्याचे प्रभारी प्राचार्य न्यी ,चैदरीयर हम्छेष सर योगी अवस्थित मान्यक्र प्रशिष्ठा योग योडक्यात एरिचय न्ठ्रकन दिला, त्यानंतर पुर्वक एका व्हरी हा। वर्ष

मंद्रम यांनी व्यक्तामाल्ली

प्रथम त्यांनी प्रेरा महात काथ हे विचार ले. ह्यांवर विख्याम्यांनी विविध छलारे दिलीर ह्यांनी यह मा क्रवयंप्रेरना (Self Motivadion) या नानत निचार्गा केली तर मोडाकी चं उत्तरे डाली डाशा प्रकरे कार्यकेमा्यी व्हरवान व्याली क्वांप्रेरवेषी निगडीत काही केती करत केत्वा प्रथम त्यांनी विषठावर विख्याव्यांना नावे लिख्यास व्याजिनली ने पुटे काही कियाव्यांना चिय्व्या उवस्व्यास क्यांगित्त्या व चिद्रशत ड्याचे जाव येरेल त्याक्रायर सोडी क्राविली न पूर्ट एक विस्थार्थी पूर्व एक विस्थार्थी मिन त्याच्या होहिल्या विस्थार्थी क्रियाली खोट्खं कहन हरेज न दुस्रा पहिल्याची , यावर न्यथू किल्लासी कारी अवधी विला व पुरे मचामर में अन विवालिकोर ते प्रमात नाज्याम स्माठीनारे.

नंतर एका कागदावर व्यवताला वाटाएी किसी पूर्व कार्थ करावे छाहे वा व्यवन निलेल्वास संगित्र

पुढे डाम्स्ला एक काह, हेन्यात डाला व डी व्यक्ती व वस्तु आपनाका प्रेरित करते प्रिचे न्वित्र काहन्यास स्तानितले व ल्थावर निम्झ विद्याण्यांनी विचार प्रकृट केले.

पूर्व एक आवलकार्रि व प्रेरगाहारी अप्ता विभागत शब्दक्यात आली ड्यान एक व्यक्ती त्याल्या हैनेटिन उपमात अनताकडे

कारी असताबाही हो आहे त्यात् इतरांनी गढत कुरतो प्रथम करण्ये त्यांच्या अंगावर व्यम्पतीतील पाईपचे गाठी क्रमोहन तर में मिहेता तो तेथील देशकेल्या व्याउली केंग नेथे हैवना पर एका दोवन विक्रांगाया मिरिनेला व्यन्ता मोलंडताना चेवूनाची ग्रीडी निव्यास्त् मद्भा करता. ब्रस्टावरील एका उत्तीब लगन मुर्गिला वर्भ दररोत हेती त्रिंच क्योर। ज्ञेन् अपनाना एका अस्यातरे। ही क्रमन्ति। क्रम्ति सर्वे अन् देतेर क्रोहारील, त्रद्रथला स्मतः पार्टी शाणिली एक देता. खानि कीवरी ती रह्म लेली उपहाली कुड़ी रिर्मिणार तीने लूपन्याचील गरिव मुलगी त्याने हिलल्या पेगामुक काहेत नाड़ लागते नो स्वाम आता त्याल्या स्तोबन राहुन त्याली एक देवना दूर करती ती ख़रूप महिला त्याल्यासाडी फ़र्क आनी यत्में कती कारी मांची क्रांगू पास्त होती पहिला हतीत आण्डो पुर्वाणाला प्रोत्साहित करत होती पुढे दुख्या कर्तात आण-क्याला आद्माप्ट्या कोच्ही प्ररित करतात व प्रास्ताहित करतात. विभाणा क्रतीत आप्याला वारवाप्या क्रितीमुळे आपले कडी कडी व्यवनी करेन होते. तसेच कारी प्रका खडतान त्यातून प्रम्मा करियांवी याला पुद्धी कारी विभावत होती त्यातील ती व्यक्ती त्याने कलव्या क्ती पैकी काही न करता हिना से प्रहीत आयुख वायू दिक्ता प्रमल केला हाथ न करता जिल्ला कार्न कारी तरी दुल्लाना केलावा क्रवीकेएले व त्याप्रमार्ग कर्मी केली. व त्यावन त्याला योष्य फिलित प्रांप्त दमाने . न खाळानी जनान उमाह मिनली. क्रात्माक्रियंमा खढावला. ह्यात प्रकाल्यात सक्त छात्वे खर्गात येने की आहु-ह्यात प्रका मरत्नाची यते. एन निन्न प्रका दार स्वतः कर्ने मिन्नि तर तीची ताकृत स्वालिय छारने , छानि त्यापुर्वे क्षातमविश्वास्त निमिन् होता, खाश्न तोता व व्यक्तवता देखील हा महावाची व्याब कर्य मंडम भीनी क्यान - भेरन व्यक्त कोणी कान प्रकृत केली. क्रिंगिनातील व्यवधे प्रेरणा न छात्मिकिवास जाने महत्व परवून पर्ल. यांवर महाविल्यालयान्य प्रभरी प्रान्धार्थ योनी खापले निक्यार, प्रकट केले. व मंडांने डाम्य मामले त्येवरी विद्यार्थी मिनि हिने, मेडमपूर्वी महाविद्यालय न विद्यापि थिया वसीने आश्रीर प्राट्ट केले. खारापुकारे ही कार्यवाक अधार्धी मस्त्वपूर्व आवी शिक्षकार्वा है खण्युका कोती. Signature of Rapporteur 3 1901 19 150 चेंबूर सर्वकाय शिक्षाणास्त्र महाविद्यालय Name & Signature of Jeacher Signature of Principal Dr. K.R. Judhan व्यानाध म वेलकर

18 31



Date: 13/07/2023

Programme: Workshop on Interviewing Skills'

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

The session was held in our college for all the student teachers who could acquire certain skills as a teachers. The Resource person was smt. Almas Qureshi.

ma'am. The first most important thing was self-preparation. Which was the major point covered in this session. Along with preparation, research was another thing which need to be done before going for an interview. Also, one should at acquire the communication skills

for interviewing purpose.

Presentation is another important thing as interview and one should have good listening also. All the above things we came to know due to this session & it

Rhutuja Mazire Name & Signature of Rapporteur Name & Statu

चैब्र सर्वकष शिक्षणशास्त्र महाविद्यालय of Teacher बार कार्रामान प्रमूप नाता, प्रपूर, मुक्ट-४०००७१



Date: 13 7 22

Programme: workshop on 9E Approach of Constructivium

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

Introduction to 9E Approach of constructivism was conducted by two resource person Almas Scureth and Smt. Minakshi Patil. The main explaination was given by whakthi Patil mam. The Information was given by ppt. first man explained us what is Construction. Then explained the 9E Approach of communism. This 9E Approach was showed in a circle i.e. Elicit, Engage, Explore, Explain, Elaborate, Evaluate, Extend. Each E was explained in depth with examples. It your a model of at approach of communitying from this we came to know how to use Pn Classroom, how to enjage students in classroom , how to deliver duson in proper way in classoon with the use of this 9E approach of Constructivism. So that students can build their Throwledge worn proper way and also to check how much they understand the context.

Name & Signature of Rapporteur Name & Signature of Teacher Sajiya Mujawar Manjulu Bhander

प्राचार्य प्राचार्य चेंबूर सर्वेक्य शिक्षणशास्त्र महाविद्यालय आर. को. पार्ग, वेब्रुट नाका, वेब्रुट, गुंबई-४०० के

Buyanon



Date: 20/08/2022

Programme: Cyber Coime & women Safety, Ragging &

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

Cyber crime and हिनांक व्यवकारीं वर व्यव कोनी coomen safty Ragging and other C करळात छाले होते चा कार्यक्रमावेडी ए काइम ब्रांच , त्डीमती जॉरी विचार प्राथली मळकर (PSI मुन्ह क क्राइम नान) मार्ग क्रिक्रिया

भास्या प्रमावामुब 5/10/11/15 अरही होतली छाहे विकास व्याला झाहे. एण दुस्तरीकडे प्रायीनने कालानावर आहारिम गुरुकार वामानत व्यवनि यमन्त्रता नाळ्यावी

व्याधनर जुन्देगारी विष्णी मोलन अस्तताना त्यांनी प्रथमान लामाकलेल्या न्यर-पाच खरनाही स्माणितस्या न ल्यात्व क्रमाप्कारे द्यावचान्ता पालावी याकावत क्लाध्य प्रतिवारिमहर्गे अनेक प्रति प्रकार टोसार तथा व्यवस्थि घोडक्यात साहिती. की, चोरी, प्रस्ववर्ग, न्धमकी देंगे, मोबह्म नेबरता प्राधीन श्रेशापर उत्पादी

क्षियाल्या अरासाननावत आ वाग्रमा करक्यात आला व्यावाल मिडीयावर Mach Pell Sky XHIDIHOULE

कडीन कार्यते. त्यामूळे डोबस्या लवकर् अन्त लक्ष्मत साल्यावर युन्ता हाथ्वल केला जाईले तेवहया शुल्हेगारान्या, क्लोस होक्यानी प्राक्रिमा रद्वह करार्व ने छानेक कावतींना एकाप नायन किला जाल्यानी काल वानिक्ष मिन्न प्याशीसन व वरोतागार वेड्यात मोग्या प्रमागात खडकलेले अप्यापाने त्यांनी खांगितले. त्यांन्य एक तर्फी प्रेम, व्यव्हा होने अशा सहगांमुकरी तथा गून्हेगारील वाह तोन आं अला प्रकारे ज्याध्यकर भुक्टा वाबर नाक्शावी हाम वक्तूव के ने तसेच या गूल्थांमध्ये प्राव कोगासीबत अल्प Molley शान्यकायाना अखेरी त्यांनी प्रथम खानिको लाजन पार्डी तीयमानात्या डाल्यान् छाहला डोली आहे त्यांमुके एक झावी विश्वकं म्हणून नवहमा-छाना अस्ययन छाल्यापन कानागा Cyber Coine या निवनी शरडोची साहिती पूरवण्यासाहै। लिंवा गरमार्ग था नगर्कमानी काया नक्कीच ल्यामुके खादानी आदी पिष्ठी मार्डिके लाश्च लेखिल न रमाथ्य श्रूबर श्रीमा निवा नमा करने ट्यामा होइल THE SCHOOL OF STREET OF THE STATE OF THE STA Name Signature of Teacher Signature of Principal

Date:- 23 सप्टेंबर, 2022

Programme: संमोहनाय्वारे व्यक्तीमच विकास - डॉ जयेश नाधव.

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

सादर कार्यशाळा ही चेंबूर सर्वकष शिक्षणशास्त्र महिवद्यालयात विनांक 23 सप्टेंबर, 2022 रोजी डॉ. जयेश जांधव सरोनी चेतली हा ५ क खूप छान व सर्वीसाठी तसा नवीन विषय होता याबर्यल अनेनेनांच्या मनात काही पूर्वग्रह होते, कार्शिनी त्याबद्दल प्रसंग छेकले होते. कार्शिना थोडीफार माहिती होती. यासविवट प्रथम चर्ची साली रनरांनी या पूर्वग्रहोचा व अधिवट माहितीचा खुलामा केली

या शक्तीद्वारे आपण कोणत्याही अकतीच्या मनाविरुद्ध काहीही कर शक्त माही त्या व्यक्तीला ती गोष्ट मात्य असील तरच तो ती करतो है वैद्यील समजले.

पुढे सरोनी 4-5 छोट्या कृती घेतल्या आणि पुढे यक्त्रीड ताल संग्राला त्यांच्या संमोहनशक्तीर्वारे घिळवून ठेवले. ज्यात कथी झिंगाट गाण्यावर नास तर कधी ल्यायाम, कॉलेजला जायवी तपारी अगवी चंद्रा गाण्याव नाच होलकी वारन, तरनेच भारतकेशासाठी लढणे, बालपणापात्मन ते अगदी आतापर्यतचा प्रवास घडनला-

पुढे सरानी संमोहनशक्ती ही जार्टीणा नसून त्यामाग्वे शास्त्रीय करण दुन्हीकोनरी सांगीतला. जातानाता स्वतःला कसे आदेश क्यायचे म्हणजे आपल सबकानिश्वस माईंड कामाना लागेल याचे मार्गदर्शन केले. जेणेकदन या शास्त्राचा वापर मापम देतंदिन जीवनात कजन सापत्या उणीवा दूर कजन जीवनात प्रगती कर शकतो भशा प्रकारे एक ज्ञानपूर्ण पण मनोरंजक अशी ही कार्यशाळा होती.

Name & Signature of Rapporteur

Name & Signature of Teacher

Progrima R. Derrykhkar

Signature

Dr. Jayesh Jadhav चेंबूर सर्वकष शिक्षणशास्त्र महाविद्यालय स्तर. शी. मार्ग, चेंबूर माझा, चेंबूर, मुंखं-४०००७ व.



Date: 6/10/2022

Programme:

Three day workshop on Art Integrated Education: Ferregal Edu: Art

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

It was a activity for us to be creative and learn new things. There were two teachers who showed us samples and of different activities and later we have been provided with some activity kit. In which there were colours, glue and fericryl class. So first day they taught us about the different alours to the and die and create new patterns which was very interesting and innovative.

Next day they taught us about clayacting The second diesource person was Mrs. Archana Jodhan and Mr. Yatin Negandi who taught us about how to be creative and learnt new concept, where we can make new models of science and be creative in teaching skills. overall It was a overall a very good and innovative way and it was basically leaving by doing.

Name & Signature of Rapporteur Name & Signature of Teacher Swati Vij - Just

प्राचार्य

चेंबूर सर्वकच शिक्षणशास्त्र महाविद्यालय आर. थी. मार्ग, चेंबूर नाका, चेंबूर, मुंबई-४०००



Date: - 24/99/2027

Programme: मत्याचे दुष्परिवास आणि तावातवाब मुक्ती

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

सनःशक्ती केंद्र लोगावळा येथील डॉ. वेशाली तुपात मॅडम यांनी मत्सराचे दुष्परिवाम आणि तावतवाव मुक्ती कली मलबी या संदर्भात माग्दिशीन केले. एकूण १। विद्यार्थी या कस्ताला उपास्थित होते.

अञ्चासम्ये नियोजन करत असताना विद्यार्थ्यांना अनेक अउन्यगी भेउसावत असतात नेमस्या कुरुल्या विषयाया अध्यास करावा ! कोगत्या बेळी करावा ! अखाबेळी में दूळा दोन्ही आगांचा कल लझात घेऊन कोगत्या गोब्धीला प्राद्यान्य द्यावे हे त्यांनी विविध भैसाधने वापस्न तसेय प्रत्यम काही गोष्टी हातानायला देऊन परवून सांगितले.

परीक्षेया तणाव कमी करल्यासाठी प्रत्येक विषयाचे आयोजन क्से करावे याबद्त त्यांनी उत्तम मार्गदर्शन केले. अञ्चास करताना तो अधिक चित्तैकागृतेने व वेळेचे नियोजन कत्तन करण्यासाठी

त्यांनी नियोजन तदत्याची आष्की समजावली

तसेय मत्सरामुळे व्यक्ती दुस्म्याचे नुकसान न करता स्वत: ये नुक्सान करत असते हे ही त्यांनी समजावून सांगितले. एखादी ओब्ट किंवा वस्तू जेवद्या जोरात दुसऱ्या ओब्टीवर किंवा वस्तुवर आदळते वा आपटते तितवस्याच तीव्रतेने त्या वस्तुलाही नाम होता व्यान्यप्रमाणे मत्सरान्येही तसेन्य आहे. अशा पह्यतीनी विविद्य उदाहरणे देऊन त्यांनी मत्सरान्य दुष्परिणाम सांगितले.

मत्मराचे दुष्यिरिवाम सांगत असताना त्यांनी एक महत्वायी गोष्ट समजावून संगितली की कहारि। कोणत्यारी बाबतीत नकारात्मक क्यार मनात आण्य नमें त्याया परिणाम दीर्घ-काळापर्यंत आप्ल्या मनावर होतो व परिणामी आप्ल्या देनंदिन

जीवनातही अनेक अउचणी उद्भव लागतात.

अदर अन्नात प्रत्येकाने स्वतः त्या मनाशी संवाद साद्यावा मासाठी छोष्टा-छोट्या प्रत्यझ कृतींबेही आयोजन करण्यात आले होते. रोजन्या जीवनात व्यक्ती स्वतः शी संवाद करण्यासाठी

स्मबद्ध साधाव्यास्मागृही प्रात्सात्त करा.
एकंद्ररीत या सम्नातून स्वत : स्वतः ला समजून द्वे किती
सहन्तम्ये आहे हे समजले भावनां स्वे समाम्योजन मलन निर्णय
ह्यावेत व स्वतः मत्सरावर ताबा मिळवून तागतगाव मुक्तीमाठी प्रयतनइति असावे यामुळे सकारात्मक विचारांची निर्मिती होईल व प्रत्येक
शील असावे यामुळे सकारात्मक विचारांची निर्मिती होईल व प्रत्येक
शील असावे यामुळे सकारात्मक विचारांची निर्मिती होईल व प्रत्येक
शील असावे सामुळे सकारात्मक विचारांची निर्मिती होईल व प्रत्येक

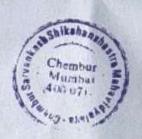
Signature of Rapporteur

वस्ता अमोल पाटील

Name & Signature of Teacher

Signature of Principal

प्रान्तार्य चेंबुर सर्वकप शिक्षास्त्र महाविद्यालय अर. श्री. शर्ग, चेंबुर चला, चेंबुर, हुंखं-४०००७९.



Date: 13 |01 | 2023

Programme: Gender Sensitization video based Discussion.

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

On 13th January 2023 there was workshop on Genden Sensitization Video based Discussion - The meason for wankshop was to ak acknowledge resignishment reight bons xex , responses their terminologies school and society. The workshop was begin with the intenduction of Famous Pensonality Kamla Bhasin. She was a feminist, and activist, boet author and social scientist. Ther video was shown to us in which she delivered hem thought and hen idea and hen own experiences and encounters as for as the issue of genders discommination had been concered later on she stated gender bias is not only among girls but also among, boys. basically, this video help us to know about own responsibility in society through gerden . the workshop was very effective and amazing to us for own luture coneer or life

Name & Signature of Rapporteur Name & Signature of Teacher

Signature of Principal

Sweta Mourya

प्राचार्य गाः २ द दिवानुष्ये आर. सी. मार्ग, वेंबूर नाका, वेंबूर, मुंबई-४०००



Date: 94/09/2023

Programme: Grender Sensitization: video based Discussion.

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

93/09/२०२३ स्क्री व्यवकात रशक्सण्याश्च महारवेख्यानयात Gender sepsitization: video based Discuss. अाथाजित करण्या (भैकल्पन) 00010 460 31M). a 3.20 m) SHIMI. यानी रममानाने शिहत चेंबूर सर्वकष शिक्षणशास्त्र महाविद्यालय आर. सी. मार्ग, चेंबुर नाका, चेंबुर, मुंबई-४०००७५.



Date: - 28th TAN 2023

PLASTIC WISPOSAL AMBASSADOR IN COLLABORATION WITH SSET Report of the programme :-(If required attach additional sheets)

On 28th of January, Mr. Dilip Moorkoth conducted a talk on disposal of plastic. He gave us impormation about types of plastic i.e. Hard plastic and soft plastic and how the two can be segregated and used for recycling and disposed accordingly. He told us about how we can contribute in the innitiative taken by Bislevi and how student's can be a "Student Ambassador". We can take this Step by creating awareness at the place where we live.

The session was helpful and informative and we even took a pledge to reduces the use of plastic and it's pooper disposal.

Name & Signature of Rapporteur Name & Salature of Teacher Shumaila Shaikh

Signature of Principal

चेंबूर सर्वकष शिक्षणशास्त्र महाविद्याल बार. थी. मार्ग, पेंबूर नाका, चेंबूर, पुंच्च-४०००७१



Chembur Education Society's

Chembur Sarvankash Shikshanshastra Mahavidyalaya

(Affiliated to University of Mumbai, Recognised by N.C.T.E.)
Phone: (O) 022 2527 2162, 2522 1439 (D) 2527 8225

Reaccredited 'A' by NAAC

Ref. No.: CSSM / 109 / 22-23

0/0

Date: 6 |2|2023

To,

377

या

Q.H.

34

HI

H

H

Adv. Ashish Shigwan

Sub: Thanks letter.

Thank you for being our guest speaker for today's session and sharing your valuable insights with respect to Sexual orientation and gender identity, Societal Expectations about Gender(Gender Roles and Stereotypes) ,Psychological androgyny, current Scenario of Transgender in our society and future Challenges .

You left the audience in awe .The question answer session was particularly very useful as many conceptions got removed and myths broken. I am sure the audience must have got much clarity about such sensitive topic.

Thanking You,

Yours Faithfully,

Dr. Chandrashekher A. Chakradeo

Principal.

PRINCIPAL
Chembur Sarvankash Shikshanshastra
Mahavidyalaya

- Naka, Mumbai 400 071

2/20123.1P

Website www.cssm.in E-mail: principal@cssm.in Chembur Education Society: 022-2528 6146 / 2528 8752



Date: - 07. 02. 2023

R.C

Programme: Lecture on 'Iransgender: Current scenario and Juture Challenges?

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

Chembur Sarvankash Shikehanshaetra Maharidyalaya organized a lecture on 'Iransgender: Current Scenario and Future challenges' on February 7, 2023. The resource person for the lecture was Advocate Ashish Shigwan. The lecture was conducted in the Hedgewar half. The programme started at 11 am. The resource person was welcomed by our Principal Dr. C. A. Chakradeo sir. The teaching staff of both English and Marathi medium was present for the Lecture.

Speaking about Indian history and its relation with gender. He imphasized on what is sex, sexuality and gender and the difference between them and gave an ineight about the transgender community and their sextens.

He highlighted the current scenario of the community and the challenges faced by them. He gave reveal examples such as no admissions, no job opportunities and being looked at through gender perspective reather than human perspective.

Name & Signature of Rapporteur Name & Signature of Peacher Rankekar Pooja

प्राचार्य चेंबूर सर्वंकष शिक्षणशास्त्र महाविद्यालय आर. सी. मार्ग, चेंबूर नाका, चेंबूर, मुंबई-४०००७१.

Signature of Principal

100m

the talked about the future challenges coming their way among which one is changing people's perspective towards transgenders at the end he highlighted that 'I weat transgenders as humans too!'

The lecture got over at 12.30 pm. The lecture created awareness about the transgender community among the listeners. The vote of thanks was given by Prof. Vibhawari Shigwan ma'am.

Chembur Education Society's Chembur Sarvankash ShikshanShastra Mahavidyalaya R.C. Marg, Chembur Naka, Chembur- 400071 Date: - 1 St Feb, 2023 "Capacity Building triogeramme". Report of the programme :-(If required attach additional sheets) of 3 days usostkshop was conducted in CSSM with collaboration of 3 Gokhale. On 1st Feb 2023, the programme was on Self-Awareness & Der Chanderashekher Ashok Chakeradeo Sign. On Day 1, we learned what is , self-awareness & umportance of iself ausareness. Activities that were conducted helped us to get to know how self-aware we one. We gave a test on Self-esteem 10e Rosenbergs over level of self exteem viz tigh on Low. Name & Signature of Rapporteur Name & Signature of Teacher चेंबर सर्वेक्ष शिक्षणशास्त्र महाविधालय चार, ली. मार्ग, चंबुर नाका, चेबुर, मुंबई-४०००७५



Date: - 2nd feb, 2023

Programme: "Capacity Building Perogramme"

Report of the programme :-(If required attach additional sheets) Way 2: Anger and Strees management.

Resource Person: We. Chandrashekhar Ashok Chakradeo

Way 2 was all about controlling and managing our anger and stress. The got to know that we don't have anger issue but we are not able to control our anger which twens

aggression.

The seminar was conducted by Dr. C. A. Chakrade six in collaboration with Gokhale collège of Education. The seminar on Anger management helped us distinguish between anger and aggression. Angiris an important emotion in our life blet we always get confuse between anger and aggression six further enlightened our mind with the stress management information He taught us how we can manage our steels. He also gave us information on how etress affects our performance. The sessions were really very useful and informative which will help us in future At the endathe session we dicked pictures and session ended with feedbacks.

Name & Signature of Rapporteur Name & Signature of Teacher

चेंबूर सर्वंकष शिक्षणशास्त्र महाविद्यालय आर. सी. मार्ग, चेंबूर नाका, चेंबूर, मुंबई-४०००७१



Date: - 3rd feb , 2023

Programme: "CAPACITY BUILDING PROGRAMME".

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

Day 3:- Topic- Conflict Management & Mental Health Resource

Person's: Dr. Ragu Talreja & Dr. Chandrashekar Ashok Chakradeo

On 3rd Day, The First Session that was on Conflict Management

was very well explained by Dr. Ragu Tahreja Ma'am. She explained the types of conflict & also where and when it occurs. Later

The tought us some confrict Management Strategies. We also had

activities which had statements stating situation it we had to

Answer which strategy for conflict Management will be applied Second Session was taken by our Principal Sir-

Dr. Chandroshekar Ashok Chakracleo on Mental Health and

Well Being It was all inderstood Just by some explanations and with an interesting activity where we calculated how we

felt in last two weeks with WHO's well being Index.

Overall we Enjoyed the three days workshop & world love to have more much workshop on future

Name & Signature of Rapporteur Name & Signature of Teacher

Signature of Principal

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



Date:-15/4/2023

Programme: "The Art of Listening: Cultivating Mindful Communication"

programme :-(If required attach additional sheets)

Resource Person-Dr. Chandrashekher Ashok Chakradeo Sir

Report- On 15th April, 2023, we had a workshop on Listening skill. Resource person guided us through the importance of

effective listening It started from the myths of historing, for instance

Listening & hearing are the Same process, Speaking is an important art than listening, Good Speakers are also listeners & So on. These are myths & not actually True

we learnt in that workshop.

Also, Listening Skill is focused in Religious, Thoughts like in Sanskrit, Shravan' mean's historing which is given more importance & Comes first than any other religious practice. In Bible, it is Stated that "We have two ears & one mouth so that we can listen twice as much as we Speak." Hence, historing is impotant according to religious thoughts.

We acknowledge the difference between hearing & Listening. There were also few activities so that we can understand in a much better way. By giving a quick test we calculated our listening, ability, the minimum marks were '10' & maximum '50. The indication of marks 10-20: Low Active Listening ability (No one came in this Category).

Name & Signature of Rapporteur Name & Signature of Teacher Signature of Principal VORA KENIL NOORMD Smite Ganaha

चेंबूर सर्वंकष शिक्षणशास्त्र महाविद्यालय आर. सी. मार्ग, चेंबूर नाका, चेंबूर, मुंबई-४०००७१.

Is Moderate Active historing Ability (few of us was re in this range), 31-40: High Active historing Ability lost were there in this range), 41-50: Very High Active historing Ability (Again few were there in this range) Resource person explained the Stages of listening i.e. Receiving - Understanding - Remembering - Evaluating - Feedback At the end we learnt the most important thing that is "Active Listening Skell". Eye Contact, Body Gesture, Avoid distractions & Giving feedback are Some of the Skills of Active Listening. As we are would be teachers & our profession not only need good Speakers but also good histeners. It was a helpfull workshop to us. चेंबुर सर्वक्य शिह्न गास्त्र महाविद्यालय आर. सी. मार्ग, चंबूर नाका, चेंबूर, मुंबई-४०००७१.



Report on Diploma Course in Functional English

2018-19

This Add-on course is being designed by University of Mumbai and the students who successfully complete the certificate course in functional English are only eligible to take admission in Diploma Course in Functional English.

The burgeoning media landscape, especially in India, offers abundant opportunities for individuals proficient in effective communication. Beyond communication itself, various avenues exist within the realm of mass media, encompassing Public Relations, Broadcasting, and Print media. Considering these avenues, The course is structured into the following key components:

Communicative Skills: Focusing on the art of expression and effective communication techniques.

Understanding the Essence and Dynamics of Communication: Delving into the significance and intricacies of the communication process.

Developing Proficiency in Speaking and Listening: Enhancing skills in both speaking fluently and actively listening.

Application of English Language in Journalism: Exploring the utilization of English language specifically within the context of journalism.

The Course is broadly divided into following aspects---

- Communicative Aspects—How to express
- > Meaning and Process of Communication
- > Speaking and Listening Skill
- Use Of English Language in Journalism

Objectives of the Course-

- > To develop advanced communication skill
- > To develop reading skills in English as a Second Language
- > To impart spoken skills to deal with various situations
- > To develop skills of listening
- > To acquaint' students with the important elements of Journalism
- > To train the students to take up jobs of Reporters/Journalists/Editors

Course content and methodology involved-

- Developing Advanced Communication Skills: This involves honing various aspects of communication such as clarity, coherence, persuasiveness, and effective expression. Methodology Involved- Activities like debates, presentations, and discussions are undertaken for refining verbal and written communication abilities.
- 2) Improving Reading Skills in English as a Second Language: This objective aims to enhance comprehension, vocabulary, and reading speed in English.
 - Methodology Involved Reading a variety of texts, from news articles to literary works, and employing strategies like skimming, scanning, and inference to extract meaning efficiently.
- 3) Imparting Spoken Skills for Various Situations: This involves training individuals to communicate effectively in different contexts, such as formal presentations, interviews and group discussions.

Methodology Involved — Role-playing exercises .It can be incredibly effective improving spoken skills in English, as they provide opportunities for learners to practice real-life communication scenarios in a safe and structured environment. Here are some role-playing exercises tailored to enhance spoken skills:

- a) Job Interviews: Students are divided into pairs, with one person acting as the interviewer and the other as the job applicant. Providing a list of common interview questions related to a specific job or industry. Each pair takes turns conducting and participating in mock interviews, providing feedback to each other afterward.
- b) Customer Service Scenarios: Creation of scenarios where one participant acts as a customer with a specific issue or inquiry, while the other participant plays the role of a customer service representative. Scenarios includes complaints, product inquiries, or service requests. Students practice listening attentively, empathizing with the customer, and providing clear and helpful responses.
- 4) Developing Listening Skills: Effective listening is crucial for understanding, empathy, and effective communication. Activities such as listening to podcasts, lectures, interviews, and participating in listening comprehension exercises can enhance comprehension, note-taking, and critical listening skills.
- 5) Acquainting Students with Journalism Elements: This involves introducing students to the fundamental principles and practices of journalism, including news gathering, reporting, writing styles, ethics, and the role of media in society. Studying case studies, analyzing news articles, and engaging with industry professionals can provide insights into the field of journalism.
- 6) Training for Journalism Roles (Reporters/Journalists/Editors): This objective focuses on practical skills training for roles within the journalism industry. It may include instruction on researching, interviewing, fact-checking, writing news articles, editing, headline writing, and using digital media tools. Hands-on experience through internships or simulated newsroom environments can further prepare students for careers in journalism.

Total 42 students got enrolled for the Course and successfully completed the course.

Dr.Manjula Bhandari

Course coordinator

Dr. C A Chakradeo

Principal

PRINCIPAL

Chembur Sarvankash Shikshanshastra Mahavidyalaya Ramkrishnan Chemburkar Merg, Chembur Naka, Mumbai 400 071



Chembur Education Society's Chembur Sarvankash Shikshanshastra Mahavidyalaya

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

Date:11th August, 2018

Prog: Workshop On Creating Effective Learning Environment

Resource person:

Objective of the prog:

- To enhance the understanding of learning environments
- To promote student engagement
- To support diverse learners.
- To improve classroom management.

The main aim of organizing this programme is to develop and sustain classroom settings that maximize student learning and engagement. This programme focuses on strategies and practices that foster a positive, inclusive and simulative educational atmosphere.

The Resource Person explained the definition and significance of a positive learning environment and impact of physical, psychological and social aspects of learning, how to support diversity, improved engagement and practical skills.

Positive feedback received from the participants, they got to know areas of improvement.

The participants gained practical knowledge and skills to create and maintain effective learning environment that foster student engagement and achievement.

Its well known fact that well managed and engaging classroom environment is crucial for student success. Effective learning environment support academic achievement, promote positive behaviour and enhance student well being.

PRINCIPAL

Chembur Sarvankach Shihahanahastra

Mahavidyalaya

Ramkrighnan Chemburkar Marq.

Dembur Naka, Mumbai 400 07



Date: 08.04.2019

Time: 10.00

Programme: कार्ल में गुंका - क्षाम मेंट

-आमा सर्व विद्याच्यां स्वार्धियाल्यां ने दिनांकु 06 07 | 2019 बानी स्वार्धियाल्यां रेठ.00 वाना मुंबईतील्य वादिवली येथे समनाच्या संग्रेय गांकी बाष्ट्रीय उद्यानान्या बेक्टन्या योगाल समेळेल्या 'कान्हेरी गुंपा' या हिकानी याद्या स्वार्थ के होते.

नियोजनं किल्याप्रमाने साम्ही 40 निया हीं व ०५ मिक्षक उत्रल्यानुसार स्मकात्वी ९०,०० वाजाता संजयं गोह्मी साष्ट्रीय उद्यानाच्या मुख्य गेट पासी जमा स्मालं. जमा स्वारत्यावर द्योग मेटी प्रमुख याँ. केश्वर जाह्मव स्मय योगी प्रथम हजेबी ह्यात्वी व नंतर काही खास स्नुत्वना दिल्या. त्या स्नुत्वनांगमन्त्र प्रामुख्याने स्माता विल्यावर काय क्वायल हमें, काय क्या नये स्था स्नुत्वना दिल्या व नंतर साही

निकीट काडून बाक्रीय उदयानान प्रवेश के याष्ट्रीय उद्यान ते कान्हरी युंका हे खाहा किलो मिरक्षे अंतर समाजान साम्ही हत्यानान्या अवार्वण्या वसनी गुंका-ना पायकाश्री गेनेको तिशे वेल्यावर पवत आम्हा निष्ठि कार्न गुणान्य झेमान प्रवेश केला.

कान्हेंबी गुंफा झेनान हकुन 165 गुंफा आजुनको त्यातील ब-या-खबा -चोगल्या अवरथेन साहत . ह्या गुफा प्रान्धीन अभून मुह्मांकी निगरीन सम्बन प्रान्धित काळात 'विद्यादानाचे 'काम कवत हाते. है की प्रशिद्ध समें त्याकाळी केंद्र होते. गुंफा वं ०२ विशव व त्यान चेल वंभवशाली शिल्पकछेना विविश् सोगा छेगी छाद्यत असताना व मोरोक्षान करन 'असताना आम्हळ सर्व पहान का समानन होन समाना सार्वकाळने । व कहार वानरे यानि काली काला न सार्व गारी. ६वट देग होता की स्वत! ल जाम्बी विभवन होता

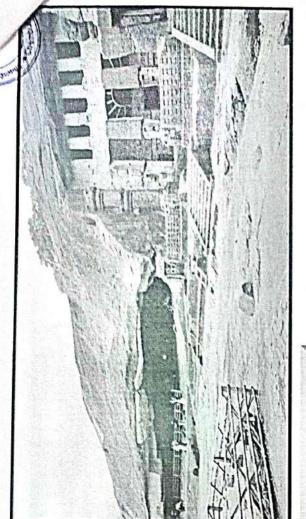
पारिकेला भागावय न्यता केन्य व ४.30

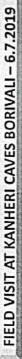
हार्वी जायल निहाल

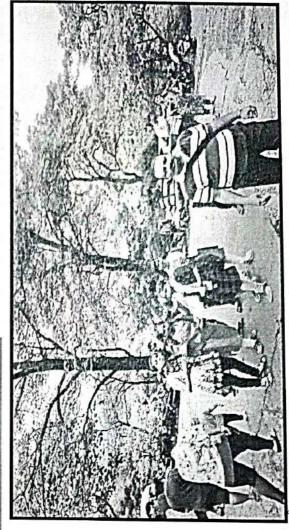
Signature

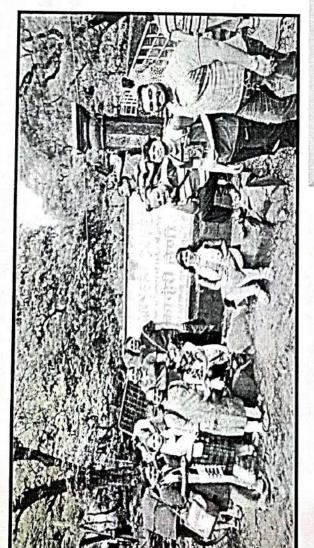
Name & Signature of Rapporteur Name & Signature of Teacher

प्राचार्य चैवूर सर्वकष शिक्षणशास्त्र महाविद्यालय











Mahavidyalaya Ramkrishnan Chemburkar Marg,



Report on Diploma Course in Functional English

2019-20

This Add-on course is being designed by University of Mumbai and the students who successfully complete the certificate course in functional English are only eligible to take admission in Diploma Course in Functional English.

The burgeoning media landscape, especially in India, offers abundant opportunities for individuals proficient in effective communication. Beyond communication itself, various avenues exist within the realm of mass media, encompassing Public Relations, Broadcasting, and Print media. Considering these avenues, The course is structured into the following key components:

Communicative Skills: Focusing on the art of expression and effective communication techniques.

Understanding the Essence and Dynamics of Communication: Delving into the significance and intricacies of the communication process.

Developing Proficiency in Speaking and Listening: Enhancing skills in both speaking fluently and actively listening.

Application of English Language in Journalism: Exploring the utilization of English language specifically within the context of journalism.

The Course is broadly divided into following aspects---

- Communicative Aspects—How to express
- Meaning and Process of Communication
- Speaking and Listening Skill
- Use Of English Language in Journalism

Objectives of the Course-

- > To develop advanced communication skill
- > To develop reading skills in English as a Second Language
- > To impart spoken skills to deal with various situations
- > To develop skills of listening
- > To acquaint' students with the important elements of Journalism
- > To train the students to take up jobs of Reporters/Journalists/Editors

Course content and methodology involved-

- Developing Advanced Communication Skills: This involves honing various aspects of communication such as clarity, coherence, persuasiveness, and effective expression. Methodology Involved- Activities like debates, presentations, and discussions are undertaken for refining verbal and written communication abilities.
- .2) Improving Reading Skills in English as a Second Language: This objective aims to enhance comprehension, vocabulary, and reading speed in English.
 - Methodology Involved Reading a variety of texts, from news articles to literary works, and employing strategies like skimming, scanning, and inference to extract meaning efficiently.

- Imparting Spoken Skills for Various Situations: This involves training individuals
 communicate effectively in different contexts, such as formal presentations, interviews and
 group discussions.
 - Methodology Involved Role-playing exercises .It can be incredibly effective for improving spoken skills in English, as they provide opportunities for learners to practice real-life communication scenarios in a safe and structured environment. Here are some role-playing exercises tailored to enhance spoken skills:
- c) Job Interviews: Students are divided into pairs, with one person acting as the interviewer and the other as the job applicant. Providing a list of common interview questions related to a specific job or industry. Each pair takes turns conducting and participating in mock interviews, providing feedback to each other afterward.
- d) Customer Service Scenarios: Creation of scenarios where one participant acts as a customer with a specific issue or inquiry, while the other participant plays the role of a customer service representative. Scenarios includes complaints, product inquiries, or service requests. Students practice listening attentively, empathizing with the customer, and providing clear and helpful responses.
- 4) Developing Listening Skills: Effective listening is crucial for understanding, empathy, and effective communication. Activities such as listening to podcasts, lectures, interviews, and participating in listening comprehension exercises can enhance comprehension, note-taking, and critical listening skills.
- 5) Acquainting Students with Journalism Elements: This involves introducing students to the fundamental principles and practices of journalism, including news gathering, reporting, writing styles, ethics, and the role of media in society. Studying case studies, analyzing news articles, and engaging with industry professionals can provide insights into the field of journalism.
- 6) Training for Journalism Roles (Reporters/Journalists/Editors): This objective focuses on practical skills training for roles within the journalism industry. It may include instruction on researching, interviewing, fact-checking, writing news articles, editing, headline writing, and using digital media tools. Hands-on experience through internships or simulated newsroom environments can further prepare students for careers in journalism.

Total 42 students got enrolled and successfully completed the course.

Dr.Manjula Bhandari

Course coordinator

Dr. C A Chakradeo

Principal

PRINCIPAL

Chembur Sarvankash Shikshanshastra Mahavidyalaya Ramkrishnan Chemburkar Marg, Chembur Naka, Mumbai 400 071



Report on Certificate Course in Functional English

2019-20

This Add-on course is being designed by University of Mumbai to empower participants with essential English skills necessary for effective communication, encompassing both listening and speaking, as well as reading and writing. By honing these skills, individuals can enhance communication within their peer groups and workplace settings.

In today's interconnected global market, English has emerged as the universal language of communication. While many may perceive proficiency in English solely through reading and writing abilities, the significance of listening and speaking often gets overlooked. However, these aspects are equally vital components in mastering a language. This course aims to rectify this oversight by providing comprehensive training across all four domains of English proficiency.

The course consists of two Papers/course structure

Paper 1—
Study of Language and Basic English
Paper II
Effective Communication in English

The Objectives of Certificate Course in Functional English

- Establishing a solid foundation in the fundamentals of the English Language.
- Facilitating students in achieving proficiency in both written and oral English communication.
- Enhancing proficiency in the four essential language skills: Listening, Speaking, Reading, and Writing.
- Providing a comprehensive understanding of phonetics, extensive vocabulary, and proper grammar usage.
- Cultivating the ability to effectively utilize English in various real-life scenarios.
- Improving learners' comprehension, interaction, and fluency in English.
- Equipping learners with practical strategies to enhance their communication skills.
- Ensuring that the training is practical and applicable to real-world success.

Methodology

Language Lab is used for teaching/learning through teacher's Console and Language Learning Software .It acts as a platform for learning, practicing and producing language skills through interactive lessons and communicative mode of teaching.

Objectives:

To maintain good linguistic competence- through accuracy in grammar, Pronunciation & Vocabulary.

To develop pragmatic competence, to understand the grammatical form & function & scale of formality

To acquire strategic competence to use both spoken & written language to use in a wide range of communication strategies.



Methodology of Instruction

Communicative and integrated approach is followed that keeps the ability to use language to communicate as central goal, to make meaning-focused activity which simulates real life transactions.

Among the four macro skills of language learning, listening and reading are receptive skills whereas speaking and writing are the productive skills .These skills can be improved effectively, when the learner learns at his own pace. With the help of the functional tool- Language Lab with Teacher's Console, language skills can be learnt, practiced and evaluated .

I) Techniques to improve listening

An ability to listen and interpret many shades of meaning from what is heard, is a fundamental communicative ability.

Teaching listening involves training in some enabling skills' — perception of sounds, stress, intonation patterns, accents, attitudes and so on

II) Techniques to improve speaking

Students' speech evaluation is possible through the digital recorder modules in language learning software. Students' audio recordings can be scored or saved for later evaluation

III) Techniques to improve Reading & Writing

To improve Reading and Writing, Grammar Exercises, Interactive Stories/situations, Repetition Exercises (Word Pronunciation, Sentence Pronunciation), Substitution / Transformation Exercises (Sentence Practice, Grammar Practice) and Reflection on the organization of sentence components (Word Order) is followed.

44 students got registered and successfully completed the course.

Dr. Manjula Bhandari

Course Coordinator

Dr.C A Chakradeo

Principal

PRINCIPAL
Chembur Sarvankash Shikshanshastra
Mahavidyalaya
Ramkrishnan Chemburkar Marg,
Chembur Naka, Mumbai 400 074



Date: - 17 August 2019

Time: 10.30 am - 1 pm

Programme: -

Nai Talim

The workshop conducted on 'Nai Talim', by Dr. Umakant Deshmukh Asso. Prof. of Chembur Sarvankash, Mahavidyalaya chembur, Mumbai-71.

The National Policy on Education (1986) has reiterated the concept of Socially Useful Productive Work and renamed it as work experience. Work Experience aims at restoring dignity and respect to all types of manual work, promoting self-reliance in meeting one's daily needs and those of one's family and community, creasing productivity through the development of proper work skills and values, and promoting commitment to the welfare of the society through suitable programmes of social work or community service. Ghandhi "Practice of doing work with Education" Gandhiji's Aims of Education

Aim1: Vocational Efficiency

Aim2: Cultural Development

Aim3: Spiritual Development

Aim4: Character Development

Work Education through Economic activities and Craft based education

Students should be inculcated with desirable values and culture

Emphasised education and the 3 H" s: Hand, Head and Heart

Moral virtues like Righteousness, integrity, Self Restraint, Purity of character should be cultivated

Self-realization should be the ultimate goal education

PRINCIPAL
Chembur Sarvankash Shikshansbestra
Mahavidyalaya
Ramkrishnan Chemburkar Meng,
Chembur Naka, Mumbai 400 071

Objective:

- To help the students understand concept of Nai Talim.
- 2. To helps the students for writing an objective of Nai Talim lesson plan.
- 3. To helps the students about conducting the Nai Talim activities in the practising teaching schools.
- 4. To helps the students about evaluation criteria of Nai Talim lesson.
- To help the students about writing the Self Evaluation of the lesson.
- To help the student understanding about correlation with urban-rural life.
- Procedure

Lesson structure

Content Analysis

Resources material

Precautions to be taken

Black Board Work

Previous Knowledge

Set of Induction

Statement of Aim

Main Concept

Teaching Approaches

Repopulation and Closure

Evaluation

Strategies

Assignment

Self-Evaluation of Pupil

Lesson Outcomes:

- ✓ Cognitive Competencies: Student has develops knowledge, understanding. application, analysis, synthesis and evaluation competencies under cognitive competencies.
- ✓ Psychomotor Competencies: Student has develops imitation, manipulation, precision, articulation and naturalisation competencies under psychomotor competencies.
- ✓ Affective Competencies: Student has develops receiving, responding, valuing, organization and value complex competencies under affective competencies.

Name & Signature of Rapporteur

Name & Signature of Teacher

Signature of Principal

Mumba 400 07

Chembu

(Br. U.V. Dehmull) (Br. U.V. Rechmull Chembur Sarvankash Shikshanshestra

Mahavidyalaya Ramkrishnan Chemburkar Marg. Chembur Naka, Mumbai 400 071



Date: - 15-08-2019

Time: 7.30 am to 10 am

Programme: -

Environmental Day

Chembur Education Society's, Chembur Sarvankash, Mahavidyalaya chembur, Mumbai-71, celebrates "Environmental Day", on the occasion of 73rd Independence Day of India.

Our society's Chairman Shri Prakash Nalawade sir, Member Shrimati Bhushana Pathare Madam our I/C Principal Dr. Chandrashekhar Chakradeo all Teaching, Non-Teaching staff and all students of our college attainted this programme. The massage given to the student as-

In the formal education system of India, the importance of integrating environmental concepts was recognized with the movement of Basic Education, launched by Mahatma Gandhi in 1937. This was the first serious attempt at relating education in the schools to local environmental needs. The National Policy on Education (1986) also stressed on the need for EE in formal education. Further, the most recent concern for mainstreaming EE in India was spelled out by the Honourable Supreme Court in its judgments (2003) pertaining to introducing environment as a compulsory subject at all levels of education from the academic year 2004-2005. This has led to a great demand for teacher training in Environmental Education.

Significance of this is activity to develop concern for our own environment which will lead us to act at our own level to protect the environment we all live in. Ever since students-teachers first recognized that our and student's health and well-being were related to the quality of their environment, they have applied thoughtful principles to attempt to improve the quality of their environment. There are three reasons for studying the state of the environment.

The first is the need for information that clarifies modern environmental concepts like equitable use of natural resources, more sustainable life styles etc.

Second, there is a need to change the way in which we view our own environment, using practical approach based on observation and self-learning.

PRINCIPAL
Chembur Sarvankash Shikshanshastra
Mahavidyalaya
Ramkrishnan Chemburkar Marg.

Chembur Naka, Mumbai 400 071

Third, there is a need to create a concern for our environment that will trigger proenvironmental action; including simple activities we can do in our daily life to protect it i. Sustainable Development.

The goal of the Teacher curriculum is to empower educators with knowledge, ideas and skills which can help in greening their teachings.

Objective:

- To enable teacher-learners to effectively take up environmental concerns and issues
 in the classroom, and engage their students in practical, action-oriented
 Environmental Education activities and projects. Thus teacher is a continuing
 learning opportunity in EE for practicing teachers.
- To strengthen their understanding of Ecology and provide them with ideas for transacting ecology concepts in interactive ways.
- 3. To explore a range of resources and opportunities available for conducting Environmental Education in schools and to enable them acquire an ability to see and make use of opportunities available within the school system—text books, on various special days, local visits, nature camps, using available media, etc.

Outcomes:

- · Are meant for in-service professionals
- · Focus on 'continuous and reflective learning'
- Focus more on 'skill building' rather than 'transfer of knowledge' only
- Focus on assessment of 'learning' rather than assessing 'what was taught'.

Feedback:

Students reflection on this day was Every one of these has implications for the health of the individual as well as society as a whole. None can be ignored because the scale of potential calamity is increasing day by day. We take care of, "Sustainable Development that meets the needs of the present without compromising the ability of future generations to meet their own needs".

Name & Signature of Rapporteur

Name & Signature of Teacher

Signature of Principal

PRINCIPAL
Chembur Sarvaakseh Shikshanshastra
Mahavidyalaya

Ramkrishnan Chemburkar Marg. Chembur Naka, Mumbar 400 071



Date: - 20-01-2020

Time: 10.30 - 1.30 pm

Programme: - Workshop on Innovative Teaching -Learning Strategies.

This workshop was conducted by Dr. Umakant Deshmukh Asso. Prof. of Chembur Sarvankash, Mahavidvalaya chembur, Mumbai-71.

Content of the workshop on Innovative Teaching -Learning Strategies.

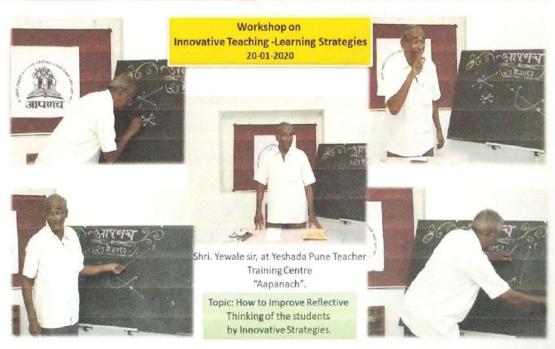
- Introduction: The way of thinking differently about the student's previous knowledge
 and experiences in his/her education period of time. When we are going to planning
 of the teaching-learning process before going to write of the lesson plan. Sir conducts
 this workshop by blended learning and show Shri. Yewale Sir CD to student's teacher
 for more innovative strategies for teaching learning process also.
- Self Pre Lesson Planning: Allow the student teachers for preparing lesson on his/her own Pedagogy of school subject.
- X-Ray Technique: Explain about how to take X-Ray of the text or diagram.
- Enter Technique: It is the technique in which we are enter each line of the text and understand properly then go for other single-single sentences.
- Reading Technique: Practice of the reading asper your tone in the class room while you are processed your teaching-learning process.
- Reflective Thinking: When you read each sentence of the text, you will think about student's previous knowledge, previous experiences of the students, also think about you can do some verbal and non-verbal
- Black Board Work: Black Board is the best friend of the teacher. It reflects your
 overall summary of the period. You just follow the simple rule i.e. BRUSH, SOS,
 CUP, TEA, and DIP.
- Evaluation: When you go for evaluation part of lesson you will follow the sequence like- main and sub points – cognitive domain – Types of question. Evaluation should be based on objectives.
- Objectives: Objectives should be achieved by giving proper learning experiences to the class.

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

Comprehensive Lesson Planning: When you go for writing the lesson plan before that
you should follow the pathway like- content analysis – content development
work – evaluation – objectives – previous knowledge – introduction and statement of
aim.

- Final Lesson Planning: after Comprehensive Lesson Planning you should go for this.
- · Feedback: Students teacher gives very good response for the workshop.
- Vote of Thanks: Students teacher give vote of thanks for such innovation for theme.





Name & Signature of Rapporteur

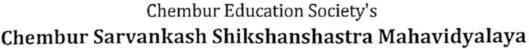
Name & Signature of Teacher

Signature of Principal
Principal

Mumbal

Chembur Sarvankash Shikshanshastra Mahavidyalaya

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



Mumbei 400 971.

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

Date: 1st June 2020

Prog: Workshop on Saving the World

Resource Person: Mr. Nikhil Marathe, Faculty from Indonesia

Mode: Online

Objective of the prog:

The aim of the workshop was initiative taken by CSSMahavidyalaya to educate the students on issues like global warming and work for the sustainability efforts. Various ecological issues were discussed in the workshop. This programme is designed to educate, inspire and mobilize individuals and communities to take action towards achieving a sustainable and equitable future. The expert highlights various issues like climate change, social justice, environmental conservation and economic equality.

- To raise awareness on environmental issues.
- To make students aware of sustainable practices.
- To foster community action over the hazards.

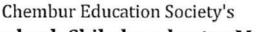
The resource person explained environmental challenges, its causes and impacts. Different types of pollution and its impact on human life elaborated well. Expert emphasis on sustainable living practices like principles of reducing, reusing and recycling explained. The benefits of a plant based diet and reducing food waste were taught to them.

Participants got the deep understanding of global challenge and the knowledge and skills to address them.

r Rarvenivach Shillshanchast

Chembur Servaakash Shikshanshastra Mahavidvalava

Ramkrishnan Chemburkar Merg, Chembur Naka, Mumbai 400 071



Chembur Sarvankash Shikshanshastra Mahavidyalaya

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



Date: 26th November,2020

Prog: Lecture on Indian Constitution

Resource person : Dr. Ashish Borse

Mode: Online

Objective of the prog:

This workshop was insightful lecture aims at enhancing students understanding of India's supreme legal document that is The Indian Constitution

To educate on formation of Indian Constitution.

To explain its structure and features

To explain its values.

To promote civic awareness.

The awareness of Indian Constitution programme designed to educate individuals about the core principles, rights and responsibilities incorporated in the Indian constitution. This programme mainly organized o deepened participants understanding of the Constitution democratic values it upholds.

The expert elaborated Preamble, Parts, Articles and schedules of The Constitution.

Further expert elaborated concepts like sovereignty, socialism, secularism, democracy and republic principles. Interactively he explained fundamental duties and responsibilities. Case studies illustrating the protection and violation of fundamental rights.

An informed citizen is the asset of a healthy democracy. Understanding the Indian Constitution helps students recognize their rights, fulfill their civic duties and hold the govt, accountable. This programme enhance the legal literacy among the students.

> Chembur Sarvankash Shikshanshastra Mahavidyalaya

orash Shiks

Mumbai

Chembut

Ramkrishnan Chemburkar Morg,

Chembur Naka, Munibar 400 071



Report on Diploma Course in Functional English

2020-21

This Add-on course is being designed by University of Mumbai and the students who successfully complete the certificate course in functional English are only eligible to take admission in Diploma Course in Functional English.

The burgeoning media landscape, especially in India, offers abundant opportunities for individuals proficient in effective communication. Beyond communication itself, various avenues exist within the realm of mass media, encompassing Public Relations, Broadcasting, and Print media. Considering these avenues, The course is structured into the following key components:

Communicative Skills: Focusing on the art of expression and effective communication techniques.

Understanding the Essence and Dynamics of Communication: Delving into the significance and intricacies of the communication process.

Developing Proficiency in Speaking and Listening: Enhancing skills in both speaking fluently and actively listening.

Application of English Language in Journalism: Exploring the utilization of English language specifically within the context of journalism.

The Course is broadly divided into following aspects---

- Communicative Aspects—How to express
- Meaning and Process of Communication
- Speaking and Listening Skill
- Use Of English Language in Journalism

Objectives of the Course-

- > To develop advanced communication skill
- > To develop reading skills in English as a Second Language
- To impart spoken skills to deal with various situations
- > To develop skills of listening
- > To acquaint' students with the important elements of Journalism
- To train the students to take up jobs of Reporters/Journalists/Editors

Course content and methodology involved-

- Developing Advanced Communication Skills: This involves honing various aspects of communication such as clarity, coherence, persuasiveness, and effective expression. Methodology Involved- Activities like debates, presentations, and discussions are undertaken for refining verbal and written communication abilities.
- 2) Improving Reading Skills in English as a Second Language: This objective aims to enhance comprehension, vocabulary, and reading speed in English.
 - **Methodology Involved** Reading a variety of texts, from news articles to literary works, and employing strategies like skimming, scanning, and inference to extract meaning efficiently.
- 3) Imparting Spoken Skills for Various Situations: This involves training individuals to communicate effectively in different contexts, such as formal presentations, interviews and group discussions.

Methodology Involved - Role-playing exercises .It can be incredibly effective for improving spoken skills in English, as they provide opportunities for learners to practice reallife communication scenarios in a safe and structured environment. Here are some roleplaying exercises tailored to enhance spoken skills:

- e) Job Interviews: Students are divided into pairs, with one person acting as the interviewer and the other as the job applicant. Providing a list of common interview questions related to a specific job or industry. Each pair takes turns conducting and participating in mock interviews, providing feedback to each other afterward.
- f) Customer Service Scenarios: Creation of scenarios where one participant acts as a customer with a specific issue or inquiry, while the other participant plays the role of a customer service representative. Scenarios includes complaints, product inquiries, or service requests. Students practice listening attentively, empathizing with the customer, and providing clear and helpful responses.
- 4) Developing Listening Skills: Effective listening is crucial for understanding, empathy, and effective communication. Activities such as listening to podcasts, lectures, interviews, and participating in listening comprehension exercises can enhance comprehension, note-taking, and critical listening skills.
- 5) Acquainting Students with Journalism Elements: This involves introducing students to the fundamental principles and practices of journalism, including news gathering, reporting, writing styles, ethics, and the role of media in society. Studying case studies, analyzing news articles, and engaging with industry professionals can provide insights into the field of journalism.
- 6) Training for Journalism Roles (Reporters/Journalists/Editors): This objective focuses on practical skills training for roles within the journalism industry. It may include instruction on researching, interviewing, fact-checking, writing news articles, editing, headline writing, and using digital media tools. Hands-on experience through internships or simulated newsroom environments can further prepare students for careers in journalism.

Total 43 students got enrolled and successfully completed the course.

Dr.Manjula Bhandari

Course coordinator

Principal

PRINCIPAL.

Chembur Sarvankash Shikshanshastra Mahavidyalaya

Ramkrishnan Chemburkar Marg. Chembur Naka, Mumbai 400 071



Report on Certificate Course in Functional English

2020-21

This Add-on course is being designed by University of Mumbai to empower participants with essential English skills necessary for effective communication, encompassing both listening and speaking, as well as reading and writing. By honing these skills, individuals can enhance communication within their peer groups and workplace settings.

In today's interconnected global market, English has emerged as the universal language of communication. While many may perceive proficiency in English solely through reading and writing abilities, the significance of listening and speaking often gets overlooked. However, these aspects are equally vital components in mastering a language. This course aims to rectify this oversight by providing comprehensive training across all four domains of English proficiency.

The course consists of two Papers/course structure

Paper 1—
Study of Language and Basic English
Paper II
Effective Communication in English

The Objectives of Certificate Course in Functional English

- Establishing a solid foundation in the fundamentals of the English Language.
- Facilitating students in achieving proficiency in both written and oral English communication.
- Enhancing proficiency in the four essential language skills: Listening, Speaking, Reading, and Writing.
- Providing a comprehensive understanding of phonetics, extensive vocabulary, and proper grammar usage.
- Cultivating the ability to effectively utilize English in various real-life scenarios.
- Improving learners' comprehension, interaction, and fluency in English.
- Equipping learners with practical strategies to enhance their communication skills.
- Ensuring that the training is practical and applicable to real-world success.

Methodology

Language Lab is used for teaching/learning through teacher's Console and Language Learning Software .It acts as a platform for learning, practicing and producing language skills through interactive lessons and communicative mode of teaching.

Objectives:

To maintain good linguistic competence- through accuracy in grammar, Pronunciation & Vocabulary.

To develop pragmatic competence, to understand the grammatical form & function & scale of formality

Mumbai 400 071.

To acquire strategic competence to use both spoken & written language to use in a wide range of communication strategies.

Methodology of Instruction

Communicative and integrated approach is followed that keeps the ability to use language to communicate as central goal, to make meaning-focused activity which simulates real life transactions.

Among the four macro skills of language learning, listening and reading are receptive skills whereas speaking and writing are the productive skills. These skills can be improved effectively, when the learner learns at his own pace. With the help of the functional tool- Language Lab with Teacher's Console, language skills can be learnt, practiced and evaluated.

I) Techniques to improve listening

An ability to listen and interpret many shades of meaning from what is heard, is a fundamental communicative ability.

Teaching listening involves training in some enabling skills' — perception of sounds, stress, intonation patterns, accents, attitudes and so on

II) Techniques to improve speaking

Students' speech evaluation is possible through the digital recorder modules in language learning software. Students' audio recordings can be scored or saved for later evaluation

III) Techniques to improve Reading & Writing

To improve Reading and Writing, Grammar Exercises, Interactive Stories/situations, Repetition Exercises (Word Pronunciation, Sentence Pronunciation), Substitution / Transformation Exercises (Sentence Practice, Grammar Practice) and Reflection on the organization of sentence components (Word Order) is followed.

30 students got registered and successfully completed the course.

Dr. Manjula Bhandari

Course Coordinator

Dr.C A Chakradeo

Principal

PRINCIPAL

Chembur Sarvankash Shikshanshastra

Mahavidyalaya

Ramkrishnan Chemburkar Marg, Chembur Naka, Mumbai 400 071



CHEMBUR EDUCATION SOCIETY'S CHEMBUR SARVANKASII SHIKSIIANSIIASTRA MAHAVIDYALAYA 'Sanskrit Sambhashan Varg'

CSSM organised a Sanskrit Sambhashan Varg -- Spoken Sanskrit class for B. Ed. Traince.

This class is from 6th December 2021 to 24th December 2021 for 2 hours. Virtual platform was chosen as a medium to conduct these classes during Covid-19 times. It was a best practice to bring together present students with proud alumina of Sanskrit pedagogy of CSSM. The unique feature of this class is, 'This a class which ran by the CSSM's past students for the CSSM's present students.'

The main objective of this class was to create a positive attitude towards learning Sanskrit language among students, to gain clarity in speech, to improve their Sanskrit vocabulary, to identify the tense, gender and singular, Plural and construct basic sentences. Our recourse persons for every session is our alumina. Every resource person run the session in the most appealing way and students participating in the activities that is carried out by teachers all throughout.

The certificate course in spoken Sanskrit was conducted from 6th December 2021 to 24th December 2021 with the support of CSSM alumina of Sanskrit pedagogy.34 students registered for this course and 18 students were completed it as per predecided criteria.

The classes were held in online mode through Google Meet platform during the evening. The link was shared in the official WhatsApp group for the course and the class was conducted on the same link every day.

At the end of the, 'Sanskrit Sambhashan Varg' 18 students successfully completed the course and awarded certificates. We distributed the certificates to our proud alumina who enthusiastically participated in teaching 'Sanskrit Sambhashan Varg'.

Under the guidance and constant encouragement of In-charge principal Dr. C.A. chakradeo and convener Mrs. Manik Aware could conduct such a wonderful 'Sanskrit Sambhashan Varg' for future teachers.

Mrs. Manik Aware

Dr. C.A. chakradeo
In-charge Principal
PRINCIPAL

Chembur Sarvankash Shikshanshestra Mahavidyalaya Ramkrishnan Chemburkar Merg, Chembur Naka, Mumbei 400 071

Chembur Education Society's Chembur Sarvankash ShikshanShastra Mahavidyalaya R.C. Marg, Chembur Naka, Chembur- 400071



Date:- 23 11212021 Programme: 211201 विकासाचे ध्येष कार्यशाका Report of the programme :-(If required attach additional sheets)

सर्वेकष शिक्षाविशास्त्र महाविधालयान को एड दिनीय वर्षात् एका महत्वपूर्ण विषयावावन पा रिभूता गणात्रा में म यानों - 23-12-2021 शेजी या कार्यशाळचे आरोजन करण्यात आले. होते, ते महलाजे 'शाश्वत विकासा हरोय' होयं शाश्वत विकासाचे महत्व. शाश्वत विकास म्हणजे काय १ जागातिक पाताकिवर एमा० ने ठराविल ली शाश्वत विकाशाची ध्येय शिधानिक दृष्ट्या अत्यंत महत्वाची आहत शिधकाला ही ब्येय माहिती असवित या ब्येयानूसारय अभ्यास्क्रम वर बून विद्यार्थाना व्यडाविष्याचा प्रथल केला पाहिल त्यासाही शिक्षकाने ही हत्येय, डोक्रयासमीर हिया । शिक्षकाने अस्पापन केले पाहिले, याचे प्राशिष्ण ह या कार्पशाकचे मुख्य अपिष्ठ होते या कार्यशाकमध्य आम्हाला 500 अर्थ, र-वरूप हथरा याषावनचे अत्यंत बहुभील भागपश्न मॅम यांनीकल 50 ज वदत्त आन्धिकााक्येक व प्रभावी माहिती दिली या कार्यशाकत्न आम्हाला उठान न्या स्पेयांचा शालय शियगात कथ्या प्रकार रमावेश केला गेला आार्ग शालेय शिशालात्यारे हपा योयाची पूर्वता करव्याची व जागर-कता व स्तुणाण नागरिक बनविणासाही भिष्ठाने प्रयत्नकेन पाहिले. विद्यावी शिशक म्हण्न हपा संकल्पना व जवाबदारी व या सर्वाचे प्रारीय गाम्हाला या कार्यशाकेटवारे भिकाले

Shivani vaidra

Name & Signature of Rapporteur Name & Signature of Teacher Signature of Principal

चेंब्रर सर्वकप भिक्षणशास्त्र महाविद्यालय रामकृष्ण चेतुरकर नार, वेयुर, मुंबई - ४०० ०७१,

Report on Certificate Course in Functional English



2021-22

This Add-on course is being designed by University of Mumbai to empower participants with essential English skills necessary for effective communication, encompassing both listening and speaking, as well as reading and writing. By honing these skills, individuals can enhance communication within their peer groups and workplace settings.

In today's interconnected global market, English has emerged as the universal language of communication. While many may perceive proficiency in English solely through reading and writing abilities, the significance of listening and speaking often gets overlooked. However, these aspects are equally vital components in mastering a language. This course aims to rectify this oversight by providing comprehensive training across all four domains of English proficiency.

The course consists of two Papers/course structure

Paper 1—
Study of Language and Basic English
Paper II
Effective Communication in English

The Objectives of Certificate Course in Functional English

- Establishing a solid foundation in the fundamentals of the English Language.
- Facilitating students in achieving proficiency in both written and oral English communication.
- Enhancing proficiency in the four essential language skills: Listening, Speaking, Reading, and Writing.
- Providing a comprehensive understanding of phonetics, extensive vocabulary, and proper grammar usage.
- Cultivating the ability to effectively utilize English in various real-life scenarios.
- Improving learners' comprehension, interaction, and fluency in English.
- Equipping learners with practical strategies to enhance their communication skills.
- Ensuring that the training is practical and applicable to real-world success.

Methodology

Language Lab is used for teaching/learning through teacher's Console and Language Learning Software .lt acts as a platform for learning, practicing and producing language skills through interactive lessons and communicative mode of teaching.

Objectives:

To maintain good linguistic competence- through accuracy in grammar, Pronunciation & Vocabulary.

To develop pragmatic competence, to understand the grammatical form & function & scale of formality

To acquire strategic competence to use both spoken & written language to use in a wide range of communication strategies.



Methodology of Instruction

Communicative and integrated approach is followed that keeps the ability to use language to communicate as central goal, to make meaning-focused activity which simulates real life transactions.

Among the four macro skills of language learning, listening and reading are receptive skills whereas speaking and writing are the productive skills .These skills can be improved effectively, when the learner learns at his own pace. With the help of the functional tool- Language Lab with Teacher's Console, language skills can be learnt, practiced and evaluated .

I) Techniques to improve listening

An ability to listen and interpret many shades of meaning from what is heard, is a fundamental communicative ability.

Teaching listening involves training in some enabling skills' — perception of sounds, stress, intonation patterns, accents, attitudes and so on

II) Techniques to improve speaking

Students' speech evaluation is possible through the digital recorder modules in language learning software. Students' audio recordings can be scored or saved for later evaluation

III) Techniques to improve Reading & Writing

To improve Reading and Writing, Grammar Exercises, Interactive Stories/situations, Repetition Exercises (Word Pronunciation, Sentence Pronunciation), Substitution / Transformation Exercises (Sentence Practice, Grammar Practice) and Reflection on the organization of sentence components (Word Order) is followed.

28 students got registered and successfully completed the course.

Dr. Manjula Bhandari

Course Coordinator

Dr.C A Chakradeo

Principal

PRINCIPAL

Chembur Sarvankash Shikshanshastra

Mahavidyalaya

Ramkrishnan Chemburkar Marg, Chembur Naka, Mumbai 400 071



Report on Diploma Course in Functional English

2021-22

This Add-on course is being designed by University of Mumbai and the students who successfully complete the certificate course in functional English are only eligible to take admission in Diploma Course in Functional English.

The burgeoning media landscape, especially in India, offers abundant opportunities for individuals proficient in effective communication. Beyond communication itself, various avenues exist within the realm of mass media, encompassing Public Relations, Broadcasting, and Print media. Considering these avenues, The course is structured into the following key components:

Communicative Skills: Focusing on the art of expression and effective communication techniques.

Understanding the Essence and Dynamics of Communication: Delving into the significance and intricacies of the communication process.

Developing Proficiency in Speaking and Listening: Enhancing skills in both speaking fluently and actively listening.

Application of English Language in Journalism: Exploring the utilization of English language specifically within the context of journalism.

The Course is broadly divided into following aspects---

- Communicative Aspects—How to express
- Meaning and Process of Communication
- Speaking and Listening Skill
- Use Of English Language in Journalism

Objectives of the Course-

- > To develop advanced communication skill
- > To develop reading skills in English as a Second Language
- > To impart spoken skills to deal with various situations
- To develop skills of listening
- > To acquaint' students with the important elements of Journalism
- > To train the students to take up jobs of Reporters/Journalists/Editors

Course content and methodology involved-

- Developing Advanced Communication Skills: This involves honing various aspects of communication such as clarity, coherence, persuasiveness, and effective expression. Methodology Involved- Activities like debates, presentations, and discussions are undertaken for refining verbal and written communication abilities.
- 2) Improving Reading Skills in English as a Second Language: This objective aims to enhance comprehension, vocabulary, and reading speed in English.
 - **Methodology Involved** Reading a variety of texts, from news articles to literary works, and employing strategies like skimming, scanning, and inference to extract meaning efficiently.
- 3) Imparting Spoken Skills for Various Situations: This involves training individuals to communicate effectively in different contexts, such as formal presentations, interviews and group discussions.

Methodology Involved — Role-playing exercises .It can be incredibly effective for improving spoken skills in English, as they provide opportunities for learners to practice real-life communication scenarios in a safe and structured environment. Here are some role-playing exercises tailored to enhance spoken skills:

- g) Job Interviews: Students are divided into pairs, with one person acting as the interviewer and the other as the job applicant. Providing a list of common interview questions related to a specific job or industry. Each pair takes turns conducting and participating in mock interviews, providing feedback to each other afterward.
- h) Customer Service Scenarios: Creation of scenarios where one participant acts as a customer with a specific issue or inquiry, while the other participant plays the role of a customer service representative. Scenarios includes complaints, product inquiries, or service requests. Students practice listening attentively, empathizing with the customer, and providing clear and helpful responses.
- 4) Developing Listening Skills: Effective listening is crucial for understanding, empathy, and effective communication. Activities such as listening to podcasts, lectures, interviews, and participating in listening comprehension exercises can enhance comprehension, note-taking, and critical listening skills.
- 5) Acquainting Students with Journalism Elements: This involves introducing students to the fundamental principles and practices of journalism, including news gathering, reporting, writing styles, ethics, and the role of media in society. Studying case studies, analyzing news articles, and engaging with industry professionals can provide insights into the field of journalism.
- 6) Training for Journalism Roles (Reporters/Journalists/Editors): This objective focuses on practical skills training for roles within the journalism industry. It may include instruction on researching, interviewing, fact-checking, writing news articles, editing, headline writing, and using digital media tools. Hands-on experience through internships or simulated newsroom environments can further prepare students for careers in journalism.

30 students got enrolled and successfully completed the course.

Dr.Manjula Bhandari

Course coordinator

Dr. C.A. Chakradec

Principal

PRINCIPAL

Mumba 400 071

Chembur Sarvankash Shikshanshastra

Mahavidyalaya

Ramkrishnan Chemburkar Marg, Chembur Naka, Mumbai 400 071

Chembur Education Society's

Chembur Sarvankash Shikshanshastra Mahavidyalaya

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



Report: Workshop on Interviewing skill

Academic year: 2022-2023

Resource Person: Mr. Alams Quereshi, M.Ed. Internship student

This workshop conducted by Mr. Almas Quereshi, M. Ed. Student on the topic of Interviewing Skill dated 13th July, 2022

Verbal communication skills include choosing your words carefully and describing your qualifications clearly. Nonverbal communication skills include smiling, nodding, and making eye contact. Practice good communication in advance by observing your body language in front of a mirror.

During the Interview

- 1. Plan to arrive early. ...
- Be prepared to summarize your experience in about 30 seconds and describe what you bring to the position.
- 3. Listen carefully to each question asked....
- 4. Remain positive and avoid negative comments about past employers.
- 5. Be aware of your body language and tone of voice.

Thankful to the Resource Person for guiding the students on the valuable topic interviewing skills.

PRINCIPAL Chembur Sarvankash Shikahanshestra

Mahavalyalaya Ramkrishnan Chemburkar Marg, Shembur Naka, Mumegi 400,071

Chembur Education Society's Chembur Sarvankash ShikshanShastra Mahavidyalaya R.C. Marg, Chembur Naka, Chembur- 400071



Date: 23/7/2022

Programme: Quality Education: A Current Concern in Education

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

Resource Person: Sont. Minakshi Patil

On 2317/2022, We had workshop on Quality Education: A Current Concern in Education, and the resource Person was Smt. Minakshi Putil. Quality Education is a fundamental right and key driver of individual and social progress. The ensuring quality of education has become a significant Concern world-wide. First petil ma'am, resource person gove information about what is quality Education, then she asked our experiences from schol, trow was me education in Our school, what we had experience in our childhool about education. Then she discuss some factors about quality Education. like teacher quality infrasmoure, (urriculum, er.

Then she introduced us about inclusive educara, socio economic disponities and meir effection on quality of education quality education is not solely about access but also about me effectiveness and relevance of learning experiences, Government, Institution, educators of Stureholdes must work together to address me challenger & ensure me quality education in school. Then resource person gave us Some solution to improve our quality Education in clussroom of end of the programme by fulicitating resource person by principal sir

Signature of Rapporteur

Name & Stature of Teacher

Signatur प्राप्तिय (cipal चैंबूर सर्वक्रय शिक्षणशास्त्र महाविद्यालग आर. सी. मार्ग, चेंबूर नाटा, चेंबूर, मुंबई-४०००५

Pratuonesh Kadon.

प्राचार्य पैनुर तर्वकष ि स्व प्रस्तिमाञ्च

होत्रभेटीचा अहवाल "कान्टरी लेजी"



महाराष्ट्रान बीर्ध लेक्पांची अनेक उदाहरो भारेन त्यानीलच महाराष्ट्राला लामलेले मत्वंन महत्त्वाचे डेलिराबिङ व एप्टिन स्थव म्हर्जि मुंबई तील बोरीवलीचा संजय गांधी राष्ट्रीय उदयाना-लगन ववलेली प्रव्यान 'अन्टेरी लिनी' होप. छन्टि लेलांना मेट देलाचा माझा उदेररी ॥ अरे अन्टेरी लेणांचा चित्रवा मानि वारवा यांचा अभ्यास डिली. थे लेजीतील बास्तुडला, रिल्यक्ला, रिलालेळ, जलव्यवत्यापन चांमुळे चान्देरीला मटल्ल पादन काले मध्न प्रथम भेट देमन नाल्ंचे डा लेनींच्या सदयस्थितीचा माहावा निरीयग छ जे चेकन लेकींच्या संवर्धनासाठी व पर्यटन विज्ञासासाठी उपाययोजना उरें

कान्टेरी लेखांना दिनांक 28 /07/ 2022 रोजी संअळी 9.30 वाजना मेट रेज्यांचे नियोमन डेले होते. असल्पामुद्र रव व्यवित्र अपनी री स्रेजमेट क्रिसी होनी- स्रेजमेधिलाही लाजगारी प्रवेतमारी जिले की, लेजींबद्दल मुबलक माटिनीमाठी मानखंड पुलेंड, महत्त्वाच्या नोंदीवाडी वही, पेन, पेन्लिक इताही साटित्य होगे, सिनीपर्यत जाल्पासाही जेलत्या नाह गांची साम मार

> चैंबूर सर्वकष शिवाणकारम महाविधालय रामकृत्म चेषुरकर नार्ग, चेषुर, मंबई - ४०० ०५

त्यपर्यन छपे जापचे याबर्दल प्रयम चीकरी छला, हैं त्या हिकानी कोननीही इजा झाली तर प्राथमिठ उपचारासाही छोटीशी मेडिकल किट चेने, चांसारब्या प्रावश्यक जोट्टींची प्रविनियोजित तथारी केली होनी.

सेजभेटीला जाजा अगोदर ज्या सर्वात महत्त्यां न्या लेकां होता त्यांचे ज्ञमांठ विश्व लिइन हेवले होते. लेकांपर्यंत पोहोचलावर प्रेकराठाराजवळील नजशाढार पुढे मासी वाट्याल सुदु जेली. कारेटी लेकांना भेट दिल्पानंतर प्रथम मिरासजीन विविद्य विस्मयकाठ जोस्व संग्रार आल्या.

मं केरी लेवान स्तूप, चेत्प, विहार् हे मकार स्पर्द्ये दिसून चेनान. कान्टेरीमध्ये जवद्यपास । । लेन्या अपल्पीचे इतिहास कारांनी वेजवज्ञालया संनिश्रंय। मध्य नमूद डिले छारे. प्रतेड लेजांन डोरीव खुड़ मुर्ता निदर्शनास प्रब्या प्रसंन लाधवी , प्रधन चेंह्याच्या मुर्धीचे निधसण उज्यान प्राह्मे काटी मुली 20 फुट उंच बडम्या मवल्येन तर उदी आधनत्य मुद्रेन मुत्यी जेल्ला प्राहेन ला जावानील जलाग्रांचे व्यांच जीतुर उति निनंडेच उमी. पाचीन ठावान प्राधुनिक साधनांच्या प्रभावी खुः इनठी स्वठ स्थना छो म्छोने विस्पर्गट्य नेव्हे ज! हमारी वर्षापूर्वी छोटलेल्या या मुखीपैठी छाटी मुखी दामधलेल्या अवस्पेन अहिन . उही सुलिंचे हान, काहींचे पाप तर जही मुर्सीचे शिरजान ही दालजेले मोर. सरजात होतील तिसे प्रयस कजन पुनविधिनी छेली होह. ये तेथील मलें दोन लेलांदएमान् भविशिष्ट पापचा मारे

> चेंबूर सर्वकष शिक्षणशास्त्र महाविद्यालय रामकृष्ण वेष्ट्राकर मार्ग, वेष्ट्र, मुंबई - ४०० ०७१.

उठा लेजीपासून दुसमा लेजीपिन जाव्यापाठी खना जांगी केट रंद तर केट अंदर पाथमांची स्वना केली प्राट.

डो विटार व रेट्यगृहाजवर्ध मिसुंगिता पिल्पाचा व वापल्याच्या पाल्याच्या बाहव्णुकीसाही पाल्याची यठी म्हलनेच पाही'निर्माठा डेल्या माहेस. पावसाच्या पाल्याचा उन्त्तमरीत्या साहा डेल्याचा खुना निथील जलकुंड, जलादाधान हिम्म येने. त्या अ जलारायावष्य किल्यांच्या देग्ही बामंना जोड्यासही चंड देशी मानि लाच्डी मिस्रवातील पूल रेलील बांद्यलाचे हिसते.

य जवद्यपाद स्वीच केलांच्या प्रांभी, निनीवर ब्रामी निवीतील शिवलिंख जित्ते ब्रीरन. हे बेख मेक्डींनी यान डेबेल्पांचा संदर्भ रेतान. प्रशी प्रेनेड निविषेणे पाहावपाद प्रिद्याबी.

कान्देरी लेखांचे निरीक्षणातून केलेला आधवा :कान्देरी नावाची उत्पत्ती प्राकृत भाषेतील 'कान्दागिरी'
विभन काली भार, ज्याचा भर्य 'काळा पर्वन' भारे. इल्लागीन्या उल्लेख सातवाटन राजा विस्थिपुत्र पुलुमावी मांच्या
नाशिक चेबील शिलालेखान भालेला भारे. सातवाटन, जेक्टक,
वाकाटक, शिलादार मा राजांच्या राजवित कान्देरी लेकींच्या
संख्येन भर पडली. सालिकच या लेखा प्रकाच वेळी खाल्या
गेल्या नाधीन बेलाल्ट खडकंपायून निर्मिन या प्राचीन लेखी
इ.स.पू. परित्या शतकायाद्म ने भाल्या शतकादण्यान खेल्या
मारेल पावकाळ्यात् भाभ्यायादी बोल्य भिक्षंनी या ग्रवंचा वापर
केला निर्मेन कान्देरी टे स्रोपार, जल्याण, वर्में या बंदरा निर्में वाल्यामुळ खालामीठी या ग्रवंचा वापर

चेंबूर सर्वकष शिक्षणशास्त्र नक्षविद्यालय

कान्टेरी लेळांचा सर्वान जना संदर्भ उपव- 411 इसवी यन दरम्पान भारताला मेट देवान्या प्वाहियन च्वा प्रवाद वर्जनात मारे पारियान यांनी कष्रतर मह बर्दल उरलेख ठेला मार- यारिवाप गार्विया द मोर्व (इ.स. १534), निर्मा दे कास्मि (1539), फ्रेट (1675) गांसाट्या संदोपीय पर्यटकांनीसी मेर दिलांचा संदर्भ प्राट्यतो. अलीळेच २०१५ मध्ये सुट्न पंडिन या संशोधगंने 7 निर्धान रहेंचा रहें बावला आहे. कान्हेरी लेकीनील काही महत्त्वाच्या किञ्चांचा संदर्भ पुरीलप्रमाने-) गुटा क्र- 2: - या लेबान उ चैलगृह मानि विहार मरी रचना दिसने चात प्रशिल बाजूप विस्तृत माबार् जानि मिनीन बलजापाठी लांब बाठ ठोटले मोटल- मिनीवर इपकी समान्या ६ च्या - ७था वान जान तपत्या, च्यान प्राति द्यरियक परिवर्तन प्रादि ह्यावील बुख प्रिन्म छेल्या मोरल- क्लारंमचे मोठले मायसाठार सभाम्ट माल्लो. "डाव्या हानाच्या निर्मीवर् मध्गार 7 माउषी छाड्य व मविध्यातील मैत्रेयी खाड्य मंछित ठेले मोहन, प्रेष प्रलीन पांचे प्रन मार. लेळातील विरापना नाशवर केटिल्या प्रिमेलेबान नाविज्या 'नाक्नाक' याने प्रनास्त्र दान दिलाचा उल्लेख भारे मा राजेला दान रेजाना नम् ज्ञांची नाव ज्ञान्धि चिपीत छोटली प्रारेन - नळा वेद्य, पानी, मास्टर, मारबी छवी, चेल्पेव, वेल्मेट, बोपई, पोहोई, माबिंड असी टी नीवे.

> चेषूर सर्वकष शिक्षणकारम महाविद्यालय एक्ट्रम बेगूरकर मर्ग, बेबूर, गुंबई - ४०० ०७१.

गुरा 🥦 उ: - पूर्व मालिडेनील स्वर्गन महत्त्वावी म्हर्जे नमहान चैत्म गुरा ही गुरा जानी पंचील चैन महाधारणीय म्राहे परिवेभामिमुळ गुहा मीदिराला स्वेमार उठ प्रराज भंगन माहे प्रवेश डाटावर रोन डाट्यालांनी चंदिन त्रीह. या व्टटां उपांच्या रोजन वद म्रोन नुषाच्या समार 25 फुट उंचीच्या दोन वियाल मारुत्या जना हानान मापले वहा छन्न भारत. अवरादाराच्या नरीनी नागावर् रोन शिक्षालेळा मोहन ज्यान यातवासन रामा जीतिमीयुम याच्या जायान व्यापति जजसेन प्राणि जजिम् या रान भावांनी चेत्प उत्पननाता सुनवान डेरी प्रेम म्हटले चाह. चेलाच्या पान चेल जलरीला माबाद रेगोर मागळी चार व्यांन माहत. जही व्यांव मपूर्वी रास्टिले मोरन पा वैत्यगृहान यन्त्र अ दंन्य मारेन सुभारे 16 फुट धाप प्रवणारा उल्लाबा / राजीवा प्रविराप चपाट अपून, त्याची हर्मिना नहट जाली प्रोह-दिखांसाही मेटीमध्ये लहान चौकोनी पोठळ्या बनवल्या मारेन. पेथील चांबांची नीर्षे यान टलीवर् यद्यारी ललना, निला मदन ठणाए मपनी, पूर्व उत्राव पाल चालगाए। हली, नोधी हसाल। बार प्रपंज ज्वात जनतम ही शिले पावर्जन पाहावील प्रती आहे.

उत्पनित स्तूप: - गुटा उच्या समोरील ह्या विदेखा स्तूपीचे उत्थनत स्तर 1839 पाली सर जेम्स बर्ड यांती उत्लेख स्यान पायडलेल्या दीन ताष्ट्र पेटिशंतील इन्हा पेटीत राख, मिलिंड, मील्यवान रत्न, मीती, सामीचे लुक्डे प्राणि सोमाच्या डबीन टेवलेला वस्थान्य लुक्डा सायडला. तर उपना 'ताप्रेपेटीन चारीच्या पेटीपच्चे टेवलेली स्या प्राव्यंतीः पायबरोबर् ट नाभूपर सुरद्या सायडलेन वा स्तूप इ.स. 4 ब्या ने ज्या शत्वानील प्रात्मा जानाः

वेषूर सर्वका निवासिका महाविद्यालय एक्ट्रम केरक कां, केर, नुंबं - ४०० ०७१. गुटा क :- 4 : - ब्योडेनीन मीटर व्याय प्राणि सुमार प्रजिद्या किया व्या केव्या क्रिया का केव्या क्राण्या क्योदिक प्रति क्रिया क्राण्या क्योदिक प्रति क्रिया क्या क्रिया क्राण्या क्राण्या क्या क्रिया क्राण्या क्राण्या क्राण्या क्राण्या क्राण्या क्राण्या क्रिया क्रिया क्रिया क्राण्या प्रति क्राण्या क्राण्याचा क्राण्या क्

) राज का । ! - या केन्यान पुरील मागान वन्धंग, सामागे प्रशल मंडप / दालन मानि सामील मिंतीन ७ तर जाबीठडील मितीन उ प्रशा उठ्ठा 10 बोल्पा अशा उठात्वा चेयील माराज्ञ। बार - मुख्य समागृहान रीन प्यांतर पहेट ठारलेले मार. या लेळां भारणीय वेनत लेजी इ. इ मध्ये पापडलेली प्रोह- समारहाच्या मध्यवर्ती भागान मुख्य गर्मगृहान वर्षच्छप्रवर्तन मुद्रेतील चुच्च चित्रमा आट मा ब्राह्म लेजान चेबील मिसंगंच्या समा, प्रवचनाचे गर्धज्ञम अपवा चनिस्ते, वादिवाद र जार्वक्रमांचे मापीनन होत मजावे. लेळाबोहर् जलपष्टाच चोठी वा टीठ प्राट. चेवील रिालालेख बीर्य विहार चंडलांच्या मार्चिङ व्यवहारंवर प्रजात टाञ्ना. - लेठी छ . ३५ : - लेजी छ . ५५ मध्ये उत्तर् बाजाट्ड डाबीन चित्रक्लेचे प्रवरीष स्नापडनात. या लेळात गर्भग्रह, मंनतल, चौरप मंडप, स्लंभपुक्त वरांडा माणि ज्यांण मरी वंख्या दिवले . पुल्पा पंगंगान जलकं पार ही गय

चेंबूर सर्वकष शिक्षणकास्त्र यञ्चालयालयं रामकृष्ण वेंबुरकर मर्ग, चेंबूर, मुंबई - ४०० ०७१. च्छमेव घोर जिये छतावर निअंचे अवरोष माहळात.

Mr. mhat 10001 Chombut

स्रो क . 67 ! - मिंह नमुद ज्यान की, बुद्धांच्या जीवनारी स्रांचिन विविद्य रिल्पे प्रमल्पामुखे ही गुटा चिजराव्या म्हणून प्रमिद्य प्राटे - शिल्पांमध्ये नीपंकर जानक प्रावि स्रावस्तीचे स्मात्जार - दिस्कील .

लेठों क 89 ! — हा उंड हीन यान विहार त्राहे. यान उठ छोटेले मंगठा, वर्षंडा ज्यान दीन व्यांब मिटन. ठलागरांनी व्यांबावर उमक्कांच्या परगंच्या क्यरेवा छेटल्या प्रक् जाम प्रपुर्व राहिले ग्रोह. बन्हांडा प्रांद्र प्रमृत रोन्ही नाम्ती मने बुद्ध शिल्प नेटलेली मोर-हे महायान जलातील प्राटेन, पूज आग नाधिन, विनी क्र. ५०: - पटलवी प्राणि चीनी लियतील शिलालेखांसाही महल्लाची प्राथ ⇒ कान्देरीचे जलव्यवल्प।पन ! – जेंगर उत्ताराचा विचार ठमन - डेलेबी प-हार्लीची रचना विविध चरातील पाजाची चेंड जोडनान. पावसीचे पाठी या पन्टबीनून पाठपाच्या यम्थांपर्वत नेले जीने ही -पाव्याची यंडी अत्ली की सानून वाहणोर क्षपानी उन्हा पन्हाबीन चेते. पुढे जोंगर उनापवषन है पानी व्यालच्या चारातील टाम्यांमघे जमा होने. उत्तरेज्डील मानि दिल्नेज्डीस रेट्यांमद्म पूर्वेरूझ पस्चिमेठडील नीन्टी टिन्ड्यांमधून पानी गोखा उले महि. उपनन प्रिमेंसंनी प्रवास्त्य। या पाठालीट खेजीचे ज्जा जलारावान ज्यांतर उसे होने मा चलान्या रोगी त्रिंतीन्या विचिष्ट उंचीमुळ लेजी अमुहान पाजी शिप नेप. ही खना महाराष्ट्रातील यरण बांधिकीचे सर्वीन जीने पुरात्व पुराव मारेन.

- लंबेच के ही कं. 2, 5, 6, 7, 8, 18, 26, 32, 38, 50, 81, 92 थिये जल्खंड प्राटिन.

- लेजींची अद्यत्मिती : - चेळांची वास्त् संख्या ही बड़ था डिंग्साया क्रिका सामायतः व्हतंडा, प्रांगग, ब्लेम, बाड, किडकी, करा, ठारी प्रदेव चेत्प आह. तरी बहुने लेजी बिंग क्रिकें निर्मा क्रिकें के लेजी बिंग क्रिकें के लेजिं के लेजिंग के लेजिं

या सम्मिन मानान हे नियोजनबृद्ध पड़्यतीने उत्तामिसा आले मले ति ग्रही ग्रही ग्रही द्या राहिल्याचा ने क्लोने महत्त्वपूर्ण केल्यांच्या नेंदी जिंदी ज्ञाधीन दरवल्या जलल्या तिही त्यानील ग्रही क्लेशी व ज्ञवळपाल १०। केलांचा प्रसम ग्राचिशिक्षिण मला निम्जला वेळ क्षिळाला नाही. सामुळ विल्यालेल माहिती माण स्वील न्यावणीसाठी वेळेचा ममल होना निस्याच्या पाव्याची प्रसंद ग्रही केल्यांना मिट देलाना पिव्याच्या पाव्याची प्रसंद ग्रही कालांना केट देलाना पिव्याच्या पाव्याची प्रसंद ग्रही कालांना कालांना पाव्याची प्रसंद ग्रही कालांना कालांना पाव्याची प्रसंद ग्रही कालांना निस्यान पाव्याची व्यवस्था नाही माणि जन्हाळ्या नाही. कालांना नाही कालांना नाही

निटार इद्यापत्याची न्यर्तच बैरिक्य आपगांत् ग्रान्टि या हिनानी पाटाबपात मिळतात. ठान्टिरी लेळांच्या निर्मितीचा जाळ हा प्रेनेठ रानगंचा प्रधि प्रमृत लांना पाळा प्रमानान रामान्त्रप प्राणि लोगन्त्रप प्राप्त स्थाला होता, प्रमें नेपील कोरीव लेळांच्या प्रप्र्यामाद्रीर प्राप्तणांप स्थान खेने-त्यानून प्रावणान राने, त्यांच पंत्री, सर्वद्यापाय जनता पांचेन्द्रन रेलगीप्रात्मची पिळालेले वस्तू ख्या रेलगीदारांची नावे, जाहितेळा लांचे व्यवपाय, त्यांच्या विषयी प्राहिती च. बालीवंर प्रगरा राज्ना चेने. च्येड-व्यान नलातीन रामगिष्, प्रार्चिठ, पाणिष्ठि, यार्मिठ स्वन्याची प्रहिती चिलते- चेथ्य कान्टेरीच्या लेळांप्रधून ब्रंडिय छंडेबव्यविद्ये उठ प्राहरी चित्र प्राह्या जेव्यासी किली हिला आ केव्यासी वादार क्या, पुत्र, प्रिजेती, तान, तान इ किली मिनसंबंधाविष्यी उत्सम प्राहिती अपूत्र हे उठ संयुम्ण छुंडबव्यवस्थेतील सांचे स्थान समनेत. साहिताप तत्वालीन क्यांचे लगानील स्थान हे उत्य दर्मीचे होने पांनून व्यव्य होने. येथील केशिवले ब्यांवंहन प्रमणादी ग्रह-शिष्य पांयर, होनोर विद्यासानीचे कीर्य, विद्याव्यांना त्यांच्या आचार्य विषयी ग्रमलेका भारत्माव पाटना प्रामच्या जात्मान विषयी ग्रमलेका भारत्माव पाटना प्रामच्या जात्मान हे राम्य होन नहीं. पण चित्रील कलाह्नी, नास्नुकला चांनून प्रायसा नात्मा व ब्यांचा नात्मा कार्या व विद्यासान कार्या व विद्यासान कार्या व विद्यासान हे राम्य होने नात्मा व ब्यांचा नात्मा कार्या व व्यांचा नात्मा कार्या व विद्यासान कार्यासान कार्यासान

प्रसेठ पुस्तवंत छन्टि लेलांची संख्या ही नेग्रेकाली वर्विली माह. काही पूर्वाविष्येत, काही प्रपूर्वाविष्येत तट प्रस्प्रमाजान प्रशान केळासुखा माध्यनान. या सर्व लेळा महायान, हीनपान झालि बज्जवान या खुष्य प्रतुषं।पांनी जेल्ला छोटन लेळांनी सुम्बानीच्या च्यान मिखंलाही निवासल्यान - छिंचा वर्षावास म्हण्त उप देखे प्रवादे या गुरेन निस्ती वास्त्य डेसे, प्रभाय डेसा ग्राणि छान डेसे. या गुणा बीर्य छमिल्या उत्ज्ञांतीची मंतरहत्टी देतान मानि चठाच टेकडीवट् सर्वाधिक शुरा उत्पनन डेल्पाचा गोल देजील यांना और लहान बीट्याहती मागराच्या चैलग्रहाचा चापर् प्रमाधीवस्पेत ध्वान सावआपाही होत प्रत् टे पमनते. पी निश्वन उसे प्रवता प्रसा भेव माळून असि की जिंदी चिलांना प्रजान उर्लिखन जेले त्रोट. सा लेल्पांना न्डिनें प्राधी ज्यां दिल प्रयोव न प्राता पादलन नारीन विंवा उारी जालावधीनंतर लेळांतील जमांजची भरलाबदली

- अली जजावी प्रेम रिष्त चेने, सामुद्धे लेळांची यंत्री सुनिलिन डेली नाऊ राञ्न नाधि

प्राचीन स्मार्कंचा संवर्धनावाही उठ पर्यटक म्ल्न् निवा रशीच नागरिक म्ल्यून मापन मिचक जायमी चेतली पारिने डारी निवडक गाव्दी टायल्या पारिने. जिल की - 1 चेतिदालिक खुना मानि स्मार्कंचे तोडलोड उत्ने किंवा उक्लान उत्ने, हे से टायले पारिने. 9 प्रसेकीन मींनीवर लिहिने किंवा खोड केलि, प्राचीन वास्तू चमठदार रंगान रंगवने चलादी गोव्दी टावालान. 3) वाद्या प्यत्वांचे जतन उल्लालाही, प्रापन त्यांची वेळांवळी द्वारका राजली पारिने. स्वतः इन उच्या उत्ने, संकने इ. गोव्दी टाळाव्यान.

किरि सेनी हे जेनिस्सिठ प्राचीन वाट्सा पैठी चंड भाट. डान्ट्रीसा प्रमेठ स्वानिठ ग्रानि विदेशी पर्यटंठ मेट रेन प्रस्तान. नरिंटी सेनी पर्यटंजिय प्राध्नित प्राटेस प्राटेस प्राटेस प्रस्तान प्रमुखनाए पिळासे. प्रसीवेड नास भन् नीस स्वाइन वाव खोर इसेस पर्यटंठ होंचे चंड डोंठेड की सासी प्राटे प्राप्ता नेसर्गिठ प्रम् जेनिस्सिठ हेवा पाटज्यासाठी चंचे चेनार ठभी, प्रानि पिल्स प्रमा जांचा प्राट्य सीस प्रस्तान या सिनींग वाट्सा पर्यटा स्वाव प्रस्तान मतन उद्या प्राची चा सेनींग वाट्सा पर्यटा स्वाव प्रस्तान प्राटेस ग्रान्ट भीर स्वाव की प्राचीन प्रस्तान की प्राचीन प्रस्तान की प्राचीन प्राचीन प्रस्तान नेस्सा सीडासपित प्राचीन प्राची

में क्रितीस शिल्पक्रेसेरी मािं वास्तुक्रेसेरी मािंटिती तिसेर मूर्त्या क्रिश्ता रिवनेन्या मिटित व क्रेशिसा क्रिया क्रिस्या माहेन साब्द्रस्यी मािटिती जलक / पाटी स्विग.

थ लेगीवर प्रत्मेड आधेतीस पारिती डेंड्र खुर ठावि

अ चर्चासने माणि प्यदर्शने सुद्र उत्तव. १ जन्टिरीचे वेमवशाली इतिहास दाळवेगा लाहिट राष्ट्रिके मूर्गिनेमरान सो। मापोनित उत्तव.

ज विविध ठार्पक्रम - उपक्रम प्राणि मिल्राय पुन उत्व. उदा - अभिंदा आणि उलिलंदा महोत्सव.

्र रणितं यमुरायांना चारवन मिल मेज्य छार्वित सर्वमार, रोमगाराच्या संद्यी उपलब्ध उला.

) डा-रिटी हे जंगल आजान चमलेली अपलामुळे निये - मोबार्स, संटिनट स्टेनिस्टिन्टिटी सन् डर्ग.

महाराष्ट्रातील प्रेवणीय स्वयांना मेटी खायान, सांचे अभ्यासपूर्व दरीन ह्याव माणि कतरांना लांचा परिचय कभन् नपावा हि भला आवडेन. छिल्ले, प्रमपाट्ये, निपर्शस्योने, लेनी प्रशा अनेक तन्धंच्या या हेव्याना बत्त नममानलान आ मनान जात्व प्रेम नाही, प्रसा मासा वैयन्निङ भनुभव -भ्रोहे लेजी पाढावधाल जानायांना लेजी उरी पाटावील पाये रान नवते हे मला डात्टी हेवांना अट दिलावर निये जालेला पर्यटगंबन्न सम्मून मिल. कारेरी लेजींना त्रेट रेंगे टी प्राधी परिली वेळ मुळातच नष्टती. पा प्राधीही प्री भनें वेळा इसे त्रेट रिक्षी प्रोट. त्यावमन प्री हे रामधान यांज्र शञ्ने की केवल इतिरासीचे प्रभासक, ट्रेडिंश साढी जालार स्थेड, आंग चारंच प्राचीन वाल् इलेची भावउ मिर नेच मधिठ ग्रामियने ही होने पाटनात. लेनी त्यापत्य आणि शिल्पक्लेची प्रत्याद्यनिक्ता प्रतुमवन्यापादी डात्टरीला निट दिलीच पाहिने. प्रापला मान्वल्प स्तिशप सम्मन्न च्यायचा अभेल तर अगा विठानी मानला त्रेट वापी.

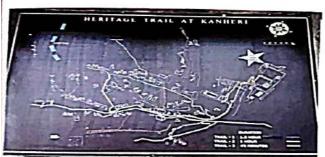
<u>परिशिष्ट</u> । ह्यायाचित्र



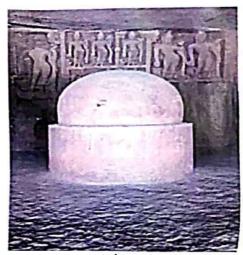




कान्देरीचा चेंग्र डातवरील पाटी.



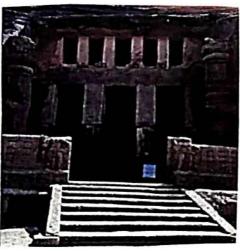
कान्टेरी लेखांपर्धन/गुजांपर्धन ज्ञाना नगरा।



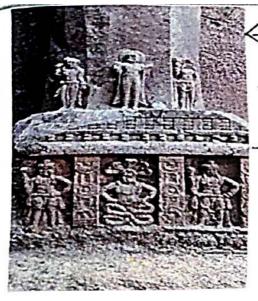
लेगी ऋ. 2 - प्रधील चेत्य



चेनी 🗷 2 -मबील भींतीवरील चुड़्य शिल्पे

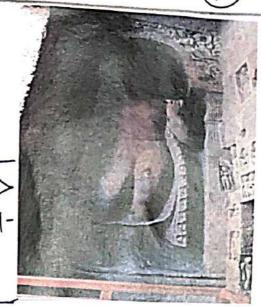


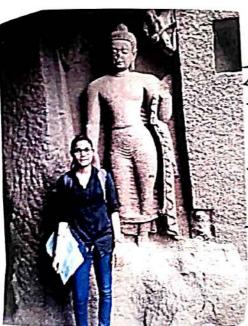
्रहेशी इ.उ.-चे प्रवेश-न्यार्



← लेगी क्र. उ-महील प्रांगणातील ब्यंम

> लेजी इ.उ. -> मधील ट्हरांड्या-तील 25 जट डाइय शिल्प



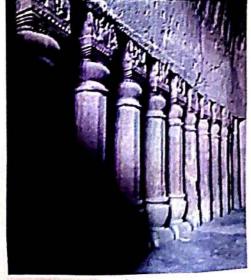


रिनी क उ:- च्या प्रांगनानील शिस

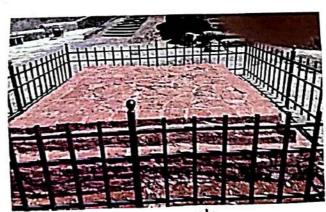


Mumbai A00 071.

लेगी का उ-मधील चैल्प/ वागीबा



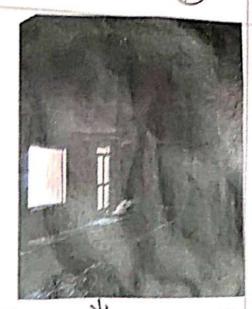
लेजी अ 3-चैंसग्रशतील स्लेम



चिनी इ उ समोधिल उत्विति स्पूर



<- बेबी इ ५ :- मधीन डाड्य रावे डाड्य रावे डाउंचे रोवेबे स्नूप



लेगी क्र.॥ - प्रधाल मास्नस्य समाग्ध्रातील मासन



८-चेनी उ ११- मधील ११ गर्मश्रटानील खुरच शिल्प



क्रेनी ७ 34 - प्रधील गर्भग्रिया बारेरील छनावरील चंगीन चित्र



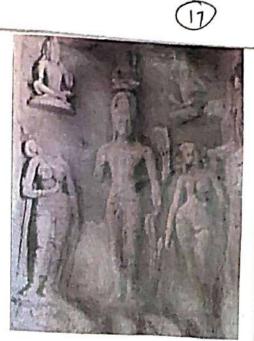
८-लेगी क उप-मधील गर्भशृटा बोधील जुर्म शिल्प



ेस्नी इं प्रानीस शिंतीवरीस विविध प्रतो इमीतीस चुट्य शिले.



लेकी क्र 89 मधील न्डटांड्याच्या भीतीवरील विविद्य नुर्व रिले





लेकी 🗲 २ - अमिलिस जलउंड



लेनी अ 74 मधील नलडंड



नलमारी/धरगोंसाठी बांद्यलेस।



लेगी ३- 14 ते 28 माणि ज्य-40 या लेळाच्या रत्यान मललेला चला/ जलमार्ग



नेकी 3.27 मी ब्यद्गिसिनी



नेगी <u>क</u>. 77 सी संपायिमी

Chembur Education Society's Chembur Sarvankash ShikshanShastra Mahavidyalaya R.C. Marg. Chembur Naka, Chembur- 400071



Date: 2419 | 2022

Programme: Brain based learning & Emperiential learning

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

Resource Person: Dr. C. A. Chakradeo

Brain based learning and Experiential learning are two educational approaches that focus on engaging students in active and effective learning experiences. Our Honourable Principal of College chember Sarvankush Shikshon shastra Mahavidywaya, Dr. C.A. Chakmadeo Six was resource Person of this programme. First of all sir Started the programme by addressing me bouin bused learning of Experiential learning. The boain bused learning is idea that teaching methods should align win how the human brain naturally process and return information. The use of active learning, real-world relevance, focus on creating positive emotional are some of principles of mis programme

Experiental learning is based on me philosophy that learning is most effective when it occurs through direct experiences. Students actively enages in real-world tasks freflection to goin knowledge & 31x:11s,

Then principal Six gave us various medical in Brain based learning of experiential learning. Interactive of collaborative activities, strots tony telling, hands - on activities, problem - solving techniques are some method includes in brain sto based learning while field trips, role-playing are some method includes in experential learning.

Bown boxed learning of emperiental learning ore valuable educational approaches in teaching learning method. Sirgasp us talk to make lession plan by using those method of wind up their seesion.

Signature of Rapporteur

Name & Signature of Teacher

Signature of Principal

1m

रोबूर सर्वक्ष शिक्षणशास्त्र आर. सी. मार्ग, चेंबूर कुका, चेंबूर, १४३-४०००

Poothomesh S. Kadam

Chembur Education Society's Chembur Sarvankash ShikshanShastra Mahavidyalaya R.C. Marg, Chembur Naka, Chembur- 400071



Date:- 17/10/2022

Time: 5. 130 7

3.20

Programme: ई-वेक्ट मॅनेजमेंट

हिनांक 17 ऑक्टोबर 2022 क्रिजी चिंबूर्
सर्विक्ष श्रिक्षणशास्त्र महाविद्यालयान दुपार्थी 1.80
ते 8.20 या विक्रेन E-washe Management
या विषयावरती िक्षणविद्यां हिल्पविद्यां क्षणियां क्रणियां क्षणियां क्षणियां क्षणियां क्षणियां क्षणि

स्वाधित्रामहरों इलक्ट्रांनिक क्यान्याने व्याविषयी क्या कराने कार्या कराने कार्या कराने वाविषयी होने कार पाउन चर्ची करण्यान आकी. होन्ही कारांनी खापापले विन्धार मंडिले. ह- Waste ही खाअन्या आहीनक काळात क्या मिठी समस्या खाहे. ल्यामुळे छनेक समस्या छह्मावनान.

्यार्थेक ज्या कन्यत्याने व्यवस्थातने करणे सत्यंन महमेर होन्ही हिन्छ होति हिन्छन हिन्धन महणाने काय, द्व-वेक्ट होज्यामानाची कारेन ह्याने मानवावर व प्राव्यावर लेंगेन्स प्याविश्वाविश् होणान्या पारिणामांविवशी न्यन्यि क्रव्यात आली. त्रेवरी दिल्ही गरांनी मा र्राजिक कन्यायो व्यवस्थायन क्रिये करता चेईल, यावर उपाय यूनविले.

यहर कार्यक्रमामहये सर्व विद्यार्थीर्न उत्तमिरित्या सहभाग होतलाः ज्या प्यविश्णान आपण शहती त्या पर्यावरणानी आपण स्वतः निगा राखकी पालिसे या विलाशंसर कार्यक्रमार्थ सांगता करणान आकी

Name & Signature of Rapporteur

चेंबूर सर्वकष शिक्षणशास्त्र महाविद्यालय रामकृष्ण चेंबूरफर मार्ग, चेंबूर, मुंबई - ४०० ०७१.



Chembur Education Society's Chembur Sarvankash Shikshanshastra Mahavidyalaya

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

Report: Workshop on 'Creating a compassionate classroom'

Academic year: 2021-2022

Resource Person: Smt. Farida Bugedivala, Facilitator Podaar International school

Programme:

This programme conducted by Smt. Farida Bugedivala as part of Internship by M.Ed. student.

Compassion in education refers to a genuine sensitivity to others' needs and a commitment to taking action to meet these needs. It's about creating a school and classroom community where every student feels valued and respected.

Compassionate pedagogy is a collection of teaching practices designed to foster human connection, communication, and wellbeing. The approach revolves around listening to students' lived experiences and offering flexibility to accommodate their struggles.

She has thoroughly explained a compassionate teacher models that characteristic to the students with her or his actions, and as a result students will be more open to understanding the world around them. You are empathetic: Empathy is an important trait to have and to try to develop in ourselves and our students.

PRINCIPAL
Combin Sarvaket Shitshansbestra

Chembur Naka, Seanes 400 971



CHEMBUR EDUCATION SOCIETY'S CHEMBUR SARVANKASH SHIKSHANSHASTRA MAHAVIDYALAYA 'Sanskrit Sambhashan Varg'

The second Sanskrit Sambhashan Varg -- Spoken Sanskrit class for B. Ed. Trainee took place, organised by CSSM's Sanskrit pedagogy faculty, Sanskrit alumina with the support of principal Dr. C.A. Chakradeo.

This class is from 17th January 2023 to 30th January 2023 for 2 hours. Virtual platform was chosen as a medium to conduct these classes as per the convenience of teachers and students. It was a best practice to bring together present students with proud alumina of Sanskrit pedagogy of CSSM. The unique feature of this class is, 'This a class which ran by the CSSM's past students for the CSSM's present students.'

The main objective of this class was to create a positive attitude towards learning Sanskrit language among students, to gain clarity in speech, to improve their Sanskrit vocabulary, to identify the tense, gender and singular, Plural and construct basic sentences. Our recourse persons for every session is our alumina. Every resource person run the session in the most appealing way and students participating in the activities that is carried out by teachers all throughout.

The certificate course in spoken Sanskrit was conducted from 17th January 2023 to 30th January 2023 with the support of CSSM alumina of Sanskrit pedagogy.62 students registered for this course and 37 students were completed it as per predecided criteria.

The classes were held in online mode through Google Meet platform during the evening. The link was shared in the official WhatsApp group for the course and the class was conducted on the same link every day.

At the end of the, 'Sanskrit Sambhashan Varg' 37 students successfully completed the course and awarded certificates. We distributed the certificates to our proud alumina who enthusiastically participated in teaching 'Sanskrit Sambhashan Varg'.

Under the guidance and constant encouragement of principal Dr. C.A. chakradeo and convener Mrs. Manik Aware could conduct such a wonderful 'Sanskrit Sambhashan Varg' for future teachers.

Mrs. Manik Aware convener

Dr. C.A. chakradeo

Chembur Sarvankash Shikshanshasra

Mahavidyalaya Ramkrishnan Chemburkar Mero, Chembur Naka, Mumbei 400 071

Chembur Education Society's Chembur Sarvankash ShikshanShastra Mahavidyalaya R.C. Marg, Chembur Naka, Chembur- 400071



Date:-4th FEB 2023 Programme: Game Based Learning

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

Resource person: Mrs. Fotima Rojkotwala

on 4th of february 2023 M.Ed students conducted Sessions of Game Based Learning. Game based learning was conducted by Fatima rajkotwala. The session was conduct--ed in the playground we played different games which will help us in the teaching learning process of classroom.

After the session we were asked to lay down on ground to create a round Human sunflower. In the play ground session we were also divided into

groups and Each your prepared an act which has to guess by other group our group was given the activity of the fair.

The semion was really very helpful for us. In addition uts amazing and we learn something new addition uts amazing was fun and Enjoyable. The game based learning was fun and Enjoyable.

REHMANI MESANA MARIQULLAH

प्राचार्य चेंबूर सर्वकष शिष्टणशास्त्र महाविद्यालय



Date: - 06 - 02 - 2023

Programme: संयुक्त असयुक्ति प्रतिमानः

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

दिनां 5 मेब्रुवारी, 2023 रोजी भयुक्त असयुक्तिक प्रतिमान हे प्राचार्य डॉ. चेंद्र शेखर चक्रदेव सर यांनी उत्नमिरिया शिकवते. ह्या याख्यानामध्ये B.Ed (YCMOU) अगिन B.Ed (Regular) चे विख्या शी उपस्थित होते. ह्या याख्यानामध्ये डॉ. चक्रदेव सरानी मराठी, हिंदी व शंस्कृत था भाषांमध्ये निवंध विहिताना भाषेचा वापर अधिक अलेकारिकरित्या कुसा कुरायचा याच्याबद्दल माहिती दिली व ही माहिती देताना सरांनी प्रात्यक्षिकी मध्ये अलंगिक भाषा असलेल मक गार्ग आलि प्राप्त भाषणाची video हार्यवती व सर्व विद्यार्थीना मार्गाद्रश्न केले. प्रात्यक्षिकासावत अनक उदाहरागांचा समावेश करान निवंध लिहिल्यास मार्गेर्शन केले व विद्याश्योंना निवंध निहित्यासाठी मक विषय दिला व ती निवंध ह्या प्रतिमानाचा वापर कुरून विद्यार्थाकुरून किहून होतला. yegita Name & Signature of Rapporteur Name & Signature of Teacher

> प्राचार्य चेंबूर सर्वकष शिक्षणशास्त्र महाविद्यालय आर. सी. मार्ग, चेंबूर नाका, चेंबूर, मुंबई-४०००७%



Date:-5/3/2023

Programme: Laws protecting Women

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

Aspecial guest Lecture was conducted by Advocate
Monali Patil practicing in High court and having
an experience of 9 years. Even working with Legal
Council, on the topic 'Laws Protecting Women'. She was
felicitated by the Principal with a boaquet.
She gave an insight on the various laws made
by the government ie Constitution of India. Despite
of major Rights, yet there are many Acts and
Amendments for the guard of women.

She with examples stated the various laws that protect the women right from the birth. (MinorAct) ACT of POSCO-2012 where there are punishment to the accuse She gave the example of cases that were land mark judgment such as Vishakha v/s State of Rayasthan which stated the guidelines for sughts of women at Workplace. She informed about the

Lohan Ritu Rarolhen

Name & Signature of Rapporteur Name & Signature of Teacher

Signature of Principal

प्राचाय चेंबूर सर्वकष शिक्षणशास्त्र महाविद्यालय अर. सी. मार्ग, चंदूर नाका, चंदूर, गुंबई-४०००७९. The motornity benefit that a woman on aman's can get at the workplace.

The third stage where the vomen can get sights after mavinage. The various Act mentioned were Dowsy Psichibition Act, Domestic Violence Act, which is the weapon in the hand of a women.

She indetailed explained the Hindu Succession his under which a girl child can inherit power in Father's property. The Hindu Massaage Act which is related to divorce. The various Act related to it and how a women can benefit from Right of maintenance.

The most important post of the session was about the new IPS Act 354(A) to 354(E) in detail which elaborated about the sections under them.

It was a very informative session which enlightened every person attended the session specially women (as teachers) with the vast knowledge about Rights towards women. The session was interactive, she minutely explained in detail every question asked during the session. At the end, of the session she gave a piece of advice to all the teachers to create awareness about these sights among the students.

10/5/2023

Date: 18/5/2023

Programme: - पर्यादरण संरक्षण उपक्रम व कायद

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

मेर्सण चेंबूर सर्वेदाम शिक्षणशास्त्र महाविदयालय यांच्यावतीने पर्यावरण उपक्रम व कायहे या अत्यंत सहत्वपूर्ण विषयावर सोमिनार सादरीकरण करण्यात साले. या सहरीकरणामध्ये 5.4. 8. हर्व मराही माधमाच्या सर्व विद्यार्थांनी सहभाग दोनला होना. आमच्या प्राद्यापिका स्मिना गणात्रा संडम यांनी विस्यार्थांचे गट तयार करून प्रत्येक गटाला घटकानुसार उपद्यदक दिले होने: सोमेनार सादरीकरण करलांना विद्यार्थांनी पी पी टी, पोस्टर्स, चार्ट, विहेडिओं या वेगवेगळ्या श्रीक्षाणिक भंसा-द्यनांचा वापर केला. हे सादरीकरण दोन पर्वात पूर्ण झाले.

या सोमनारमध्ये पर्यावरण संरक्षण आणि त्यासाठी केलेले कायदे या विद्याची आत्यंत सहत्वपूर्ण अशी माहिली मिळाली जर आपवा पर्यावरणातील नैसर्गिक साद्यनसंपत्तीचा अमर्याद, आनेयातिन व अनियमित वापर करन शाहिलो तर त्याचे अत्यंत भयावह व विपरीत असे परिणाम आयल्यालां भोगावे लागतील. त्यासाठीच आपण शास्त्रम विकासावर भर दिला पाहिने.

पहिले पर्व दिनांक 10/5/2023 रोजी सादरीकरणाची सुरवान आभवा वर्ग प्रतिनिधी प्रतिक पाटील थाने या उपक्रमाची रूपरेना संगूल केली. पहिल्या गटाने नमेदा बचाव आंदोलन, या घटकावर यादरीकरण केले. त्यामध्ये नर्मदा नदीच्या वचावासाठी झालेली आंदोलन याविषयीची महत्वपूर्ण माहिनी मिळाली. त्यानंतर फ्रमशः पुढील प्रत्येक गराने सादरीकरणात्मा केले. वन्य जीवांचे संरक्षण, व्याद्य प्रकल्य त्यामध्ये पर्याप्रणाचे संतुलन टिक्न राहण्यासाठी वन्यजीवांचे संरक्षण करने अत्यंत महत्वाचे ओह, ही माहिती मिळाली. पहिल्या वर्वात तीन गटांनी सादरीकरण केले सादरीकरण्यानंतर स्मिता मंद्रम यांच्याकडून

Name & Signature of Rapporteur Name & Signature of Principal

चैषुर सर्वकष शिक्षणशास्त्र महाविद्यालय रामकृष्ण वेंबुरकर मार्ग, वेंबुर, मुंबई - ४०० ०७१.

मानिया माणिक जायव MMali

धटका विषयीची संखोल माहिती मिळाली, व प्रभावीरित्या सादरीकरण कसे करावे, त्यामध्ये शारीरिक हालचाली, वश्रभूषा तसेच पी.पी.टी

कशी बनवायची या बाबतचे मार्गदर्शन मिळाले.

दिनांक 1815 12023 सीमिनार सादरीकरणान्या दुसऱ्या पर्वात उविरित्त गटांनी 'तलण भारत संघ', हवनी प्रदूषण', 'गंगा शुम्बिक्लण', पर्यावरण संरक्षण कायदा- 1986', या महत्वपूर्ण घटकांची माहिती मिळाली. सोमिनार सादरीकरणानंतर सिळाले. या कार्यक्रमाची सांगता विषयी सखोल माहिती व प्रोत्साहनहीं मिळाले. या कार्यक्रमाची सांगता सामच्या महाविद्यालयाचे प्राचार्य चंद्रशेखर चक्रवेव यांनी पर्यावरण संख्रण व कायत्याविषयी सखोल माहिती वेकन केली. तसेच ते महणाले की, 'पर्यावरण सुरिवत', तरच आपण सुराद्दीत' महणाले की, 'पर्यावरण सुरिवत', तरच आपण सुराद्दीत' महण्य पर्यावरण संख्रण' ही आपल्यापास्त्रनच व्हायला हवी: च त्यांनी सिना मंडम व सम्हा विद्याव्याचे या महत्वपूर्ण विष्यावर सोमिनार सादरीकरणानवरल सामारही मानले.

सोमेनार यादरीकरणासाठी प्राध्यापिका स्मिना मंडम यांच्याकद्दन आम्हाला भोलाचे मार्गदर्शन मिळाले त्यामुळेच आम्ही सर्वानी मिळ्न हे सोमेनार यशस्वीरित्या पार पाठले. आम्हाला या महत्वपूर्ण विषयाकर सोमेनार सादर क्रिक्याची संद्यी दिली त्याबद्दल स्मिता मंडम व भहाविद्यालयाचे खूप खूप लामार!



प्राचार्य चैंबूर सर्वकष शिक्षणशास्त्र महाविद्यालय रामकृष्ण चेंबूरकर मार्ग, वेयुर, मुंबई - ४०० ०७१.



Date:-16/3/2023

Programme: Interplay of poverty, Gender, Caste & Tribal Community using Think Pair Discuss Share Technique

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

Un 16/03/23 the lecture was conducted by our herincipal Sie Der. C.A. chakerades on Co-operative learning as an umberella term under which there are two techniques v Think, Pair, discuss and Share · Basically he asked us to make a hair among ownselves and then topic was given, Popic names: Gender, laste, Poverty, Juibal Community impact on child development. So finst the hairs where made and then Groups, Group no 1,2,3,4. and foist we were asked to think on given topic like to collect own own thoughts and than discuss with own team mates there point of view and opinions for same . Later on the four topics Poverty, Gender, laste and Iribal Community after discussion everyone's views were shared and the different views, thoughts and multiple opinions were fassed on those topics. Lastly the remaining Students were as ked to give reflection and there understanding over the topic. The lecture was so helpful and easy to leave the term.

Name & Signature of Rapporteur Name & Signature of Teacher

Signature of Principal

प्राचार्य चेंबूर सर्वंकष शिक्षणशास्त्र महाविद्यालय आर. सी. मार्ग, चेंबूर नाका, चेंबूर, मुंबई-४०००७१.



Report on Certificate Course in Functional English

2022-23 (Dales · 27/8/22 to 15/7/23) ONLY SATURDAYS

This Add-on course is being designed by University of Mumbai to empower participants with essential English skills necessary for effective communication, encompassing both listening and speaking, as well as reading and writing. By honing these skills, individuals can enhance communication within their peer groups and workplace settings.

In today's interconnected global market, English has emerged as the universal language of communication. While many may perceive proficiency in English solely through reading and writing abilities, the significance of listening and speaking often gets overlooked. However, these aspects are equally vital components in mastering a language. This course aims to rectify this oversight by providing comprehensive training across all four domains of English proficiency.

The course consists of two Papers/course structure

Paper 1—
Study of Language and Basic English
Paper II
Effective Communication in English

The Objectives of Certificate Course in Functional English

- Establishing a solid foundation in the fundamentals of the English Language.
- Facilitating students in achieving proficiency in both written and oral English communication.
- Enhancing proficiency in the four essential language skills: Listening, Speaking, Reading, and Writing.
- Providing a comprehensive understanding of phonetics, extensive vocabulary, and proper grammar usage.
- Cultivating the ability to effectively utilize English in various real-life scenarios.
- Improving learners' comprehension, interaction, and fluency in English.
- Equipping learners with practical strategies to enhance their communication skills.
- Ensuring that the training is practical and applicable to real-world success.

Methodology

Language Lab is used for teaching/learning through teacher's Console and Language Learning Software .It acts as a platform for learning, practicing and producing language skills through interactive lessons and communicative mode of teaching.

Objectives:

To maintain good linguistic competence- through accuracy in grammar, Pronunciation & Vocabulary.

To develop pragmatic competence, to understand the grammatical form & function & scale of formality





Methodology of Instruction

Communicative and integrated approach is followed that keeps the ability to use language to communicate as central goal, to make meaning-focused activity which simulates real life transactions.

Among the four macro skills of language learning, listening and reading are receptive skills whereas speaking and writing are the productive skills .These skills can be improved effectively, when the learner learns at his own pace. With the help of the functional tool- Language Lab with Teacher's Console, language skills can be learnt, practiced and evaluated .

I) Techniques to improve listening

An ability to listen and interpret many shades of meaning from what is heard, is a fundamental communicative ability.

Teaching listening involves training in some enabling skills' — perception of sounds, stress, intonation patterns, accents, attitudes and so on

II) Techniques to improve speaking

Students' speech evaluation is possible through the digital recorder modules in language learning software. Students' audio recordings can be scored or saved for later evaluation

III) Techniques to improve Reading & Writing

To improve Reading and Writing, Grammar Exercises, Interactive Stories/situations, Repetition Exercises (Word Pronunciation, Sentence Pronunciation), Substitution / Transformation Exercises (Sentence Practice, Grammar Practice) and Reflection on the organization of sentence components (Word Order) is followed.

42 students got registered and successfully completed the course.

Dr. Manjula Bhandari

MBusain

Course Coordinator

Dr. C. A. Chakradon

Principal

PRINCIPAL

Chembur Sarvankash Shikshanshastra

Mahavidyalaya

Ramkrishnan Chemburkar Marg, Chembur Naka, Mumbai 400 07*



Report on Diploma Course in Functional English

2022-23

This Add-on course is being designed by University of Mumbai and the students who successfully complete the certificate course in functional English are only eligible to take admission in Diploma Course in Functional English.

The burgeoning media landscape, especially in India, offers abundant opportunities for individuals proficient in effective communication. Beyond communication itself, various avenues exist within the realm of mass media, encompassing Public Relations, Broadcasting, and Print media. Considering these avenues, The course is structured into the following key components:

Communicative Skills: Focusing on the art of expression and effective communication techniques.

Understanding the Essence and Dynamics of Communication: Delving into the significance and intricacies of the communication process.

Developing Proficiency in Speaking and Listening: Enhancing skills in both speaking fluently and actively listening.

Application of English Language in Journalism: Exploring the utilization of English language specifically within the context of journalism.

The Course is broadly divided into following aspects---

- Communicative Aspects—How to express
- Meaning and Process of Communication
- > Speaking and Listening Skill
- Use Of English Language in Journalism

Objectives of the Course-

- To develop advanced communication skill
- > To develop reading skills in English as a Second Language
- > To impart spoken skills to deal with various situations
- > To develop skills of listening
- > To acquaint' students with the important elements of Journalism
- To train the students to take up jobs of Reporters/Journalists/Editors

Course content and methodology involved-

- Developing Advanced Communication Skills: This involves honing various aspects of communication such as clarity, coherence, persuasiveness, and effective expression. Methodology Involved- Activities like debates, presentations, and discussions are undertaken for refining verbal and written communication abilities.
- Improving Reading Skills in English as a Second Language: This objective aims to enhance comprehension, vocabulary, and reading speed in English.
 - Methodology Involved Reading a variety of texts, from news articles to literary works, and employing strategies like skimming, scanning, and inference to extract meaning efficiently.
- 3) Imparting Spoken Skills for Various Situations: This involves training individuals to communicate effectively in different contexts, such as formal presentations, interviews and group discussions.

Methodology Involved – Role-playing exercises .It can be incredibly effective for improving spoken skills in English, as they provide opportunities for learners to practice real-life communication scenarios in a safe and structured environment. Here are some role-playing exercises tailored to enhance spoken skills:

- i) Job Interviews: Students are divided into pairs, with one person acting as the interviewer and the other as the job applicant. Providing a list of common interview questions related to a specific job or industry. Each pair takes turns conducting and participating in mock interviews, providing feedback to each other afterward.
- j) Customer Service Scenarios: Creation of scenarios where one participant acts as a customer with a specific issue or inquiry, while the other participant plays the role of a customer service representative. Scenarios includes complaints, product inquiries, or service requests. Students practice listening attentively, empathizing with the customer, and providing clear and helpful responses.
- 4) Developing Listening Skills: Effective listening is crucial for understanding, empathy, and effective communication. Activities such as listening to podcasts, lectures, interviews, and participating in listening comprehension exercises can enhance comprehension, note-taking, and critical listening skills.
- 5) Acquainting Students with Journalism Elements: This involves introducing students to the fundamental principles and practices of journalism, including news gathering, reporting, writing styles, ethics, and the role of media in society. Studying case studies, analyzing news articles, and engaging with industry professionals can provide insights into the field of journalism.
- 6) Training for Journalism Roles (Reporters/Journalists/Editors): This objective focuses on practical skills training for roles within the journalism industry. It may include instruction on researching, interviewing, fact-checking, writing news articles, editing, headline writing, and using digital media tools. Hands-on experience through internships or simulated newsroom environments can further prepare students for careers in journalism.

28 students got enrolled and successfully completed the course.

Dr.Manjula Bhandari

Course coordinator

Dr. C A Chakradeo

Principal

Mumbal

PRINCIPAL.

Chembur Sarvankash Shikshanshastra

Mahavidyalaya

Ramkrishnan Chemburkar Merg, Chembur Naka, Mumbai 400 071



Date: - 06 - 04 - 2022

Programme: Community work of NASEOH - 10,11,19,21/3/2022
Report of the programme: -(If required attach additional sheets) and 5/4/2023

community work is unpaid work performed by a Person or group of people for the benefit and betterment of the community so in this assummu-- nity work activity we have visited to one of the NGO ie - NASEOH . which works for handicapped. and Brovide them opportunities such as Rehabilitation opportunities and skill based opportunities. so the community work began on 10-3-2022 on this day orientation of the Defforent sections was done by Praful sir. Different sections like Pottery, Baking, Laundary tag, welding creaking of wheelchair, stick etc), Taloring dept etc. The working of each sections and the Introduction of students was done. Depending on the disability of the students the students were placed/admitted in each specific department they also shown on the things like pottery, Bags, Riles etc made by the students basically on this day only inhoduction of NASEOH was done on 11-03-2022 - second day of community work we interacted with the stidents we meet

Name & Signature of Rapporteur Manyam Ig bal Dalvi

Dalul

Name & Signature of Teacher Do. K. R. Jacker

the teachers/Instructors working there.

Signature of Principal

प्राचाय चेंबूर सर्वंकष शिक्षणशास्त्र महाविद्यालय आर. सी. मार्ग, चेंबूर नाका, चेंबूर, मुंबई-४०००७९ on 19-03-2022 - Third day of community work we were Just observing how the teachers undustand the students and Instructing thum.

The students were doing properly as directed the Mumbail 400 071.

Their teachers.

on 21-03-2022 - bue all (so shidents) and each divided into groups (of s shidents) and each group was alloted each objectment and we were asked to interact with them and also work with them . we made pottery, checlates, cakes, work with them. we made pottery, checlates, cakes, laundary tag with them. the chidents were laundary tag with them. the chidents were interacting us and we like to work with them.

Last day on 05-04-202 - again Croups were made and each group was given different department come of the did work in filling section. ment come of the did work in filling section. and also some of them were in pottery Bakery sections. at the end of the we gave vote of themlast them.

It was a very nice experience to do such wind of community work for some people it was very new experience we learnt many things from this community work. sauch abtivity should be conducted every year and it was our pleasure to work with then and contribute to some part of the society.

प्राचार्य चेंबूर सर्वकष शिक्षणशास्त्र महाविद्यालय रामकृष्ण बेंबूरकर मार्ग, चेंबूर, मुंबई - ४०० ०७१ Sindinual

Date: 18 March and 5th April 2022 Programme: Community work

Report of the programme :-(If required attach additional sheets) Hooky Advani and Dr. Shirodhar special school.

on Day 1 of community work, saturday 19th March 2022 we all gathered at Dr. Shirodkar Sperial School' that School had shidents with different level of orental another and special abslities. We all also visited another School Hashu advant collège of special Education' chembur on su ppuil 2022 these school Student had heaving disabilities. wisting both the Schools first of all morde me mealise that I am Foutunate Eurough to not have any such disability because these Itudents and children face a very different life than ours. while interacting with Hiose Un'Idreu I got to know despite having various disabilitées these childrens have some special abilitées which we all need to menoguise and appuerlate we should treat them normally as me frieat ceuch ofher some of the childrens there were glow leavurers or had difficulties in leaving But they were good at art. Some of them were very authus?ash'c towards dame. The Expenseme was very helpful because it taught me how to behave and interest purposely with students and children Name & Signature of Rapporteur Name & Signature of Teacher Signature of Principal

Principal Chembur Sarvankash Shikshanshastra Mahavidyalaya

R.C. Marin Chamber, Multipar - 400 071.

Its a fearlin, I would definitely love to interest with them whenever I get a chance this Expendence taught me how to behave and whereast purposely with students and children with disability. I also got to learn a lot from all the childrens that no matter that number harder your life to always find a way to be happy.

Principal
Chembur Sarvankash Shikshanar astra
Mahavidyalaya
R.C. Marg, Chembur, Mumbel - 400 071.



Date: 20th April 2022

Programme: Community Work

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

On 20th April 2022, we visited the "Kushtrog Niwaran Samiti Shantivan' which is tocated in one of the village of Panvel. There is also an old age home where they take care of aged citizens. I visited Shantivan for the first time. It was a great experience for me. I learn't many things from them that even after so many disabilities they do not quit their life they enjoy and work hard for it The second thing I rearned was they were disciplined. We learned farming skills too so that we got the importance of the hardwork done by formers! And from the activities we learnt group co-ordination. And most important thing is that we should always take care of our parents and never send them or any one's parents to the old age home.

Name & Signature of Rapporteur

Name & Signature of Teacher

Signature of Principal PRINCIPAL

Chembur Sarvankash Shikshanshastra Mahavidyalaya

Ramkrishnan Chemburkar Marg



Programme: Atalk on Learning Disability : A Current Concern in

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

क्लिक 16/07/2022 कोशी चेंब्रु व्यक्तिम शिक्षन व्यास्त्र महाविद्यालयाने A Talk on Learning Disability A current concern in Education या कार्यक्रानि लाधो अने केले. या कार्यक्रमाश्नादी साम्भीय ली. शिहपा पुराष्ट्र

थागीनकत्या म्हणून कार्यक्रमाचे व्यंचालन केले. त्यांनी विद्याध्यांना व्यूचनिका डाइनमनेनी व्यक्तियंनी क्रपंथ करून क्रमांितली क्राकेन क्रिकाांचा निक्यांधां ना कि कोठात्या प्रकारन्या अक्षमता असु ठाकतात हे त्यांनी व्यमताक्ष क्योंगिलले ते विद्यार्थी त्योंना इस्त्रात्या श्रक्षमनेतृन अशा प्रकारे छाएले डीवन ज्ञान हरातात है छाद्धा व्यव इपारिवेत जार्म तथावे व त्या अक्षम विद्याणि न्या येशरे प्रस्थिक, स्मम्परा इ. अगमणा आवेग , त्योंना भाष्यात लक्षात गांव यालाही हाँची का छोटाला केंट छेत्। त्योंनी आका प्रक्षेत्र विश्वाचीला मध्य विला वडोन्यावर व्यावव्यास व्यागितमा चन कारी आमें डाहाक्च हारीत व अम्हालां त्यांनी कुलायां विकारी लावून क नागांचा गट व यानेतर साम ला त्यीं की त्यार क्रबंध स्मितिका काही वर्ल् विल्या ह्या कर्न त्यांनी उगामा छाट्यकार प्रमंतितामा, गामुके माम्बामा द्वित लोग ELEGINET PARMESTER TOSUNDESPET DOWNER, ONHERS OF साधान निवद्यामा विता योगाया सम्मया क्रिया प्रकारे क्रिकाने त्यांच्या, असमन्या प्रकेष छो छवन त्यांनी क्रिया

कोड्याकात व प्रथे प्वेखाणि ला त्यांच्या श्रध्मेतामात न्यकार विश्वा हमान या क्रमंबद्दी विधिद्य प्रकारम् असमेत व कामवंद्री से निक्याक्षांचे निश्मण या विकासि सामिती त्यंची स्यांशितली

विद्याधाला अलगाया प्रत्येक अक्षम नेनी उहारको न त्यावर छपाय त्यंभी छार्गाला विडी भो ६०१ समहा। वर् ल्मािनाले हाश्म विद्याद्यांप्य विस्तानी वार डाउन आहेत त्यांना विविद्य स्रमान्यने त्यां मार्जत तेरा लग विद्याव्यांना लभानाकुन न पश्वन विले ERIGIN BRHOIK! किल्लावा, पद्मती विश्वकवन्यासाडी निवेडिया, फीर्या ने खोनी निविध प्रमाने त्या विह्याचाना नापरकी संसाधने-ख्यां हमी लान्या प्रशोबत प्रमाधन साम्धलां लताकावयास विल्यामाना शिस्राभारी विति हिस्साहामे छप-लब उस्मान हाथ्ववन 2910 EI MI निक्या व्यालान हिन्दीत SKHOILY Blan @/4 अस्तुल्याचे त्यामा प्रत्मेक र्र्मभात्यमी, अपकर नीन्य ळ्याह्य नीन्दी व्यादि यानहरूल ल्योंनी साम्हा विद्या गारेत पुरवर्क पदलेखा माहितीभुट पूरव यांनी ना व व्यार्थ जिल्ली द्रार 00116 ्रिज्या हा निष्या त्थाका 20116 करावे याचे जान दशाले विद्यार्थाना स्वित्रतामान्य विद्याच्य मिश्ये स्तीमाञ्च काम करता येवल याची मा व्सर्व निक्साध्या ना मिकली

Signature of Rapporteur

Name Senature of Teacher

Or · K · R. Jacker

Signature of Stincipal

चैंबूर सर्वे अर. सी. मार्ग, चेंबूर नका, चबूर, गुंबई-४०० व्य



Report on Certificate Course in Functional English

2022-23 (Dales · 27/8/22 to 15/7/23) ONLY SATURDAYS

This Add-on course is being designed by University of Mumbai to empower participants with essential English skills necessary for effective communication, encompassing both listening and speaking, as well as reading and writing. By honing these skills, individuals can enhance communication within their peer groups and workplace settings.

In today's interconnected global market, English has emerged as the universal language of communication. While many may perceive proficiency in English solely through reading and writing abilities, the significance of listening and speaking often gets overlooked. However, these aspects are equally vital components in mastering a language. This course aims to rectify this oversight by providing comprehensive training across all four domains of English proficiency.

The course consists of two Papers/course structure

Paper 1—
Study of Language and Basic English
Paper II
Effective Communication in English

The Objectives of Certificate Course in Functional English

- Establishing a solid foundation in the fundamentals of the English Language.
- Facilitating students in achieving proficiency in both written and oral English communication.
- Enhancing proficiency in the four essential language skills: Listening, Speaking, Reading, and Writing.
- Providing a comprehensive understanding of phonetics, extensive vocabulary, and proper grammar usage.
- Cultivating the ability to effectively utilize English in various real-life scenarios.
- Improving learners' comprehension, interaction, and fluency in English.
- Equipping learners with practical strategies to enhance their communication skills.
- Ensuring that the training is practical and applicable to real-world success.

Methodology

Language Lab is used for teaching/learning through teacher's Console and Language Learning Software .It acts as a platform for learning, practicing and producing language skills through interactive lessons and communicative mode of teaching.

Objectives:

To maintain good linguistic competence- through accuracy in grammar, Pronunciation & Vocabulary.

To develop pragmatic competence, to understand the grammatical form & function & scale of formality





Methodology of Instruction

Communicative and integrated approach is followed that keeps the ability to use language to communicate as central goal, to make meaning-focused activity which simulates real life transactions.

Among the four macro skills of language learning, listening and reading are receptive skills whereas speaking and writing are the productive skills .These skills can be improved effectively, when the learner learns at his own pace. With the help of the functional tool- Language Lab with Teacher's Console, language skills can be learnt, practiced and evaluated .

I) Techniques to improve listening

An ability to listen and interpret many shades of meaning from what is heard, is a fundamental communicative ability.

Teaching listening involves training in some enabling skills' — perception of sounds, stress, intonation patterns, accents, attitudes and so on

II) Techniques to improve speaking

Students' speech evaluation is possible through the digital recorder modules in language learning software. Students' audio recordings can be scored or saved for later evaluation

III) Techniques to improve Reading & Writing

To improve Reading and Writing, Grammar Exercises, Interactive Stories/situations, Repetition Exercises (Word Pronunciation, Sentence Pronunciation), Substitution / Transformation Exercises (Sentence Practice, Grammar Practice) and Reflection on the organization of sentence components (Word Order) is followed.

42 students got registered and successfully completed the course.

Dr. Manjula Bhandari

MBusain

Course Coordinator

Dr.C A Chakradeo

Principal

PRINCIPAL

Chembur Sarvankash Shikshanshastra

Mahavidyalaya

Ramkrishnan Chemburkar Marg, Chembur Naka, Mumbai 400 07*



Date:-27-28/4/2023

Programme: Workshop on 'I' for Inclusion

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

This workshop aimed to promote inclusive Practices in education by raising autorness about Special students, showcasing specialized instruments and educational equipment, presenting vorious disabilities and their types, and engaging participant in activities focus on supporting special student, mis is 2 day workshop on inclusive education.

Day !: The programme started at 10:00 on principle Sir gave the some information about inclusion and appreciate the resource person viz. Mr. Poonon Deoria and Mr. Shuzan Denelo. They gave us information about themselves and about special children. They took activities like blindfold, handocrafting, etc. With me mask, we covered our eyes and we had to do task that they were given to us. With blind folded eyes we were to find our triends, place, recognizes ming like spices, wing, words, drawing, etc. Also make boot by using only one hand. Melaulario

Name & Signature of Rapporteur

Name & Signature of Teacher Margile Bhardan Signature of Principal

चेंबूर सर्वकष शिक्षणशास्त्र महाविद्यालय अर सी. मार्ग, चेंबूर नाका, चेंबूर, मुंबई-४०००७१.

sit deepened by understanding of challenged faced by special students and importance of body parts.

The resource person Dr. kastur: kulkain and Ms. Shuzan Demelo showed as instruments and equipments of special Person. They Demonstrated of specialized instruments and Equipment used for special Students. Also may discussed on how these tools facilitate learning and engagement for students wirm different asilities. After that they produced interactive presentation on various disabilities including physical, seasony, cognitive of learning disabilities, Also may discussed on the unique challenges of strenguts associated wirm leave disability. The activities and presentation provided practical strategies and resources to create inclusive learning environments.

The two-day workshop on inclusive education help in awarness about special students, showcasing specialized instruments and educational equipments, presenting various disabilities of their types and engaging participants in activities to taused on supposting special students this workshop provided valuable insigns, practical students of collaborative learning environment for educator of students.



Report: Action Research Paper Presentation Competition

Academic Year: 2021-22 Date: 25/4/2022

Action research is a powerful tool for teachers, enabling them to enhance their professional growth, improve their teaching practices, collaborate with colleagues, and ultimately boost student learning outcomes. By embedding research into their everyday practice, teachers can become more effective educators and contribute to the overall improvement of their schools.

Board of Studies in Education, University of Mumbai in collaboration with Chembur Sarvankash Sikshanshastra Mahavidyalaya & MES's Pillai College of Education Organized 'Student Teachers Action Research Paper presentation competition for the S.Y.B.Ed. students of B.Ed. Batch 2020-2022 on 25th April,2022. The students were supposed to present their Action Research in front of the Judges and other panel members which included staff members of both the colleges. The event gave the pupil teachers a chance to demonstrate their research abilities and investigate different facets of instruction and learning. Participants had an excellent opportunity to present their research and get input from professionals in the field of education through the competition. Participating students gave presentations of their action research papers on a range of subjects.

After the students finished their presentations, the research head of CSSM appreciated the efforts made by the students in delivering their presentations. The seminar was a great success as there were good no. of participants who performed extremely well and represented their college with great zeal. The effort and commitment of the student participants as well as the teams from PCER Chembur and CSSM College of Education were demonstrated by the success of the event.

Chembur Sarvankach Shikshanshastre

Mahavidyalaya Ramkrishnan Chemburkar Marg. Chembur Naka, Mumbar 400 071



चेंब्र एज्युकेशन सोसायटीचे

चेंब्र सर्वंकष शिक्षणशास्त्र महाविद्यालय

﴿ मुंबई विद्यापीठ संलग्नित व एन.सी.टी.इ. मान्यताप्राप्त }

Reaccredited 'A' by NAAC

दुरम्बरी क्रमांक । गहाजिलालयः । ४२२ - १५२२ १४ १५

1 4 8 8 - 80 88 88 80 455-5050 54 65

455 - 5055 CO RS

E-mail : principal@cssm.in

Website: www.cssm.in

श्वामी विवेकानंद चौक, (चेंबूर नाका), रामकृष्ण चेंब्रकर मार्ग, चेंब्र, मुंबई - ४०० ०७१. संदर्भ कः सौ एस एस एम / २ ने १/ २०२३- २ ४

दिनांक: 27 04 2023

प्रति.

म्ख्याध्यापक, चंबर प्राथमिक शाळा, आर.सी.मार्ग, चेंबूर नाका, चंबर, मुंबई -४०००७१.

मा महोदय,

चेंबूर सर्वंकष शिक्षणशास्त्र महाविद्यालय आणि पिल्लई कॉलेज ऑफ एज्युकेशन चेंबूर यांच्या संयुक्त बिद्यमाने 'Action Research Paper Presentation' या स्पर्धेचे २९ एप्रिल २०२३ रोजी सकाळी १० ते दूपारी १.०० वाजेपर्यंत आयोजन करण्यात आले आहे.

या स्पर्धेसाठी आपल्या प्राथमिक विभागातील एक अनुभवी आणि तज्ञ शिक्षक परीक्षक म्हणून उपलब्ध करून दयावा ही नम्र विनंती.

धन्यवाद.

आपला विश्वास्

डॉ. चंद्रशेखर चक्रदेव.

प्राचार्य

प्राचार्य र सर्वकप शिक्षणशास्त्र महाविद्यालय हम चेंबूरकर मार्ग, चेंबूर, मुंबई - ४०० ०७१.

Jean a Josep

MES's Pillai College of Education Organized

Action Research Paper Presentation Competition

Date: -29/4/2023

Programme: Action Research Paper Presentation Competition Report of the programme :-(If required attach additional sheets)

MES's Pillai college of Education and hembur Sarvankash Shikshanshastra Mahavidyalang. enducted an Action Research Paper Presentation empetition on 29th April, 2023. For this empelition, participants from CSSM collège, Pillai's College and priental college participated for this competition.

In all 22 participants took part for the competition. The competition started from 11. Do am enwards. One by one pour presentors, presented their action research.

The topic varied from various aspects. oics like. Study on effectiveness of program ducted to overcome the difficulties fuced class 7th student on topic triangles and in properties, theory an Uri Bronfenbrenne te, mere presented. The chief quest for this competition in Sunità Vithalrav Magre, Professor and lead of University of Mumbai, gave a ey brief and most important message , all of we the participants. Later the judges declared the results and motivated us to participant on the apcoming events which will help to build confidence and present more professionally. \$ 100 miles anatri

Chembur Education Society's

Chembur Sarvankash ShikshanShastra Mahavidyalaya

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

Date:- 24 August 2020.

Programme: Video Making Workshop.

Time: 1.30 pm

Shikshanshan

Mumbel 400 071.

Chembu

This workshop was conducted by Asso. Prof. U. V. Deshmukh. In this workshop sir covered following point's like-

- Use of Open Camera.
- Video Making with the help of mobile.
- Teaching on paper video making.
- · PPT making.
- · Video making on ppt. etc.

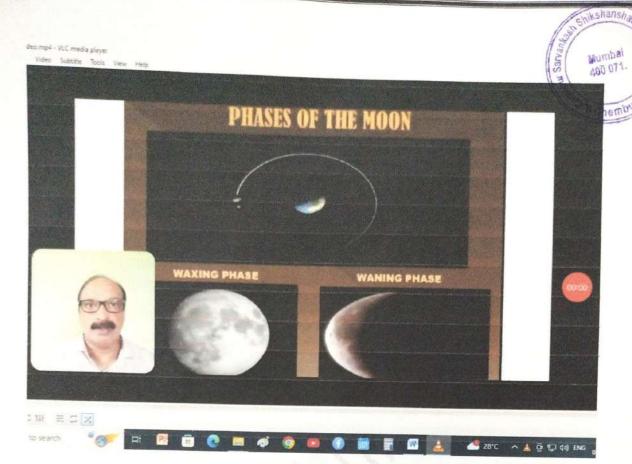


Download Open Camera on your mobile.



Click on Join Zoom Meeting PRINCIPAL

Chembur Sarvankash Shikshanshastra Mahavidyalaya Ramkrishnan Chemburkar Mesg, Chembur Naka, Mumbei 460 071



Students participate in workshop actively and it was interactive session. Students teachers use this techniques in there online teaching-learning practice lesion also. They are eagerly known about video making various ways. Sir also gives live demonstrative lesson on science, geography and math subject.

Outcomes:

- Student Teachers know the how to Use of Open Camera.
- Student Teachers able to Video Making with the help of mobile.
- Student Teachers use it while teaching on paper video making.
- · Student Teachers able to create effective PPT making.
- Student Teachers able to Video making on ppt.

Name & Signature of Rapporteur

Name & Signature of Teacher

Signature of Principal

PRINCIPAL

Chembur Sarvankash Shirshanshastra Mahavidyalaya Ramkrishnan Chemburkar Mesg

Chembur Naka, Mumbai 400 071

Chembur Education Society's

Chembur Sarvankash Shikshanshastra Mahavidyalaya

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

Shikahanan Mumbai

Academic Year: 2020-21

Date: 27.8.2020

Programme: E-workshop - PPT to Video Conversion

Mode: Online

Resource Person: Dr. Jayesh R. Jadhav

Chembur Sarvankash Shikshanshastra Mahavidyalaya organises E-workshop on 'PPT to Video Conversion' under the guidance of IQAC. Due to covid-19, institution is functioning in online mode, so it's become necessary to make students digitally more advance. As a part of this Institution organises this E-workshop under the expertise of one of our faculty Dr. Jayesh Jadhav as a resource person for this workshop.

The objectives of this E-workshops are as follows - 1) To make student teachers aware about various online tools of video conversion 2) To give hands on experience to convert ppts in to video 3) To motivate students to start their digital platform where they can share their knowledge through videos 4) To motivate students to create their recorded video lessons.

The E-workshop was organised in 'online mode' due to Covid-19 Pandemic period. Zoom link is shared with all students and faculties. And due to covid-19 situation our students attend this workshop from their home town through out the country. Resource person show the demonstration to student teachers to convert PPTs in to Videos. The Camtasia- online tools was used for this workshop. During this workshop it is also demonstrated to students, how to give background music or how to crop the video for the better effects. In this with way with some technical details' students' teachers gets hands on experience of converting PPTs to Videos.

E-workshop gives direct experience to student teachers to convert PPTs into Videos. It also helps them in future to record their video lessons more effectively which will benefit to them and school students also. From this E-workshop student teachers get adequate knowledge of converting PPTs in to Videos. This workshop also helpful for them to get more technical knowledge while converting ppts in to videos. For practice of students the recorded video of this workshop was uploaded on YouTube channel Dr. JJ Edu-

Chembur Sarvankash Shikshanshastra

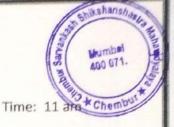
Chembur Education Society's Chembur Sarvankash ShikshanShastra Mahavidyalaya

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

Date: 29 August 2020.

Programme: e-content Development Workshop.

This workshop was conducted by Asso. Prof. U. V. Deshmukh.





CHEMBUR EDUCATION SOCITYE'S

Chembur Sarvankash Shikshanshastra Mahavidyalaya, Chembur, Mumbai - 71.

(Affiliated to University of Mumbai, Recognized by N.C.T.E.) Reaccredited 'A' by NAAC

IQAC Organizes Workshop On e-Content Development Resource Person

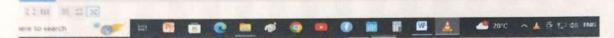
Dr. Umakant Deshmukh

Date: 29 August 2020 Time: 11 am

Dr. Chandrasheker Chakradeo – I/C Principal Mrs. Smita Ganatra – Organizing Secretary Dr. Kusum Chaudhari - IQAC Coordinator

Mrs. Deepali Galkwad - Coordinator Registration Link:

hembur, Mumbai - 71. Chembur Education Socitye's Chembur Sarvankash Shikshanshastra Mahavidylaya,



In order to meet the demands of changing scenario in higher education from class room teaching to virtual teaching, black board to digital boards and use of technology to make teaching effective, this session has been planned first time in our college for students teachers which includes hands on experience on using smart mobile phones for developing e-content development in the form of Video making designing PPT with various types of images, voice and more.

Outcomes of the Workshop:

Students Teacher will be able to do:

- Upload their videos on you tube
- Design attractive PPTs for regular teaching
- Shoot their teachings with quality audio and video
- Live stream their teaching on Zoom and Google Meet
- · Use various apps on mobile

Students participate in this workshop actively and it was interactive session. Student's teachers use these techniques in their online teaching-learning practice lesson also. They are known about e-content development by various ways. Sir also gives live demonstrative lesson on the pedagogy of school subjects.

Name & Signature of Rapporteur Name & Signature of Teacher

Signature of Plancipal

Chembur Sarvankash Shikshanshastra Mahavidyalaya Ramkrishnan Chemburkar Marg,

Chembur Naka, Mumbai 400 071

Date:- 1603/2022 40 31/03/2022

Programme: ICT besed Marning - Training of (tradisg Discussion Perum

Report of the programme: - (If required attach additional sheets) Charles (Hoosely Forcm.)

critical Understanding of ICT in this subject there were different Activities conducted firstly we were given Basic understanding of IcT and how it is useful in teaching the first Activity/programme was on 10-mar-2022. It was regarding the estitical Issues in the use of ICT wherein maam explained us about the ethical issues like plagarism, cyber bullying, copy original etc) in this programme we ream about How to form/create Google chat forum and in Groups we discuss the case studies of the ethical issues. The second Activity was on 25-mar-2022 in which we Individually perform the task firstly we were taught about survey and flow the survey is conducted and what is anline survey the tools used to conduct online survey After explaining about online surrey we were asked to select an educational problem and conduct online survey. Maam explained us about now to conduct online survey using the Good Google Form. from this we learnt to create google form which is

Name & Signature of Teacher Name & Signature of Rapporteur Manik D. Aware Manyam Rybal Dalvi

Signature of Principal चेषुर सर्वकष शिला

रामकृत्य .

Malue

very helpful to unductand the prospective of students while teaching, The third Activity was to Develop and manage a chat forum based on for course here also sub-tople there were lie - Advantages and Assadvantages of online education, use of ICT) in this activity groups were firmed and from thise activity we learn to create chat forum the tool used for this activity was facebook on which we chat on the topics given. The Fourth Activity was regarding the areative common Ilcences wherein firstly sir taught ous what are excative common licences, the use of creative common licences and different types of creative common licences. It was an Individual Activity.

It was really good expendence to learn about the use of fit we learnt about many tools which we can use in our teaching profession and In this techno-sary world this it very important to learn about the advance technologies.

Manyam Ighal Dalvi

Thalur.

Manik D. Aware (Assoc. Prof.)

चेंचूर सर्वकण शिक्षणशास्त्र महाविद्यालय रामकृष्ण चेंयूरफर मार्ग, चेंयूर, मुंबई - ४०० ०७१,

Date: 31103 2022

Programme: TCT bosed chothing
Report of the programme: (If required attach additional sheets)

Critical Understanding or ICT in this subject there were different Actalties conducted Firstly we were given Basic understanding of IcT and how it is weful in Teaching the first Activity / programme was on 16-mar-2022. It was regarding the ethtical Issues in the use of ICT wherein maam explained us about the ethical issues like plagarism, cyber bullying. copy wighet etc) in this programme we ream about flow +D form/create Google chat forum and in Groups we discuss the case stedles of the ethical issues. The second Activity was on 25 - mar- 2022 in which we Individually perform the tack firstly we were taught about survey and flow the survey is conducted and what is anline survey the tools used to conduct online survey After explaining about online Surrey we were asked to select an educational Problem and conduct online survey. Maam explained us about how to conduct online survey using the tool google form from this we learnt to create google form which is

Name & Signature of Rapporteur Name & Signature of Teacher Signature of Principal Maryam Ighal Palvi Manik D. Aware Malur चेषुर सर्वकष ज़िल

very helpful to undustand the pospective of students while teaching. The third Activity was to Develop and manage a chat Forum based on Ict course here also sub-tople there were lie - Advantages and Assadvantages of online education, use of ICT) in this activity groups were formed and from this activity we learn to create chat forum the tool used for this activity was facebook on which we chat on the topics given. The Fourth Activity was regarding the creative common licences wherein firstly sir taught ous what are creative common licences, the use of creative common licences and different types of creative common licences. It was an Individual Activity.

It was really good experience to learn about the use of Ict we learnt about many tools which we can use in our teaching profession and In this techno-sary world this it very important to learn about the advance technologies.

Maryam Rabal Dalvi

Tralus.

प्राज्य व

Morrik D. Aware (Assoc. Prof.)

चेंचूर सर्वकष शिक्षणशास्त्र महाविद्यालय रामकृष्ण चेंबूरफर मार्ग, चेंबूर, मुंबई - ४०० ०७१,



विद्यार्थ्यांसाठी सूचना. प्रथम वर्ष (२०२१-२२)

प्रथम वर्षाच्या विद्यार्थ्यांना कळविण्यात येते की, दिनांक-०८/०४/२०२२ रोजी तंत्रज्ञान प्रशिक्षणाच्या अंतर्गत सोशल नेटवर्किंग प्लॅटफॉर्म तयार करून इतर विद्यार्थ्यांशी online संवाद साधने. याचे प्रशिक्षण देण्यात येणार आहे. तरी सर्व विद्यार्थ्यांनी सकाळी ११:०० व्याख्यान कक्षात उपस्थित राहावे.

विभाग प्रमुख डॉ.आर.जी.गांगुर्डे

प्राचार्य डॉ.चंद्रशेखर चक्रदेव

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



दिनांक -०८/०४/२०२२

सोशल नेटवर्किंग प्लॅटफॉर्म.

२०२२-२३ या शैक्षणिक वर्षात प्रथम वर्षाच्या सत्रात AB-१ या विषयाच्या अंतर्गत प्राध्यापक डॉ.आर.जी.गांगुर्डे यांनी दिनांक-०८/०४/२०२२ रोजी प्रथम वर्षाच्या वर्गात सोशल नेटवर्किंग प्लॅटफॉर्म तयार करण्यासाठी कृतियुक्त अध्यापन दिले. त्यावेळी वर्गात ४६ विद्यार्थी उपस्थित होते. प्रथम शिक्षकांनी फ्लिकर, रेडिट, स्नैपचैट, गुगलप्लस, फेसबुक, यूट्यूब, व्हाट्सएप ,इंस्टाग्राम, टिकटॉक, ट्विटर,ब्लॉक, लिंक्डइन,इत्यादी सोशल नेटवर्किंग प्लॅटफॉर्मची माहिती दिली. सोशल नेटवर्किंगवर चर्चा करण्यासाठी आम्ही फेसबुक सोशल नेटवर्किंग साईट निवडली

सोशल नेटवर्किंगवर चर्चा करण्याची विषय -

- १) Online अध्यापनातील समस्या.
- २) मोबाईल अध्ययन.
- ३) ICT चे संशोधनातील महत्व.
- ४) शैक्षणिक प्रक्रियेत ICT चे महत्व.
- ५) Onnline अध्ययनातील समस्या.

सोशल नेटवर्किंगवर चर्चा करण्यासाठीच्या पाय-या -

- सोशल नेटवर्किंग वेबसाईटवर चर्चा करण्यासाठी सोशल नेटवर्किंग फेसबुक साईट निवडली.
- चर्चा करण्यासाठी प्राध्यापकांनी दिलेल्या विषया पैकी एक विषय निवडला.
- चर्चा करण्यासाठी ब्राउजर मध्ये address bar मध्ये WWW.Facebook.com.लिहिले व Facebook साईट ओपन केली .
- त्यानंतर मध्ये आपले Username आणि Password टाकून Facebook मध्ये जाऊन ग्रुप तयार केला.
- तिथे ग्रुप वर क्लिक करून नवीन ग्रुप तयार केला.
- त्यानंतर ग्रुपचे नाव टाकून ग्रुपच्या सदस्यांना add केले.
- More Option वरती जाऊन Send message वरती क्लिक करून चर्चा सुरु केली .
 एक आठवडा आम्ही गटातील इतर विद्यार्थ्यांसोबत आम्हाला मिळालेल्या विषयावर फेसबुक वर चर्चा केली.
 चर्चा संपल्यावर आम्ही त्या चर्चेचे स्क्रीन शॉट काढून त्याचा वापर अहवाल तयार करण्यासाठी वापरला.

आजच्या युगात, सोशल मीडिया जीवनाचा एक महत्त्वाचा भाग बनला आहे, ज्यामध्ये ज्ञानौतिं सिक्ट् माहिती प्रदान करणे, करमणूक आणि शिक्षण या सारख्या अनेक वैशिष्ट्यांचा समावेश आहे. सोशल मीडिया एक अपारंपरिक माध्यम आहे. हे एक आभासी जग तयार करते जे इंटरनेटद्वारे प्रवेश केले जाऊ शकते. सोशल मीडिया हे एक विशाल नेटवर्क आहे, जे संपूर्ण जगाला जोडलेले आहे. वाचनाची अत्यंत कमी आवड, टीव्हीचा वाढता प्रभाव, आदी कारणांमुळे दहा-बारा वर्षांपूर्वी तरुणाईबद्दल फारच काळजीचे वातावरण होते. पण हे सगळे इंटरनेट आल्यावर व स्वस्त होत गेल्यावर बदलत गेले. आता तर इंटरनेटचा वापर आपण मोबाइल सारख्या साधनाद्वारे अत्यंत सोप्या माध्यमाद्वारे करू शकतो. इंटरनेटच्या पाठीवरून आलेल्या सोशल मीडिया साइट्स व त्यांनी व्यक्त व्हायची दिलेली संधी यातून सोशल नेटवर्किंग वाढत गेले. जगाच्या कानाकोपन्यातील मंडळी एकमेकांशी संवाद साधू लागली. वेगवेगळ्या आवडी, छंद आणि इतर औत्सुकतेच्या विषयांनुरूप हे नेटवर्किंग वाढत जात आहे.

यात विद्यार्थी त्यांचे पी.सी. टॅब्लेट किंवा स्मार्टफोन वापरून सोशल नेटवर्किंग साइटवर प्रवेश करू शकतात. टेक्नॉलॉजीचा आवाका भविष्यात वाढतच जाणार आहे त्यासाठी शिक्षकांनी टेक्नॉलॉजी आत्मसात करून मुलांना शिकवलं पाहिजे. इंटरनेटवर जी माहिती उपलब्ध होतं आहे ती शिक्षकांच्या माध्यमातून विद्यार्थ्या पर्यंत पोहोचली तर योग्य पद्धतीने पोहोचेल आणि यासाठी शिक्षकांची गरज भासणारच आहे. सोशल नेटवर्किंगमधून जे उपलब्ध होतंय ती माहिती आहे त्याचं ज्ञानात रुपांतर करण्यासाठी आमच्या सारख्या शिक्षकांची आवश्यकता कायम भासणारच आहे. सोशल नेटवर्किंग साईट्स ही शिक्षणांची पर्यायी व्यवस्था नसून तो एक मदतीचा हात आहे मुलांना अभ्यास करताना येणाऱ्या शंका अडचणींची उत्तरं या माध्यमाच्या मार्फत मिळवता येऊ शकतात. त्या दृष्टीने या माध्यमाचा शैक्षणिक वापर चांगला करता येईल. सोशल मीडिया वापरण्याचे लाभ: संवादात्मकता आणि संवादात्मक सहभागीता: सोशल मीडिया आपल्याला विविध सामाजिक संदेशांसह संपर्क साधारण्याची संधी देतो आणि आपल्या संबंधांसाठी संवादात्मक स्थान सादर करतो. माहितीची उपलब्धता: सोशल मीडिया आपल्याला विविध प्रकारांतील माहितीसाठी एकाच ठिकाणी जाण्याची संधी देतो. आपल्याला परिवार,मित्र आणि समाजातील इतर सदस्यांसह संपर्क साधण्याची संधी मिळते.आम्ही याच पद्धतीने आम्हास दिल्या गेलेल्या विषयावर परिपूर्ण चर्चा करून आमच्या ज्ञानात भरच घातली .

विद्यार्थ्याची सही

प्राध्यापकाची सही.

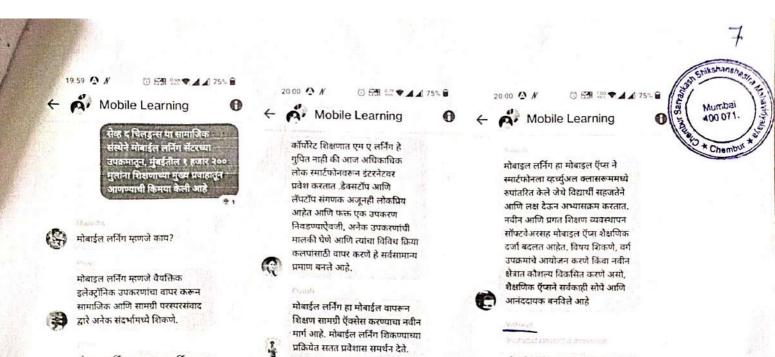
प्रि^५८)^१ प्राचार्यांची सही

PRINCIPAL

Chembur Sarvankash Shikshanshastra

Mahavidyalaya

Ramkrishnan Chemburkar Marg, Chembur Naka, Mumbai 400 071



मोबाइल लर्निंग, ज्याला एम-लर्निंग असेही म्हणतात, हा मोबाइल डिव्हाइस यापरून शिक्षण सामग्रीमध्ये प्रवेश करण्याचा एक नवीन मार्ग आहे. जोपर्यंत तुमच्याकडे इंटरनेटशी जोडलेले आधुनिक मोबाइल डिव्हाइस आहे तोपर्यंत तुम्हाला पाहिजे तेव्हा आणि कुठेही शिकणे शक्य आहे.

मोबाइल लर्निंग हा मोबाइल ऍप्स ने स्मार्टफोनला व्हर्च्युअल क्लासरूममध्ये रुपांतरित केले जेथे विद्यार्थी सहजतेने आणि लक्ष देऊन अभ्यासक्रम करतात. नवीन आणि न्यात शिक्षण व्यवस्थापन स्प्रॅम्ट्युअरसह मोबाइल ऍप्स शैक्षणिक

1 fore on to 17

मोबाईल लर्निंगची मुख्य वैशिष्ट्ये सर्वय्यापी, मोबाइल टूल्सचा पोर्टेबल आकार, मिश्रित, खाजगी, परस्परसंवादी, सहयोगी आणि त्वरित माहिती आहेत. ते शिकणाऱ्यांना योग्य वेळी योग्य ठिकाणी राहण्यास सक्षम करतात, म्हणजेच जिथे त्यांना शिकण्याचा अस्सल आनंद अनुभवता येतो.

मोबाइल लर्निंग मुळे वेळेचे व जागेचे बंधन राहत नाही त्यामुळे जगभरात कुठेही शिकता येते.

4 Apr 10 12:33

मोबाईल लर्निंग चा उपयोग शिक्षक आणि विद्यार्थी आणि विद्यार्थी ते विद्यार्थी यांच्यातील ऑनलाइन संवाद सुलभ करतात. मोबाइल उपकरणे रिअल टाइममध्ये परस्परसंवाद सुलभ करणे शक्य करतात, ज्यामुळे विद्यार्थ्यांना त्वरित अभिप्राय मिळू शकतो. शिक्षक मोबाईल डिव्हाइसेसचा वापर करून विद्यार्थ्यांच्या आकलनाचे मूल्यांकन करू शकतात, जे विद्यार्थ्यांच्या प्रगतीबद्दल रिअल टाइम अपडेट्स देतात, शिक्षकांना त्यांच्या शिकवण्याशी जुळवून घेण्यास आणि वैयक्तिकृत करण्यास सक्षम करतात.

मोबाईल लर्निंग हा शिक्षणाच्या दर्जात सुधारणा घडवणारी आणि विद्यार्थ्यांना पुस्तकी ज्ञानाच्या पलीकडे नवीन माहिती देणारी ही आनंददायी शिक्षणपद्धती आहे.

4 Apr of 1920

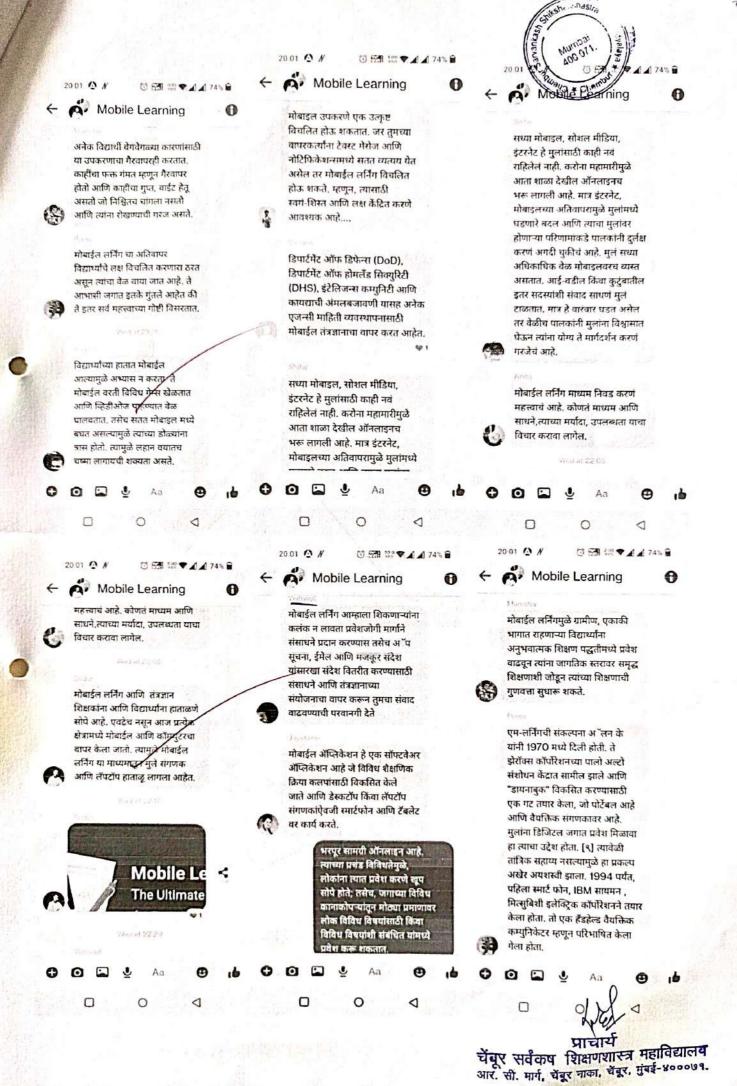
मोबाईल लर्निंग विद्यार्थ्यांची विचार शक्ती वाढवते आणि त्यांना सखोल शिक्षणासाठी प्रेरित करते आणि त्यामुळे जानाची अर्थपूर्ण निर्मिती होते. मोबाइल लर्निंग हे शिक्षणाचे अतिरिक्त किंवा सहाय्यक स्त्रोत आहे जे कधीही उपजन्म अतते; कुठेही; कोणानेत निटवर्फ, कोणत्याही वायन्त्रेस उपकरणावर, इ. मोबाईल लर्निंग मुळे शिक्षणाऱ्यांची शिक्षणयांची आवड आणि संवाद वाढतो कारण ते कोणत्याही वेळी उपलब्ध असलेल्या विविध स्वरूपांमध्ये शिक्षण सामग्री प्रदान करते. एम-सर्निगची संकल्पना अॅलन के यांनी 1970 मध्ये दिली होती. ते झेरॉक्स कॉपरिशनच्या पालो अल्टो संशोधन केंद्रात सामील झाले आणि "डायनाबुक" विकसित करण्यासाठी एक गट तयार केला, जो पोर्टेबल आहे आणि वैयक्तिक संगणकावर आहे. मुलांना डिजिटल जगात प्रवेश मिळावा हा त्याचा उदेश होता.

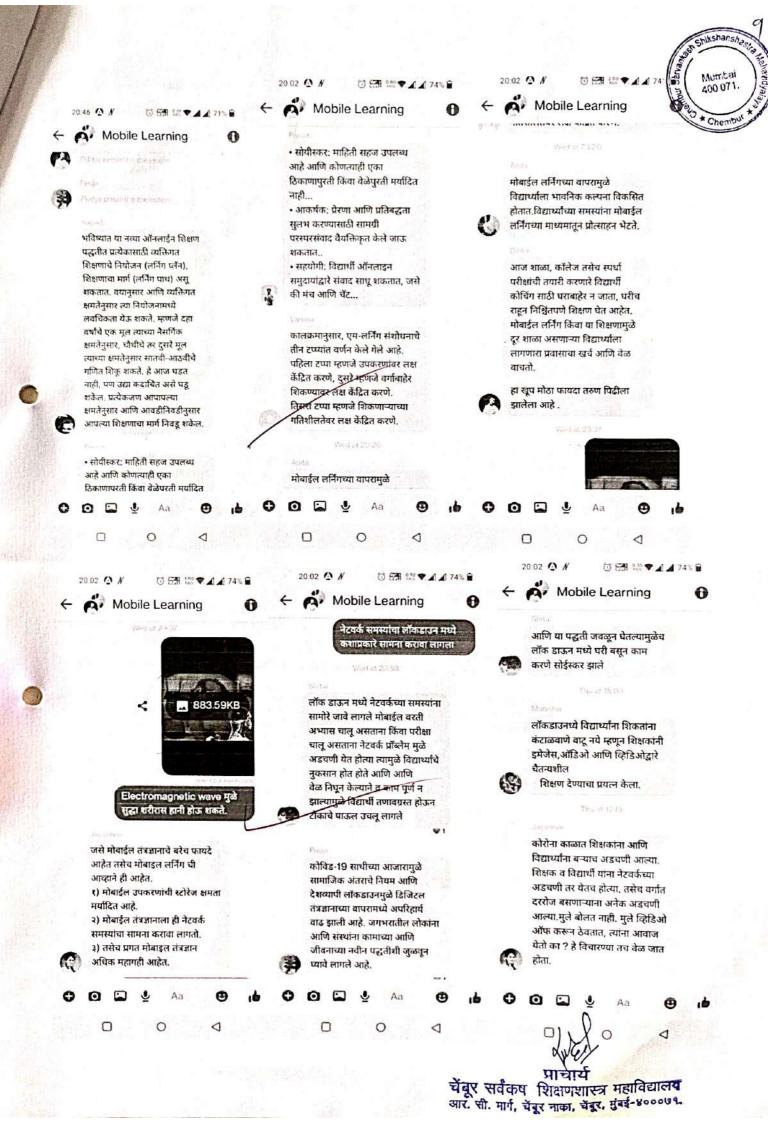
Yearl at 20 /57

मोबाईल लर्निगचे काही फायदे जरी असले तरी काही तोटेही आहेत

मोबाईल लर्निंगचा वापर केल्याने देखील बरेच विचलित होतात, बरेच विद्यार्थी काहीतरी शिकण्यासाठी मोबाईल उघडतात आणि शेवटी सोशल मीडिया वेबसाइट वापरतात, चेंटिंग करतात, चित्रे शेअर करतात किंवा व्हिडिओ गेम खेळतात

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





hikshanshae

Mumbai

400 071.

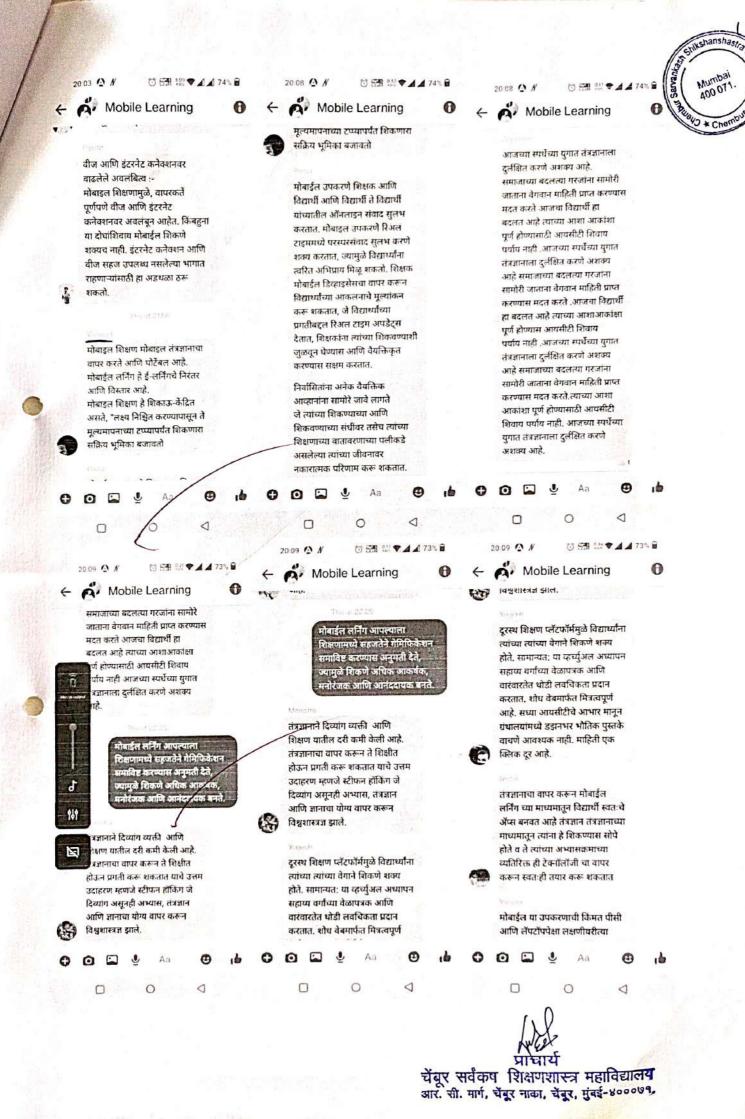
जबाबदारी कर्तव्य व्यवस्थित पार शिक्षण कसे अखडपणे चालू राहील हे आयसीटी मुळे शक्य झाले पाडण्याचा प्रयत्न केला माहिती तंत्रज्ञानामुळे गोष्टी सुलभ होण्यास मदत हो खरच आहे लोक डॉन मध्ये मोबाईल लर्निंग मुळे सर्व विद्यार्थ्यांना घरी बसून शिक्षण घेता आली आयसीटी ऑडिओ व्हिज्युअल पूरक किवा परस्पर पद्धतीद्वारे पारंपारिक करोना काळात शाळा बंद झाल्या शिक्षण पद्धतीना सामध्येजन बनवते जे तरी माहिती संप्रेषण तंत्रज्ञानाचा विद्यार्थ्यांसाठी प्रनोरंजक मार्गाने ज्ञान वापर करून मुलाना शिक्षण दिले निश्चित क्रतप्यात मदत झाली आहे. गेले. ऑनलाईन परीक्षा घेतल्या गेल्या. माहिती सप्रेषण तंत्रज्ञानाचा वापर करून शासन - प्रशासन त्यांची

गवेगळ्या संस्कृतीतील व्यक्तीशी, गंच्या संस्कृतीशी ओळख होते. व गप्तत्या ज्ञानाच्या कक्षा रुंदावण्यास दत होते.

गॉकडाऊन सारख्या महासंकटांमध्ये द्धा शिक्षणाच्या दर्जात सुधारणा डवणारे आणि विद्याच्यांना पुस्तकी ज्ञानासोबत इतर नवीन ज्ञान देणारी आनंददायी शिक्षण प्रणाली मोबाईल लिनेगद्वारे केली होती.

141

चेंबूर सर्वंकष शिक्षणशास्त्र महाविद्यालय आर. भी. मार्ग, चेंबूर नाका, चेंबूर, मुंबई-४०००७१.





विद्यार्थ्यांसाठी सूचना.

प्रथम वर्ष (२०२१ -२२)

प्रथम वर्षाच्या विद्यार्थ्यांना कळविण्यात येते की, दिनांक-० में २०२२ रोजी तंत्रज्ञान प्रशिक्षणाच्या अंतर्गत इंस्ट्रक्शनल डिझाइन मॉडेल द्वारे Script writing and Story board तयार करण्याचे अध्ययन व प्रशिक्षणाचे कृतिसत्र मुख्य व्याख्यान कक्षात सकाळी ठीक १०:३० वाजता आयोजित करण्यात आले आहे. सर्वांची उपस्थिती अनिवार्य आहे.

विभाग प्रमुख डॉ.आर.जी.गांगुर्डे प्राचार्य प्राचार्य

डॉ.चंद्रशेखर चक्रदेव

PRINCIPAL

Chembur Sarvankash Shikahanshastra
Mahavidyalaya
Ramkrishnan Chemburkar Marg,
Chembur Naka, Mumbai 400 071



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

दिनांक- ०४/०५/२०२२

Report-

इंस्ट्रक्शनल डिझाइन (ADDIE) पद्धतीचा उपयोग शैक्षणिक आणि प्रशिक्षण कार्यक्रमांची २०२१-२२ या शैक्षणिक वर्षात प्रथम वर्षाच्या सन्नात -१ या विषयाच्या अंतर्गत प्राध्यापक डॉ.आर.जी.गांगुर्ड यांनी दिनांक ०४/०५/२०२२ रोजी प्रथम वर्षाच्या वर्गात इंस्ट्रक्शनल डिझाइन (ADDIE) पद्धतीचा उपयोग शैक्षणिक आणि प्रशिक्षण दिले. वर्गात १७ विद्यार्थी उपस्थित होते. ADDIE मॉडेलचे महत्त्व काय आहे? ADDIE मॉडेल प्रभावी प्रशिक्षण कार्यक्रम तयार करण्यासाठी आणि डिझाइन करण्यासाठी एक सिद्ध आणि चाचणी केलेली पद्धत आहे. विकासक, शिक्षक, प्रशिक्षक, विशेषतः शिकणाऱ्यांसाठी उत्पादक आणि माहितीपूर्ण शिक्षण परिणाम साध्य करण्यात या संपूर्ण प्रक्रियेची महत्त्वाची भूिमकक्षाहे..

ADDIE मॉडेलमधील प्रत्येक पायरी प्रभावी शिक्षण अनुभवांची रचना करण्यासाठी महत्त्वाची असताना, अनेक निर्देशात्मक डिझायनर्स पहिले पाऊल, विश्लेषण, सर्वात महत्त्वाचे म्हणून पाहतात. उर्वरित मॉडेलसाठी एक भक्कम पाया तयार करणे, ही प्रारंभिक विश्लेषणाची पायरी केवळ ADDIE नव्हे तर अनेक प्रक्रियांमधील गंभीर टप्पा आहे. A"ADDIE" या शब्दाचा अर्थ विश्लेषण, डिझाइन, विकास, अंमलबजावणी आणि मूल्यांकन असा आहे. हे एक निर्देशात्मक डिझाइन मॉडेल आहे जे वेळ आणि वापराच्या कसोटीवर टिकून आहे. हे फक्त एक "डिव्हाइस" आहे जे आम्हाला कोर्सच्या डिझाइनमध्ये विचार करण्यास मदत करते.

इंस्ट्रक्शनल डिझाइन पद्धतीचे ध्येय -

- १) प्रशिक्षण कार्यक्रम तयार करण्याची संरिचत पद्धत प्रदान करणे.
- २)भविष्यातील पुनरावृती ज्या मार्गाने तयार करताना सुधारणा करण्यास महत्व देणे .
- 3)कल्पना प्रमाणे सामुग्री तयार करणे ,त्यात वेळोवेळी नाविन्य निर्माण करणे

ADDIE मोडेलच्या महत्वाच्या पाय-या.

१) विक्षेषण - प्रशिक्षण डिझाइन प्रक्रियेची पहिली पायरी म्हणजे विश्लेषण. या टप्प्यात <u>शिकण्याच्या गरजा</u> उद्दिष्टे आणि लिक्ष्यित प्रेक्षकांची वैशिष्ट्ये ओळखणे समाविष्ट आहे जेणेकरून प्रशिक्षण संबंधित आहे आणि विद्यार्थ्याच्या आवश्यकतांशी संरेखित आहे. तिथेच आम्ही विचारतो, "आम्ही कोणती समस्या सोडवत आहोत?" आणि "आम्ही ते कोणासाठी सोडवत आहोत?

- २) डिझाइन -विकासामुळे आपली योजना जिवंत होते. आम्ही साहित्य तयार करतो, सामग्री विकसित करतो संसाधने तयार करतो. हा टप्पा एक आकर्षक आणि परस्परसंवादी शिक्षण वातावरण तयार करण्याबद्दल आहे .
- 3) विकास-विकासामुळे आपली योजना जिवंत होते. आम्ही साहित्य तयार करतो, सामग्री विकसित करतो आणि संसाधने तयार करतो. हा टप्पा एक आकर्षक आणि परस्परसंवादी शिक्षण वातावरण तयार करण्याबद्दल आहे.
- ४) अंमलबजावणी-

अंमलबजावणीमुळे आमचा अभ्यासक्रम शिकणाऱ्यांच्या हाती येतो. हे फक्त सामग्री वितरित करण्यापेक्षा अधिक आहे; हे प्रवेशयोग्यता, समज आणि अनुप्रयोग सुनिश्चित करण्याबद्दल आहे. या टप्प्यात सहसा प्रशिक्षण सुविधा आणि समर्थन प्रदान करणे समाविष्ट असते.

५) मूल्यमापन- लूप बंद करते, परंतु ते पुढील चक्राच्या सुरूवातीस देखील फीड करते. आम्ही प्रशिक्षणाच्या परिणामकारकतेचे मुल्यांकन करतो, अभिप्राय गोळा करतो आणि सुधारणेसाठी क्षेत्रे ओळख.

आम्हास ADDIE मॉडेलचा उपयोग शिक्षक झाल्यावर ब-याच चांगल्या प्रकारे करता येऊ शकतो.

ADDIE मॉडेलचा उपयोग विशिष्ट शिक्षण उद्दिष्टे पूर्ण करणाऱ्या प्रभावी आणि संरचित प्रशिक्षण कार्यक्रमांची रचना आणि अंमलबजावणी करण्यासाठी करता येईल हा एक रेषीय, संरचित दृष्टीकोन आहे. जो अंमलबजावणीपूर्वी नियोजनावर लक्ष केंद्रित करतो, चपळ शिक्षण आहेच मात्र अधक लविचक आहे, ज्यामुळे संपूर्ण प्रशिक्षण विकास प्रक्रियेत सतत बदल आणि अयतने करता येतील. हे मॉडेल प्रभावी आहे कारण ते सर्व प्रशिक्षण घटक शिकण्याच्या उद्दिष्टांशी संरेखित आहेत आणि परिणामासाठी मूल्यमापन केले आहेत याची खात्री करून, निर्देशात्मक डिझाइनसाठी एक पद्धतशीर दृष्टीकोन आम्हास प्रदान होईल.

आजही त्याच्या प्रशिक्षण विकासासाठी व्यापक दृष्टिकोन आणि विविध शिक्षण वातावरणात त्याच्या अनुकूलतेसाठी मोठ्या प्रमाणावर वापरले जाते व पुढेही वापरले जाईल. यासाठी आम्ही अभ्यासक्रमाच्यानुसार पाय-या प्रमाणे स्टोरी बोर्ड तयार केला.तो तयार करतांना विविध कल्पना सुचल्या त्यात बदल करत गेलो शेवटी सर्जनशीलता वापरून घटकास परिपूर्ण रूप दिले.शेवटी परीणामकारकता तपासून पहिली .त्यातून नवनिर्मितीचा आनंद घेतला.

विद्यार्थ्याची सही

प्राध्यापकाची सही

प्राचार्याची सही

PRINCIPAL
Chembur Sarvankash Shikahanshastra
Mahavidyalaya
Ramkrishnan Chemburkar Marg,
Chembur Naka, Mumbai 400 071



ह्या चित्रात कोणता आहे! अर्राह

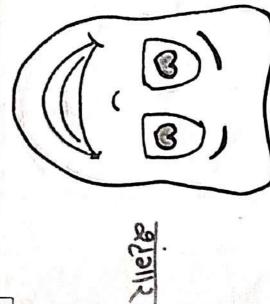
• खा ब्लाचा स्थाजीशाव 'रती' ओह

- स्था नित्रात कोणता रस ओह १ - स्था नित्रात हास्थ रस ओह

इसक्याच्या क्रियेला संस्कृत भाषेत 'टास्य'

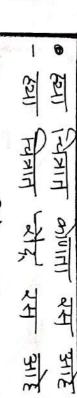
ख्या रसमा स्थायीश्वाव हास हा साह

Sarv:



Chembur Sarvankash Shikshanshastra Ramkrishnan Chembu Chembur Naka, Mumbo Mchavidyalo • ख्वा रसाचा स्थायीभाव (बोक) आहे खा थियात बीर यस असार दाळाषुन देण्याच्या क्रियेला संस्कृत भाषेत 'बीर' रस असे स्वातात. क्रोक करण्याच्या क्रियेला संस्कृत आषेत 3 120 अक्रा असे स्थातान 3 3/12 25 रसमा स्वायोधाव (अत्सार हा LARIT चित्रात करूण यस ओहे चित्रात क्रांजा रेस कींगता रेन अहि? अहर अह





ट्या रसाचा स्थायीभाव (क्रोध) आह राभवाष्ट्राच्या क्रियेला संस्कृत भाषेत

EXIT

त्या निर्मात भयानक रस झोरे

NEXT

NEXT

Chembur Sarvank

Mahaydyalaya

hemburkar Marg

NEXT EXT

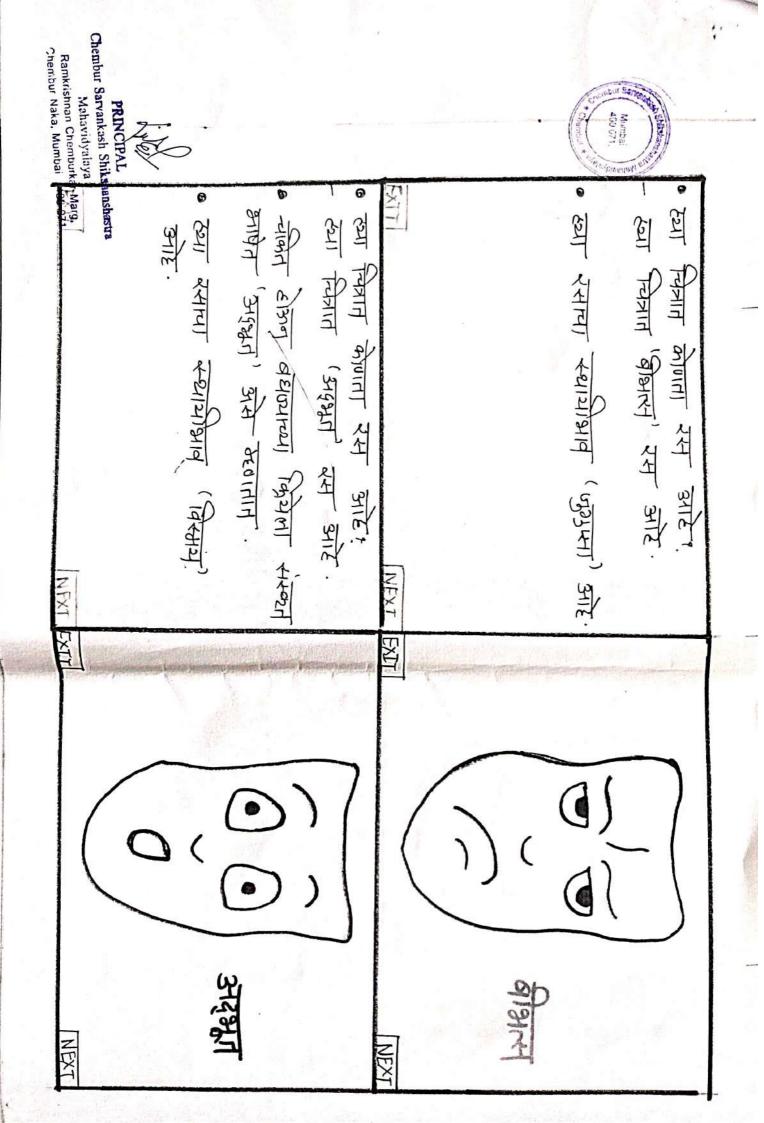
NCIPAL Shikshanshastita

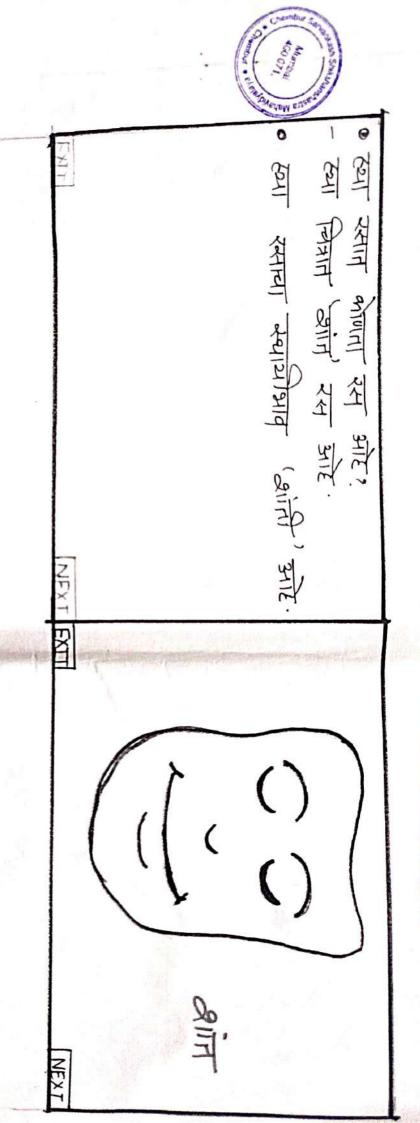
ख्या रसाया स्थायोभाव भये अमे

(अयानक) असे म्हणतात.

धावरण्याच्या क्रियेला संस्कृत भाषेत

Chembur Naka Ramkrishnan





PRINCIPAL
Chembur Sarvankosh Shikshanshasua

Mahavidyalaya Ranikrishnan Chemburkar Marg. Chembur Naka, Mumbai 400 07

Chembur Education Society's Chembur Sarvankash ShikshanShastra Mahavidyalaya R.C. Marg, Chembur Naka, Chembur- 400071



Date:-

16th Spetember 2022

Programme: Introduction to

swayam

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

Introduction to scayam courses was conducted by Principal Sir Dr. C. A chakeadeo Sir Presented the courses of scayam and its Introduction through PPT. Sir gave an Introduction as, This programme is initiated by government of India and designed to achieve the 3 Principles of educational Policy is access equity and quality. There are total 155 courses under 5 different categories affered here courses here are free of cost to the learners. A fee is paid at the final Practored exam. Sir showed the students how to register and opt for courses and asked everyone of us by an government of Inda. Sir gave a demo of registration of Inda. Sir gave a demo of

si gave ademo of registration and enrollment which us 9 very helpful to us.

Sorali Name & Signature of Rapporteur

Manie & Signature of Teacher

Sorali Gaunkar

Maryur Rhender

Signature of ignificinal

चेत्र स्थापन विकास स्थापन विकास स्थापन स्यापन स्थापन स्यापन स्थापन स्थापन स्थापन स्थापन स्थापन स्थापन स्थापन स्थापन स्था

Chembur Education Society's Chembur Sarvankash ShikshanShastra Mahavidyalaya R.C. Marg, Chembur Naka, Chembur- 400071



Date: 25 th Jan 2023

Programme: Video bassed lesson

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

On 25th January 2023, Principal Sir of Chembur Sarvankash Shikshanshastra Mahavidyalaya Dr. Chakradeo Sir had introduced US about Edpuzzle. Edpuzzle is a free assessment-centred tool that allows teachers & sutstudents to create interactive anline videos by embedding either open-ended or multiple choice questions, audio notes, audio tracks or comments on a video.

Dr. Chakradeo six had explained us how to create class to -om as a teacher for students. He had explained us how to upload /edit video on edpuzzle by using You Tube Channel telated to specific content. He taught us how to make questionnaing in Objective & subjective format and how to add comments for right answers & wrong answers.

He had explained how to check students' response. Dr. Chakradeo Sir helped us to use this tool in our respective pedagogy so we can evaluate to content taught by us. The session was informative and really very helpful for our future.

Minut.

(Minal M. Jadhav)

Name & Signature of Rapporteur Name &

Name & Supature of Teacher

Signature of Principal

प्राचार्य चेंबूर सर्वक्व शिक्षणशास्त्र महाविद्यालर कर सी. मर्ग, वेंबुर नाका, चेंबुर, बुंबई-४००००



CHEMBUR EDUCATION SOCIETY'S CHEMBUR SARVANKASH SHIKSHANSHASTRA MAHAVIDYALAYA R.C. Marg, Chembur Naka, Chembur – 400071 Report on Training of Creating Discussion Forum

Date: 28/01/2023 to 15/02/2023

Programme: Training of Creating Online Discussion Forum

Report of the programme:

B.Ed. trainees are future teacher so it is a need of the hour to develop an understanding of the concept of ICT.

Future tech-savvy teacher must have a knowledge of safe, ethical and legal ways of using ICT.

So to practice safe, ethical and legal ways of using ICT, first of all, on 28th January 2023, Mrs. Manik Aware Professor-in-charge, guided the students about Hacking, Violation of copyright, Plagiarism and cyber bulling, the real legal and ethical issues in the use of ICT.

Secondly, the teacher trained the students about how to create discussion forum. Students were learnt about to create online discussion forum. And enjoyed the case study or report related to legal and ethical issues in the use of ICT.

For this activity groups were formed. Entire group selected a case and discussed by using Google chat - mode of online discussion forum. Every group selected a different cases related to legal and ethical issues in the use of ICT.

With the help of this activity future teachers were aware about the two things first is legal and ethical issues in the use of ICT and how to create discussion forum.

It was a good experience to learn and aware about many tools which they can use in their teaching profession and in this era it's really a need to learn about advance technologies.

Mrs Manik Aware Course In-charge

Dr. C.A. Chakradeo

PRINCIPAL

Chembur Sarvankash Shikshanshastra

Mahavidyalaya

Remkrishnan Chemburkar Merg, Chembur Naka, Mumbai 400 071

Scanned with CamScanner



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

दिनांक -१५/०२/२०२३

Report- सोशल नेटवर्किंग प्लॅटफॉर्म तयार करण्यासाठी प्रशिक्षण.

२०२२-२३ या शैक्षणिक वर्षातील प्रथम वर्षाच्या प्रथम सत्रात AB -१ या विषयाच्या अंतर्गत डॉ.आर जी. गांगुर्डे यांनी दिनांक १५/०२/२०२३ रोजी प्रथम वर्षाच्या वर्गात सोशल नेटवर्किंग प्लॅटफॉर्म तयार करण्यासाठी प्रशिक्षण दिले गेले. त्यावेळी वर्गात ४४ विद्यार्थी उपस्थित होते. प्रथम शिक्षकांनी फेसबुक, यूट्यूब, व्हाट्सएप ,इंस्टाग्राम, टिकटॉक,ट्विटर, ब्लॉक इत्यादी सोशल नेटवर्किंग प्लॅटफॉर्म ची माहिती दिली. सोशल नेटवर्किंगवर चर्चा करण्यासाठी आम्ही फेसबुक सोशल नेटवर्किंग साईट निवडली.

सोशल नेटवर्किंगवर चर्चा करण्याची पद्धत -

- •सोशल नेटवर्किंग वेबसाईटवर चर्चा करण्यासाठी फेसबुक सोशल नेटवर्किंग साईट निवडली .
- •चर्चा करण्यासाठी प्राध्यापकांनी दिलेल्या विषया पैकी एक विषय निवडला.
- •चर्चा करण्यासाठी ब्राउजर मध्ये address bar मध्ये WWW.facebook.com. लिहिले व Facebook साईट ओपन केली.
- •त्यानंतर मध्ये आपले Username आणि Password) टाकून Facebook मध्ये जाऊन ग्रुप तयार केला.
- •तिथे ग्रुप वर क्लिक करून नवीन ग्रुप तयार केला.
- •त्यानंतर ग्रुपचे नाव टाकून ग्रुपच्या सदस्यांना add केले.
- •More Option वरती जाऊन Send message वरती क्लिक करून चर्चा सुरु केली .

प्रक्रिया करण्यासाठी गट तयार करून प्रत्येक गटाला चर्चा करण्यासाठी विषय दिले गेले.

जसे-शिक्षणातील ICT चे महत्व, ICT शिक्षकाची भूमिका, Online अध्ययनातील समस्या, Online अध्यापनातील समस्या, इत्यादी विषय दिले गेले.

त्या नुसार प्रत्येक गटांनी आपले कार्य करण्यास सुरवात केली. आठवडाभर आम्ही गटातील इतर विद्यार्थ्यां सोबत आम्हाला मिळालेल्या विषयावर फेसबुकवर चर्चा केली. चर्चा संपल्यावर आम्ही त्या चर्चेचे स्क्रीनशॉट काढून त्याचा वापर अहवाल तयार करण्यासाठी वापरला. सोशल नेटवर्किंग तंत्रज्ञान आणि इंटरनेट कनेक्टिव्हिटीवर अवलंबूनअसते. विद्यार्थी त्यांच पीसी, टॅब्लेट किंवा स्मार्टफोन वापरून सोशल नेटवर्किंग साइटवर प्रवेश करू शकतात

आणि तरूणाई यांचं एक अतूट नात आहे.अभ्यास असो, गेम्स, साइट्स शिवाय त्यांचं पान हलत ने कि कोरोना काळापासून सोशल नेटवर्किंग साइट्स आणि शिक्षण यांचा संबंध अधिक दृढ होत गेला आहे. अत्यंत प्रभावी अशा या नव्या माध्यमाचा शिक्षणासाठी ही मोठ्या प्रमाणावर उपयोग सध्या होत असून सोशल नेटवर्किंगचा वापर स्वागताई आहे. टेक्नॉलॉजीचा वापर करून आपण जास्तीत जास्त लोकांपर्यंत मुख्य म्हणजे आपल्या विद्यार्थ्यांपर्यंत पोहोचू शकतो.

टेक्नॉलॉजीचा वापर कसा करायचा याचं टेक्निक आजच्या पिढीला चांगलंच कळलंय. विद्यार्थी समूह संपर्क साधनांचा वापर करून ग्रुप तयार करून त्याद्वारे अभ्यास करू शकतात. नोट्स शेअर करणं, वेळापत्रक आखणं, नवीन घटकाबाबत अधिक माहिती मिळविणे, एखाद्या विषयावर चर्चा करणे, एकमेकाला मार्गदर्शन करणे, शिक्षकांकडून अधिक माहिती प्राप्त करणे, अशा विविध गोष्टी ते या साइट्सच्या माध्यमातून करतील. या साइट्सची सर्वात मोठी ताकद आहे. ती म्हणजे सध्या त्याचा होत असलेला व्यापक वापर यामुळे इथं शेअर झालेली एखादी गोष्ट देशाच्या काणाकोपऱ्यातल्या प्रत्येकापर्यंत पोहचू शकते. त्याच्यावर आणखी ज्ञान शेअर होऊ शकतं आणि एकमेकांना येणाऱ्या अडचणीही दूर होऊ शकतात. याबाबत नेहमी असे म्हटले जाते. इंटरनेटवर एका क्लिक सरशी माहितीचा एवढा मोठा खिजना विद्यार्थ्यासमोर येतो. पण आता विद्यार्थ्यामध्ये जागरूकता येते आहे हे चांगलं चित्र आहे. माझ्या मते याचा अधिक वापर संशोधनासाठी करता येऊ शकेल. पदवीधर झाल्यानंतर विद्यार्थी संशोधन क्षेत्रात जातात पण या साईट्सच्या माध्यमातून मुलांनी संशोधन सुरू करावे त्यासाठी पदवीधर होईपर्यंत थांबण्याची गरज नाही. माहितीचा खजिना खुला होत असेल तर त्याचा वापर मुलांमध्ये संशोधन वृत्ती वाढवण्यासाठी करता येऊ शकतो. या साईट्सच्या माध्यमातून मुलांमध्ये चर्चा घडवून आणली जाऊ शकते. आम्ही प्रथम वर्षाच्या गटाने एकत्र येऊन चर्चा केली व मिळालेल्या विषयावर साधक बाधक चर्चा केली. आपल्या शिक्षणातील ज्ञानाचे आदान-प्रदान याद्वारे करता येईल. याचा फायदा सर्वच विद्यार्थ्यांना होईल. पण यात आणखी एक महत्त्वाची गोष्ट होते ती म्हणजे या विद्यार्थ्यांमध्ये मोठ्या प्रमाणावर संवाद होतात. हे सर्व अगदी व्हर्च्युअल वाटत असलं तरी त्याचा प्रभावी वापर मात्र आम्ही केला.

विद्यार्थ्याची सही

प्राध्यापकाची सही

प्राचार्याची सही

PRINCIPAL
Chembur Sarvankash Shikshanshastra
Mahavidyalaya
Ramkrishnan Chemburkar Marg.
Chembur Naka, Mumbai 400 074



Name of all group members -

- 1) Atharva Pawar (R.N. 34)
- 2) Prashant Ghuge (R.N. 11)
- 3) Reshma Sarvekar (R.N. 40)
- 4) Yogita Dervankar (R.N. 07)
- 5) Pragati Harad (R.N. 14)
- 6) Rutuja Pokle (R.N. 35)
- 7) Shah Reshma Bano Babu (R.N. 42)
- 8) Sonal Savarkar (R.N. 41)

Online discussion forum - Telegram

Duration of discussion –

25/02/2023 (Saturday)

26/02/2023 (Sunday)

<u>Discussion topic name</u> – Disadvantages of ICT

प्रान्तार्य चेंबूर सर्वंकष शिक्षणशास्त्र महाविद्यालय आर. सी. मार्ग, चंबूर नाका, चंबूर, मुंबई-४०००७१

Reshma Sarvekar Hii friends, आज आपल्या महाविद्यालयात झालेल्या AB -1 च्या तासाला केलेल्या चर्चेमद्धे ICT बद्दल प्रकल्प देण्यात आला आहे. आपल्याला त्यात ICT चे दुष्परिणाम सांगायचे आहेत, म्हणजे तसा आपला प्रकल्प RE आहे. Rutu Pokle हो, तर आपण एक काम करू आपण इथे प्रत्येकालाच ICT बद्दल काय माहित आहे याची चर्चा करू म्हणजे आपल्या ज्ञानात भर Yogita Dervankar हो, चालेल ही कल्पना उत्तम आहे. ICT म्हणजे काय ते मी आधी सांगते. ICT म्हणजे Information Communication and Technology आणि मराठीत सांगायचे झाले तर माहिती व संप्रेषण तंत्रज्ञान असे म्हणता Sonal Savarakar ICT or information and communication technology is the infrastructure and components that's enable modern computing 23:16 Pragati Harad माहिती प्रक्षेपित करण्यासाठी, साठविण्यासाठी, तयार करण्यासाठी, प्रदर्शित करण्यासाठी किंवा तिची देवाणघेवाण करण्यासाठी वापरली जाणारी विद्युत उपकरणे म्हणजे माहिती संप्रेषण तंत्रज्ञान. 23:18 Atharva Pawar Information and communication technologies (ICT) is defined as a diverse set of technological tools and resources used to transmit, store, create, share or exchange information. 23:20 ICT or Information and Communications Technology broadly refers to tools and services that handle and communicate information. Some of the most common examples of ICT are mobile phones and television. Prashant ghuge बापरे केवढं विश्व व्यापलं आहे या ICT ने. बर पण आता व्याख्यांच तर ठीक आहे पण

व्याख्यांबरोबरच ICT चे वैशिष्ट्य आपन समजून घेऊयात.

Reshma Sarvekar मी करू का सुरुवात? 23:30

Yes you start 22.

चेंब्र सर्वेकष शिक्षणशास्त्र महाविद्यालय आर. सी. मार्ग, चेंबूर नाका, चेंबूर, मुंबई-४०००७१.

आजच्या काळात ICT हे बऱ्याच लोकांच्या जीवनाचा एक महत्त्वाचा भाग बनला आहे. कृषी, आरोग्य यांसारख्या अनेक क्षेत्रांच्या विकासावर ICT चा खोलवर प्रभाव पडला आहे. Yogita Dervankar मी पण सांगते एक वैशिष्टय. माहिती आणि दळणवळण तंत्रज्ञानावर आधारित उद्योगाच्या कोणत्याही राष्ट्राचा आर्थिक विकासावर प्रत्यक्ष आणि अप्रत्यक्ष प्रभाव पडतो. सूचना, संचार आणि सुरक्षितता ही वैशिष्ट्ये समाविष्ट आहेत. विविध औद्योगिक सेवा प्रत्यक्ष या अप्रत्यक्ष रूपाने सूचना, संचार आणि तंत्रज्ञानावर अवलंबून आहेत. या आधुनिक संचार नेटवर्कच्या जाहिरातींचा उपयोग सोबतच व्यवसाय विकासासाठी देखील केला जातो. Prashant ghuge मला पण काही वैशिष्ट माहित आहे 💯 🖽 माहिती आणि दळणवळणतंत्रज्ञान रोजगाराच्या जीवनात आणि उत्पादनात होणारा एक महत्त्वपूर्ण हिस्सा बनलेला आहे. माहिती आणि दळणवळण तंत्रज्ञान आता गरजांमध्ये समाविष्ट आहे आणि व्यावसायिक संघटना हे अनेक-अलग-अलग लोक वापरतात. आयसीटीचा उपयोग विविध संवादांमधून केला जातो जसे की व्यावसायिक म्रंसाधनांना योजना देणे, ग्राहकांना लाभ देणे, व्यवसायात उत्पादकता वाढवणे इ. Rutu Pokle ICT मुळे माहिती सहजगत्या उपलब्ध होत आहे. लक्षावधी संकेतस्थळावर हजारो सर्च इंजिनच्या माध्यमातून आपल्याला ही माहिती सहजरित्या मिळते जसे की गूगल. February 26 Reshma Saryekar आज आपण खूप चर्चा केली,पण आता थोडा उशीर झालाय आपण उद्या पुन्हा या विषयावर RS चर्चा करूया का? Yogita Dervankar हो चालेल. 00 13 Reshma Sarvekar Hello friends, करूयात ना आज आपल्या पुढच्या विषयाला सुरुवात? 14:34 Sonal Savarakar Yes 14.35 Prashant ghuge हो नला करू सहतात

Reshma Sarvekar



fred

चेंबूर सर्वकष शिक्षणशास्त्र महाविद्यालय आर. सी. मार्ग, चेंबूर नाका, चेंबूर, मुंबई-४०००७९ Pragati Harad अग हो, 14:37

खरंच ना दैनंदिन जीवनात आणि शिक्षणातही किती उपयोग होतो ना ICT चा, आपण आता दैनंदिन जीवनातील ICT चा उपयोग पाहूया.

14 37

Yogita Dervankar

आज बऱ्याच ऑनलाईन किंवा ऑफलाईन व्यवसायाने जगभर खूप चांगली प्रगती केली आहे. माहिती तंत्रज्ञानामुळे सर्व प्रकारच्या व्यवसायांना फायदा झाला आहे, कारण माहिती तंत्रज्ञानाच्या साहाय्याने वेळेची आणि पैशांची बचत होते. बऱ्याच कंपन्या त्यांचा व्यवसाय चांगला चालण्यासाठी आणि ग्राहकांना सुविधा पुरवण्यासाठी माहिती तंत्रज्ञान प्रणालीचा उपयोग करत आहेत.

Sonal Savarakar

Digital cameras, printers and scanners have enabled more people to experiment with image production. Computer gaming has been an important influence in the development of graphical interfaces. Technology has been at the forefront of changes in the production and distribution of music, as well as in the ways in which people can access and listen to music.

Pragati Harad

ICT हे हायपर-कनेक्ट केलेले वातावरण आहे आणि संपूर्ण बोर्डवर अत्यंत किफायतशीर तंत्रज्ञान सेवांचे वचन. नेटवर्क आणि कम्युनिकेशन्स हे व्यवस्थापन व्यावसायिकांना आजच्या व्यावसायिक जगात खूप मूल्यवान आणि पुरस्कृत करते.

Reshma Sarvekar

आपण दररोज मोबाईल किंवा संगणकावरून अनेक प्रकारचे चॅट, कॉलिंग करतो. ज्यासाठी आपण फेसबुक आणि व्हाट्सएपचा वापर करतो.बरेच लोक मनोरंजनासाठी युट्यूब वैगेरे वापरतात म्हणजे दैनंदिन जीवनात त्याचे किती महत्व आहे याचा अंदाज येतो.

Atharva Pawar

Now let's see the use of ICT in education.

प्राचार्य प्राचार्य ए सर्वकष शिक्षणशास्त्र म

चेंबूर सर्वंकष शिक्षणशास्त्र महाविद्यालय आर. सी. मार्ग, चेंबूर नाका, चेंबूर, मुंबई-४०००७१,

YD



PH

lu of

RS



ICT in education is not limited to resource-based teaching. Educators can also create interactive on-screen and off-screen tasks using ICT. This allows students to explore fun physical and mental activities while learning. Educational games, interactive museum tours, and virtual labs are examples of a few activities accessed through ICT tools.



AP

Prashant ghuge

भारतासह इतर सर्व देशांमध्ये ऑनलाईन शिक्षण प्रणालीचा वापर केला जात आहे. व्हिडिओ कॉन्फरन्सिंग, ऑनलाईन लेक्चर्स, ऑडिओ व पीडीएफ स्वरूपातील पुस्तके हा सर्व तंत्रज्ञानाचा आविष्कार आहे. शिक्षकही आता फळा व खडू सारख्या पारंपारिक शिक्षण पत्दतीचा वापर न करता संगणक प्रोजेक्टर सारख्या नवनवीन प्रणालींचा वापर करत आहेत. यामुळे शिक्षण अतिशय सुलभ व सोपे झाले आहे. विद्यार्थी कोणत्याही ठिकाणी बसून कोणत्याही विषयाचे ज्ञान तात्काळ मिळू शकतात. तंत्रज्ञानातील विकासामुळे इंटरनेटवर पीडीएफ व ऑडिओ स्वरूपात लाखो पुस्तके वाचनासाठी उपलब्ध झाली आहेत. विद्यार्थी कोणाच्या मदतीशिवाय स्वावलंबीपणे अध्ययन करू शकतात. हे सर्व केवळ तंत्रज्ञानातील विकासामुळे शक्य झाले

ICT provides the flexibility and availability of learning materials to all students. While all resources are available in classrooms, students can also access them outside schools. This especially benefits students who are slow learners or have learning disabilities. Such students can go over the lessons as many times as they need and understand their subjects thoroughly.

15:04

Rutu Pokle

ऑनलाईन परीक्षांमुळे मानवी चुका टाळता येतात आणि मनुष्यबळ कमी लागते महाराष्ट्र राज्य मुंडळ विविध परीक्षा ऑनलाईन घेते अलीकडच्या काळात विद्यापीठांमध्ये प्रवेश प्रक्रिया ऑनलाईन पद्धतीने केली जाते.

Atharva Pawar

Guys, listen, I think that we learned about what ICT is, its characteristics, and its uses in both daily life and education from the conversation we have had so far. Today, ICT has become an integral part of our lives. But just like the coin has two sides, ICT also has two sides. It has its own advantages as well as disadvantages.

0

प्राचार्य

चेंबूर सर्वंकष शिक्षणशास्त्र महाविद्यालयं आर. सी. मार्ग, चंबूर नाका, चंबूर, मुंबई-४०००७१.

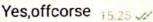
AP.





Yes, and our project is related to disadvantages of ICT. Can I start





Sonal Savarakar

Since an Internet environment is essential for the use of digital devices, classes must be interrupted if problems occur in the communication environment. If the Internet environment is not restored, the disadvantage is that classes cannot proceed as envisioned.

Furthermore, the devices you are using can be out of dated so they may require updating or renewing.

Yogita Dervankar

आजकाल लोक अगदी लहान कामे करण्यासाठीही तंत्रज्ञानावर अवलंबून आहेत. ज्यामुळे बऱ्याच लोकांमध्ये सुस्तपणाचा कल वाढत आहे.

Rutu Pokle

आजकाल हॅकर्स आपल्या इंटरनेट बँकेला हॅक करून बँक खात्यातून पैसे काढून घेतात अश्या बातम्या येत आहेत काही चोर ATM कार्ड बदलून कलोन बनऊन आपले पैसे चोरतात

Pragati Harad

तंत्रज्ञानामुळे अनेक जणांच्या नोकऱ्या जाण्याचा धोका वाढतो. अत्याधुनिक तंत्रज्ञानाचा वापर करण्यासाठी (विशेषत: लहान व्यवसायांसाठी) मोठया प्रमाणात खर्च होतो. जर ऑनलाईन बिझनेस असेल, तर एक दिवस इंटरनेट सर्व्हिस बंद पडल्याने खूप मोठ्या प्रमाणात कंपनीचे नुकसान होते. 1532

Reshma Sarvekar

आजकाल लोक अगदी लहान कामे करण्यासाठीही तंत्रज्ञानावर अवलंबून आहेत. ज्यामुळे बऱ्याच लोकांमध्ये सुस्थपणा वाढला आहे.तंत्रज्ञानाने जसं आपलं जीवन सुखकर केले आहे तेवढेच त्याने आपल स्वास्थ खराब केले आहे. आपण आजकाल स्मार्टफोन आणि संगणक याचा अति वापर करू लागलो आहोत त्यामुळे झोप न येणे, तणाव जाणवणे, डोळे सुजणे यांसारखे आजार होत आहेत.

चेंबूर सर्वेकष शिक्षणशास्त्र महाविद्यालय आर. सी. मार्ग, चेंबूर नाका, चेंबूर, मुंबई-४०००७१.

can be the loss of a person's job. This has both economic and social conseques, for example, manual operations being replaced by automation (Robots replacing people on assembly -line) Multiple workers being replaced by a smaller number, who are able to do the same amount of work using computers



Atharva Pawar

Information technology may have boosted, simplified, and improved communication, but it has also given rise to privacy concerns.

People are increasingly concerned that their formerly private information may become public knowledge due to mobile phone signal interceptions and e-mail hacking. Apart from these issues, Computer worms, Trojan horses, malware, spam, and phishing are a few of the various threats that may ruin our daily lives.

Prashant ghuge

आजकाल हॅकर्स आपल्या इंटरनेट बँकेला हॅक करुन बँक खात्यातून पैसे काढून घेतात. अशा बातम्या येत असतात. काही चोर एटीएम कार्ड बदलून, क्लोन बनवून आपले पैसे चोरतात. अशाप्रकारे तंत्रज्ञानामुळे आपल्या समस्याही बाढल्या आहेत. बनावट कॉल करून परेशान करतात. तुमचा बँक खाते क्रमांक, पासवर्ड, ओटीपी नंबर विचारतात.



AP

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

Sonal Savarakar We saw lot of disadvantages of ICT. But every technological tool and resource is dependent on its use. Yes, we should use it properly. Then the hindrances arising from it will be reduced and life will be happy with their use. 16:18 🗸 Atharva Pawar We had a great and informative discussion. All of us will benefit greatly from this discussion. Prashant ghuge हो ना वेळेची बचत झाली. आपल्याला एकमेकांच्या कल्पना समजल्या मत समजली आणि आपल्या प्रकल्पाचा विषय समजण्यास मदत झाली. Pragati Harad बरं चला आता उरलेला प्रकल्प पूर्ण करायचा आहे तो करून घेऊयात. Unread Messages



प्राचीय चेंबूए सर्वकष शिक्षणशास्त्र महाविद्यालय अर. सी. मार्ग, चेंबूर नाका, चेंबूर, मुंबई-४०००७९.

Mumba

400 07



विद्यार्थ्यांसाठी सूचना. प्रथम वर्ष

प्रथम वर्षाच्या विद्यार्थ्यांना कळविण्यात येते की, दिनांक-१०/०३/२०२३ रोजी तंत्रज्ञान प्रशिक्षणाच्या अंतर्गत (ADDIE) पद्धतीचा उपयोग Script Writing and story board तयार करण्याचे प्रशिक्षण दिले जाणार आहे. सकाळी ठीक ११:३० वाजता आयोजित करण्यात आले आहे. सर्वांची उपस्थिती अनिवार्य आहे.

डॉ.आर.जी.गांगुर्डे

डॉ.चंद्रशेखर चक्रदेव प्राचार्य चेंबूर सर्वंकष शिक्षणशास्त्र महाविद्यालय आर. सी. मार्ग, चेंबूर नाका, चेंबूर, मुंबई-४०००७९.



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

दिनांक -१०/०३/२०२३

Report-

इंस्ट्रक्शनल डिझाइन (ADDIE) द्वारे- Script Writing and story board. २०२२-२३ या शैक्षणिक वर्षात प्रथम वर्षाच्या सत्रात -१ या विषयाच्या अंतर्गत प्राध्यापक डॉ.आर.जी.गांगुर्ड यांनी दिनांक १०/०३/२०२२ रोजी प्रथम वर्षाच्या वर्गात इंस्ट्रक्शनल डिझाइन (ADDIE) पद्धतीचा उपयोग Script Writing and story board तयार करण्याचे प्रशिक्षण दिले वर्गात ४३ विद्यार्थी उपस्थित होते.

ADDIE म्हणजे विश्लेषण, डिझाइन, विकास, अंमलबजावणी आणि मूल्यांकन. हे एक निर्देशात्मक डिझाइन मॉडेल आहे . जे शिक्षक आणि प्रशिक्षकांना विद्यार्थ्यांसाठी प्रभावी शिक्षण अनुभव तयार करण्यात मदत करते. ADDIE मॉडेल हे एक फ्रेमवर्क आहे जे वापरकर्त्यांना पद्धतशीर प्रक्रियेद्वारे मार्गदर्शन करते, प्रत्येक टप्पा प्रतिबिंब आणि पुनरावृतीवर लक्ष केंद्रित करते. जे वेळ आणि वापराच्या कसोटीवर टिक्न आहे. हे फक्त एक "डिव्हाइस" आहे जे आम्हाला कोर्सच्या डिझाइनमध्ये विचार करण्यास मदत करते.

इंस्ट्रक्शनल डिझाइन (ADDIE) पद्धतीचे उदिष्टे -

- १) प्रशिक्षण कार्यक्रम तयार करण्याची संरिचत पद्धत प्रदान करणे.
- २)भविष्यातील पुनरावृत्ती ज्या मार्गाने तयार केल्या जातात त्यात सुधारणा करण्यासाठी.
- ३) सामग्रीत सुधारणा करण्यासाठी.

प्राध्यापकांनी आम्हास ADDIE मोडेलच्या महत्वाच्या पाय-या समजावून दिल्यात.

१) विश्लेषण-

या टप्प्यात, प्रशिक्षक विद्यार्थ्यांना आधीच काय माहित आहे आणि अभ्यासक्रम पूर्ण केल्यानंतर त्यांना काय माहित असले पाहिजे यातील फरक करतात.

२) डिझाइन -

पुढील पायरी म्हणजे तुमच्या कल्पनांचे स्टोरीबोर्ड करतात. तुम्ही तुमच्या अभ्यासक्रमांसाठी ब्ल्प्रिंट तयार करत आहात. आणि प्रोटोटाइप बनव्न तुम्ही प्रशिक्षणाचे मूल्य इतर भागधारकांशी पटकन संवाद साधू शकता.

३) विकास-

अभ्यासक्रम तयार करणे सुरू करू शकता. या टप्प्यावर तुम्हाला स्टोरीबोर्डद्वारे मार्गदर्शन केले जाते. कोर्सचा प्रत्येक घटके डिझाइन टप्प्याशी जुळण्यासाठी विकसित केला पाहिजे. आशयाचा गाभा आधीच ठरलेला आहे. अभ्यासक्रमा मध्ये तपशील आणि पॉिलशचीपातळी जोडायची आहे. ग्राफिक्स,रंग िनवइनआणि फॉन्ट ठरवून केले जाते. हे क्षुल्लक वक्द्शकते, परंतु अभ्यासक्रमाची सामग्री किती आकर्षक आहे यावर याचा मोठा प्रभाव असतो. या घटकांची काळजीपूर्वक िनवक्रेल्याने तुम्हाला श्रोत्यांना आकर्षित होईल अशा पद्धतीने अभ्यासक्रम सादर करण्याची परवानगी िमळतेप्रक्रिया पुनरावृती झाली पाहिजे. एकदा तुम्ही कोर्स तयार केल्यावर तुम्हाला मूलभूत बुटी नाहीत याची खात्री करण्यासाठी तुम्ही त्याची चाचणी केली पाहिजे.

४)अंमलबजावणी -

एकदा तुम्ही तुमचे अभ्यासक्रम पूर्ण केल्यानंतर आणि त्यांची पूर्ण चाचणी झाल्याचे तुम्हाला समाधान वाटले की, ते शिकणाऱ्यांसोबत शेअर करण्याची वेळ आली आहे. डिझाइन टप्प्यात घेतलेले निर्णय हे प्रत्यक्षात कसे पार पाडले जातात यावर प्रभाव टाकतील. बहुतेक प्रकरणांमध्ये, अभ्यासक्रम LMS वर अपलोड केले जातील.

५) मूल्यमापन-

प्रशिक्षण कार्यक्रम तयार करण्याची संरिचत पद्धत प्रदान करणे हे ADDIE चे मुख्य ध्येय आहे. तथापि, भविष्यातील पुनरावृती ज्या मार्गाने तयार केल्या जातात त्या सुधारण्यासाठी हे एक शिक्तशाली मॉडेल आहे. कोर्सच्या प्रत्येक पैलूवर फीडवॅक िमळवणे खरोखर महत्वाचे आहे जेणेकरून वरील पार-या प्राध्यापकांनी सविस्तर स्पष्ट केल्यात .

हे ADDIE मॉडेल महत्त्वाचे आहे कारण:-प्रक्रियेचे मार्गदर्शन करते. हा एक रोडमॅप आहे जो विवार्थ्यांना काय शिकण्याची आवश्यकता आहे हे ओळखण्यात मदत करतो आणि सर्व शैक्षणिक क्रियाकलाप हे ध्येय पूर्ण करतात याची खात्री करतो. सतत सुधारणा करण्यास प्रोत्साहन देते. हे प्रकल्पाच्या िनरंतरसुधारणेसाठी अभिप्राय देण्यासाठी डिझाइन केलेले आहे, त्यामुळे गरजा बदलल्याप्रमाणे प्रशिक्षण प्रभावी आणि आकर्षक रङ्गशूकते. रचना प्रदान करते. हे सुनिश्चित करते की प्रत्येक टप्प्यावर रचना आणि मार्गदर्शन प्रदान करून उत्पादनाची रचना करण्याच्या सर्व पायऱ्या पुरेशा प्रमाणात पूर्ण झाल्या आहेत..परिणामकारकता मोजण्यात मदत करते जे शिकण्याच्या परिणामकारकता मोजण्यासाठी मार्गदर्शन करण्यात मदत करते. आम्ही सर्वांनी या प्रशिक्षणाचा आनंद घेऊन मनातील वेगवेगळ्या कल्पनांचा वापर करून विद्यार्थी श्रोत्यांना आकर्षित होईल अशा पद्धतीने अभ्यासक्रमाचे स्टोरीवोर्ड तयार केले .

विद्यार्थ्याची सही

प्राध्यापकाची सही

प्राचार्याची सही

चेंबूर सर्वंकष शिक्षणशास्त्र महाविद्यालय आर. सी. मार्ग, चेंबूर नाका, चेंबूर, मुंबई-४०००७१



प्रका तिर् तिर्म

मिर् भिर् भिर्भिर निर्मातालावर गार्ल आमुर्ग नुले टप् पड़नी ज्यावानी प्रामकनाची फुले

दिभन आह समोरील पिमान आपत्थाला संपूर्ण फुलांती भरलेले भाउ

पूर्ती असे म्हातान क्रेली आहेत न्या फुलोता पानकताची

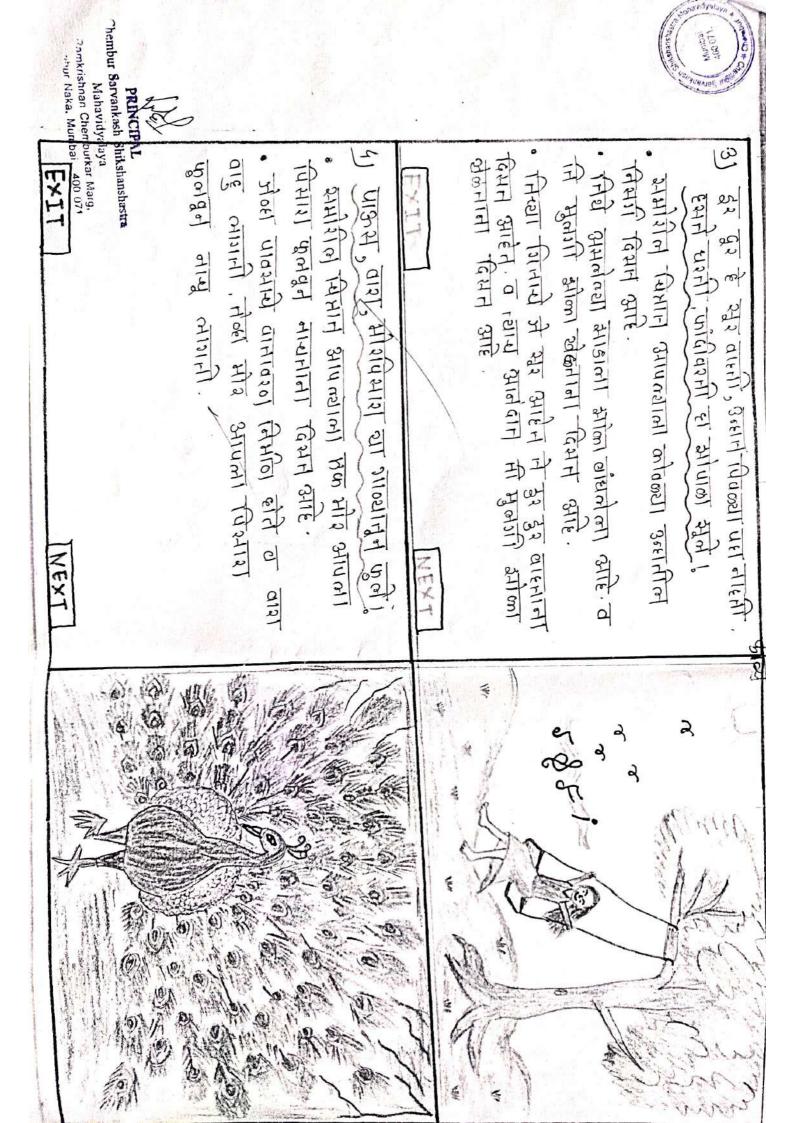
- ताना दिसन आहेन

भूशीये कोवले उन्हें धरावर अर्गाने कूर्गावर वडलेले विसन आहे समोशिल प्येमान आपल्याला सूर्य उगवनाना कुरवावरमी, आडांखाली अनसावली विवास माळी विश पाहा भरारी गवन खुशीने उले

श्वटला आहे त्या वानाने गवन हे खुशीने इलमाना त्या जीवळ्या उन्हान जी भग भग (जीवाने) वारा

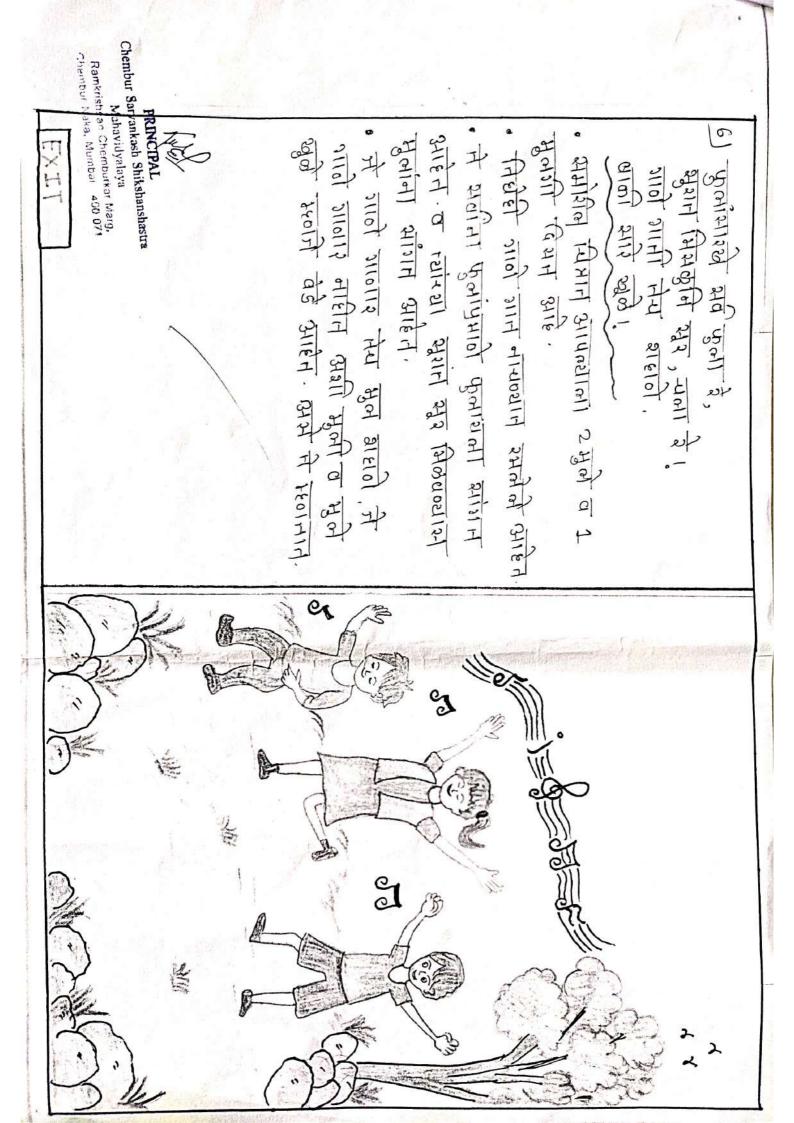
embur Sarvankash Sh Bribur Naka, Mumb mkrishnan Cheml Mahavidyali ikshanshastra kar Marg.





our Sarvank sh Shikshanshastra Mahav 5) भारत hemburkar Marg, dumbai 400 071 dyalaya त्यांनी न्यांन्था भाग्धान्यी उपमा दिली बाहे मक मुलारी वियम आहे LYYI र्मार्गाको स्विप्तान साम्बाना मक असे त्यांना वादते. ते वंधि गारी गानाना यभून जेलेले दिसम व आकाशातील खिकलुक्कान्या मान्याला अगहम 。 त्यांचे गाने अलक्षेत्र वास्नामा वान्याप्रमाने ह्याहे ब्रेकिंग्रेनुल वाशी लिक लेक तारा मुलागा व NEX.

nkrishnan (



Chembur Education Society's Chembur Sarvankash ShikshanShastra Mahavidyalaya R.C. Marg, Chembur Naka, Chembur-400071



Date: 18 March 2023

Time: 10.30 to 1 pm

Programme: Workshop on Awareness about OER

This workshop was conducted by Dr. Umakant Deshmukh who is the Asso. Prof. of this college.

Open educational resources are somewhat different from open learning, in that they are primarily content, while open learning includes both content and educational services, such as specially designed online materials, in-built learner support and assessment.

Open educational resources cover a wide range of online formats, including online textbooks, video recorded lectures, YouTube clips, web-based textual materials designed for independent study, animations and simulations, digital diagrams and graphics, some MOOCs, or even assessment materials such as tests with automated answers.

OER can also include PowerPoint slides or pdf files of lecture notes. In order to be open educational resources, though, they must be freely available for at least educational use.

Principles of OER

David Wiley is one of the pioneers of OER. He and colleagues have suggested

(Hilton et al., 2010) that there are five core principles of open publishing:

- re-use: The most basic level of openness. People are allowed to use all or part of the work for their own purposes (for example, download an educational video to watch at a later time)
- re-distribute: People can share the work with others (for example, send a digital article by-email to a colleague);
- revise: People can adapt, modify, translate, or change the work (for example, take a book written in English
 and turn it into a Spanish audio book);
- re-mix: People can take two or more existing resources and combine them to create a new resource (for
 example, take audio lectures from one course and combine them with slides from another course to create a
 new derivative work);
- retain: No digital rights management restrictions (DRM); the content is yours to keep, whether you're the
 author, an instructor using the material, or a student.

This open textbook you are reading meets all five. Users of OER though need to check with the actual license for re-use, because sometimes there are limitations, as with this book, which cannot be reproduced without permission for commercial reasons. For example, it cannot be turned into a book for profit by a commercial publisher, at least without written permission from the author. To protect your fights as an author of OER usually means publishing under a Creative Commons or other open license PRINCIPAL

Chembur Sarvankash Shikshanshastra

Mahavidyalaya

The objective of the program:

- Learners can use OER to support any type of learning.
- Aware the students about OER.
- OER selectively from elsewhere, and incorporate or adapt them into your own courses.

The program offered the following features:

The Creative Commons License Options

There are six different license types, listed from most to least permissive here:

CC BY: This license allows reuses to distribute, remix, adapt, and build upon the material in any medium or format, so long as attribution is given to the creator. The license allows for commercial use.

CC BY includes the following elements:

BY — Credit must be given to the creator

CC BY-SA: This license allows reuses to distribute, remix, adapt, and build upon the material in any medium or format, so long as attribution is given to the creator. The license allows for commercial use. If you remix, adapt, or build upon the material, you must license the modified material under identical terms.

CC BY-SA includes the following elements:

BY - Credit must be given to the creator

SA — Adaptations must be shared under the same terms

CC BY-NC: This license allows reuses to distribute, remix, adapt, and build upon the material in any medium or format for non-commercial purposes only, and only so long as attribution is given to the creator.

It includes the following elements:

BY - Credit must be given to the creator

NC Only non-commercial uses of the work are permitted

PRINCIPAL
Chembur Sarvankash Shikshanshastra
Mahavidyalaya
Ramkrishnan Chemburkar Marg,
Chembur Naka, Mumbai 400 071





CC BY-NC-SA: This license allows re users to distribute, remix, adapt, and build upon

the material in any medium or format for non-commercial purposes only, and only so long as attribution is given to the creator. If you remix, adapt, or build upon the material, you must license the modified material under identical terms.

CC BY-NC-SA includes the following elements:

BY - Credit must be given to the creator

NC - Only non-commercial uses of the work are permitted

SA O – Adaptations must be shared under the same terms

medium or format in undated form only, and only so long as attribution is given to the creator. The license allows for commercial use.

CC BY-ND includes the following elements:

BY - Credit must be given to the creator

ND _ No derivatives or adaptations of the work are permitted

medium or format in undated form only, for non-commercial purposes only, and only so long as attribution is given to the creator.

CC BY-NC-ND includes the following elements:

BY - Credit must be given to the creator

NC Only non-commercial uses of the work are permitted

ND - No derivatives or adaptations of the work are permitted

All students give active participation in the workshop.

Name & Signature of Rapporteur

Nidhi G. Karlekar

Name & Signature of Teacher

(Dr. U.V. Delhamadi)

Signature of Principal

PRINCIPAL
Chembur Sarvankash Shikshanshasta

Mahavidyalaya Ramkrishnan Chemburkar Merg, Chembur Naka, Mumbai 400.07

Chembur Education Society's ChemburSarvankashShikshanshastraMahavidyalaya Chembur, Mumbai 400 071

REPORT ON WORKSHOP CONDUCTED ON KAHOOTTHE EDUCATIONAL APP FOR ONLINE ASSESSMENT

Date: 25th March, 2023

Prog: Workshop on Kahoot App for on line assessment

Resource Person :Dr. Suvarna S. Parab

Objectives of the Programme

To enhance learning experience

 To provide an engaging and effective platform for learners to get knowledge on Kahoot-the educational app

To enhance skill of the students in making quizzes, surveys

To foster active participation in the activities designed in Kahoot

The Resource person has given introduction part in which she has explained what is Kahoot and its benefit for interactive learning as well as for online assessment. Resource Person guidesthe participants through the process of creating Kahoot that means installation of this app. She has made everyone comfortable with the use of it.

In the next step, she demonstrated how to create quizzes, surveys and flash cards. She showcased different types of question types like multiple choice, true or false and open ended questions. There are some more facilities in the Kahoot to customize images, videos, themes and enhance visual appeal and relevance to the topic. Encouragement was given to the participants to share their feedback on the workshop and reflect on how they can integrate Kahoot in their day to day learning as well as in the internee ship programme.

The workshop successfully introduced participants to the potential of gamification in education. By the end of the session attendees were equipped with the knowledge and skills to effectively use kahoot in their own educational contexts.

Feedback highlighted Kahoot's ease of use, making it accessible to educators to enhance proficiency in assessment and using technology.

Chembur Sarvankash Shikshanshastra Mahavidyalaya

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