



Gokhale Education Society's
COLLEGE OF EDUCATION AND RESEARCH



Parel, Mumbai – 400 012.

Permanently affiliated to University of Mumbai, NCTE Recognised, UGC 2f 12B,
ISO 9001:2015 Certified, NAAC accredited A grade in 3rd Cycle

DOCUMENT UPLOAD

COMPETENCY AND SKILL DEVELOPMENT 2.4.12



11c

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Parel, Mumbai - 400 012.

B.Ed. Curriculum

SEM-1	CREDITS	SEM-2	CREDITS	SEM-3	CREDITS	SEM-4	CREDITS
CORE COURSES (CC)		CORE COURSES (CC)		CORE COURSES (CC)		CORE COURSES (CC)	
CC-1 Childhood and Growing up - 100marks	4	CC-2 Learning and Teaching - 100marks	4	CC-3 Assessment in Learning - 100marks	4	CC-4 Contemporary India and Education - 100marks	4
CC-5 Knowledge and Curriculum - 100marks	4						
ELECTIVE COURSES (EC)		ELECTIVE COURSES (EC)		ELECTIVE COURSES (EC)		ELECTIVE COURSES (EC)	
		EC1 Pedagogy of School Subject - 100marks (any one based on graduate subjects)	4	EC2 Pedagogy of School Subject - 100marks (any one based on graduate subjects)	4	EC3 Special / Non-Basic / Action Research / Educational Technology (any one) - 100marks	4
INTERDISCIPLINARY COURSES (IC)		INTERDISCIPLINARY COURSES (IC)		INTERDISCIPLINARY COURSES (IC)		INTERDISCIPLINARY COURSES (IC)	
IC1 - Teacher, School and Society - 100marks	4	IC2 - Educational Management - 100marks	4	IC3 Learning Across the Curriculum - 100 marks	4	IC4 - Learning Industry Interface - 100marks	4
ABILITY COURSES (AB)		ABILITY COURSES (AB)		ABILITY COURSES (AB)		ABILITY COURSES (AB)	
AB1 - Critical Understanding of ICT - 50 Marks Internal	2					AB2 - Reading and Reflecting on Texts - 50 Marks Internal	2
PROJECT BASED COURSES (PCT)		PROJECT BASED COURSES (PCT)		PROJECT BASED COURSES (PCT)		PROJECT BASED COURSES (PCT)	
PCT1 - Total 30 Marks	3	PCT2 - Internship of 3 weeks - Total 100 Marks	10	PCT3 - Internship of 11 weeks - Total 200 Marks	20	PCT4 - Internship of 8 weeks including Capstone work - Total 100 Marks	10
a. Community Work Part I - 20 Marks (1 Week)	1	a. Observation of school activities - 50 Marks (15 Marks)	5	1. Lecture 10 Lessons * 10 marks = 100 marks	10	a. Learning Resources (10 Marks) (10 Marks)	10
b. Participation in CCA in college - 10 Marks (10 Weeks)	1	b. Observance of internships by peers (3 lessons) 20 Marks (20 Marks)	2	2. Theme based lessons 1 lesson * 10 marks = 20 marks	2	Action Research - 25 Marks	25
		c. Studying of School Teacher (3 lessons) 15 Marks (15 Marks)	1.5	3. Collaborating with school teachers 3 lessons * 10 marks = 30 Marks	3	Lesson - 5 Lessons * 10 marks = 50 marks	50
		d. Lessons - 5 Lessons * 10 Marks = 50 marks	5	4. Administration of Unit Test and analysis of results 20 marks	2	Reflective Journal on internship with peer - 20 Marks	20
				e. Reflective Journal on internship activities - 30 Marks	3	Community work - For 11 20 Marks	20
						On Teaching with peer 3 lessons * 10 marks = 30 Marks	30
AUDIT COURSES (AC)		AUDIT COURSES (AC)		AUDIT COURSES (AC)		AUDIT COURSES (AC)	
(TO BE CERTIFIED BY INSTITUTE)							
Understanding the self, Dreams and Aims in Education							
Select any one, spread throughout the 4 semesters. (100 marks in 4th semester only)							
TOTAL 400	24	TOTAL 400	24	TOTAL 500	30	TOTAL 500	30

R. The following are the syllabi for the various Courses.



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Gokhale Education Society's
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Ph: 400 012.



Estd. : 1970

Gokhale Education Society's Parel Center's
College of Education and Research

Acharya Donde Nagar, Gokhale Society Lane,
Parel, Mumbai - 400012.

LESSON NOTE

Semester - III

Name of Student Teacher Gupta Dinesh

Name of School Central Railway School

Method Maths + Science

Roll No. 64



[Signature]

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INDEX

SUBJECT :

Sr. No.	Date	Std./Div.	Name of the School	Teaching Strategy	Signature of Supervisor	Remarks
1	10/7/17	VI	C.R School	Demonstration method		
2	11/7/17	VI	C.R School	Demonstration method		
3	12/7/17	VI	C.R School	Demonstration method		
4	13/7/17	VIII	C.R School	Demonstration method		
5	14/7/17	VIII	C.R School	Demonstration method		
6	19/7/17	VIII	C.R School	Demonstration method		
7	20/7/17	VIII	C.R School	Demonstration method		
8	21/7/17	VIII	C.R School	Demonstration method		
9	24/7/17	VIII	C.R School	Demonstration method		
10	25/7/17	V	C.R School	Demonstration method		
11	26/7/17	V	C.R School	Demonstration method		
12	27/7/17	V	C.R School	Demonstration method		
13	28/7/17	V	C.R School	Demonstration method		

Theme Based Lesson

14	4/10/17	VIII th	C.R School	Theme base		
15	4/10/17	VII	C.R School	Theme base		

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PAREL, MUMBAI-400012.

LESSON NOTE

Name of the student Teacher: Gupta Dinesh Roll No. 64

Name of the School: Central Railway school Std.: VIth Div.:

Subject: Maths Lesson No: 1 Date: 10/7/17 Time: 3:20 to 3:50

Name of the Unit: Angle Sub Unit: types of angle
[zero, acute and right angle]

PRE-ACTIVE STAGE

Teaching Aid /Instructional Material: Geometrical Box.

Previous knowledge of the students: Student knows Basic properties of angle.

Reference Books/Method Books/Website referred: Method book by Sonia Bhasin

- Teaching Style/Methods/Constructivist Approach/Strategies :- Demonstrate method
- Core Elements: inculcation of mathematic temper
- Values: neatness
- Generalizations: angle is the figure formed by two ray called the side of the angle.

Objectives and Learning out comes:

Content Analysis:-

Student will learn angle and types of angle. properties of angle

a) Sides

b) vertex

c) corners

types of angle

Zero angle

acute angle

Right angle.

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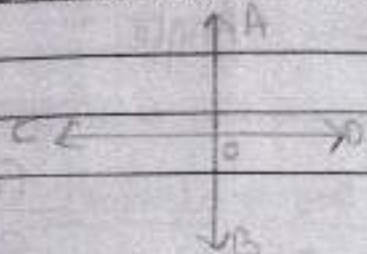
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ACTIVE STAGE

Learning Situation, Learning Experience

Specification :

Introduction of the topic : An Angle is a combination of two rays a common end point.
Give me three angle? -

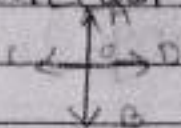


LAOD, LAOC, LOBC and LOBD.

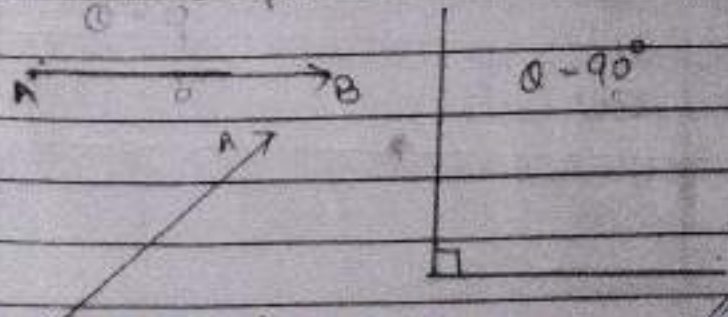
Presentation of Content : (Role of Teacher and Students Learning Situation, Learning Experience)

Content	Objectives Specification
<p>factual knowledge.</p> <ul style="list-style-type: none"> - Every angle has 2 sides (one vertex) - The point of intersection of the line is called vertex. - The line meet to make the angle are called arms of angle. - An angle which is measuring exact 90° is called zero angle. - An angle which is measuring between 0° and 90° is called acute angle. - An angle which is measuring exact 90° is called right angle. 	<p>Knowledge:- pupil's recall of angle and types of angle.</p> <p>Understanding:- pupil explain step of construction types of angle.</p> <p>Application:- pupil's draw diagram base on angle.</p> <p>Skill pupil's give example of angle.</p>



Teacher's activities	Student activities
Teacher is draw diagram of angle	pupil's observe.
Q You can give me atleast 3 angle? 	pupil's answer $\angle AOD, \angle AOC, \angle BOC$ and $\angle BOD$
Q Do you know what we call this angle?	pupil's answer acute angle.
Q Why do you think this is called acute angle?	pupil's answer Because it measure 0° to 90°
- Teacher explain various example of angle.	pupil's listen.
- teacher give definition of angle and show exact idea with help of picture.	pupil's observe.
- teacher explain, naming of angle by three different ways, draw new angle and asked them name for that.	pupil's answer. acute angle, zero angle and right angle.

zero angle



R

POST ACTIVE STAGE

Evaluation : Mention activity to be conducted by teacher for Evaluation of thought content.

(1) Define angle, Right angle and acute angle.

(2) Draw angle of
① 75° ② 90° ③ 0°

(3) match the following
measure of angle

90°
 45°
 0°

types of angle
obtuse angle
zero angle
right angle
acute angle.

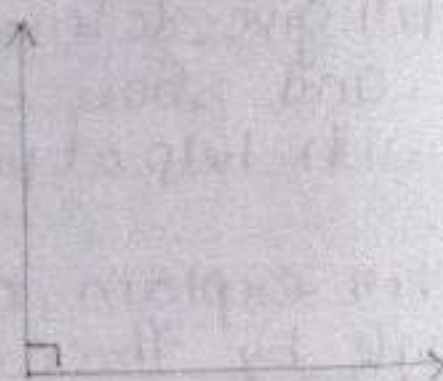
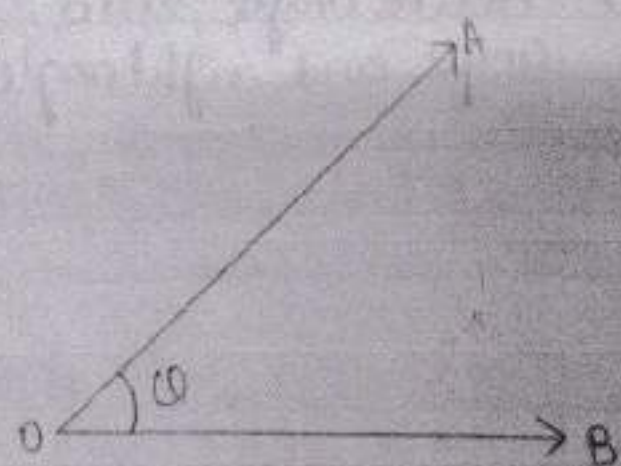
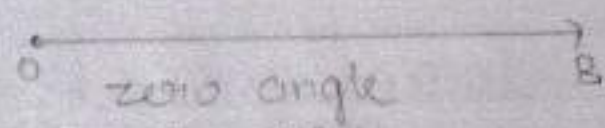
BLACK BOARD WORK

Date : 10/07/2017

Subject : Maths

Std : 6th

Name of Unit : Angle, Types of angle



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★ Self-Reflection ★

1) What did I think and feel about my Lesson?

It was my first lesson in the school and I was very nervous. But as soon as I entered the class, I was quiet confident I was teaching angle to the student. By seeing their expression.

2) What were the positive and negatives?

positive points: There were many positive points in my lecture. I explained concept very well. My did explanation was good.

negative: There are no negative marks.

3) What else could I have done?

Instead of holding the chart in the hand I could have hanged on the wall which I made was little small. I should have made a more bigger one so that even the last benches would have been able to read it.

4) What will I do better next time?

next time before the lecture I will make sure that teaching aid which I am using quite visible to all till the last benches.



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★ Observation and comments by Teacher Educator ★

Positive aspects	Aspects which needs improvement
<p>Introduction was done by based on Geometrical figure ✓ Aim of lesson stated clearly Explanation was good. Some Geometrical figures Draw on the b.b. and were asked. Confident teacher</p>	
<p>Good Attempt.</p>	
<p>Do as discuss</p>	
	<p>All the Best</p>
<p>Travert 8-7-17</p>	

Date & Signature of Teacher Educator :

Travert
10/7/17

Guide Signature _____

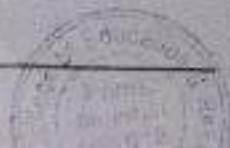
Student Signature _____

Date & Signature of Teacher Educator :

Travert

Guide Signature _____

Student Signature _____



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Reflective Journal on Internship Activity

SEMESTER - III

2018 - 2019

Name of Student Teacher Priyanka Pasku Patil

Name of School R.M. Bhatt School (Group - 2)

Method English/History

Roll No. 78

Marks : 30



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Name of Activity: Booky Date: 18/12/17

Self Reflection

What happened (positive and negative)? (Describe)

In my first time in last period that I was in a group I had some problems. I was very shy and I was not confident when I was speaking and some of my work because of that I had difficulty to handle the class.

Why it happened, what it means, how successful it was? (Analyze)

Very first time I showed student how to read a book, paper, presentation and paper presentation. After seeing the student who were not reading. Some student did not give any reading some of them were not I helped them to read.

What you (personally) learned from the experience? (Evaluate)

I learned that if we teach the student in a proper way through that we can help them. They will be motivated and interested in the class. We just have to give them proper attention.

Was: The best or all knowledge?

I was finding difficult to teach them to read. Some students were not interested in the class. I should have more patience and care. I should have more knowledge. They were making noise and were making disturbance in the class.

Teacher Signature: [Signature]

Name of Activity: Booky Date: 18/12/17

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Teacher Signature: [Signature]



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2021-22

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LESSON NOTE

Semester - III

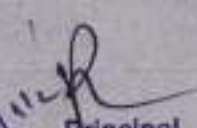
Name of Student Teacher Harshada Liladhas Kamble.

Name of the School R.M. Bhatt High School.

Method History


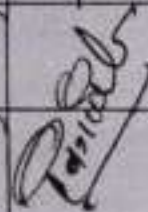

Roll No. 72




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INDEX

SUBJECT: History

Sr. No.	Date	Std./Div.	Name of the School	Teaching Strategy	Signature of Supervisor	Remarks	
1	16-11-22	9 th - A	R.M. Bhatt High School	Discussion Explor			
2	18-11-22	8 th - A	R.M. Bhatt High School	Explanation			
3	26-11-22	6 th - A	R.M. Bhatt High School	Discussion			
4	14-12-22	7 th - A	R.M. Bhatt High School	Explanation			
5	21-11-22	9 th - C	R.M. Bhatt High School	Explanation			
6	26-11-22	6 th - A	R.M. Bhatt High School	Discussion			
7	5-1-22	7 th - A	R.M. Bhatt High School	Discussion			
8	16-12-22	9 th - A	R.M. Bhatt High School	Discussion			
9	24-1-23	7 th - A	R.M. Bhatt High School	Explanation			
10	25-1-23	6 th - A	R.M. Bhatt High School	Discussion			
11	9-1-23	8 th - C	R.M. Bhatt High School	Explanation			
12	9-1-23	9 th - B	R.M. Bhatt High School	Explanation			
13	10-1-23	9 th - C	R.M. Bhatt High School	Explanation			
14	30-1-23	5 th - A	R.M. Bhatt High School	Explanation quiz			
15	30-1-23	5 th - A	R.M. Bhatt High School	Explanation			
16							



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LESSON NOTE

Name of the Student Teacher : Harshada Kamble Roll No.: 72

Name of the School : R.M. Bhatt high school Std.: 9th Div.: A

Subject History Lesson No.: 1 Date 16-11-22 Time 10:44 to 11:15

Name of the Unit : India & other countries Sub Unit : India & her neighbours

PRE-ACTIVE STAGE

Teaching Aid / Instructional Material : chart, Blackboard

Previous knowledge of the student : Students know about different countries of the world.

Reference Books / Method Books / Website referred : Google, Wikipedia

- Teaching Style / Methods / Constructivist Approach / Strategies : Questioning, Discussing
- Core Elements : Content essential to nurture national identity
- Values : Patriotism, National Integration
- Generalizations : The chapter deals with India's relation with neighbouring & other countries

Objectives and Learning outcomes :

1] Knowledge - The pupil ^{will} acquire knowledge about india's relation with neighbouring countries. 2] Understand - Pupil will understand the neighbouring countries of india. 3] Skill - Pupil will appreciate India's relation with other countries.

Content Analysis : The chapter deals with the neighbouring countries of India and India's relation with other countries like IND-Russia, IND-USA etc.



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ACTIVE STAGE

Learning Situation, Learning Experience

Specification : Knowledge - Pupil knows about India's relations with other countries. Understanding - Students recall the neighbouring countries, their conflicts with India.

Application -

Introduction of the topic : The Asian continent is one of the biggest in the world. India lies in Asian continent. India has ~~different~~ ^{different} neighbouring countries, about which we are going to learn.

Presentation of Content : (Role of Teacher and Students Learning Situation, Learning Experience)

* Teacher - Teacher asked questions to the students. Such as where does India lie on the world or In which continent does India lie? Name any three Asian countries? & What are the neighbouring countries of India?

Student - Students answer the question.

* Teacher - Teacher displays a chart containing Neighbouring countries. Teacher explains the Indian Subcontinent region, with the help of India's map.

Student - Observes the map.

* Teacher - Teacher explains India's influence over the Indian Subcontinent.

Later, Teacher starts India and Pakistan's relations, their conflicts, reasons etc.

Student - Pays attention to the explanation.



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* Teacher - Teacher writes on the blackboard the three major reasons for the Ind-pak conflict.

Student - Carefully concentrate on the board.

* Teacher - DPs Three reasons were - Differences of opinion about the world, Kashmir question, Nuclear test. Explains this with examples.

Student - Listen carefully.

* Teacher - Teacher starts second sub-unit IND and China. She writes two conflicting issues between these two countries.

(i) Border issue (ii) Status of Tibet

Teacher displays charts which show border issues of McMahon line and Aksai Chin.

Student - Observes the chart.

* Teacher - Later she explains the Tibet situation.

how, China conquered the Tibet how Tibet became the conflicting reason between India and China.

Student - Listens carefully to the teacher's explanation.

* Teacher - Teacher again at last revised both concept to the student & asks doubts.

Student - Pays attention & asks doubts if they have.



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POST ACTIVE STAGE

Evaluation : Mention activity to be conducted by teacher for Evaluation of thought content.

- 1] Which countries does share border with india ?
- 2] Which factors influenced IND-PAK conflict ?
- 3] What are the main reason for IND - china conflict ?
- 4] when did IND - PAK got seperated ?
- 5] What is Macmohan line ?

BLACK BOARD WORK

Date : 16-11-22

Subject : History

Std. : 9th

Name of Unit : India & other countries

* India and her neighbours

→ Neighbouring Countries -
Bhutan, Nepal, Bangladesh,
Myanmar, Maldives, Pakistan,
Sri-lanka, Afghanistan,
China

IND - PAK → Three reason
of conflict

- Difference of views
- Kashmir question
- Nuclear rivalry

IND - china → The reason for

- Border issue
- State of Tibet

H/w -

write a short note on
India as Neighbouring
country.



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★ Self Reflection ★

1) What did I think and feel about my Lesson ?

I think as this was my first lesson, so I was little bit nervous, but I done my best I feel my lesson was good. Students were interactive & they understand the content.

2) What were the positive and negatives ?

Talking about positive aspect then my class was interactive. Students were actively participated. The negative aspect was that there wasn't enough voice modulation while talking.

3) What else could I have done ?

I could have conduct an activity among the students or I could have made interesting teaching aid.

4) What will I do better next time ?

In my next lesson I will make due that I will improve my voice modulation.



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★ Observation and comments by Teacher Educator ★

Positive aspects	Aspects which needs improvement
- Introduction was done by asking questions.	- Need to improve confidence level.
- Teaching aid was good	- Be more laudable
- Board writing was good.	
- Active participation of students	
- Evaluation questions were asked.	
- H.W was given ✓ good	

Date & Signature of Teacher Educator :

Idnash
16/11/22

Guide Signature _____



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Student Signature _____

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Acharya Donde Nagar, Gokhale Society Lane,
Parel, Mumbai - 400 012.

LESSON NOTE

2019-20

Semester - III

Name of Student Teacher KHUSHBU SACHIN SONI

Name of the School SANE GURUJI ENGLISH SCHOOL

Method ENGLISH


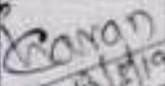

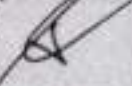

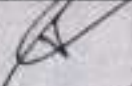
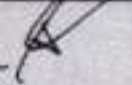
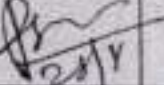
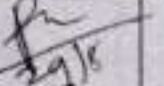

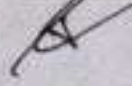
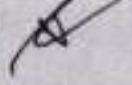

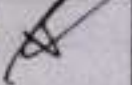
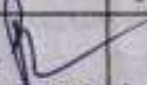
Roll No. 93



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SUBJECT :

Sr No.	Date	Std./Div.	Name of the School	Teaching Strategy	Signature of Supervisor	Remarks
1	6/8/19	V th A	Sane Guruji Eng School	Narration		
2	7/8/19	V th A	Sane Guruji Eng School	Narration Inductive		
3	13/8/19	VI th A	Sane Guruji Eng School	Explanation Indo-Ded		
4	19/8/19	VI th B	Sane Guruji Eng School	Explanation Indo Ded		
5	20/8/19	VII th A	Sane Guruji Eng School	Explanation Indo-Ded		
6	20/8/19	VII th A	Sane Guruji Eng School	Interactive		
7	21/8/19	VII th A	Sane Guruji Eng School	Explanation Indo-Ded		
8	22/8/19	VII th A	Sane Guruji Eng School	Explanation Inductive		
9	28/8/19	VIII th C	Sane Guruji Eng School	Activity based Teaching		
10	29/8/19	VI th B	Sane Guruji Eng School	(Nai Talim) Act-based Teaching		
11	17/9/19	VIII th C	Sane Guruji Eng School	Theme based		
12	17/9/19	VII th A	Sane Guruji Eng School	Theme based		
13	18/9/19	VI th C	Sane Guruji Eng School	Co-teaching		
14	19/9/19	IX th A	Sane Guruji Eng School	Co-teaching		
15	19/9/19	IX th B	Sane Guruji Eng School	Co-teaching		
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LESSON NOTE

Name of the Student Teacher : Khushbu Sachin Seni Roll No.: 93
Name of the School : Sane Gurusaji English School Std.: Vth Div.: A
Subject English Lesson No.: 1 Date : 6-8-19 Time : 11:35 to 12:05
Name of the Unit : Prose Sub Unit : Major Dhyan Chand

PRE-ACTIVE STAGE

Teaching Aid / Instructional Material : music system with songs, chart-paper
Previous knowledge of the student : Pupil knows about the sport 'Hockey'
as our National Game
Reference Books / Method Books / Website referred : Google, Movies & TextBook.

- Teaching Style / Methods / Constructivist Approach / Strategies : Narration, Inductive Method
- Core Elements : India's common Cultural Heritage
- Values : Patriotism, Sensitivity
- Generalizations : The Olympic final between India & Germany before Independence.

Objectives and Learning out comes :

Knowledge:- Pupil acquire knowledge of Hockey techniques
Understanding:- Pupil understands the sequence of the story
Application:- Pupil applies the understanding in sports
skill:- Pupil knows about dribbling and usage of new sports word.

Content Analysis :

This chapter is about Pre-Independence era & a match between India & Germany held in Berlin, Germany during olympics and the great hockey player Major Dhyan Chand.



ACTIVE STAGE

Learning Situation, Learning Experience

Specification : Knowledge:- Pupil answers the question in his own sentences.

Understanding:- Pupil relates to the ideas & thoughts of the lesson

Application:- Pupil makes use of new words & phrases

Skill:- Pupil gives synonyms and antonyms of difficult words

Introduction of the topic :

Teacher introduces the topic by playing music in class related to the topic and then asking questions. "What was this song about?"

Presentation of Content : (Role of Teacher and Students Learning Situation, Learning Experience)

Teacher's Activity	Student's Activity
- Teacher enters the class & greets the student	Student greets the teacher back.
- Teacher plays music in the class related to the topic and asks the student to identify the song and what is the song about	Student listens carefully and answers the question. The song is about movies made on Hockey.
- Teacher speaks about Dhyan Chand	Students listen carefully
Teacher narrates the event of Olympics 1936 match between British India Team & Germany	Students listen carefully



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Teacher explains about the aggressive of German players and how Indian players do not care about their aggressiveness

Students enjoy's listening to the narration

Teacher narrates how Roop Singh scored one goal in 32nd minute and how Indian team performed under the Captainship of Major Dhyan Chand

Student listens carefully

Questions Asked

Q1] Where was the Olympic event held in 1936?

Olympic event was held in Berlin Germany in 1936

Q2] Who was the captain of Indian team?

The Captain of Indian team was Major Dhyan Chand.

Q3] Which strategy had German team adopted against Indian team?

The Germans adopted a novel strategy of short distance passes which was an Indian technique and they adopted it against Indian team

H.W Question

Q1] Why was Team India under pressure

Team India was under pressure as they had lost the practice match with Germany & they

POST ACTIVE STAGE

Evaluation : Mention activity to be conducted by teacher for Evaluation of thought content.

- Q1] where was the Olympic event held in 1936?
- Q2] who was the captain of Indian team?
- Q3] which strategy had the German team adopted against the Indian team?

BLACK BOARD WORK

Date : 6-8-19

Subject : English

Std. : VthA

Name of Unit : Major Dhyan Chand

Difficult words/ Meaning

- ① under pressure :- nervousness
- ② resorted :- adopted
- ③ resistance :- the ability of not being affected by something
- ④ found a firm footing :- becoming more confident about the situation



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★ Self Reflection ★

1) What did I think and feel about my Lesson?

I had prepared very well for my lesson, starting the introduction with music of movies like GOLD & CHAKDE INDIA. I narrated the story well. I feel the start of my lesson was very good and the children were held together for the strategy.

2) What were the positive and negatives?

I had not written the title ~~of the~~ on the board. I was explaining the matter in that flow I forgot to write the topic on the board and teaching aid was left on the board even after its usage.

3) What else could I have done?

For this chapter, I had already used a music system, for the set induction. If not this then I would have used posters of different sports and sports personality.

4) What will I do better next time?

I will manage the time properly and write the topic on time and remove the teaching aid used like posters or charts from the board once I am done using it.



[Signature]
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★ Observation and comments by Teacher Educator ★

Positive aspects	Aspects which needs improvement
Introduction - based on previous knowledge. Narration skill was very good.	Write title on the board
loud reading done with good voice modulation.	Remove T.A. when work is over.
New words noted.	
class control was good.	
Few q's were asked Response was good.	
confident ts! keep it up!	
↓ good.	

Date & Signature of Teacher Educator : _____

Guide Signature _____

JP
9/9/19

Student Signature _____



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Ref No: GESCER/PT/5/Jan17

Date: 22/01/2018

INTERNSHIP TIME TABLE -SEM IV (III)

GENERAL SUPERVISION

Sr. No.	Name of Teacher Educators	Monday 22/01/2018	Tuesday 23/01/2018	Wednesday 24/01/2018	Thursday 25/01/2018	Friday 26/01/2018	Saturday 27/01/2018
1	Principal Dr. L. Shukla						
2	Dr. N. P. Patil	R.M.B.(3) (Noon)	R.M.B.(3) (Noon)	R.M.B.(3) (Noon)	R.M.B.(3) (Noon)	R.M.B.(3) (Noon)	
3	Prof. P. S. Kale	Shardashram (Noon)	Shardashram (Noon)	Shardashram (Noon)	Shardashram (Noon)	Shardashram (Noon)	
4	(Prof. N. P. Karnat)	Abhyudaya (Morning)	Abhyudaya (Morning)	Abhyudaya (Morning)	Abhyudaya (Morning)	Abhyudaya (Morning)	
5	Prof. S. D. Patkar	R.M.B. (1) Mor	R.M.B. (1) Mor	R.M.B. (1) Mor	R.M.B. (1) Mor	R.M.B. (1) Mor	
6	Prof. V. N. Gavit	C.R	C.R	C.R	C.R	C.R	Lesson Guidance
7	Dr. C.U. Chavhan	Sane Guruji (Morning)	Sane Guruji (Morning)	Sane Guruji (Morning)	Sane Guruji (Morning)	Sane Guruji (Morning)	Lesson Guidance
8	Prof. S. B. Bodke	R.M.B.(2)	R.M.B.(2)	R.M.B.(2)	R.M.B.(2)	R.M.B.(2)	
9							



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Ref No: GESCE/PT/13/JUL/19

Date: 13/7/2019

INTERNSHIP TIME TABLE - SEM III (I)

Sr. No.	Name of Teacher Educators	Monday 15/07/2019	Tuesday 16/07/2019	Wednesday 17/07/2019	Thursday 18/07/2019	Friday 19/07/2019	Saturday 20/07/2019
1	Principal Dr.Narendra Patil						
2	Dr.P. S. Kale	Adarsh Nagar	Adarsh Nagar	Adarsh Nagar	Adarsh Nagar	Adarsh Nagar	
3	Dr. N. P. Kamat	R.M.B.(1)	R.M.B.(1)	R.M.B.(1)	R.M.B.(1)	R.M.B.(1)	
4	Prof. S. D. Parkar	R.M.B.(2)	R.M.B.(2)	R.M.B.(2)	R.M.B.(2)	R.M.B.(2)	
5	Dr.V. N. Gavit	Abhyudaya	Abhyudaya	Abhyudaya	Abhyudaya	Abhyudaya	
6	Dr. C.U. Chavan	Sane Guruji	Sane Guruji	Sane Guruji	Sane Guruji	Sane Guruji	Lesson Guidance
7	Dr. S. B. Bodke	Maharashtra	Maharashtra	Maharashtra	Maharashtra	Maharashtra	Lesson Guidance

GENERAL SUPERVISION

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Dr. Narendra Patil

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Ref. No: GESCER/PTT/July/2022

Date: 16/07/2022

WEEKLY TIME-TABLE F.Y. B.Ed. (SEM-III) (1 to 4th Week)

GENERAL SUPERVISION

Sr. No.	Name of the Professors	Monday 18/07/2022	Tuesday 19/07/2022	Wednesday 20/07/2022	Thursday 21/07/2022	Friday 22/07/2022	Saturday 23/07/2022
1	Dr. P. S. Kale I/C. Principal						
2	Dr. S. D. Patkar	R.M. Bhatt (1&2)	R.M. Bhatt (1&2)	R.M. Bhatt (1&2)	R.M. Bhatt (1&2)	R.M. Bhatt (1&2)	R.M. Bhatt (1&2)
3	Dr. V.N. Gavhi	Abhyudaya	Abhyudaya	Abhyudaya	Abhyudaya	Abhyudaya	Abhyudaya
4	Dr. C. U. Chavan	Sane Guruji	Sane Guruji	Sane Guruji	Sane Guruji	Sane Guruji	Sane Guruji
5	Dr. S. B. Bodke	Maharashtra	Maharashtra	Maharashtra	Maharashtra	Maharashtra	Maharashtra



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