

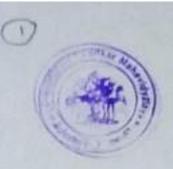
Summarised Method List 2018-19

Sr. No	Department	Name of Method	Class
1	English	Innovative and Creativity	FY BCA
		Innovative and Creativity	SY BA
2	Marathi	Group Discussion	TY BA
		Role Playing	TYBA
		ICT Lecture	SY BA
		Field Trip/Survey/Study Tour	SYBA
3	Marathi	Group Discussion	TY BA
		Role Playing	TYBA
		ICT Lecture	SY BA
		Field Trip/Survey/Study Tour	SY BA & TY BA
4	Marathi	Group Discussion	TYBA
		Role Playing	TYBA
		ICT Lecture	TYBA
		Field Trip/Survey/Study Tour	TYBA
		Field Trip/Survey/Study Tour	FY BA
		Brain Storming	FYBA
5	English	Topic/Unit/Chapter for Seminar Presentation	SY BA
5	Commerce	Group Discussion	FY B.Com
7	Commerce	Group Discussion	TY B.Com
		Group Discussion	SY B.Com
8	Commerce	Class Seminar	TY B.Com
	Commerce	Class Seminar	SY B.Com
N.	Commerce	Class Seminar Class Seminar	FY B.Com
	THE RESERVE THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAMED IN COLUM	Class Seminar	TY B.Com
0	Commerce	Charles and the Control of the Contr	TY BA
11	Marathi	Group Discussion	SY BA
		Role Playing	TYBA
		ICT Lecture	TY BA
		Field Trip/Survey/Study Tour	FY BA
2	History	Group Discussion	FY BA
	Geography	Question and Answer Methodology	SY BA
		Question and Answer Methodology	TY BA
		Question and Answer Methodology	
4	Politics	Question and Answer Methodology	FY BA
		Teachers Day	TY BA
		Experiential Learning Method	TY BA
		Group Discussion	TY BA
5 1	Political Science	Group Discussion	FY BA
		Student Seminar	FY BA
		Teachers Day	TY BA
		Experiential Learning Method	TY BA
		Group Discussion	TY BA
		Question and Answer Methodology	FY BA

PRINCIPAL

Dr. Babasaheb Ambedkar College,

Aundh, Pune-67.



Innovative and Creativity

The department adopted innovative and creative teaching. For BBA students, while teaching Business communication, the students were told to do innovation with their ideas for particular sales such as Mobile, Television, and Refrigerator such as so many others. Students activity participated in all tasks and done all the assigned work. Simultaneously, for SY.BA (Spl) students, while teaching the poem "Ode To Autumn" by S.T. Coleridge, the students were asked to find out the photograph and information about Nightingale or skylark.

While teaching lesson "Lithuania" and the students were asked to draw an imaginary setting of the play. Besides, "The Romance Of A Busy Broker" was taught in Innovative way. Here, students drew picture of the story as per their imagination. Simultaneously, English Language Literary Association activities were also conducted by the department. Activities of "Dictionary Katta" and "Word of the Day" were also conducted by the department as an innovative and creative activity.

PRINCIPAL
Dr. Babasahob Amhadkar Cellege,
Aundh, Pune-67.

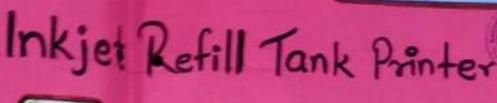


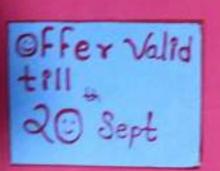
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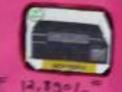


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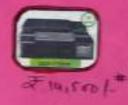




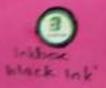
















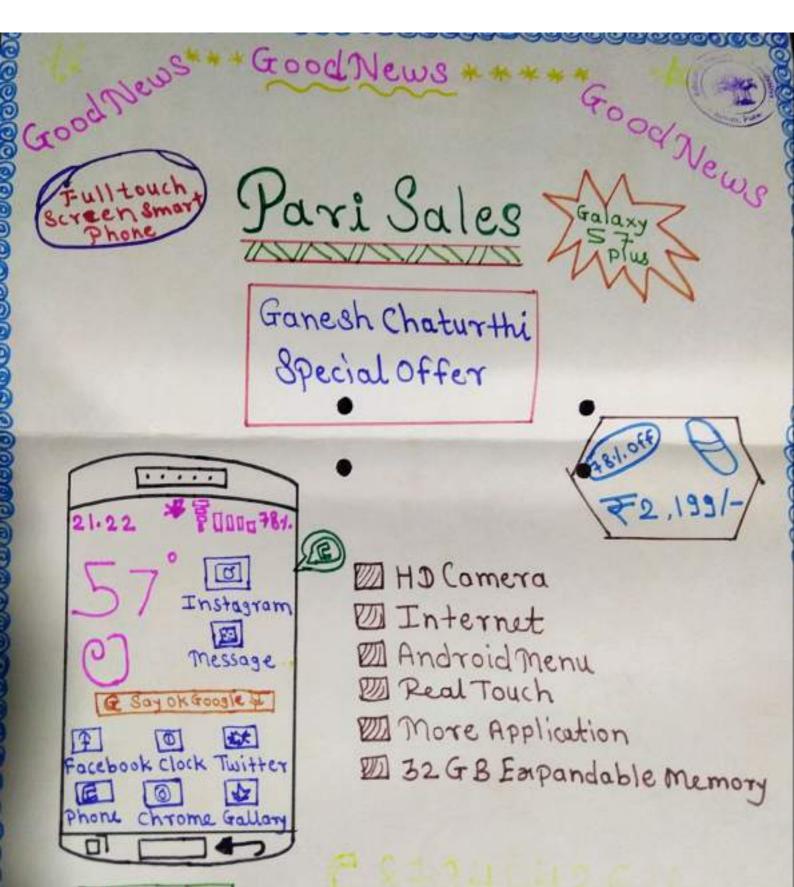










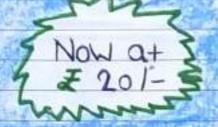


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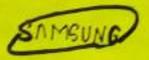




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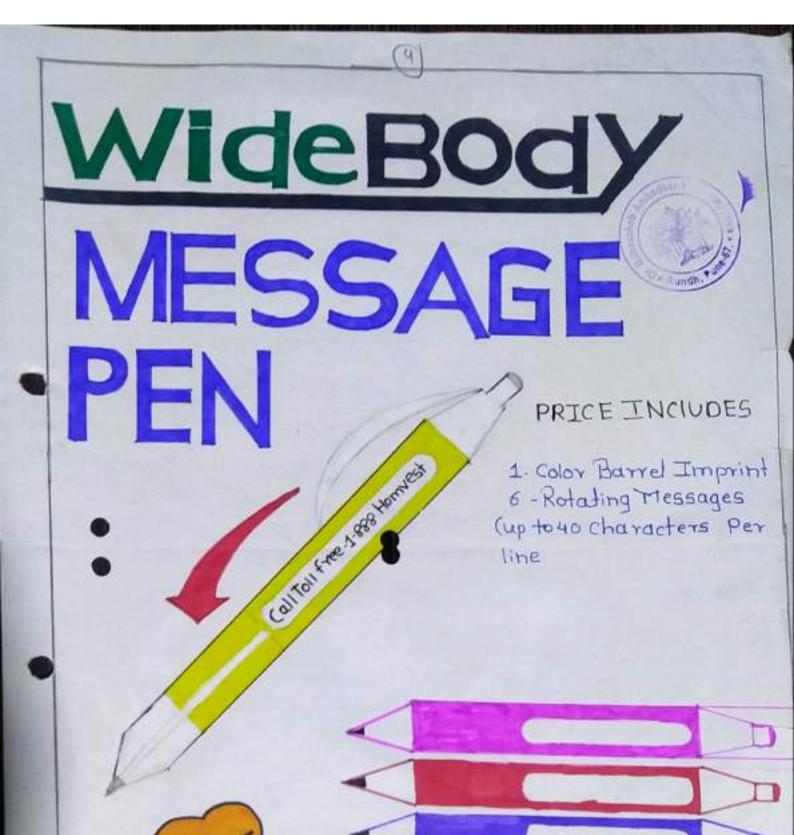


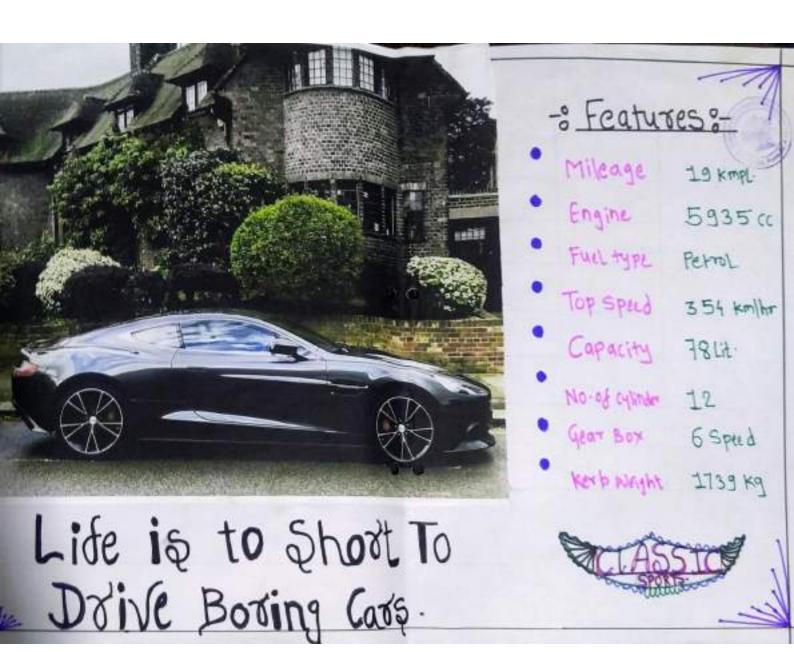
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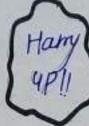


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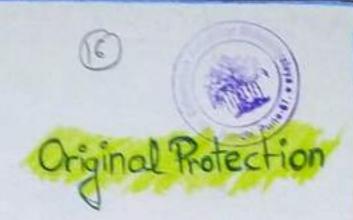
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Sun, June 19 (Bag-O-Books) | IPM-4PM

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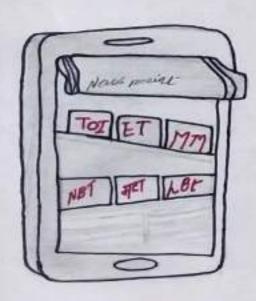
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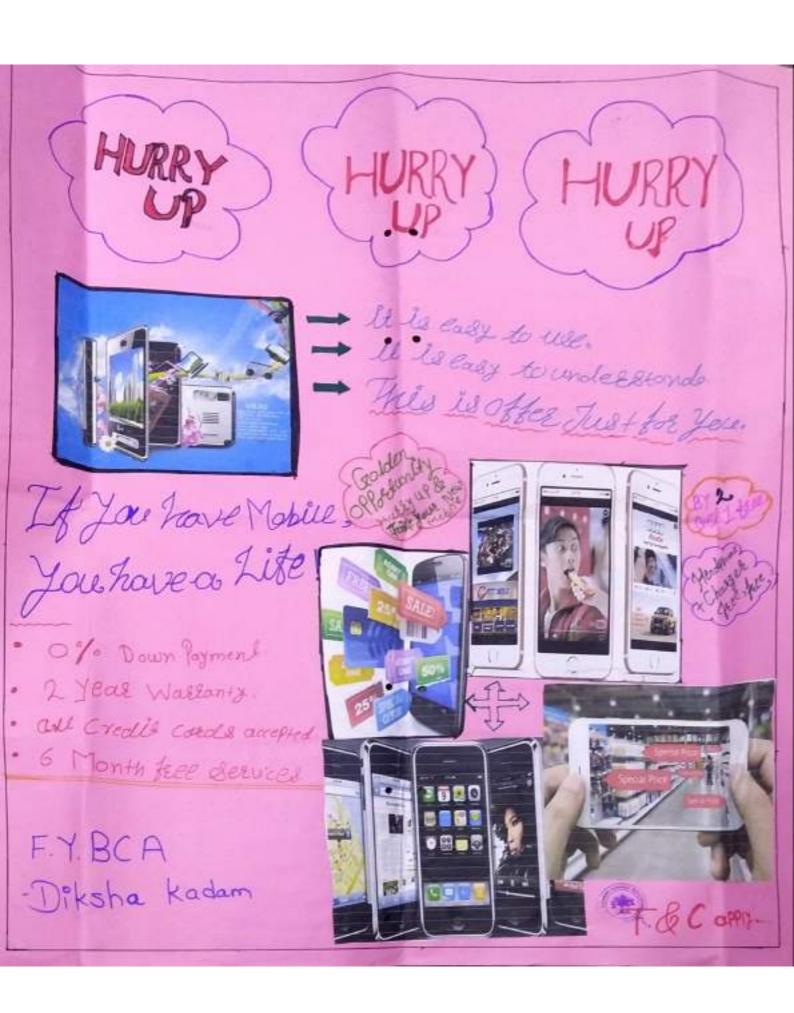
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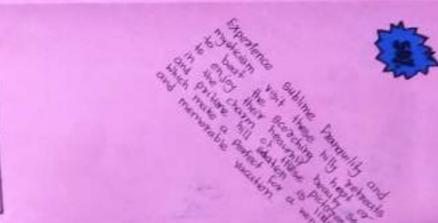


NAMCHIL, SIKKIM

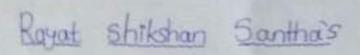
The kine From ganglek Namehin. Wherathy means top of the sky set in a picturosque vication it offers on annotheral view of the khangchendzinga rongo and the Rangit valley you can visit the sheratup cheeting Hansstery.

AIZANL, MIZORAM

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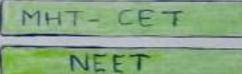


Name - Rither Galina



Or. Babasaheb Ambedkar College. Aundh Plune- 07





JEE - 2018

Started on 21st March.

- · Daily test
- · Study Moterial
- · E-learning

- . Notes
- · library available
- · Guest Lecture

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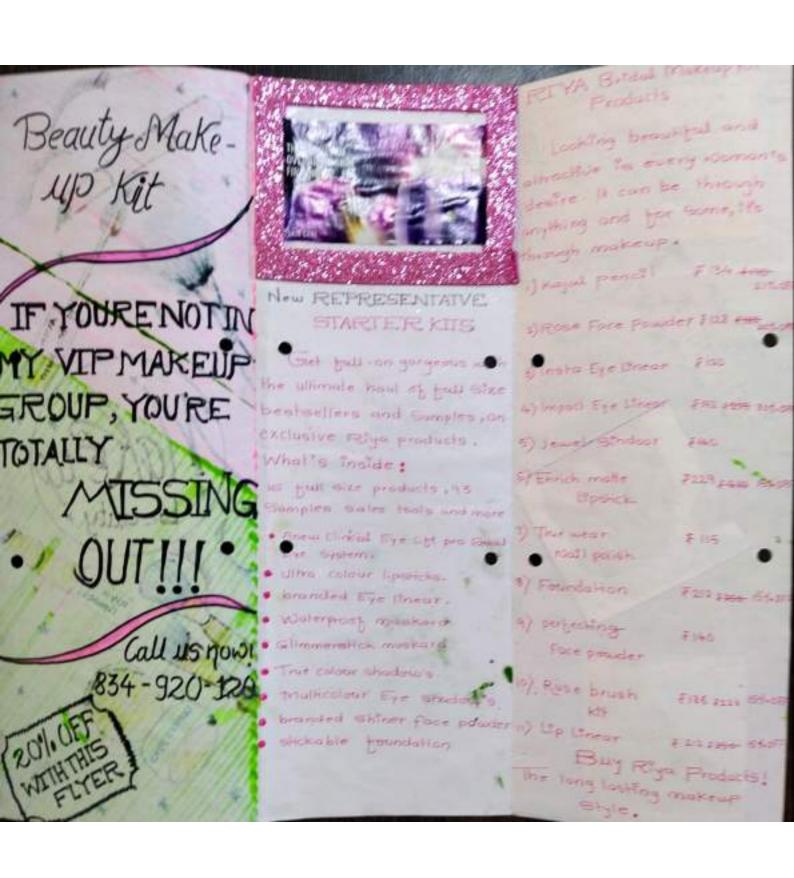
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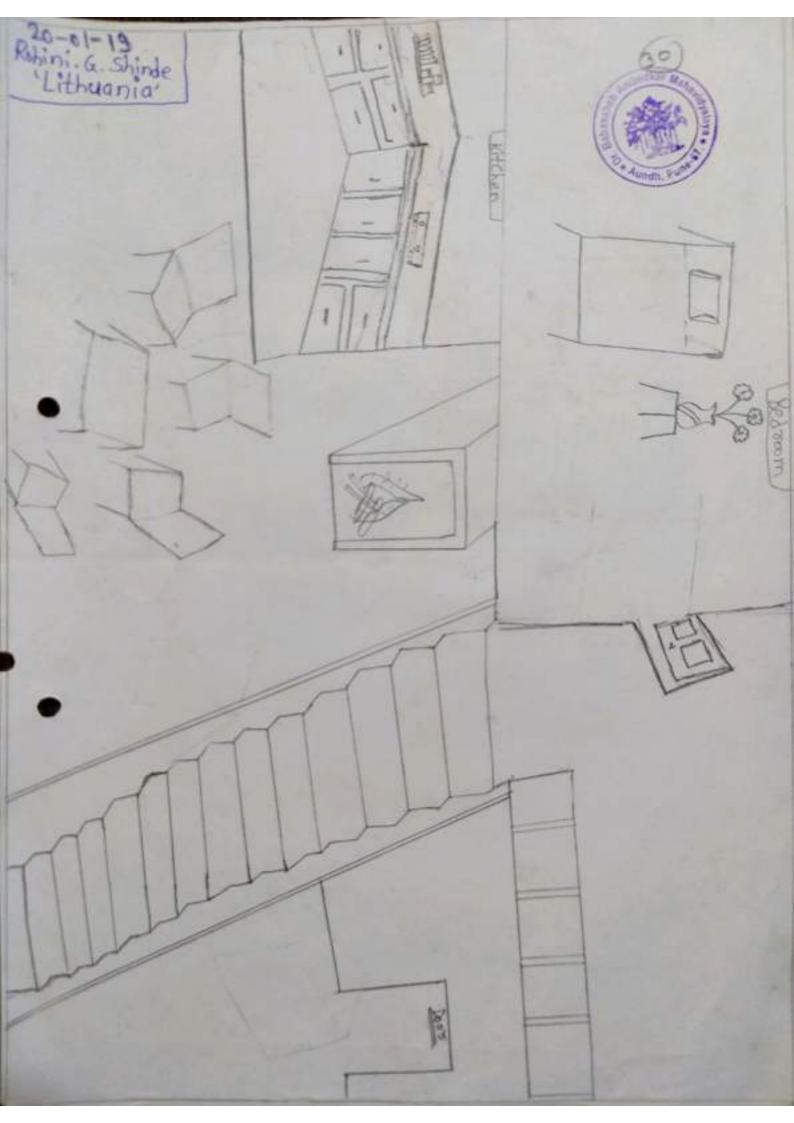
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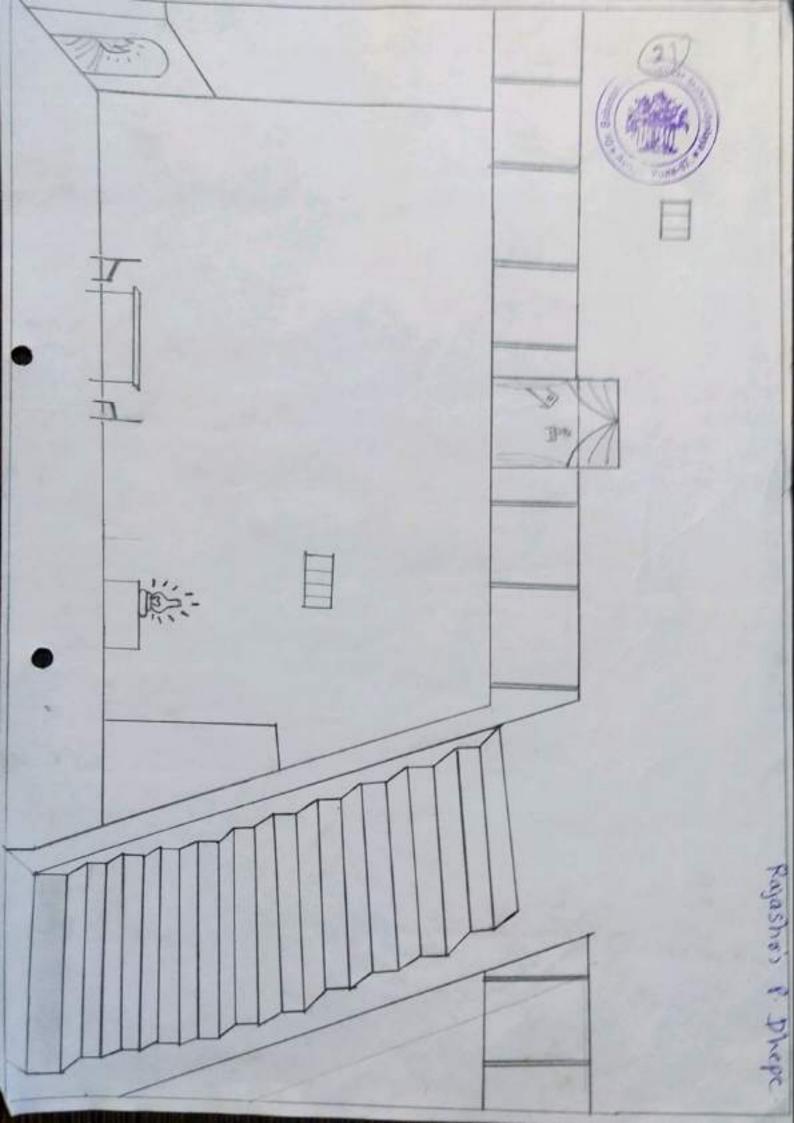


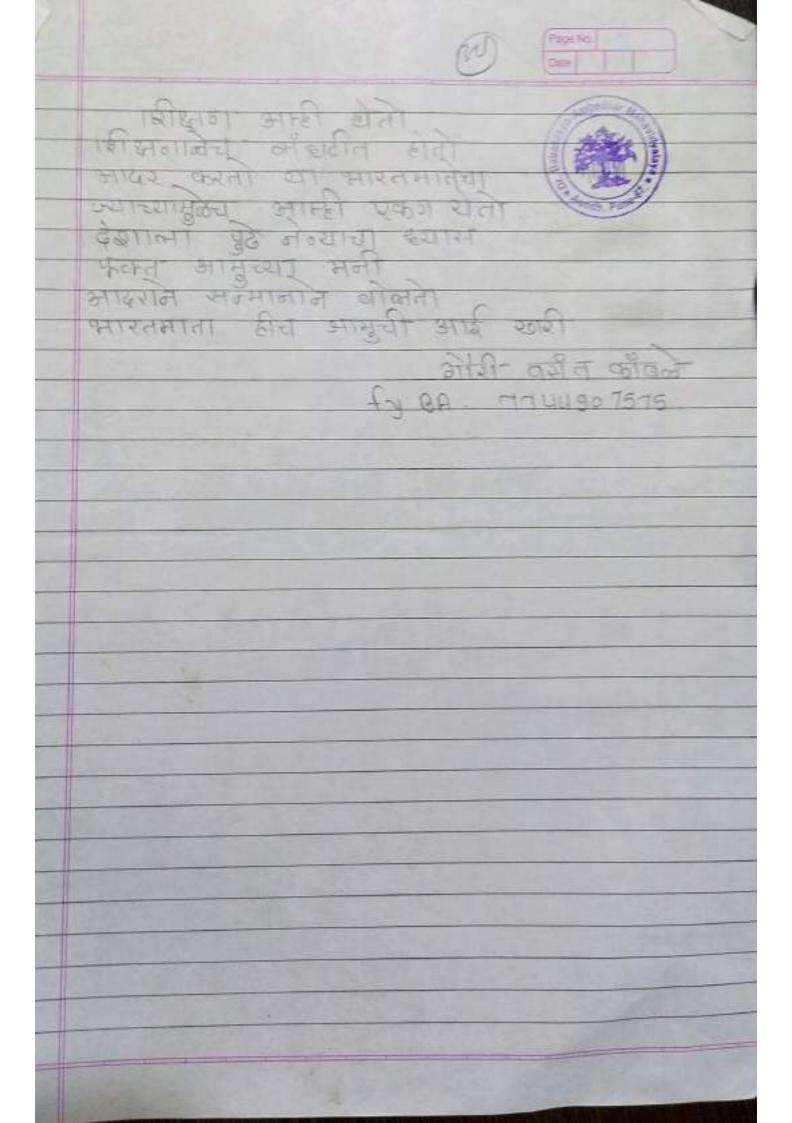


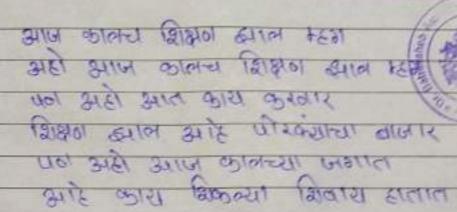


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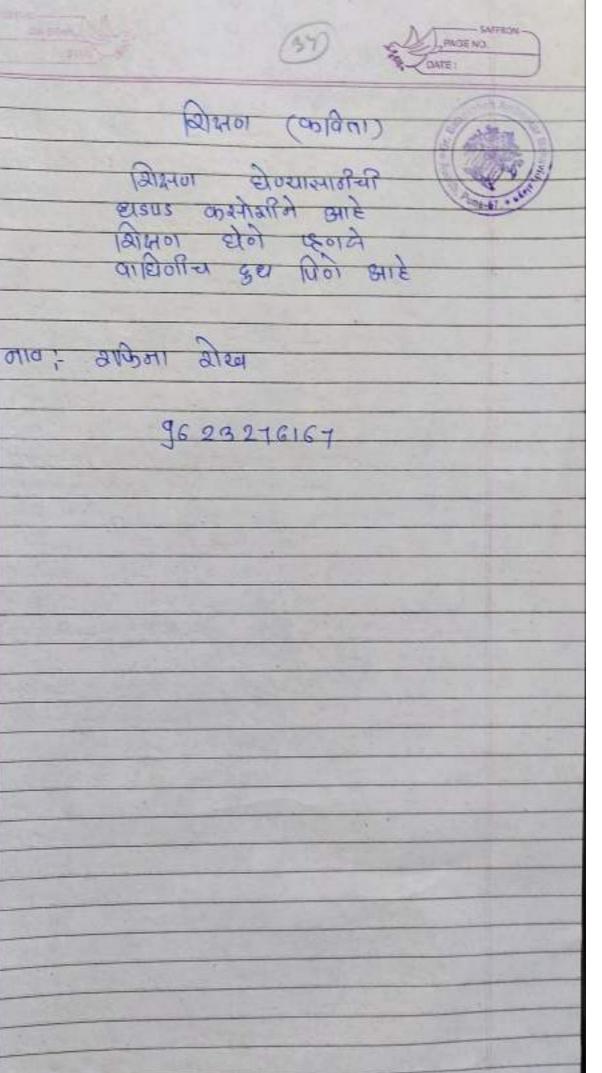


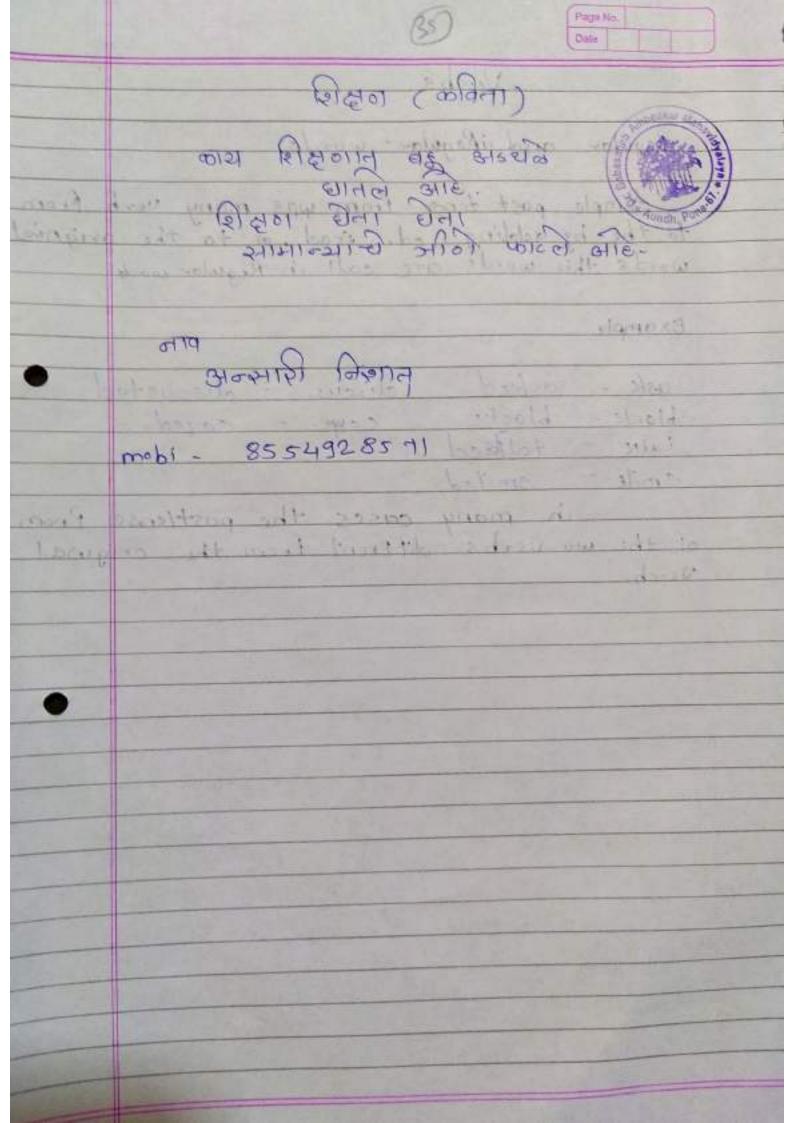






रवाशकी इक्ताराम शीरल 85 5187 9785





Verbs.

Regular and inRegular words.

Simple past tense from was many work from to the by adding ed. i'ead of to the original words this words are call in Regular work.

Example :

block - discusted copp - cayed talk - talked smile - smiled

of the wo verbs different from the original wearb.

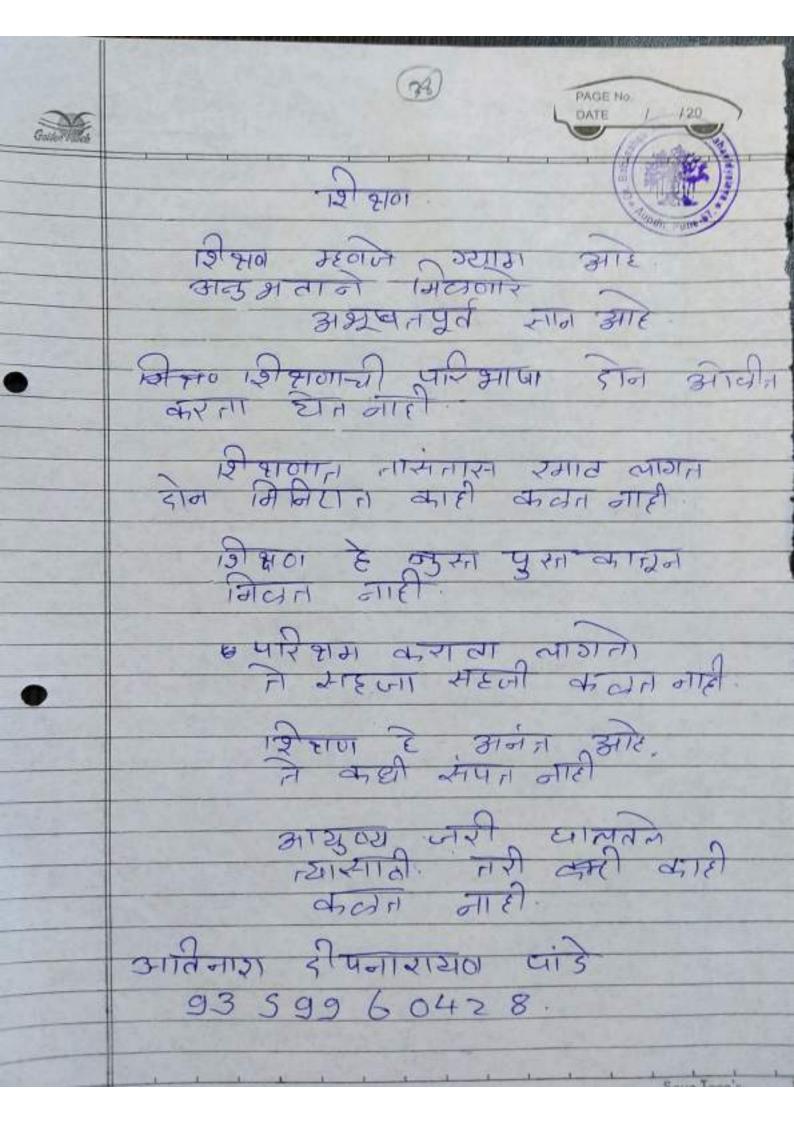
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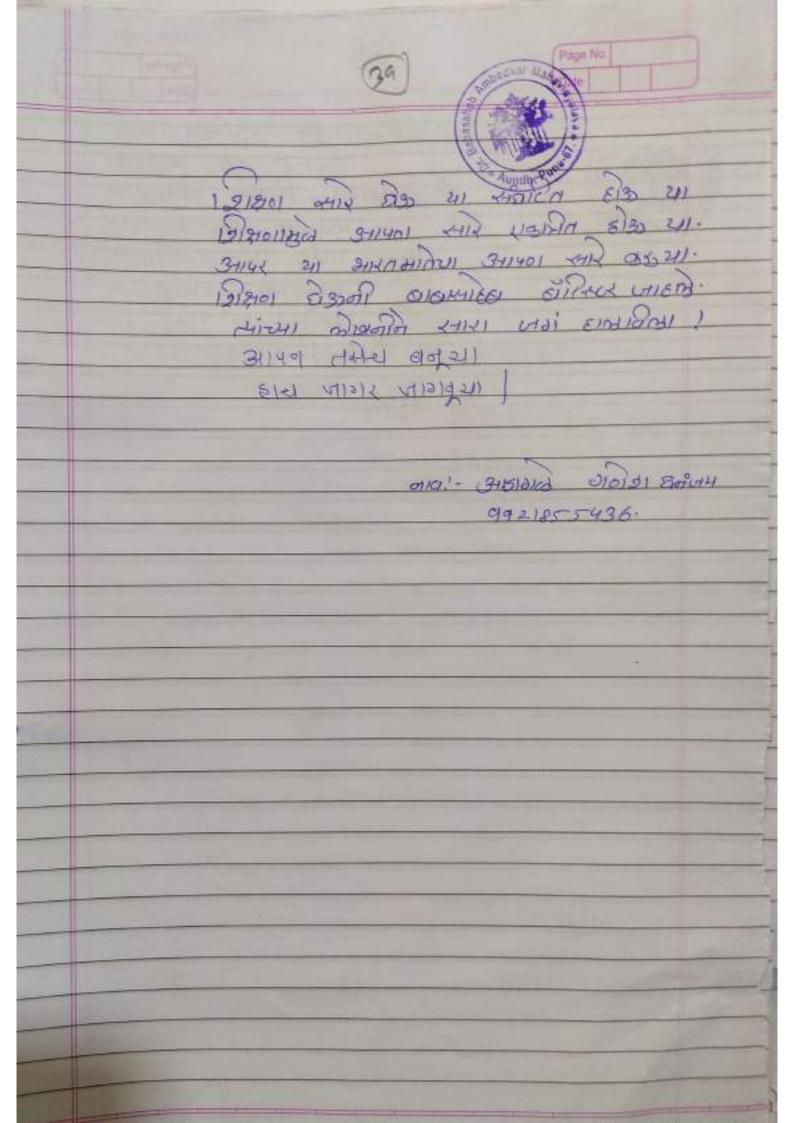
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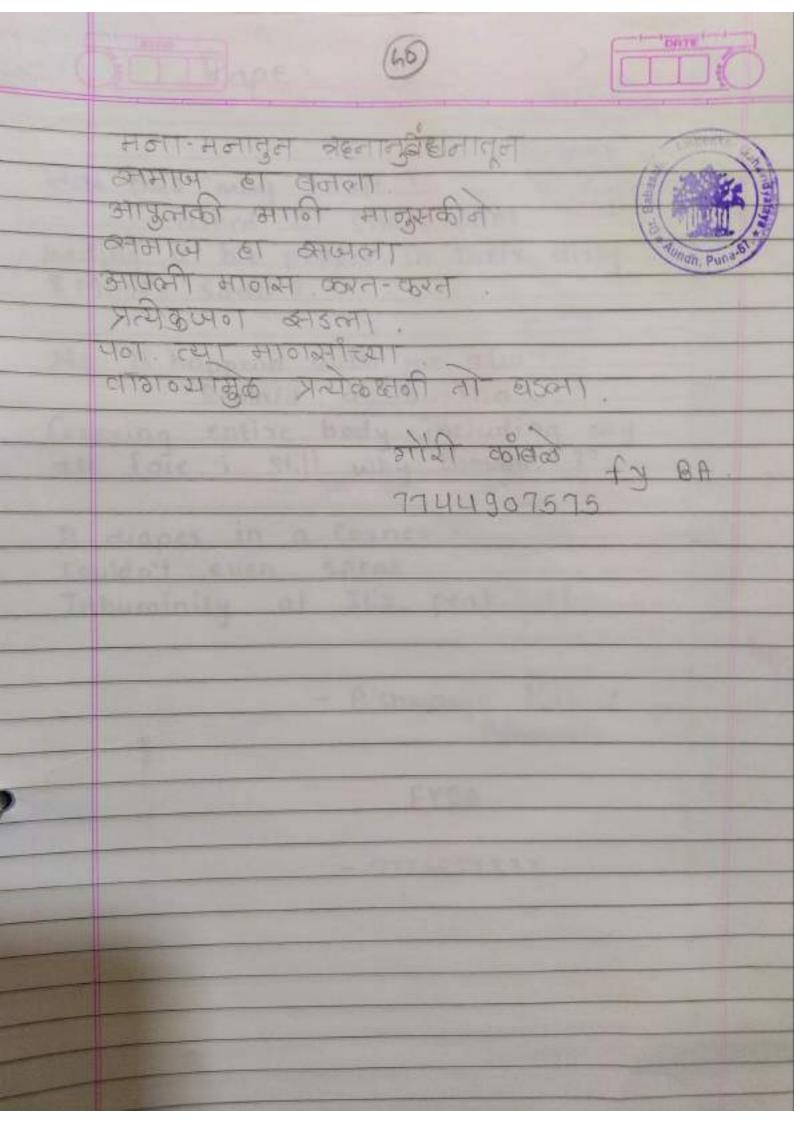
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उषा विष्णु उदावंत







Rape. (4)

Mas this may fault?

asked a short pant.

Adding a bit pepper in their dirty

8 Mind's Sault?

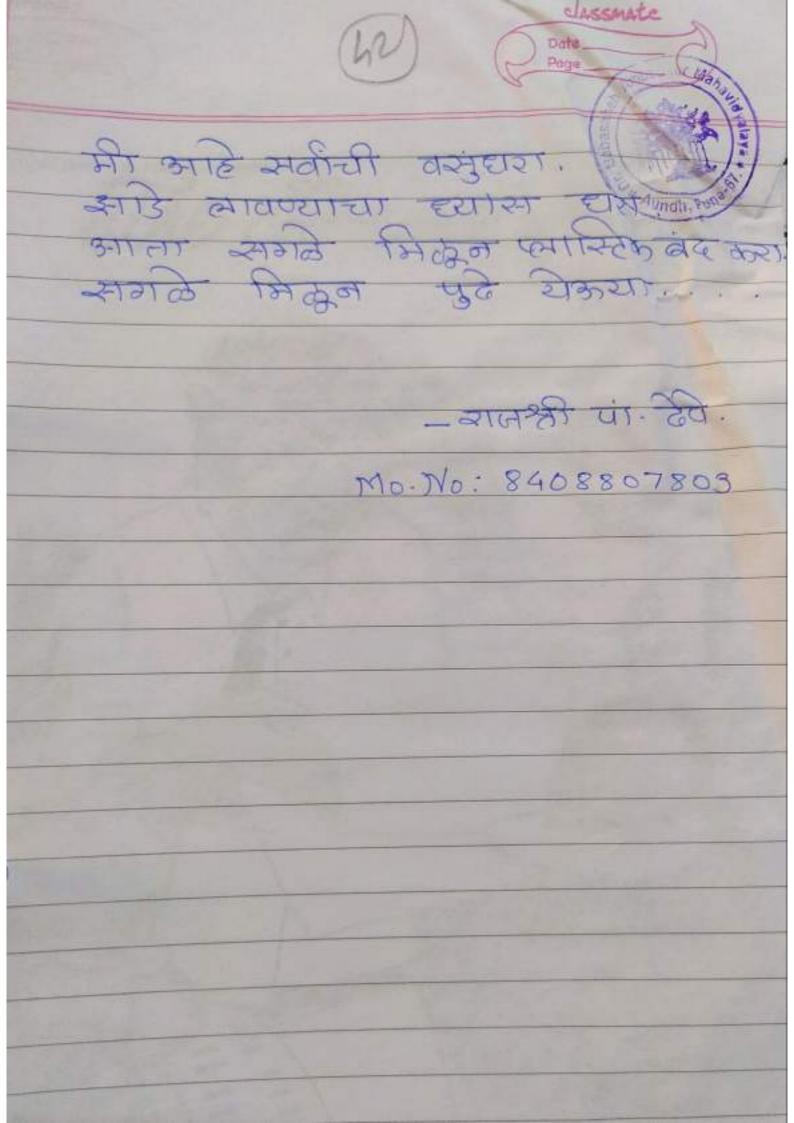
No It happend with me also
Replaid a buskha...
Covering entire body including my
all face i Still why though...??.

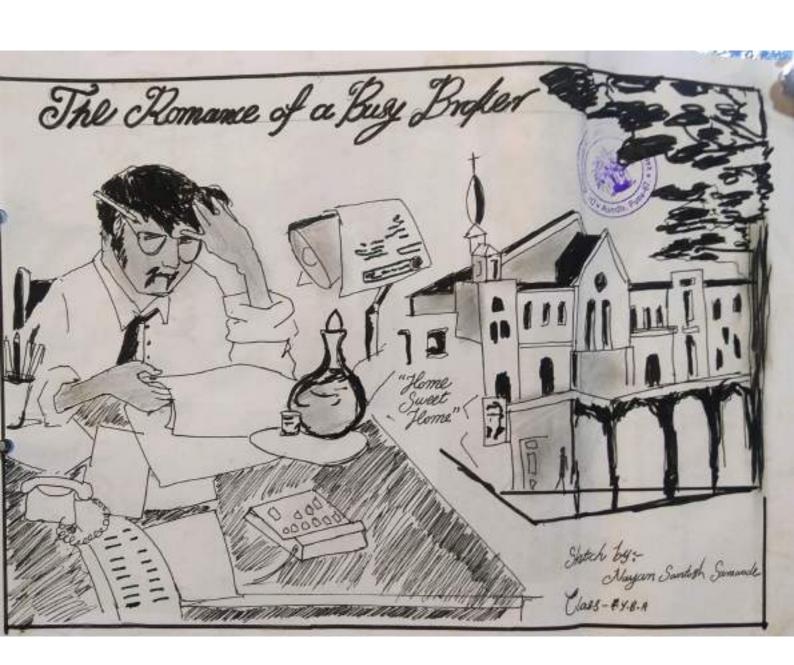
A diaper in a corner, Couldn't even speak. Inhuminity at It's peak...1)

> - Aishwarya Rahul Athawale

> > FYBA .

- 7775859337

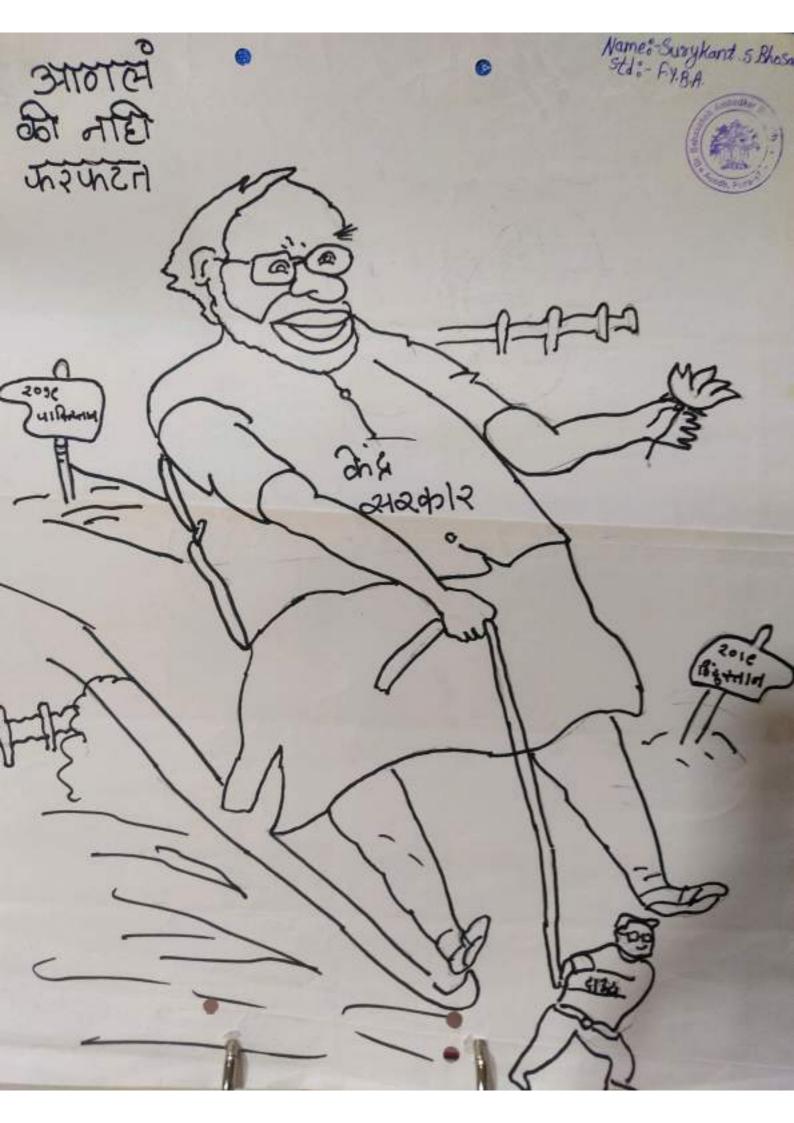


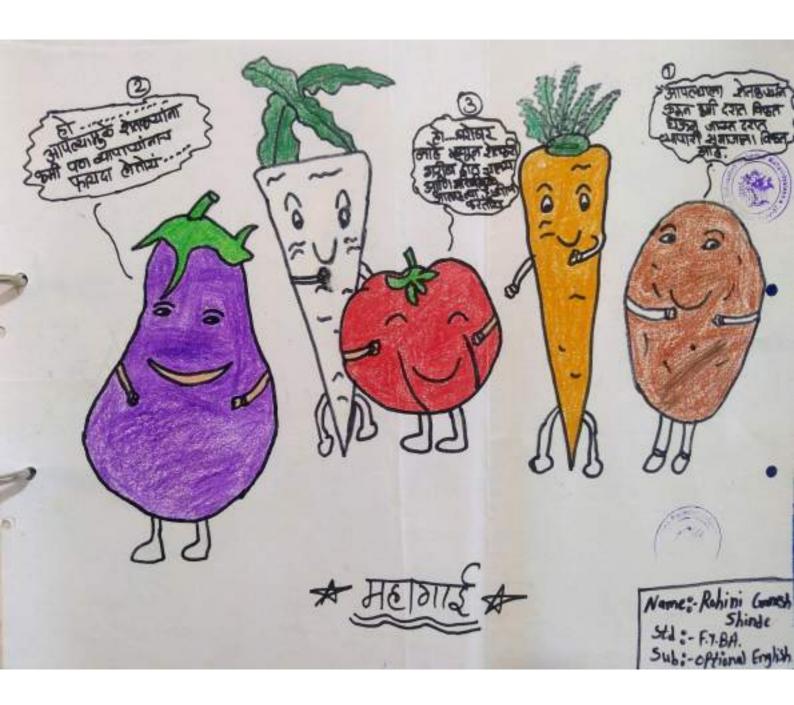






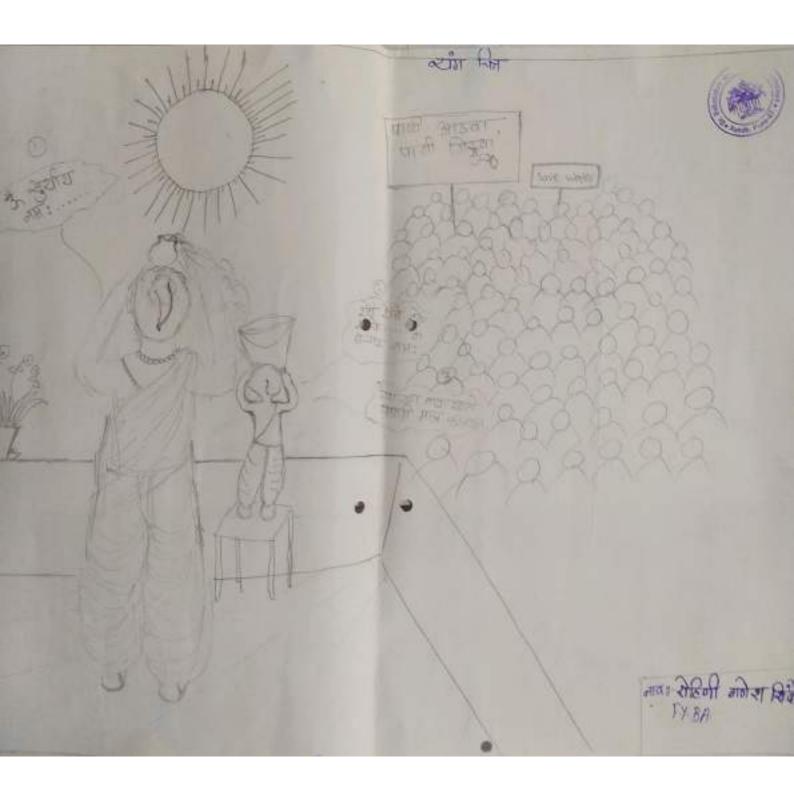
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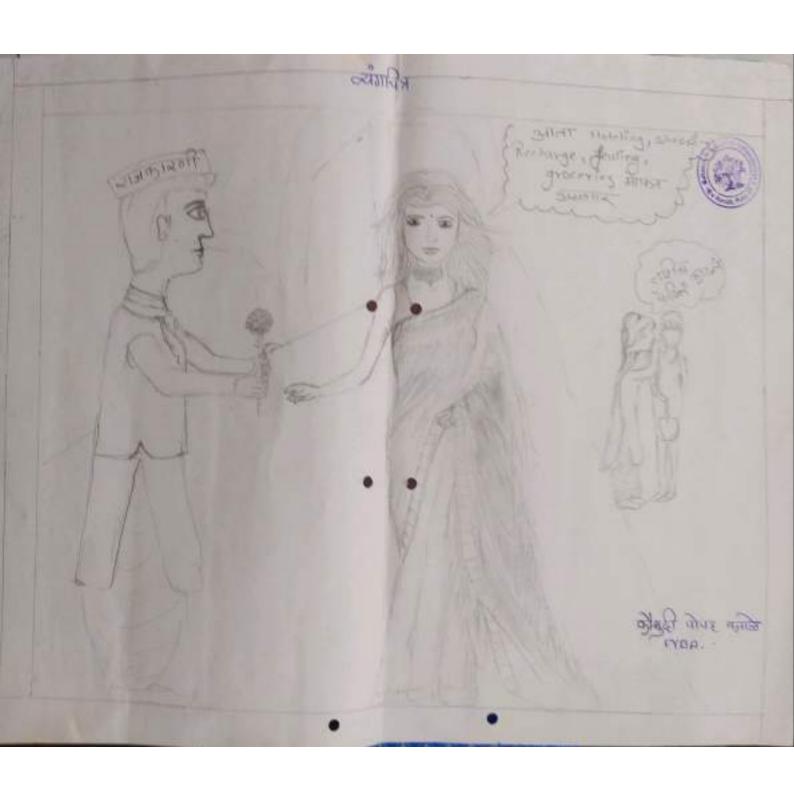








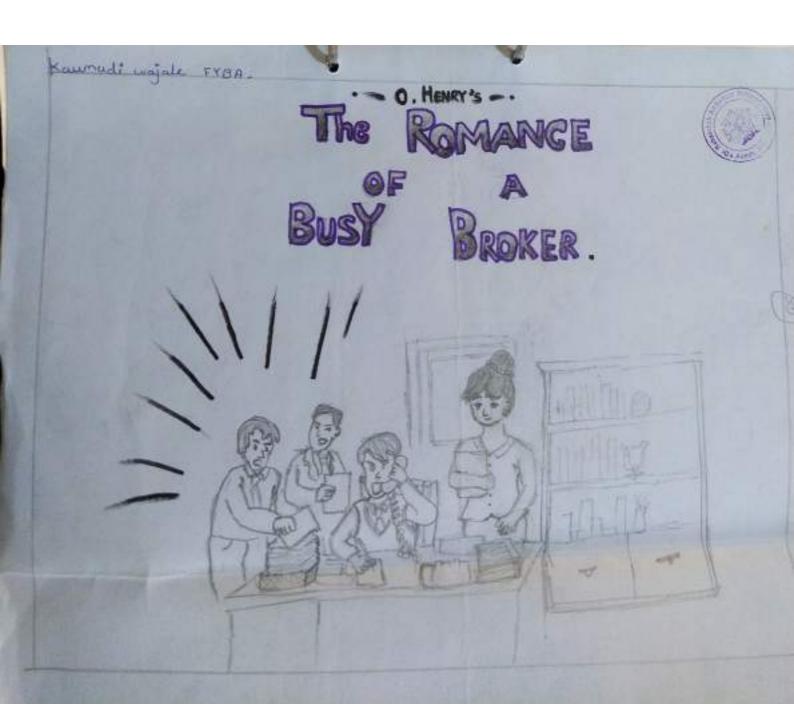








Name: Rohini. G. Shine Std: Fy.B.A.





"She is just a Girl
Stars in her Eyes
Storm in her Heart
Wolves beneath her Skin
And a, Love Story Soul."

- Aishwaya Athawale.

FYBA







S.Y. BA

Monisha R. Auchitte. Page No. A NIGHTINGALE OF Combines night with Germanic gellon, vightingale bird









Rayat Shikshan Sanstha's Dr. Babasaheb Ambedkar College, Aundh, Pune District- Pune (Maharashtra)

BOOKLET CUM REGISTER FOR INNOVATIVE TEACHING-LEARNING METHODS

YEAR: 2016-2019

Name of Teacher:

Dr. Chouse Aful

Harayan.

Qualification:

M.A., M.Phil, Ph.D. NET.

Designation:

Asst. Boffeson.

INSTRUCTIONS

- Read the booklet carefully and follow the instructions given for effective implementation of the Teaching-Learning Methods.
- Each T-L method must be arranged at least for 5-6 times during the academic year.
- T-L methods given in the booklet are just examples of innovative T-L methods. Teachers can adopt any other relevant innovative T-L methods suitable for the subject/syllabus.
- Upkeep the register as per the guidelines given in respect with notification, schedule, attendance, brief report and photographs as evidentiary proof.
- Head of Department should inform and encourage the teachers of the department to adopt the given T-L methods for effective transmission of knowledge and monitor the process time to time.
- This booklet cum register should be presented before the IQAC at the time of academic audit.



Group Discussion



Introduction:

Group discussion is an important activity in academic, business and administrative spheres. It is a systematic and purposeful interactive oral process. Here the exchange of ideas, thoughts and feelings take place through oral communication. The participants sit facing each other almost in a semi-circle and express their views on the given topic/issue/problem.

It helps to train the participants to discuss and argue about the topic given. It improves leaners thinking, listening and speaking skills. It also promotes his/her confidence level. It is an effective tool in problem solving, decision making and personality assessment. GD skills may ensure academic success, popularity and good admission or job offer. Thus it is important to be able to take part in a GD effectively and confidently. Participants should know how to speak with confidence, how to exhibit leadership skills and how to make the group achieve the goals.

Guidelines/Methodology for group discussion:

- 1. Choose any topic and discuss the points that can be discussed in that topic.
- 2. Divide the students into groups of 10. While a topic is under discussion by one group, other students present there be instructed to observe the manner in which discussion is being conducted and group members are projecting their views.
- Give them a topic for the group discussion. Teacher may introduce in brief the topic for discussion without giving his/her biased opinion or without being judgmental about the whole issue.
- 4. At least 20 minutes should be given for group discussion.
- 5. The group should not deviate from the topic of discussion.
- Students can take on various roles during the group discussion. Some of these are:
 - a. **The initiator:** one who initiates the discussion. It is crucial to give the right direction to the group discussion. The person who starts the group discussion should be very sure of his understanding of the topic.
 - b. **Moderator:** who tells the group about the need to reach a conclusion and also avoids the discussion from deviating into other topics.
 - c. Gatekeeper: In every group there are members who are aggressive and those who do not speak at all. Maintaining a balance between them is crucial. The gatekeeper motivates people to participate in the discussion and also helps the aggressive ones make room for others.
 - d. **Summarizer:** This person summarizes the valid points discussed by the group. This is generally done towards the end of the discussion but a t times people keep summarizing every few minutes. Over doing this is not a good thing.

Group Discussion

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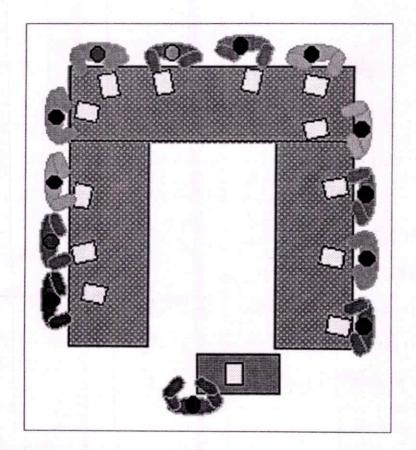


GD is important for improving following skills:

- · Communication skills
- · Interpersonal Skills
- · Leadership Skills
- Motivational Skills
- Team Building Skills
- Analytical /Logical Skills

- · Reasoning ability
- Different Thinking
- Initiative
- Assertiveness
- Flexibility
- Creativity
- Ability to think on ones feet

Ideal seating arrangement for Group Discussion:





Group Discussion Activity No.:

Notice

Date: - 25/07/2018

All the students of	T.Y.B.A. are hereby	informed that Group	Discussion
		in 04108/2018	
activity will be conducted on	11:05 totz. atopm	_ in	

Topic/Subject(s) for Group Discussion:

एतिहासिक,	वर्णनाम् क
भाषांवद्यान	

Schedule for Group Discussion Activity No. ____

Roll No.	Name of Student	Group No.	Topic Allotted	Remark
01	सुदेश भारेशव		200	0.2.60
02	यंद्रकात भानवण.	, 0	एकिहासिक,	319068
0)	मानाती भाववणकर	गुपन(1)	आषांविद्यान	-441
04	पूजा कोलेळ.			
20	प्रणाति त्रिंदि .			
06	otel onlong,	3713	dolouman	2-19 1-20 66
67	प्रहित् १६००१ म		भाषाविद्यान् ,	ययी कु
08	आमलाम कालको			
69	अणिपा शिंह.			

Name and Signature of the Teacher

Signature of Head of Department



Group Discussion Activity No.:



Attendance Sheet

Class:

T. 1. B.A.

Name of Subject/Paper:

Date and Time:

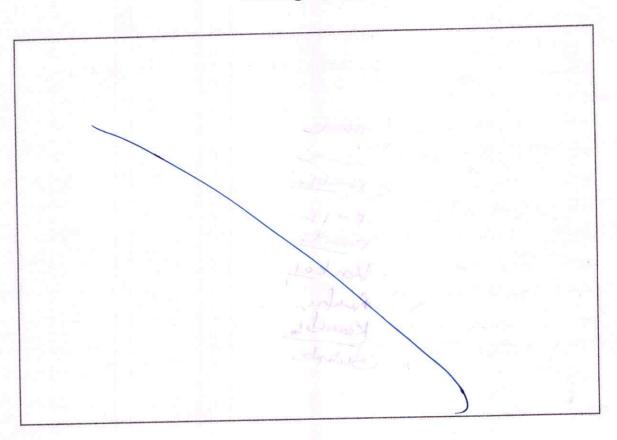
11:05 to 12:00 pm, 0410812018

Roll No.	Name of Student	Signature	Roll No.	Name of Student	Signature
01	13621 भारबीव	Blul			
02	यहकात मानवणी	awy.			
03	मीनाति सातवणाड	Bhoopp		\	
04	प्रमा कांबळ	Roogy			
05	प्रणाति शिंदी	powil			
06	atel mous	Harkel,			
٥7	अहमीक है। मेचर	Luba.			
08	अभिलाम कावल	Koures by			
09	अनिता थिंद	Suinde			
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Name and Signature of the Teacher

Signature of Head of Department

Group Discussion Activity No.: Photograph(s)



A Brief Report / Teacher's Concluding Remarks

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Signature of the Teacher

Signature of the HOD

Signature of the Principal

Dr. Babasaheb And Gar College,

Aunan, Fune-67.



Role Play



Instructions:

Role-playing is an activity in which students assume the role of another person and act it out. In a role play, students are usually given an open-ended situation in which they must make a decision, resolve a conflict, or act out the conclusion to an unfinished story. Role-playing is designed to promote student empathy and understanding of others. By acting out the role of another individual it is easier to see others' points of view, including how other people think and feel. Role-playing can give students the opportunity to learn behavior appropriate for various situations. Role-playing is also useful for developing critical thinking, decision making, and assertiveness skills.

Procedure:

- 1. Selection of the Role Play Situation: There are a number of situations which lend themselves to the use of role play. These situations include individual dilemmas (e.g., dealing with a pushy salesperson, observing a crime, or testifying in court) and conflict-resolution situations (e.g., a tenant negotiating with a landlord over the terms of a lease or a police officer confronting a suspected shoplifter). Role-playing can be used to deal with a specific issue or problem; for example, role-playing could be used to discuss whether or not adopted persons should be given access to records that reveal the name and whereabouts of their natural parents. Finally, role plays are useful for developing student skills as an interviewer, negotiator, assertive consumer, investigator, or decision maker.
- 2. Preparation and Warm-Up: Students should be told the situation or problem and instructed as to the various roles. If role-playing is new to the class, "warm-up" or introductory activities may be helpful. For example, students might be asked to role play greeting a long-lost friend, or to role-play the way someone who had just won a large sum of money would act.
- 3. Select Participants: Students can either be assigned roles or the teacher can ask for volunteers. Role plays may be conducted in front of the entire class or a number of simultaneous role plays could be conducted by dividing the class into small groups. Students who do not participate in the role play should act as observers.
- 4. Conduct the Role Play: Direct students to act out the role the way they think someone faced with the same situation would act in real life. The teacher should not interrupt the role play; however, if the students need some help in getting started the teacher should assist the students. After conducting the role-play it is sometimes useful to have students reverse roles or to conduct the same role play using different participants. For example, two students might role play a confrontation between a youth and a police officer. After conducting the role play once, the student who acted as the youth could assume the role of the police officer and vice versa.
- 5. **Debrief:** The role-play activity should be debriefed and evaluated. This is an opportunity for both the participants and the observers to analyze the role play and to discuss what happened and why. Typical debriefing questions include the following:
 - How did you feel about the role play and each of the various roles?

• Was the role play realistic? How was it similar to or different from real life? Was the problem solved? If so, how? If not, why not?

• What, if anything, could have been done differently? What other outcomes were

possible?

What did you learn from the experience?

Constructing a role-play:

Role-plays can be simple or complex, short or long and can be adapted to suit the needs of what is being taught or explored. If it is a simple skills being practiced we can set the scene quickly and let the participants practice.

The key steps in constructing a role-play are:

a) Define Aims and Objectives (is it to practice skills, explore concepts etc.)

b) Define setting/placement

c) Define clear role descriptors and what they will say (at least an outline)

d) Define time limit

- e) Define observer tasks (if any)
- f) Define ground rules of safety and feedback
- g) Define debrief agenda
- h) Define facilitator tasks

Running a role-play:

As a teacher/trainer or a facilitator, we need to keep the time (and also prepare to call time out if things get out of hand!) We need to be observant and we need to take notes for feedback. We can ask observers to do the same. The feedback should be objective and based on observed facts.

If it's a group ensure the participants in the role-play are physically separated from the observers and are set close enough to be observed but far enough to give a semblance of a stage.

Be watchful for any participants going off the script and becoming too inventive-this may hijack the agreed agenda and also confuse the other participant(s) this is why very clear descriptors for the role and what the role has to say will be useful.

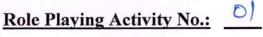
Feedback and Debrief Principles:

It is better to follow the simple rules of feedback- where the participants are asked how it went, what emotions they experienced and one is playing a professional and the other a client – to ask each person's internal emotions and how the other made them feel. If an assessment then the participant should be able to describe what went well and what didn't go well. The groups will then give positive and constructive feedback.

It is often useful after debrief to summarise what was gained- by asking each participant for their points learnt or understood. It will be usually quite an assortment of learning points that shows how each role-play can stimulate several strands of learning beyond the original aims and objectives. Debrief needs to be succinct and clear.

It is always better to have an ice-breaker or a chat about an unrelated topic for a few minutes to break people out of role so any negative emotions or aggressions can dissipate. As role-play is very powerful people may end up staying 'in role' for a while after causing disruption to the group or the learning task.





Notice



Date:- 10/08/2018

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Topic/Subject(s) for Role Play:		123703	
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Schedule for Role Playing Activity No. ____

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(5)	पणाली सिंह,		आहरी कारण

Name and Signature of the Teacher

Signature of Head of Department

Role Playing Activity No.:

Attendance Sheet

1	SECTION .	
	ass:	

T.7.B.A

Name of Subject/Paper:

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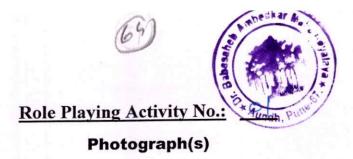
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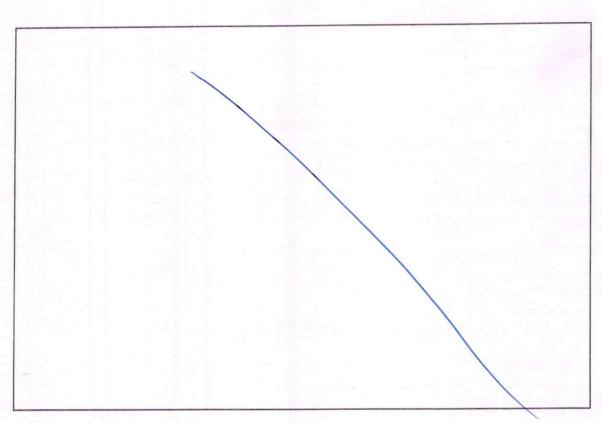
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Name and Signature of the Teacher

Signature of Head of Department





A Brief Report / Teacher's Concluding Remarks

समान प्रवाह्मन कारण्याच्या दृख्येन जेन्त्रती अंक्ट्रानिया श्वाद्धान आही. महाविद्याल्यान डक्क्ट्री ओहा परिसराम नियाण प्रवाह्मन केल.	या रोल ध्य	मह्म एक्	1 10 [ने ह्यास्त्रांनी	de 2101
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Signature of the Teacher

Signature of the HoD

Signature 81 Mel PAncipal

Dr. Babasaheb Ambedkar College,

Aundh, Pune-67.

ITC Enabled Teaching-Learning

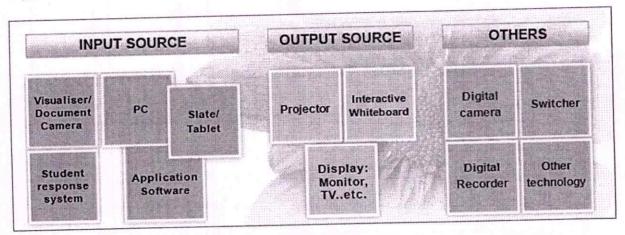
Introduction:

"ICT" is the Information and Communication Technologies. "ICT in Education" means "Teaching and Learning with ICT".

ICTs stand for information and communication technologies and are defined, for the purposes of this primer, as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information." These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony. Moreover, different technologies are typically used in combination rather than as the sole delivery mechanism. This include use of print, recorded audio and video, broadcast radio and television, and audioconferencing technologies.

Worldwide research has shown that ICT can lead to improved student learning and better teaching methods. A report proved that an increase in student exposure to educational ICT through curriculum integration has a significant and positive impact on student achievement, especially in terms of "Knowledge-Comprehension", "Practical skill" and "Presentation skill" in subject areas such as mathematics, science, and social study.

Educational ICT tools can be divided into three categories: Input source, Output source and Others.

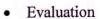


MAIN ADVANTAGES OF ICT TOOLS FOR EDUCATION

- Images can easily be used in teaching and improving the retentive memory of students.
- Teachers can easily explain complex instructions and ensure students' comprehension.
- Teachers are able to create interactive classes and make the lessons more enjoyable, which could improve student attendance and concentration.

The ICT can be used in the following areas:

- Teaching
- Diagnostic Testing
- Remedial Teaching



Psychological Testing

Teaching students to write a report

- Development of Virtual Laboratory
- Online Tutoring
- Development of Reasoning & Thinking
- Instructional Material Development

Following are some of the ICT based Teaching-Learning activities

Purpose	Type
Animating diagrams in PowerPoint	Lesson preparation
Building web animations	Lesson preparation
Compiling a mark book	Administration
Conducting a lesson using interactive whiteboards	Teaching and learning
Conducting a presentation to stakeholders	Communication
Conducting a presentation in class	Teaching and learning
Conducting an online class or discussion	Teaching and learning
Creating a quiz on PowerPoint using buttons and hyperlinks	Teaching and learning
Creating a school newsletter or newspaper	Communication
Creating a school publication	Communication
Creating a talking book	Teaching and learning
Creating a Web Quest	Lesson preparation
Creating a worksheet	Lesson preparation
Downloading images from the Internet	Lesson preparation
Drawing a chart	Lesson preparation
Drawing a table	Lesson preparation
Inserting a video into a PowerPoint presentation	Lesson preparation
Inserting pictures into an existing document	Lesson preparation
Lesson notes	Teaching and learning
Mail merge to create certificates	Teaching and learning
Mail merge to create letters to parents	Communication

Teaching and learning

ICT Lecture No.:

Notice

Date:- 24/08/2018

All the students of	'H' are here	by informed that ICT enable	ed lecture will
be conducted on 11 to 12 page	<u>, in </u>	27/08/2018	
Topic/Subject(s) for Role Play:	मराठी	भाषाविङ्गान	
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Schedule for ICT Lecture No. 0

Roll No.	Name of Student	Activity Allotted	Remark
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3	रंगी। avidas	Page 1	
(4)	अार्गा शिंद.		

Name and Signature of the Teacher



ICT Lecture No.:

Attendance Sheet

Class:

T. 7. B. A.

Name of Subject/Paper:

21419×10 (5-4)

Date and Time:

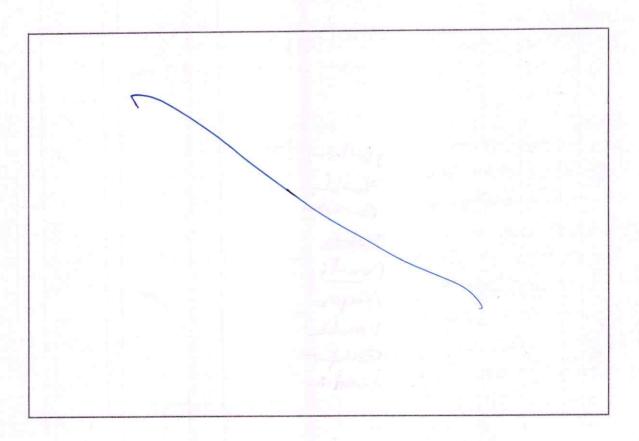
27/08/2018 /1 to12pm



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Name and Signature of the Teacher

ICT Lecture No.: Photograph(s)



A Brief Report / Teacher's Concluding Remarks

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Signature of the Teacher

Signature of the HoD

Dr. Babasaheb Arabadicar College,
Aundh, Pune-67.





Methodology:

- Determine the educational goals for this trip. How will this trip enhance your classroom program? What will the students do on the trip? What will they learn?
- Select a location and find out when they accept college groups. Also find out the
 admission costs, the availability of transportation and the cost of chartering buses. Make
 sure you have the legal number volunteer adult supervisors for the number of students
 going. Don't mention the trip to your students until you sort out these details.
- Obtain your letters for parental permission as well as the standard trip planning package.
- Talk to the principal and get permission to go. Be prepared to meet their criteria. Explain the educational value and the relationship to the curriculum of the grade level(s) that will attend.
- Contact the trip site and make or finalize your reservations for the group. Make sure to confirm your arrangements shortly before the trip
- Integrate the trip into the classroom program. Plan instruction and activities in class to
 prepare for the trip. Discuss what will happen at the trip site, and your expectations of
 them.

Step involved in conducting field trip:

1. Trip Selection.

- · Identify objectives and plan of evaluation for the field trip.
- Select site to be visited and arrange date and time.
- Conduct pre-visit to familiarize yourself with the major features of the field and obtain address, directions, contact person and mobile numbers.

2. Logistics Planning

- Apply for administrative approval and file requisition for transportation.
- Make arrangement for meals and develop schedule for the day.
- Arrange special equipment like cameras and collect money for admission fees if the site demands.
- Inform parents about the trips.
- Create a list of student names and home phone number for emergency.

3. Field Trip Preparation/Pre-trip discussion

- Discuss the purpose of the field trip.
- · Show photographs or posters of the site.
- Set a standard conduct and discuss money usage, lunch plans, dress code and other necessary things.
- Discuss how to ask good questions and make a list of open-ended observation questions to gather information.
- Overview the field trip schedule.

Field Trip / Survey / Study Tour

Introduction:-

A field trip is defined as any teaching and learning excursion outside of the classroom.

Field trips are a great way to bring excitement and adventure to learning. Field trips are an important teaching tool. Field trips are the viable method of extending the traditional classroom environment to outdoors. Field trips are exciting educational opportunities for students and teachers alike. They are designed to enhance the educational experience for all students and provide the students with an opportunity to learn outside the classroom. While these trips are often informative and eye-opening experiences for many students, they require planning and special considerations, especially related to the health needs of students.

Academic field trips can be an important—and enjoyable—element of education. They often significantly enhance the content of a course by providing a type of information hard to convey in the classroom.

Objectives of Field Trip:

- 1. It enhance the curriculum. Field trips are rich in educational possibilities as students learn from actual hands-on experiences, rather than by simply reading or hearing about something. Involvement in a real world experience makes learning more meaningful and memorable comparing to regular classroom instructional programs.
- 2. Give students experiential learning experiences. Involvement in a real world experience makes learning more meaningful and memorable. As a result the students will have more concept of the topic as they have learnt through their hand-on experiences.
- 3. Concrete skills such as note taking. Students have to develop questions to be asked, write reports or thank you letters after the trip, or evaluate their experiences. By doing such activities, students will develop various skills such as note taking skills, speaking skills, writing skills will enhance.
- 4. Involvement in a real world experience makes learning more meaningful and memorable.
- 5. Field trips can add variety to the regular instructional program; they tend to be special and enjoyable learning experiences, ones which develop positive attitudes in students toward related classroom activities. Field trips are rich in educational possibilities because students learn from actual firsthand experiences, rather than by simply reading or hearing about something
- 6. Field trips help the students appreciate the relevance and importance of what they learn in the classroom. For e.g. determining blood type is a skill, which can be learned in a school laboratory setting, but students may not learn the importance of this skill until they observe what goes on in a real hospital where life and death of real patients may depend on this skill.



4. The Field Trip

- · Let students to sketch if it is necessary.
- Ask prepared questions and note the answers.
- · Do things that you have planned.

5. Post-field Trip

- · Let student to share their observations and reactions to field trip experiences.
- Create classroom bulletin board displaying materials collected while on field trip.
- Let class to compose thank-you letter to those who helped during the field trip. Include special information learned.

6. Evaluating Field trip

- What was the unique educational value in this trip?
- · Did students meet the objectives?
- Was there adequate time?
- Was there adequate staff and adult supervision?
- What might be done differently to be better?
- What points to be emphasized next time?
- What problems should be addressed in the future?

Guidelines:

- 1. All required academic field trips must be clearly identified as such in the course syllabus at the beginning of the term, with detailed information about date, time, locations, means of transportation, and any fees for which the student is responsible.
- 2. In the first class of the term, the faculty member must discuss with students in appropriate detail any risks associated with the activity of the field trip, expectations for behavior during the trip and, relevant emergency preparedness information. Such a discussion must be repeated no less than a week in advance of the trip.
- 3. The faculty member must announce to students about the importance of study tours/field trip/field survey who is enrolled in the course.
- 4. Whenever practical, the site of the academic field trip should be visited in advance by the faulty, to evaluate potential risks and to minimize, through effective planning, any risks associated with the location.
- 5. Prior permission of Sanstha is mandatory for organizing educational trips.
- Consent letter from the parents regarding participation of their wards in tours is also necessary.
- 7. Refer circular issued by Rayat Shikshan Sanstha, Satara for transportation guidelines.



Notice

Date: - 01/09/2018

	All the	students	of T	:4.	B' A - are	herel	by informed that	Field Trip	/ Survey /
Study	Tour	Activity	will	be	conducted	on	n to 2	am	in
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Location for Field Trip / Survey / Study Tour Activity:

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Field Trip / Survey / Study Tour Activity No.

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Name and Signature of the Teacher







Attendance Sheet

Class:

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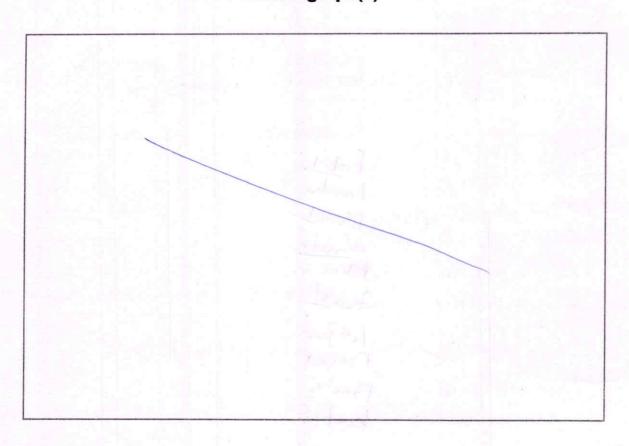
Name of Subject/Paper:

Date and Time:

Roll No.	Name of Student	Signature	Roll No.	Name of Student	Signature
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Name and Signature of the Teacher

Field Trip / Survey / Study Tour Activity No.: Photograph(s)



A Brief Report / Teacher's Concluding Remarks

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Signature of the Teacher

Signature of the HOD

Signature Principal

Dr. Babasaheb Amb Kar College,
Aundh, Pune-67.









Rayat Shikshan Sanstha's Dr. Babasaheb Ambedkar College, Aundh, Pune District- Pune (Maharashtra)

BOOKLET CUM REGISTER FOR INNOVATIVE **TEACHING-LEARNING METHODS**

YEAR: 2018 - 2019

Name of Teacher:

Qualification:

Designation:

Name of Department: Magathi

INSTRUCTIONS

- Read the booklet carefully and follow the instructions given for effective implementation of the Teaching-Learning Methods.
- Each T-L method must be arranged at least for 5-6 times during the academic year.
- T-L methods given in the booklet are just examples of innovative T-L methods. Teachers can adopt any other relevant innovative T-L methods suitable for the subject/syllabus.
- Upkeep the register as per the guidelines given in respect with notification, schedule, attendance, brief report and photographs as evidentiary proof.
- Head of Department should inform and encourage the teachers of the department to adopt the given T-L methods for effective transmission of knowledge and monitor the process time to time.
- This booklet cum register should be presented before the IQAC at the time of academic audit.



Group Discussion



Introduction:

Group discussion is an important activity in academic, business and administrative spheres. It is a systematic and purposeful interactive oral process. Here the exchange of ideas, thoughts and feelings take place through oral communication. The participants sit facing each other almost in a semi-circle and express their views on the given topic/issue/problem.

It helps to train the participants to discuss and argue about the topic given. It improves leaners thinking, listening and speaking skills. It also promotes his/her confidence level. It is an effective tool in problem solving, decision making and personality assessment. GD skills may ensure academic success, popularity and good admission or job offer. Thus it is important to be able to take part in a GD effectively and confidently. Participants should know how to speak with confidence, how to exhibit leadership skills and how to make the group achieve the goals.

Guidelines/Methodology for group discussion:

- 1. Choose any topic and discuss the points that can be discussed in that topic.
- 2. Divide the students into groups of 10. While a topic is under discussion by one group, other students present there be instructed to observe the manner in which discussion is being conducted and group members are projecting their views.
- 3. Give them a topic for the group discussion. Teacher may introduce in brief the topic for discussion without giving his/her biased opinion or without being judgmental about the whole issue.
- 4. At least 20 minutes should be given for group discussion.
- 5. The group should not deviate from the topic of discussion.
- 6. Students can take on various roles during the group discussion. Some of these are:
 - a. **The initiator:** one who initiates the discussion. It is crucial to give the right direction to the group discussion. The person who starts the group discussion should be very sure of his understanding of the topic.
 - b. **Moderator:** who tells the group about the need to reach a conclusion and also avoids the discussion from deviating into other topics.
 - c. Gatekeeper: In every group there are members who are aggressive and those who do not speak at all. Maintaining a balance between them is crucial. The gatekeeper motivates people to participate in the discussion and also helps the aggressive ones make room for others.
 - d. **Summarizer:** This person summarizes the valid points discussed by the group. This is generally done towards the end of the discussion but a t times people keep summarizing every few minutes. Over doing this is not a good thing.

Group Discussion

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- Students can take on various roles during the group discussion.Some of these are:
 - a. **The initiator:** one who initiates the discussion. It is crucial to give the right direction to the group discussion. The person who starts the group discussion should be very sure of his understanding of the topic.
 - b. **Moderator:** who tells the group about the need to reach a conclusion and also avoids the discussion from deviating into other topics.
 - c. **Gatekeeper:** In every group there are members who are aggressive and those who do not speak at all. Maintaining a balance between them is crucial. The gatekeeper motivates people to participate in the discussion and also helps the aggressive ones make room for others.
 - d. **Summarizer:** This person summarizes the valid points discussed by the group. This is generally done towards the end of the discussion but a t times people keep summarizing every few minutes. Over doing this is not a good thing.



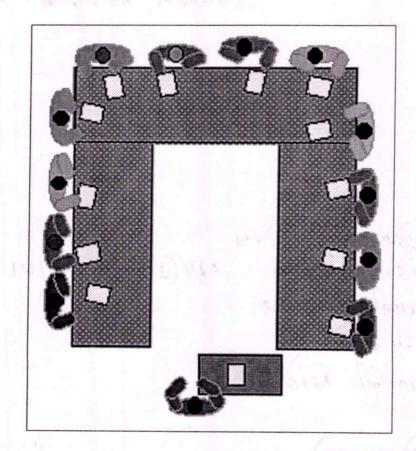
GD is important for improving following skills:

- · Communication skills
- · Interpersonal Skills
- · Leadership Skills
- Motivational Skills
- · Team Building Skills
- · Analytical /Logical Skills

- Reasoning ability
- Different Thinking
- Initiative
- Assertiveness
- Flexibility
- Creativity
- · Ability to think on ones feet



Ideal seating arrangement for Group Discussion:



Group Discussion Activity No.: 62

Notice

Date: - 1311 7 2018

All the students of	T.Y.B. A	are hereby inform		
activity will be conducted on			Hell	HOS.

Topic/Subject(s) for Group Discussion:

्िनिहासिक, वर्गनामक.	भाषाविद्यान
वियारधार।—	
देशविदेश -	

Schedule for Group Discussion Activity No. ____

Roll No.	Name of Student	Group No.	Topic Allotted	Remark
01	न्युदेश श्रुतिल भानेराव		A wour	0 -ch (6)
02)	-रांद्रकात सोतवन	234(1)	विचारधारा	3 rep 40
03	मोनामी भागवनभार			નાના
04	युजा का वर्ळ			
05	yours 1216			
	21			12.4
06	नेहा लाकड		देश-विदेश	सर्वित्व
07	7/2/11 केथा गुरार	234(2)	(21-1942)	ſ
08	द्राशिकास कालके			7/
09	अभिता रिश्व			as m

Name and Signature of the Teacher



Group Discussion Activity No.: 02



Class:

T. Y. B. A.

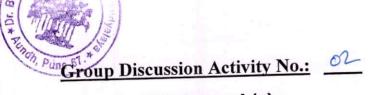
Name of Subject/Paper:

Name and Signature of the Teacher

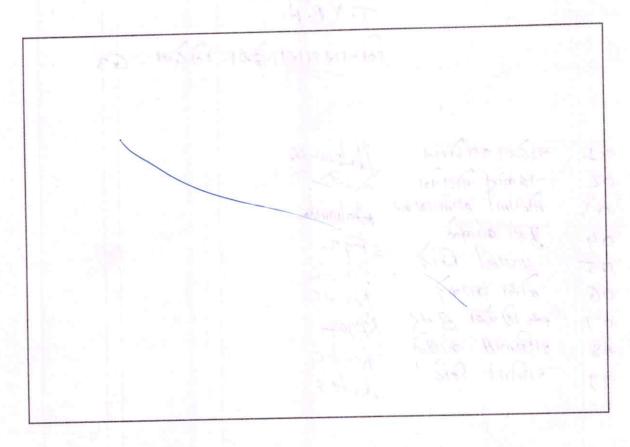
Date and Time:

विचारशारा, देश- विदेश - 63

Roll No.	Name of Student	Signature	Roll No.	Name of Student	Signature
LE. LE					
OT	शुद्धा भागराव	Bre one-88			
02	चंद्रकांत्र मोतवन	gov?			
03	सुदेश भा नेराव गंद्रकात मोतवन मोताली भानवणकर पुजा कालक पुजाली श्रिदे	Bhalvankos	-		
04	युमी कालक	Poora		\	
05	4011ml 1216	Rhindle			
06	नेहा काकड	Shinole Nakde			
07	सहिर्धिकेश छ नर	Rayor			
08	सहिषकेश छ तर अभिकास कांबळे अनिता त्रिंदे	Kamble			
09	अभिनेती भेराद	Inda.s.			
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Photograph(s)



A Brief Report / Teacher's Concluding Remarks

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		State of the state of
	- 4	
		Tari
Signature of the Teacher	Signature of the HOD	Dr. Basignature of the Principal



Was the role play realistic? How was it similar to or different from real life? problem solved? If so, how? If not, why not?

What, if anything, could have been done differently? What other outcomes

possible?

What did you learn from the experience?

Constructing a role-play:

Role-plays can be simple or complex, short or long and can be adapted to suit the needs of what is being taught or explored. If it is a simple skills being practiced we can set the scene quickly and let the participants practice.

The key steps in constructing a role-play are:

a) Define Aims and Objectives (is it to practice skills, explore concepts etc.)

b) Define setting/placement

c) Define clear role descriptors and what they will say (at least an outline)

d) Define time limit

e) Define observer tasks (if any)

f) Define ground rules of safety and feedback

g) Define debrief agenda

h) Define facilitator tasks

Running a role-play:

As a teacher/trainer or a facilitator, we need to keep the time (and also prepare to call time out if things get out of hand!) We need to be observant and we need to take notes for feedback. We can ask observers to do the same. The feedback should be objective and based on observed facts.

If it's a group ensure the participants in the role-play are physically separated from the observers and are set close enough to be observed but far enough to give a semblance of a

Be watchful for any participants going off the script and becoming too inventive- this may hijack the agreed agenda and also confuse the other participant(s) this is why very clear descriptors for the role and what the role has to say will be useful.

Feedback and Debrief Principles:

It is better to follow the simple rules of feedback- where the participants are asked how it went, what emotions they experienced and one is playing a professional and the other a client - to ask each person's internal emotions and how the other made them feel. If an assessment then the participant should be able to describe what went well and what didn't go well. The groups will then give positive and constructive feedback.

It is often useful after debrief to summarise what was gained- by asking each participant for their points learnt or understood. It will be usually quite an assortment of learning points that shows how each role-play can stimulate several strands of learning beyond the original aims and objectives. Debrief needs to be succinct and clear.

It is always better to have an ice-breaker or a chat about an unrelated topic for a few minutes to break people out of role so any negative emotions or aggressions can dissipate. As role-play is very powerful people may end up staying 'in role' for a while after causing disruption to the group or the learning task.

Role Play

Instructions:

Role-playing is an activity in which students assume the role of another person and act it out. In a role play, students are usually given an open-ended situation in which they must make a decision, resolve a conflict, or act out the conclusion to an unfinished story. Role-playing is designed to promote student empathy and understanding of others. By acting out the role of another individual it is easier to see others' points of view, including how other people think and feel. Role-playing can give students the opportunity to learn behavior appropriate for various situations. Role-playing is also useful for developing critical thinking, decision making, and assertiveness skills.

Procedure:

- 1. Selection of the Role Play Situation: There are a number of situations which lend themselves to the use of role play. These situations include individual dilemmas (e.g., dealing with a pushy salesperson, observing a crime, or testifying in court) and conflict-resolution situations (e.g., a tenant negotiating with a landlord over the terms of a lease or a police officer confronting a suspected shoplifter). Role-playing can be used to deal with a specific issue or problem; for example, role-playing could be used to discuss whether or not adopted persons should be given access to records that reveal the name and whereabouts of their natural parents. Finally, role plays are useful for developing student skills as an interviewer, negotiator, assertive consumer, investigator, or decision maker.
- 2. Preparation and Warm-Up: Students should be told the situation or problem and instructed as to the various roles. If role-playing is new to the class, "warm-up" or introductory activities may be helpful. For example, students might be asked to role play greeting a long-lost friend, or to role-play the way someone who had just won a large sum of money would act.
- 3. Select Participants: Students can either be assigned roles or the teacher can ask for volunteers. Role plays may be conducted in front of the entire class or a number of simultaneous role plays could be conducted by dividing the class into small groups. Students who do not participate in the role play should act as observers.
- 4. Conduct the Role Play: Direct students to act out the role the way they think someone faced with the same situation would act in real life. The teacher should not interrupt the role play; however, if the students need some help in getting started the teacher should assist the students. After conducting the role-play it is sometimes useful to have students reverse roles or to conduct the same role play using different participants. For example, two students might role play a confrontation between a youth and a police officer. After conducting the role play once, the student who acted as the youth could assume the role of the police officer and vice versa.
- 5. **Debrief:** The role-play activity should be debriefed and evaluated. This is an opportunity for both the participants and the observers to analyze the role play and to discuss what happened and why. Typical debriefing questions include the following:
 - How did you feel about the role play and each of the various roles?



Role Playing Activity No.: 02

Notice

Date:- DI/O / 200

	B-A are hereby informed that Role Play/Simulation
activity will be conducted on 14/01	1/2019 at 11 to 12 in HOIL HOS.
Topic/Subject(s) for Role Play:	क्रिकाट जाग्रती
	अ।दिवाशी अभाजान्या समस्या

Schedule for Role Playing Activity No. ____

Roll No.	Name of Student	Role allotted	Remark
01	नेहा कामेड	Sur Marie Info	GA-K-
02	सुदेश भानिराव	भेप न 1	~~
03	पुना कांवळ	Sanda William	सर्वीत्कृत्य
04	अह पीकेश गुजर	I wide a	सवाद
05	इंतित नांबर	TEZ ALIN	^
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02	your soid	२५५ म-2	101/2/16
0)	अभिलाय नांबळ	B.T. A. J. Life	3 त्किष
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Name and Signature of the Teacher

Role Playing Activity No.:

Attendance Sheet

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T. Y.B.A

Name of Subject/Paper:

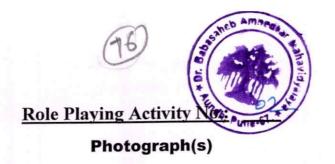
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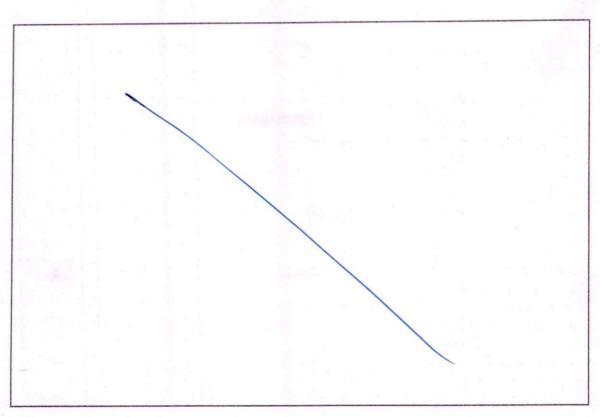
Date and Time:

19/01/2019 11/012

Roll No.	Name of Student	Signature	Roll No.	Name of Student	Signature
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02	नेहा कामड	Nakde			
03	yound Pia	prods			
04	3 मा का खळ	Kondic			
05	अन्यिक्षा गुनार	ligan			
06	खदेश झालराव	Bhows.		20101	
07	भाभिलाय कांवळ	kantha.	3/10/	s 12 d Water	0
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Name and Signature of the Teacher





A Brief Report / Teacher's Concluding Remarks

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Signature of the Teacher

Signature of the HoD

Signature of the Principal

Dr. Babasaheb Ambedkar College,

Aungh, Pune-67.

ITC Enabled Teaching-Learning

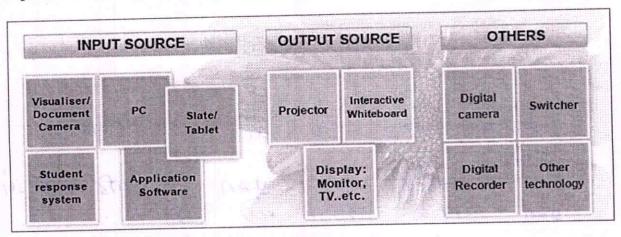
Introduction:

"ICT" is the Information and Communication Technologies. "ICT in Education" means "Teaching and Learning with ICT".

ICTs stand for information and communication technologies and are defined, for the purposes of this primer, as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information." These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony. Moreover, different technologies are typically used in combination rather than as the sole delivery mechanism. This include use of print, recorded audio and video, broadcast radio and television, and audioconferencing technologies.

Worldwide research has shown that ICT can lead to improved student learning and better teaching methods. A report proved that an increase in student exposure to educational ICT through curriculum integration has a significant and positive impact on student achievement, especially in terms of "Knowledge-Comprehension", "Practical skill" and "Presentation skill" in subject areas such as mathematics, science, and social study.

Educational ICT tools can be divided into three categories: Input source, Output source and Others.



MAIN ADVANTAGES OF ICT TOOLS FOR EDUCATION

- Images can easily be used in teaching and improving the retentive memory of students.
- Teachers can easily explain complex instructions and ensure students' comprehension.
- Teachers are able to create interactive classes and make the lessons more enjoyable, which could improve student attendance and concentration.

The ICT can be used in the following areas:

- Teaching
- Diagnostic Testing
- Remedial Teaching



- Evaluation
- Psychological Testing

Teaching students to write a report

- Development of Virtual Laboratory
- Online Tutoring
- Development of Reasoning & Thinking
- Instructional Material Development



Teaching and learning

Following are some of the ICT based Teaching-Le	earning activities
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Purpose	Туре
Animating diagrams in PowerPoint	Lesson preparation
Building web animations	Lesson preparation
Compiling a mark book	Administration
Conducting a lesson using interactive whiteboards	Teaching and learning
Conducting a presentation to stakeholders	Communication
Conducting a presentation in class	Teaching and learning
Conducting an online class or discussion	Teaching and learning
Creating a quiz on PowerPoint using buttons and hyperlinks	Teaching and learning
Creating a school newsletter or newspaper	Communication
Creating a school publication	Communication
Creating a talking book	Teaching and learning
Creating a Web Quest	Lesson preparation
Creating a worksheet	Lesson preparation
Downloading images from the Internet	Lesson preparation
Drawing a chart	Lesson preparation
Drawing a table	Lesson preparation
Inserting a video into a PowerPoint presentation	Lesson preparation
Inserting pictures into an existing document	Lesson preparation
Lesson notes	Teaching and learning
Mail merge to create certificates	Teaching and learning
Mail merge to create letters to parents	Communication

ICT Lecture No.: 02

Notice

Date:- 2210112019

	All the students of	S. Y. B. 1	A_are	hereby	inform	ed that	ICT	enabled l	ecture v	will
e cor	ducted on 04101	2019 at 10	to 11	in	Hou	No	5	761		

Topic/Subject(s) for Role Play:

मराठी वाइ मया चा	वापटास
1818 7 1960	

Schedule for ICT Lecture No. <u>02</u>

Roll No.	Name of Student	Activity Allotted	Remark
01	दळवी अहिषक्श		
02	निलम का बळे		20
03	प्रका। विद	अति भ -07	सावी न्यु क
04	न्याचीन सुरक्षार		
05	भोसले स्वाधीक		
01	डीवळ व्यु भागी		
02	को कर दा जेश		
03)4 4100 go11m)	34. 405	300 60
09	ALO 21214/mi		
05	201d00 H11811		

Name and Signature of the Teacher



ICT Lecture No.:

Attendance Sheet

Class:

5. Y.B.A

Name of Subject/Paper:

Date and Time:

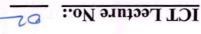
वाइ.मथाचा इतिहास

Roll No.	Name of Student	Signature	Roll No.	Name of Student	Signature
01	God लहाएके	2 Dolli		1 - 2-5 12	15 15 15
02	निम्म भावने	Pour Pour		1	
03	प्रजा निर्दे	Grondyfor			
04	रमान्त्र स्ट्रिक कर				
05	भी समें स्वापील	grante			
06	ज्ञावक को भाग	goods.			
07	का निर यात्रीश	Kaken.			
08	14 HIO GOIM	Burgar			H.L.
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Name and Signature of the Teacher







Attendance Sheet

A.D.Y. 2

Class: Name of Subject/Paper:

Date and Time:

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Signature	Name of Student	Roll No.	Signature	Name of Student	Roll No.
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Signature of Head of Department

Name and Signature of the Teacher



Field Trip / Survey / Study Tour



Introduction:-

A field trip is defined as any teaching and learning excursion outside of the classroom.

Field trips are a great way to bring excitement and adventure to learning. Field trips are an important teaching tool. Field trips are the viable method of extending the traditional classroom environment to outdoors. Field trips are exciting educational opportunities for students and teachers alike. They are designed to enhance the educational experience for all students and provide the students with an opportunity to learn outside the classroom. While these trips are often informative and eye-opening experiences for many students, they require planning and special considerations, especially related to the health needs of students.

Academic field trips can be an important—and enjoyable—element of education. They often significantly enhance the content of a course by providing a type of information hard to convey in the classroom.

Objectives of Field Trip:

- It enhance the curriculum. Field trips are rich in educational possibilities as students learn
 from actual hands-on experiences, rather than by simply reading or hearing about
 something. Involvement in a real world experience makes learning more meaningful and
 memorable comparing to regular classroom instructional programs.
- Give students experiential learning experiences. Involvement in a real world experience makes learning more meaningful and memorable. As a result the students will have more concept of the topic as they have learnt through their hand-on experiences.
- 3. Concrete skills such as note taking. Students have to develop questions to be asked, write reports or thank you letters after the trip, or evaluate their experiences. By doing such activities, students will develop various skills such as note taking skills, speaking skills, writing skills will enhance.
- 4. Involvement in a real world experience makes learning more meaningful and memorable.
- 5. Field trips can add variety to the regular instructional program; they tend to be special and enjoyable learning experiences, ones which develop positive attitudes in students toward related classroom activities. Field trips are rich in educational possibilities because students learn from actual firsthand experiences, rather than by simply reading or hearing about something
- 6. Field trips help the students appreciate the relevance and importance of what they learn in the classroom. For e.g. determining blood type is a skill, which can be learned in a school laboratory setting, but students may not learn the importance of this skill until they observe what goes on in a real hospital where life and death of real patients may depend on this skill.

Methodology:

- Determine the educational goals for this trip. How will this trip enhance your classroom program? What will the students do on the trip? What will they learn?
- Select a location and find out when they accept college groups. Also find out the
 admission costs, the availability of transportation and the cost of chartering buses. Make
 sure you have the legal number volunteer adult supervisors for the number of students
 going. Don't mention the trip to your students until you sort out these details.
- Obtain your letters for parental permission as well as the standard trip planning package.
- Talk to the principal and get permission to go. Be prepared to meet their criteria. Explain the educational value and the relationship to the curriculum of the grade level(s) that will attend.
- Contact the trip site and make or finalize your reservations for the group. Make sure to confirm your arrangements shortly before the trip
- Integrate the trip into the classroom program. Plan instruction and activities in class to
 prepare for the trip. Discuss what will happen at the trip site, and your expectations of
 them.

Step involved in conducting field trip:

1. Trip Selection.

- · Identify objectives and plan of evaluation for the field trip.
- Select site to be visited and arrange date and time.
- Conduct pre-visit to familiarize yourself with the major features of the field and obtain address, directions, contact person and mobile numbers.

2. Logistics Planning

- Apply for administrative approval and file requisition for transportation.
- Make arrangement for meals and develop schedule for the day.
- Arrange special equipment like cameras and collect money for admission fees if the site demands.
- Inform parents about the trips.
- Create a list of student names and home phone number for emergency.

3. Field Trip Preparation/Pre-trip discussion

- · Discuss the purpose of the field trip.
- · Show photographs or posters of the site.
- Set a standard conduct and discuss money usage, lunch plans, dress code and other necessary things.
- Discuss how to ask good questions and make a list of open-ended observation questions to gather information.
- Overview the field trip schedule.





4. The Field Trip

- · Let students to sketch if it is necessary.
- Ask prepared questions and note the answers.
- · Do things that you have planned.

5. Post-field Trip

- · Let student to share their observations and reactions to field trip experiences.
- · Create classroom bulletin board displaying materials collected while on field trip.
- Let class to compose thank-you letter to those who helped during the field trip. Include special information learned.

6. Evaluating Field trip

- What was the unique educational value in this trip?
- Did students meet the objectives?
- · Was there adequate time?
- Was there adequate staff and adult supervision?
- What might be done differently to be better?
- What points to be emphasized next time?
- What problems should be addressed in the future?

Guidelines:

- 1. All required academic field trips must be clearly identified as such in the course syllabus at the beginning of the term, with detailed information about date, time, locations, means of transportation, and any fees for which the student is responsible.
- 2. In the first class of the term, the faculty member must discuss with students in appropriate detail any risks associated with the activity of the field trip, expectations for behavior during the trip and, relevant emergency preparedness information. Such a discussion must be repeated no less than a week in advance of the trip.
- 3. The faculty member must announce to students about the importance of study tours/field trip/field survey who is enrolled in the course.
- 4. Whenever practical, the site of the academic field trip should be visited in advance by the faulty, to evaluate potential risks and to minimize, through effective planning, any risks associated with the location.
- 5. Prior permission of Sanstha is mandatory for organizing educational trips.
- Consent letter from the parents regarding participation of their wards in tours is also necessary.
- 7. Refer circular issued by Rayat Shikshan Sanstha, Satara for transportation guidelines.

Notice

All the students of S. Y.B.A are hereby informed that Field Trip / Survey /
Study Tour Activity will be conducted on 20/02/2019 at 12 to 2 in

Location for Field Trip / Survey / Study Tour Activity:

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Field Trip / Survey / Study Tour Activity No.

Roll No.	Name of Student	Activity Allotted	Remark
01	मरेक थशापान		
02	व्ववन माहिती	12.	
03	Good अशिकेश	गुप न. ०1	- 1
04	मिलम भावन		
05	सार्गित सुरळकार		
06	144100 BOITM		
07	को कर नाडीया		Mary 4
08	गावल व्युमार्ग	34 doz	
09	भाराक रवाजीक		
10	4511 1216		

Name and Signature of the Teacher



Attendance Sheet

Class:

* 5.4.BA

Name of Subject/Paper:

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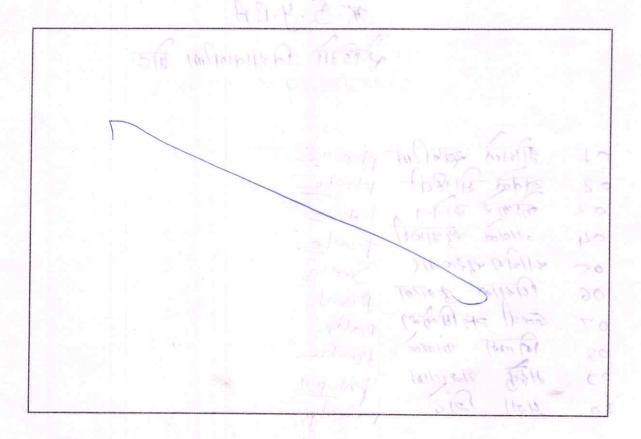
Date and Time:

20/04/2019 12 to 2

Roll No.	Name of Student	Signature	Roll No.	Name of Student	Signature
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02	ख्वके भी हिनी	Kherto			
03	कोकारे राजेश	Keleno			
04	माथके श्री भागे।	taute			
05	सीची मुरेळेगर	Sours			
06	14100 DOTTA	promy			
07	Good अहि विकेश	palsy		- L- F 1.1	
08	निक्रम भावक	Kompre			.5,
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Name and Signature of the Teacher

Photograph(s)



A Brief Report / Teacher's Concluding Remarks

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Signature of the Teacher









Rayat Shikshan Sanstha's Dr. Babasaheb Ambedkar College, Aundh, Pune District- Pune (Maharashtra)

BOOKLET CUM REGISTER FOR INNOVATIVE **TEACHING-LEARNING METHODS**

YEAR: 20 8- 20 19 (first Term)

Name of Teacher: Dr. Sanjay Hagarkar.

Qualification: M-A. M. phil, ph.D. SET,

Professor

INSTRUCTIONS

- Read the booklet carefully and follow the instructions given for effective implementation of the Teaching-Learning Methods.
- Each T-L method must be arranged at least for 5-6 times during the academic year.
- T-L methods given in the booklet are just examples of innovative T-L methods. Teachers can adopt any other relevant innovative T-L methods suitable for the subject/syllabus.
- Upkeep the register as per the guidelines given in respect with notification, schedule, attendance, brief report and photographs as evidentiary proof.
- Head of Department should inform and encourage the teachers of the department to adopt the given T-L methods for effective transmission of knowledge and monitor the process time to time.
- This booklet cum register should be presented before the IQAC at the time of academic audit.



Group Discussion



Introduction:

Group discussion is an important activity in academic, business and administrative spheres. It is a systematic and purposeful interactive oral process. Here the exchange of ideas, thoughts and feelings take place through oral communication. The participants sit facing each other almost in a semi-circle and express their views on the given topic/issue/problem.

It helps to train the participants to discuss and argue about the topic given. It improves leaners thinking, listening and speaking skills. It also promotes his/her confidence level. It is an effective tool in problem solving, decision making and personality assessment. GD skills may ensure academic success, popularity and good admission or job offer. Thus it is important to be able to take part in a GD effectively and confidently. Participants should know how to speak with confidence, how to exhibit leadership skills and how to make the group achieve the goals.

Guidelines/Methodology for group discussion:

- 1. Choose any topic and discuss the points that can be discussed in that topic.
- 2. Divide the students into groups of 10. While a topic is under discussion by one group, other students present there be instructed to observe the manner in which discussion is being conducted and group members are projecting their views.
- 3. Give them a topic for the group discussion. Teacher may introduce in brief the topic for discussion without giving his/her biased opinion or without being judgmental about the whole issue.
- 4. At least 20 minutes should be given for group discussion.
- 5. The group should not deviate from the topic of discussion.
- 6. Students can take on various roles during the group discussion. Some of these are:
 - a. **The initiator:** one who initiates the discussion. It is crucial to give the right direction to the group discussion. The person who starts the group discussion should be very sure of his understanding of the topic.
 - b. **Moderator:** who tells the group about the need to reach a conclusion and also avoids the discussion from deviating into other topics.
 - c. Gatekeeper: In every group there are members who are aggressive and those who do not speak at all. Maintaining a balance between them is crucial. The gatekeeper motivates people to participate in the discussion and also helps the aggressive ones make room for others.
 - d. **Summarizer:** This person summarizes the valid points discussed by the group. This is generally done towards the end of the discussion but a t times people keep summarizing every few minutes. Over doing this is not a good thing.

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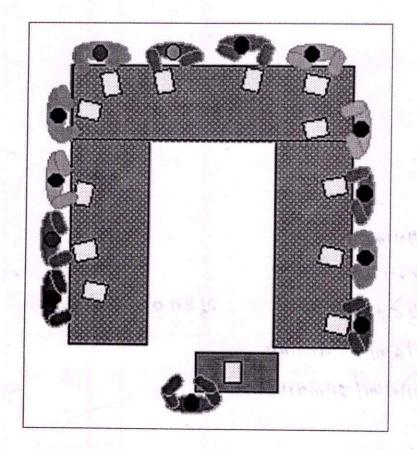


GD is important for improving following skills:

- Communication skills
- Interpersonal Skills
- Leadership Skills
- · Motivational Skills
- · Team Building Skills
- · Analytical /Logical Skills

- Reasoning ability
- Different Thinking
- Initiative
- Assertiveness
- Flexibility
- Creativity
- · Ability to think on ones feet

Ideal seating arrangement for Group Discussion:





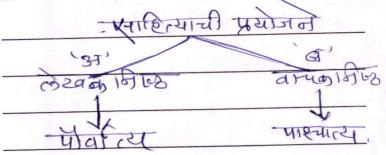
Group Discussion Activity No.: 01

Notice

Date: - 8 . 10 . 18

All the students of <u>T. Y. B.A.</u> are hereby informed that Group Discussion activity will be conducted on 10.10.18 at <u>9.15</u> in <u>all forms</u>.

Topic/Subject(s) for Group Discussion:



Schedule for Group Discussion Activity No. 🔼

Roll No.	Name of Student	Group No.	Topic Allotted	Remark
01	अनामी स्टांद		असर्गद-	
02	311 mideo		कोतासंकित	
63	न्युदेश मानेरान	34031	अर्थ प्रास्था	
04	-रोद्रकांने सागवन		थहु।	
65	भागानी भामवनकर		अर्डी भावन कारण	
01	अहारिकेश गुजर		नंज्ञ इस्ति	
02	अभिनाध कांवळ	अप भ व		
03	अमिना सिद		विरेचन	
04	र्गेशं कार्वाड		उगत्मबर्	

Name and Signature of the Teacher





Attendance Sheet

Class:	TYBB.
Name of Subject/Paper:	sahitya vichar.
Date and Time:	10.10.2018

Roll No.	Name of Student	Signature	Roll No.	Name of Student	Signature
01	नेहा कानाडे.	Heakele			
02	अनिता श्वांदे	Shinds 1-	4.		
03	अभिलाय कांवळ	fam Me			
04	त्रहिषेकरा छेजर	Gyor. R		\\	
05	मालाकी भाक्षणकर	m. Bhallusters	-		
06	चंडकात भीनवर्ग	Sharkent.			
07	सुदेश भानेशव	Halen 38.			
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Name and Signature of the Teacher



A Brief Report / Teacher's Concluding Remarks

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	भारती स्थल इंगली.	17 1-13.00

Signature of the Teacher

Signature of the HOD

Signature of the Principal

Dr. Babasahal abedkar College,

Aur..., Fune-67.



Role Play



Instructions:

Role-playing is an activity in which students assume the role of another person and act it out. In a role play, students are usually given an open-ended situation in which they must make a decision, resolve a conflict, or act out the conclusion to an unfinished story. Role-playing is designed to promote student empathy and understanding of others. By acting out the role of another individual it is easier to see others' points of view, including how other people think and feel. Role-playing can give students the opportunity to learn behavior appropriate for various situations. Role-playing is also useful for developing critical thinking, decision making, and assertiveness skills.

Procedure:

- 1. Selection of the Role Play Situation: There are a number of situations which lend themselves to the use of role play. These situations include individual dilemmas (e.g., dealing with a pushy salesperson, observing a crime, or testifying in court) and conflict-resolution situations (e.g., a tenant negotiating with a landlord over the terms of a lease or a police officer confronting a suspected shoplifter). Role-playing can be used to deal with a specific issue or problem; for example, role-playing could be used to discuss whether or not adopted persons should be given access to records that reveal the name and whereabouts of their natural parents. Finally, role plays are useful for developing student skills as an interviewer, negotiator, assertive consumer, investigator, or decision maker.
- 2. Preparation and Warm-Up: Students should be told the situation or problem and instructed as to the various roles. If role-playing is new to the class, "warm-up" or introductory activities may be helpful. For example, students might be asked to role play greeting a long-lost friend, or to role-play the way someone who had just won a large sum of money would act.
- 3. Select Participants: Students can either be assigned roles or the teacher can ask for volunteers. Role plays may be conducted in front of the entire class or a number of simultaneous role plays could be conducted by dividing the class into small groups. Students who do not participate in the role play should act as observers.
- 4. Conduct the Role Play: Direct students to act out the role the way they think someone faced with the same situation would act in real life. The teacher should not interrupt the role play; however, if the students need some help in getting started the teacher should assist the students. After conducting the role-play it is sometimes useful to have students reverse roles or to conduct the same role play using different participants. For example, two students might role play a confrontation between a youth and a police officer. After conducting the role play once, the student who acted as the youth could assume the role of the police officer and vice versa.
- 5. **Debrief:** The role-play activity should be debriefed and evaluated. This is an opportunity for both the participants and the observers to analyze the role play and to discuss what happened and why. Typical debriefing questions include the following:
 - How did you feel about the role play and each of the various roles?

• Was the role play realistic? How was it similar to or different from real life? Was the problem solved? If so, how? If not, why not?

• What, if anything, could have been done differently? What other outcomes were

possible?

What did you learn from the experience?

Constructing a role-play:

Role-plays can be simple or complex, short or long and can be adapted to suit the needs of what is being taught or explored. If it is a simple skills being practiced we can set the scene quickly and let the participants practice.

The key steps in constructing a role-play are:

a) Define Aims and Objectives (is it to practice skills, explore concepts etc.)

b) Define setting/placement

c) Define clear role descriptors and what they will say (at least an outline)

d) Define time limit

- e) Define observer tasks (if any)
- f) Define ground rules of safety and feedback
- g) Define debrief agenda
- h) Define facilitator tasks

Running a role-play:

As a teacher/trainer or a facilitator, we need to keep the time (and also prepare to call time out if things get out of hand!) We need to be observant and we need to take notes for feedback. We can ask observers to do the same. The feedback should be objective and based on observed facts.

If it's a group ensure the participants in the role-play are physically separated from the observers and are set close enough to be observed but far enough to give a semblance of a stage.

Be watchful for any participants going off the script and becoming too inventive- this may hijack the agreed agenda and also confuse the other participant(s) this is why very clear descriptors for the role and what the role has to say will be useful.

Feedback and Debrief Principles:

It is better to follow the simple rules of feedback- where the participants are asked how it went, what emotions they experienced and one is playing a professional and the other a client – to ask each person's internal emotions and how the other made them feel. If an assessment then the participant should be able to describe what went well and what didn't go well. The groups will then give positive and constructive feedback.

It is often useful after debrief to summarise what was gained- by asking each participant for their points learnt or understood. It will be usually quite an assortment of learning points that shows how each role-play can stimulate several strands of learning beyond the original aims and objectives. Debrief needs to be succinct and clear.

It is always better to have an ice-breaker or a chat about an unrelated topic for a few minutes to break people out of role so any negative emotions or aggressions can dissipate. As role-play is very powerful people may end up staying 'in role' for a while after causing disruption to the group or the learning task.



Role Playing Activity No.:

Notice



All the students of TYB	are hereby informed that Role Play/Simulation
activity will be conducted on 6 1-9	8.18 at 11.05 in 102
Topic/Subject(s) for Role Play:	my favorable book of syllabut.
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	न्पारथरापातर
	- उरक्का भाउसके.
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Schedule for Role Playing Activity No.

Roll No.	Name of Student	Role allotted	Remark
01	मोनानी आन्वन कर	- रें निवदन	30300
02	भिता सिंद	- TELEGIEC	3056
03	अभिलाध कांबन	一个,一切多到一	ं उत्भूष्ट
04	yound tela	- trenagi	3400
05	-राइकात सानवर्ग	- सत्	31965
06	211न कार्व	- रागांजी	3,000
07	तहामकार। अगर	- द्यापू उचात	3000
08	y All MIGO	977 1120	3 3 rg 60
09	न्युदेश भान्तरान	- विष्णुपत	यथि
10	लेही लामड	- 21dg,	7.7-1

Name and Signature of the Teacher

Role Playing Activity No.: 02

Attendance Sheet

Class:	TYBA
Name of Subject/Paper:	general.
Date and Time:	51.08.18 9115 Am

Roll No.	Name of Student	Signature	Roll No.	Name of Student	Signature
OT	रेशित कांबळ	Ramble		1	
	2.1	111	SANT.		
02	मीनामी भामप्राव	Bownko	-		
- 2	अनिता जिले	1.10	Mr.		
03	4/0/1// /2/2	Shinden			
04	अशिमाध कांबळ	kamble			
05	स्तुदेश भानेराव	Anlowe 88	5 6 10 10	me Amin's t	
66	ऋषिक्र युगर	Super	0.46	6 4 (817)	
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10	जेल मार्का	Ntokal		195	
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Name and Signature of the Teacher



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A Brief Report / Teacher's Concluding Remarks

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Signature of the Teacher

Signature of the HoD

PRINCIPAL

Dr. Babasaheb Ambedkar College,
Signature of the Principal

ITC Enabled Teaching-Learning

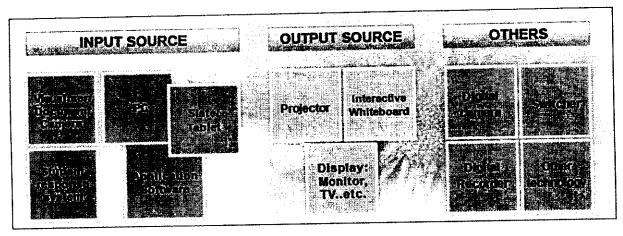
Introduction:

"ICT" is the Information and Communication Technologies. "ICT in Education" means "Teaching and Learning with ICT".

ICTs stand for information and communication technologies and are defined, for the purposes of this primer, as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information." These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony. Moreover, different technologies are typically used in combination rather than as the sole delivery mechanism. This include use of print, recorded audio and video, broadcast radio and television, and audioconferencing technologies.

Worldwide research has shown that ICT can lead to improved student learning and better teaching methods. A report proved that an increase in student exposure to educational ICT through curriculum integration has a significant and positive impact on student achievement, especially in terms of "Knowledge-Comprehension", "Practical skill" and "Presentation skill" in subject areas such as mathematics, science, and social study.

Educational ICT tools can be divided into three categories: Input source, Output source and Others.



MAIN ADVANTAGES OF ICT TOOLS FOR EDUCATION

- Images can easily be used in teaching and improving the retentive memory of students.
- Teachers can easily explain complex instructions and ensure students' comprehension.
- Teachers are able to create interactive classes and make the lessons more enjoyable, which could improve student attendance and concentration.

The ICT can be used in the following areas:

- Teaching
- Diagnostic Testing
- Remedial Teaching



- Evaluation
- Psychological Testing
- Development of Virtual Laboratory
- Online Tutoring
- Development of Reasoning & Thinking
- Instructional Material Development

Downloading images from the Internet



Following are some of the ICT based Teaching-Learning activities Type Purpose

Lesson preparation Animating diagrams in PowerPoint

Lesson preparation Building web animations

Administration Compiling a mark book

Teaching and learning Conducting a lesson using interactive whiteboards

Communication Conducting a presentation to stakeholders

Teaching and learning Conducting a presentation in class

Teaching and learning Conducting an online class or discussion

Teaching and learning Creating a quiz on PowerPoint using buttons and hyperlinks

Communication Creating a school newsletter or newspaper

Communication Creating a school publication

Teaching and learning Creating a talking book

Lesson preparation Creating a Web Quest

Lesson preparation Creating a worksheet

Lesson preparation

Lesson preparation Drawing a chart

Lesson preparation Drawing a table

Inserting a video into a PowerPoint presentation Lesson preparation

Lesson preparation Inserting pictures into an existing document

Teaching and learning Lesson notes

Teaching and learning Mail merge to create certificates

Communication Mail merge to create letters to parents

Teaching students to write a report Teaching and learning

ICT Lecture No.:

Notice

	Date: 12.8.18
All the students of	are hereby informed that ICT enabled lecture will
be conducted on 18.818 at	8.35 in .08
Topic/Subject(s) for Role Play:	Stitutagers tracement
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	(PPT.)

Schedule for ICT Lecture No. ____

Roll No.	Name of Student	Activity Allotted	Remark
OT	खबर्क मोहिनी	-	उटलम
02	मरके थारापाल		717
03	पिसाळ कुरामा	691-1-2	THE .
04	कोकर बाजरं।		-11-
05	जावन अभागी		-11-
01	भाषामा स्वसीमा.		-11-
02	साचित्र सुरळकर		-41-
03	प्रमां शिदे	3, 8, 62	41411
04	Pornoli mida		
05	6201 -t210021		-4_

Name and Signature of the Teacher



ICT Lecture No.: 02

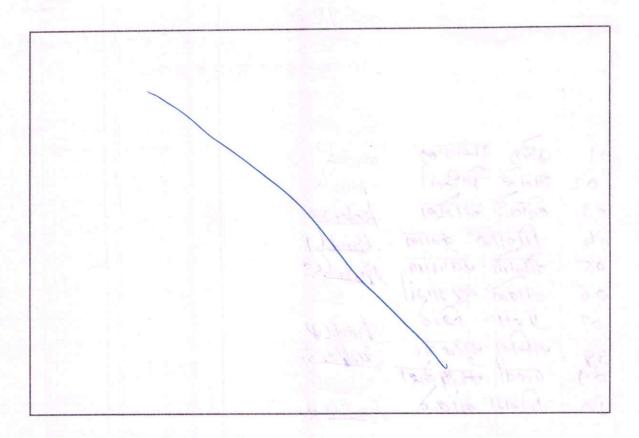
Attendance Sheet

Class:	SYBA	
Name of Subject/Paper:	मारकः महसमार (४०	2 dip-v tubes
Date and Time:	18.8.18 8.30 Am	

Roll No.	Name of Student	Signature	Roll No.	Name of Student	Signature
01	HEB ELAILIM	magka.			
02	थावल माहिनी	mkhaule		\	
03	क्रीकर राजेश	Rokese			
09	14x1100 spollm	Kund P.			
05	मीसले स्वपील	Thosalls.			
06	जीवळ न्यु भार्।	Javals			E. WE
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Name and Signature of the Teacher

ICT Lecture No.: Photograph(s)



A Brief Report / Teacher's Concluding Remarks

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Signature of the Teacher

Signature of the HoD

Principal Dr. Babasaheb Amber For College, Aundh, Pui. 67.





Field Trip / Survey / Study Tour

Introduction:-

A field trip is defined as any teaching and learning excursion outside of the classroom. Field trips are a great way to bring excitement and adventure to learning. Field trips are an important teaching tool. Field trips are the viable method of extending the traditional classroom environment to outdoors. Field trips are exciting educational opportunities for students and teachers alike. They are designed to enhance the educational experience for all students and provide the students with an opportunity to learn outside the classroom. While these trips are often informative and eye-opening experiences for many students, they require

Academic field trips can be an important—and enjoyable—element of education. They often significantly enhance the content of a course by providing a type of information hard to convey in the classroom.

planning and special considerations, especially related to the health needs of students.

Objectives of Field Trip:

- It enhance the curriculum. Field trips are rich in educational possibilities as students learn
 from actual hands-on experiences, rather than by simply reading or hearing about
 something. Involvement in a real world experience makes learning more meaningful and
 memorable comparing to regular classroom instructional programs.
- Give students experiential learning experiences. Involvement in a real world experience makes learning more meaningful and memorable. As a result the students will have more concept of the topic as they have learnt through their hand-on experiences.
- 3. Concrete skills such as note taking. Students have to develop questions to be asked, write reports or thank you letters after the trip, or evaluate their experiences. By doing such activities, students will develop various skills such as note taking skills, speaking skills, writing skills will enhance.
- 4. Involvement in a real world experience makes learning more meaningful and memorable.
- 5. Field trips can add variety to the regular instructional program; they tend to be special and enjoyable learning experiences, ones which develop positive attitudes in students toward related classroom activities. Field trips are rich in educational possibilities because students learn from actual firsthand experiences, rather than by simply reading or hearing about something
- 6. Field trips help the students appreciate the relevance and importance of what they learn in the classroom. For e.g. determining blood type is a skill, which can be learned in a school laboratory setting, but students may not learn the importance of this skill until they observe what goes on in a real hospital where life and death of real patients may depend on this skill.

Methodology:

- Determine the educational goals for this trip. How will this trip enhance your classroom program? What will the students do on the trip? What will they learn?
- Select a location and find out when they accept college groups. Also find out the admission costs, the availability of transportation and the cost of chartering buses. Make sure you have the legal number volunteer adult supervisors for the number of students going. Don't mention the trip to your students until you sort out these details.
- Obtain your letters for parental permission as well as the standard trip planning package.
- Talk to the principal and get permission to go. Be prepared to meet their criteria. Explain the educational value and the relationship to the curriculum of the grade level(s) that will attend.
- Contact the trip site and make or finalize your reservations for the group. Make sure to confirm your arrangements shortly before the trip
- Integrate the trip into the classroom program. Plan instruction and activities in class to prepare for the trip. Discuss what will happen at the trip site, and your expectations of them.

Step involved in conducting field trip:

1. Trip Selection.

- Identify objectives and plan of evaluation for the field trip.
- Select site to be visited and arrange date and time.
- Conduct pre-visit to familiarize yourself with the major features of the field and obtain address, directions, contact person and mobile numbers.

2. Logistics Planning

- Apply for administrative approval and file requisition for transportation.
- Make arrangement for meals and develop schedule for the day.
- Arrange special equipment like cameras and collect money for admission fees if the site demands.
- Inform parents about the trips.
- Create a list of student names and home phone number for emergency.

3. Field Trip Preparation/Pre-trip discussion

- Discuss the purpose of the field trip.
- Show photographs or posters of the site.
- Set a standard conduct and discuss money usage, lunch plans, dress code and other necessary things.
- Discuss how to ask good questions and make a list of open-ended observation questions to gather information.
- Overview the field trip schedule.





4. The Field Trip

- Let students to sketch if it is necessary.
- Ask prepared questions and note the answers.
- · Do things that you have planned.

5. Post-field Trip

- · Let student to share their observations and reactions to field trip experiences.
- Create classroom bulletin board displaying materials collected while on field trip.
- Let class to compose thank-you letter to those who helped during the field trip. Include special information learned.

6. Evaluating Field trip

- · What was the unique educational value in this trip?
- · Did students meet the objectives?
- Was there adequate time?
- Was there adequate staff and adult supervision?
- What might be done differently to be better?
- What points to be emphasized next time?
- What problems should be addressed in the future?

Guidelines:

- 1. All required academic field trips must be clearly identified as such in the course syllabus at the beginning of the term, with detailed information about date, time, locations, means of transportation, and any fees for which the student is responsible.
- 2. In the first class of the term, the faculty member must discuss with students in appropriate detail any risks associated with the activity of the field trip, expectations for behavior during the trip and, relevant emergency preparedness information. Such a discussion must be repeated no less than a week in advance of the trip.
- 3. The faculty member must announce to students about the importance of study tours/field trip/field survey who is enrolled in the course.
- 4. Whenever practical, the site of the academic field trip should be visited in advance by the faulty, to evaluate potential risks and to minimize, through effective planning, any risks associated with the location.
- 5. Prior permission of Sanstha is mandatory for organizing educational trips.
- 6. Consent letter from the parents regarding participation of their wards in tours is also necessary.
- 7. Refer circular issued by Rayat Shikshan Sanstha, Satara for transportation guidelines.

Field Trip / Survey / Study Tour Activity No.:

Notice

Date:

							Date.	
	All the	students	of <u>54/</u> T	YBA are 1	hereb	y informed that	Field Trip / Su	rvey /
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Field Trip / Survey / Study Tour Activity No.

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Name and Signature of the Teacher



Field Trip / Survey / Study Tour Activity No.:

Attendance Sheet

Class:

SYITY BA

Name of Subject/Paper:

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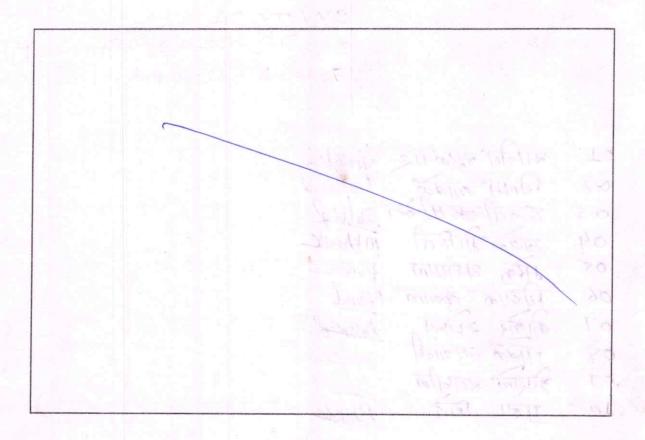
Date and Time:

17.10.18 / 12.30 p.M.

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02	Cosal Astlands	Kambler			
03	Good As Hares	Dalvik			
04	खवळ माहिनी	mikhawle			
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Name and Signature of the Teacher

Field Trip / Survey / Study Tour Activity No.: Photograph(s)



A Brief Report / Teacher's Concluding Remarks

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Signature of the Teacher

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Dr. Babasaheb Am Aundh, I College,

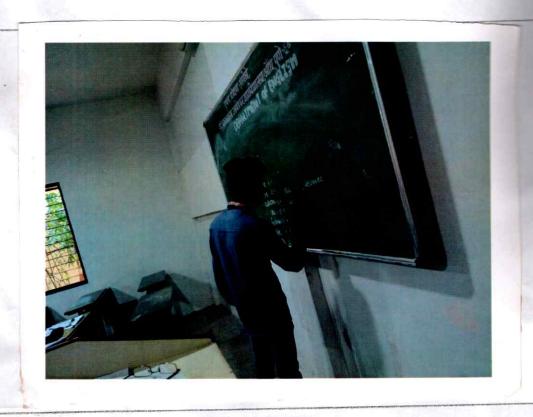


Experiential Learning



Activity No.:

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A Brief Report / Teacher's Concluding Remarks

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Signature of the Principal

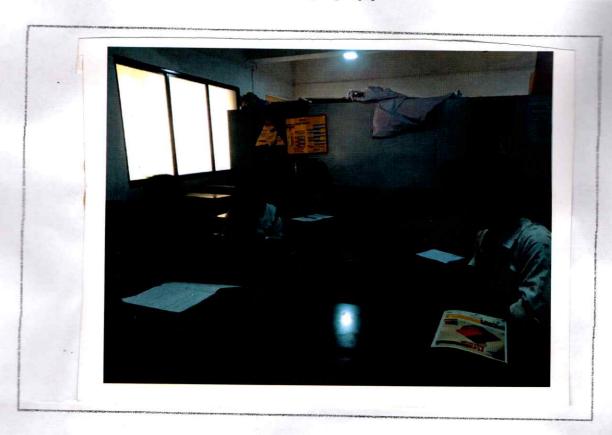
PRINCIPAL Dr. Babasaheb Ambedkar College, Aunch, Pune-37.

Posticipatory Learning



Activity No.:

Photograph(s)



A Brief Report / Teacher's Concluding Remarks

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Signature of the Teacher

Signature of the HoD

Signature of the Principal PRINCIPAL

Dr. Babasaheb Ambedkar College, Aundh, Pune-67.



Activity No.:

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A Brief Report / Teacher's Concluding Remarks

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Signature of the Teacher

Signature of the HoD

Department of English

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Adh, Pune-67.

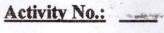
Signature of the Final Principal

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A Brief Report / Teacher's Concluding Remarks

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Signature of the Teacher

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Signature of the Principal

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Dr. Babasahab Ambedkar College,

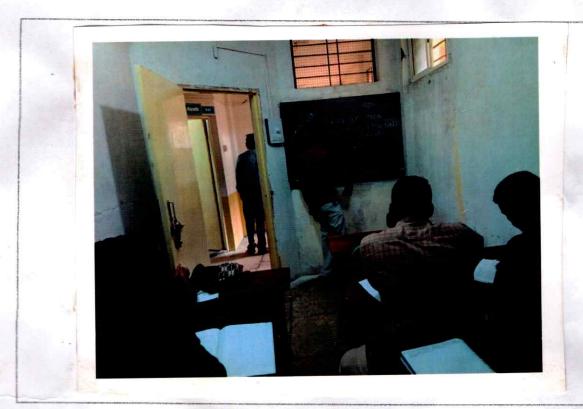
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Seminar

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A Brief Report / Teacher's Concluding Remarks

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Signature of the Teacher

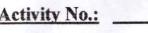
Signature of the HoD

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PRINCIPAL Dr. Babasaheb Ambedkar Conega, Aundh, Pune-97.











A Brief Report / Teacher's Concluding Remarks

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Signature of the Teacher

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Signature of the Principal

PRINCIPAL

Dr. Babasaheb Ambedkar Coffee. Aunch, Funo-87.



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Field Trip / Survey / Study Tour Activity No.:

Notice

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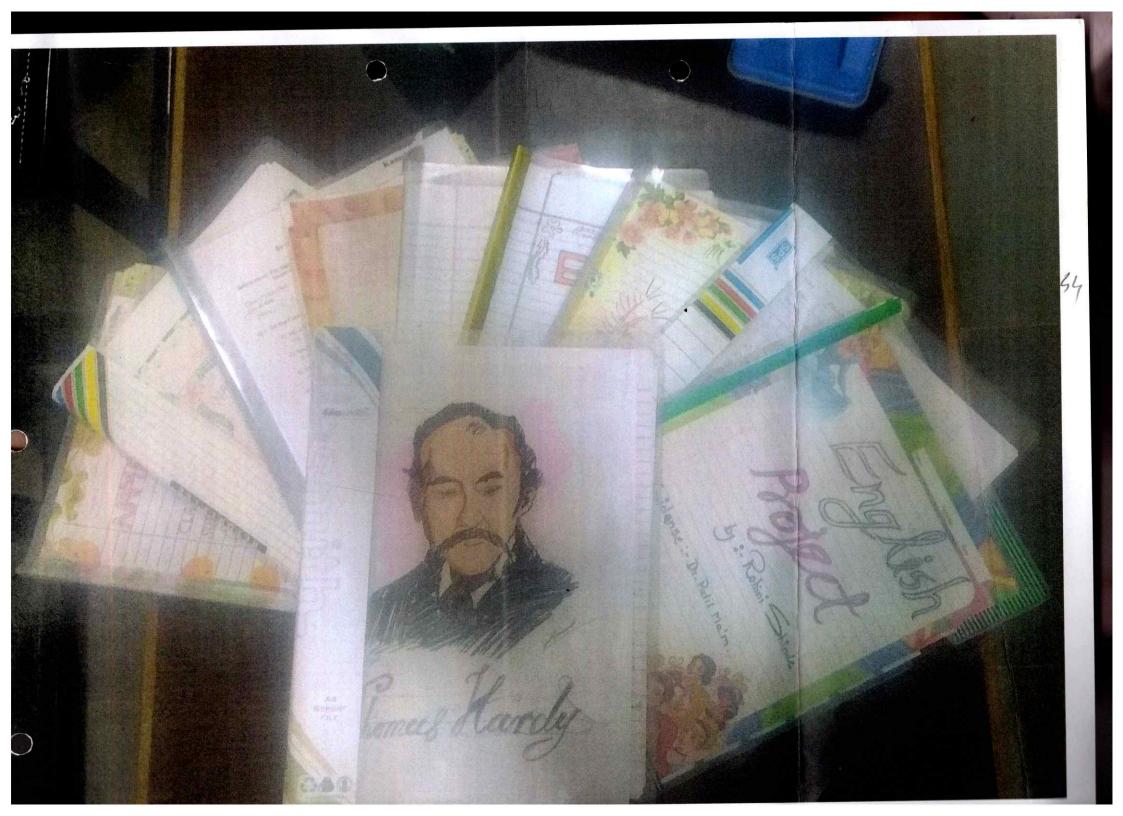
Field Trip / Survey / Study Tour Activity No.

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2	Rajashri P. Dhepe	Hanif Kureishi	Good
3]	Aishwaryn. R. Athouse		Good
4]	Dipali Dhotre		Good
5	Kaumudi Wajale	Shekspear	Good
6)	Nikita Dhotre	Caryl Phillips	Good
7	Dipali	Ruskin Bond	Good
8)	Suzyakant Bhosale	Rama Mehata	Good
9)	Rajesh Bhalerao	Hilliam golding	Good
10]	Nayan Sarawade	Thomas Hardy	
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Name and Signature of the Teacher







Activity No.:

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A Brief Report / Teacher's Concluding Remarks

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Signature of the Teacher

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PRINCIPAL

Dr. Babasaheb Ambedkar College, Aundh, Pune-57. Comp Disnission

Activity No.:

Photograph(s)







Signature of the Teacher

Signature of the HoD

Signature of the Principal PRINCIPAL Dr. Babasaheb Ambedkar Con-Aundh, Pune-57





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Dt. 248 25 July 2018

PRINCIPAL
Dr. Babasaheb Ambedkar College
Aundh, Pune-97.

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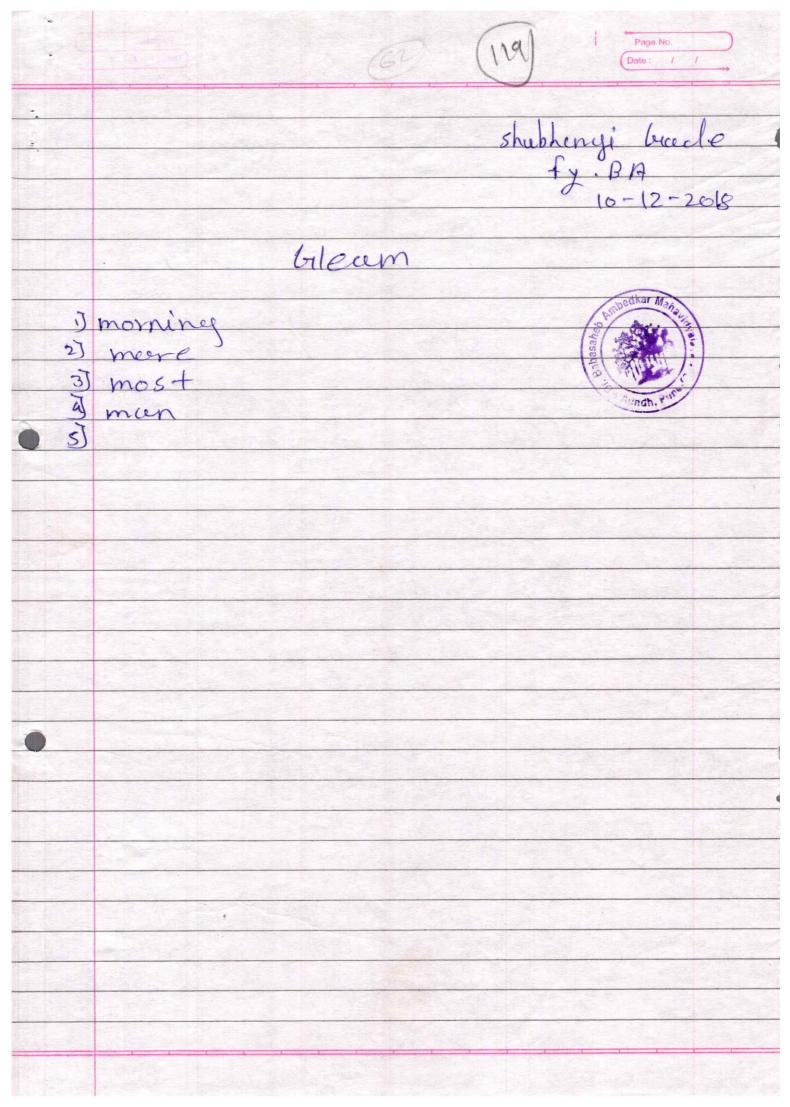
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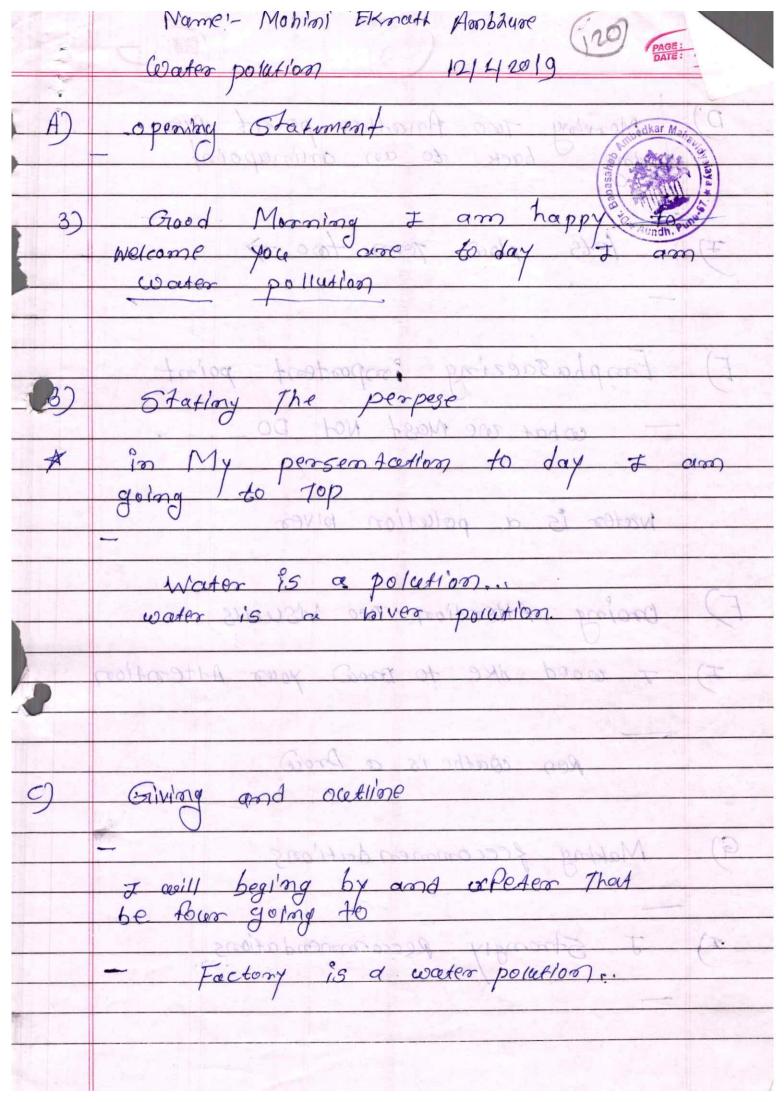
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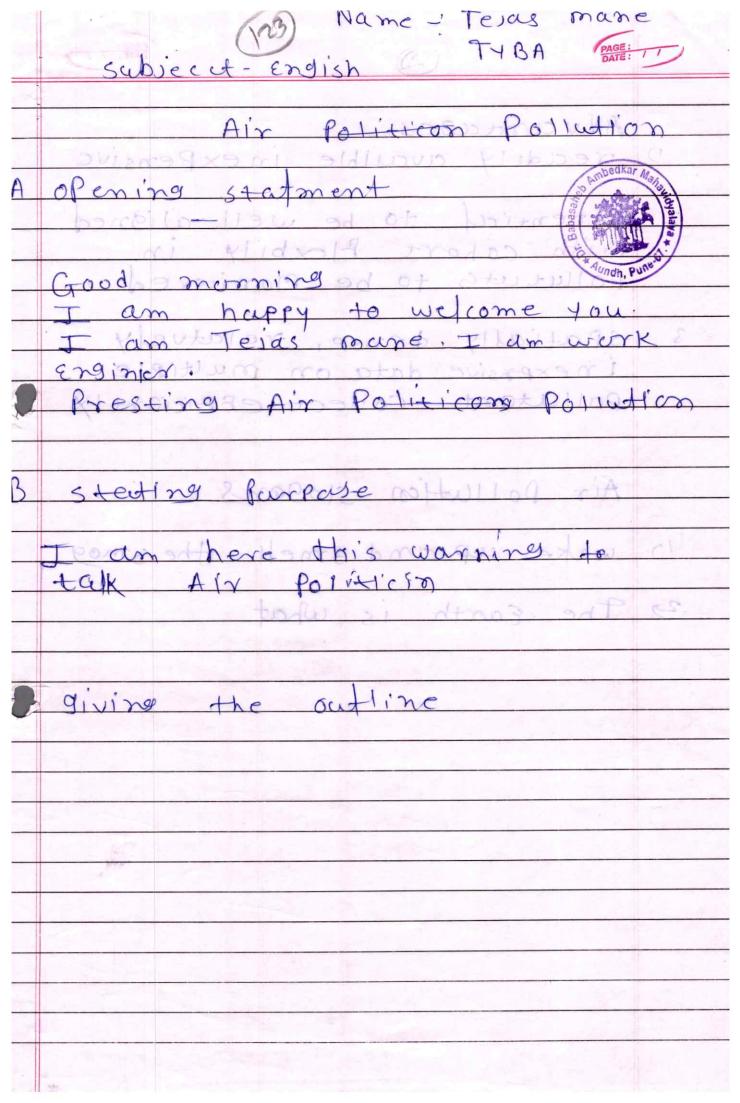
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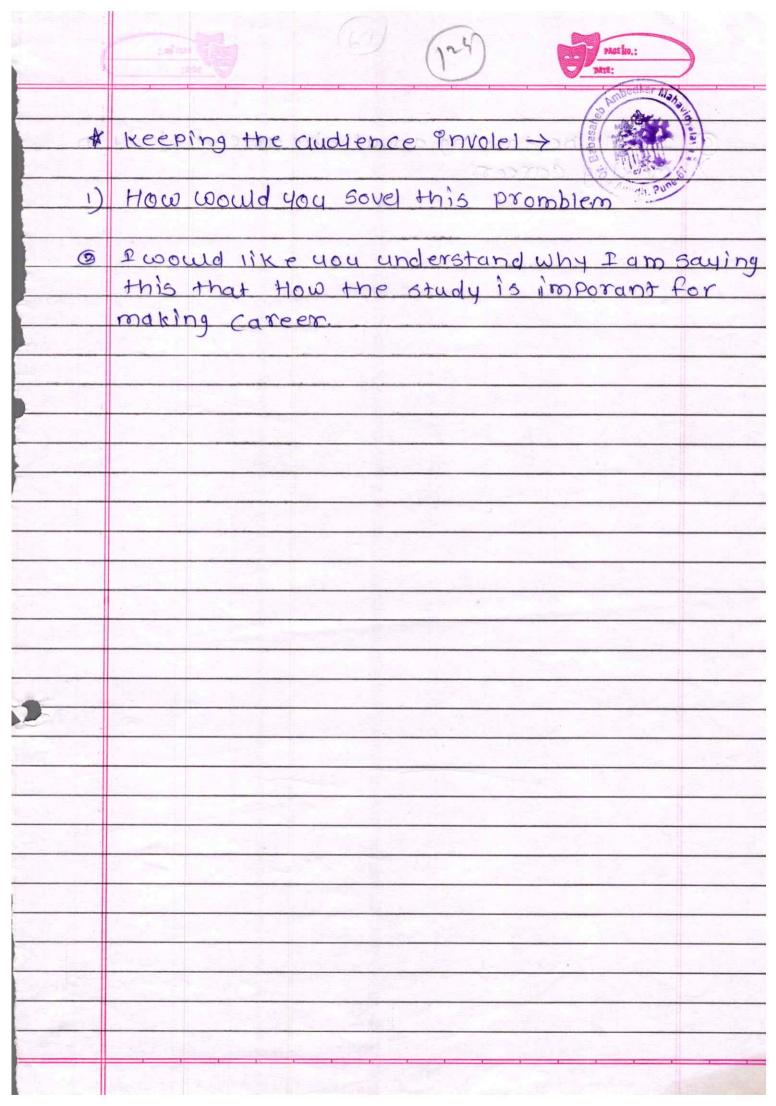


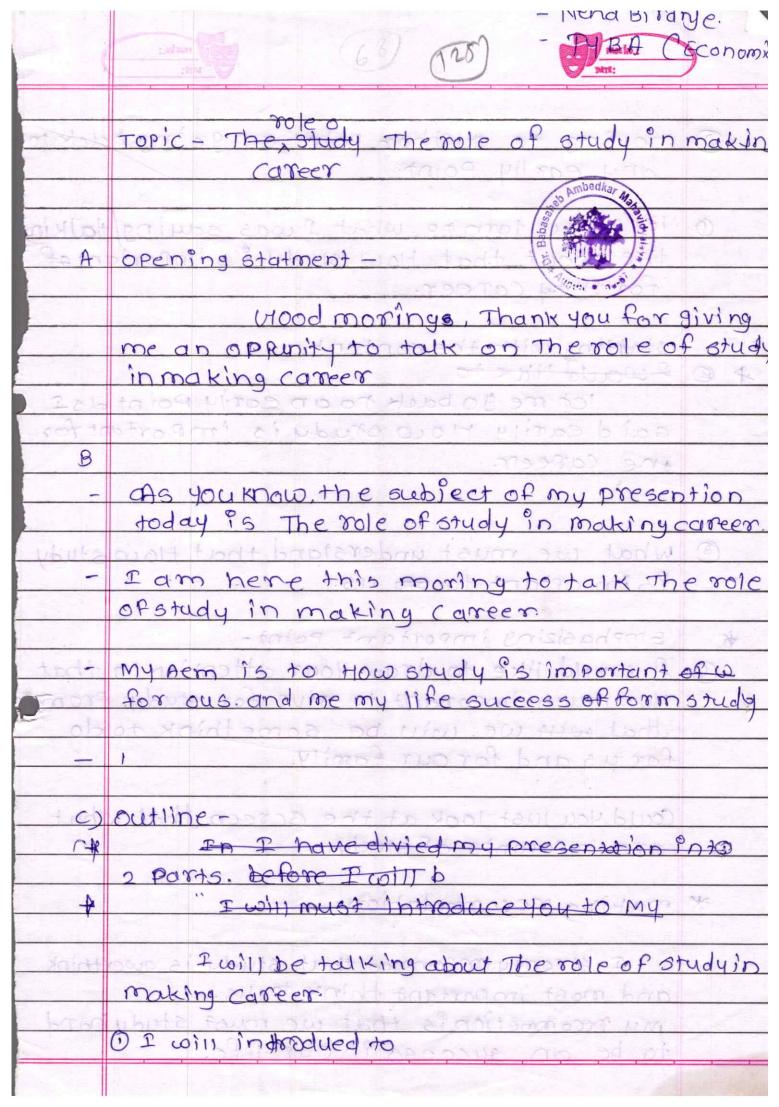


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अश्यम्या निर्माणन कालाजी जारा DATE (22) Mobile Phones A Opening statements - Good Morning everyone, let me introduce my selt. My name is Akethey More. & I worked in MB India since last one your Asuk ie the presenting here the topic of Adva. & dis. advan of Mobile shome. Stating the porpose :> As you know the subject of my presentation today is Mobile Phones, & everyone knew the about the phones [Criving an outline : - I have devided my presentati Into three parts I will first introduce about mobile information secondly it introduce second me is advantages of third one is disadvantages, & final we are going to I will conclude to you of Dany questions/quisies Moving to another point - Let's I now terms to causes of adicted mobile lovers E Emphasising imp. points - What me must understand is mobile phones are really need of peoples because of in every dibbiant situate, nobile phones are solutions Grawing Attention to visuals— I would like to draw your Attention to Disadvanctages of Mobiles as you seen on the screen. F Detense are 7 Detense are keeping Andiance involved - Can you tell me how would you solve this problems because everyone is busy in mobile each of every second.







Name: - Porit Eknorth (Pote. Class - T.Y. B.A (Eng).





Importance of filness in our life.

1) Opening Steckment

Govel morning, I happy to to welcome you are here today. I'am Lohit Note & I working in gym us a fitness trainer

(B) Steeting the Purpose.

As you know, the subject of my presentation today is Impurtance of fitness.

There are five purch impursant parts of fitness.

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I let me go back briefly to an earlier point in Important of fitness.



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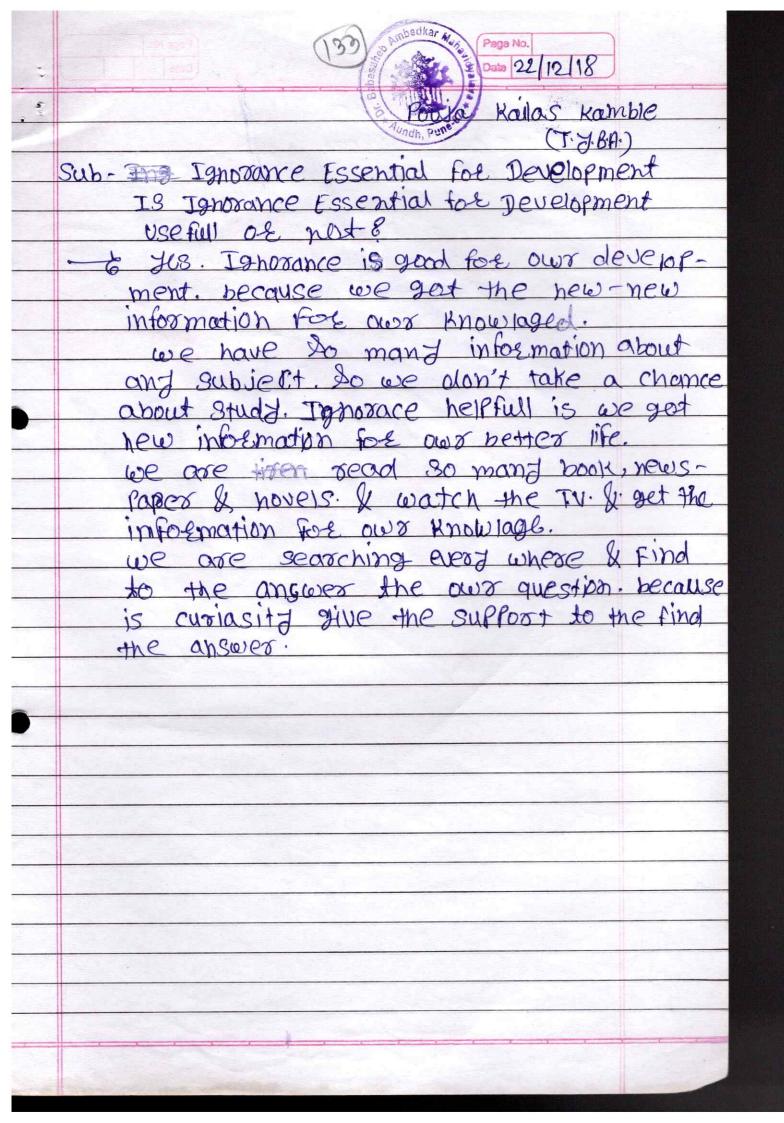
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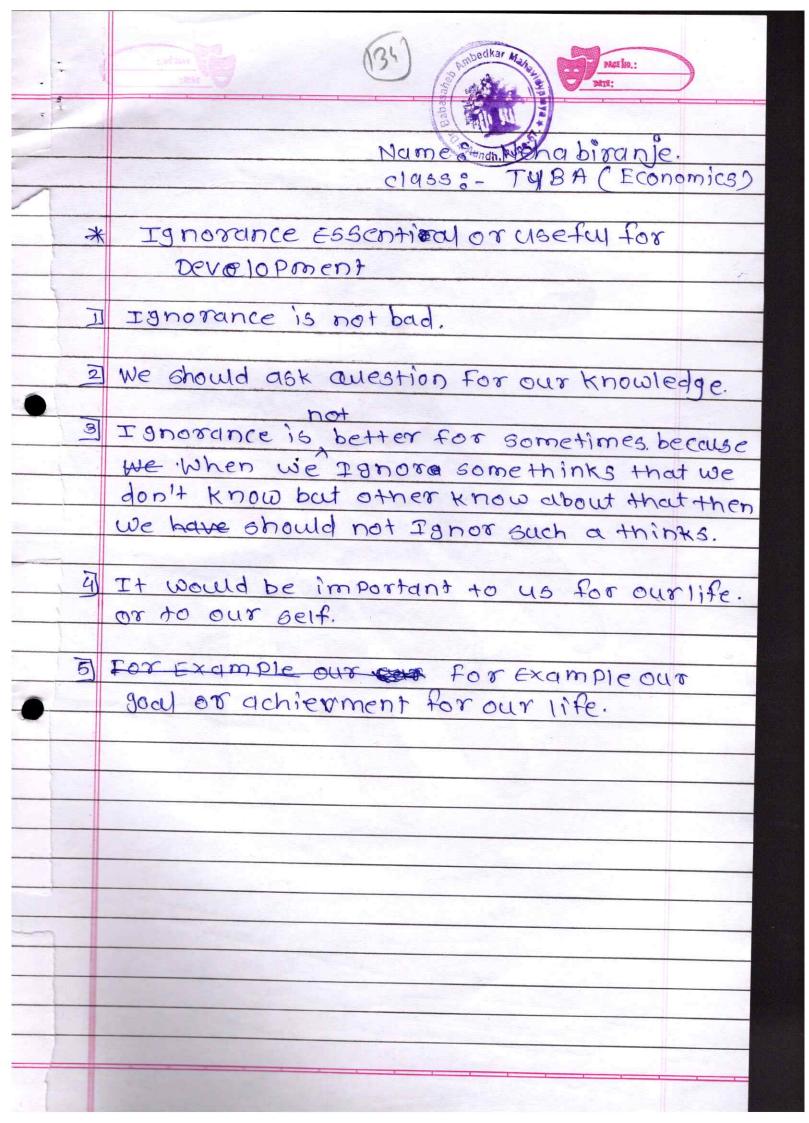
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3) Ignorance is not good
because any people astrony your better tips or thoughts 50 you did not ignorece him that time beaute (6) Ignorance is not good because cucko bird her egges in Putt of in ground sufface so i am Ignorance.





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Rayat Shikshan Sanstha's Dr Babasaheb Ambedkar College, Aundh, Pune-67

BOOKLET CUM REGISTER FOR INNOVATIVE TEACHING-LEARNING METHODS

YEAR: 2018 - 2019

Name of Teacher:

Ms. Sayali Gosavi

Qualification:

M.A., SET

Designation:

Assistant Professor

Name of Department:

English



SEMINAR METHOD

The seminar method is the most modern and advanced method of teaching. A seminar is an advanced group technique which is usually used in higher education. It is an instructional technique it involves generating a situation for a group to have a guided interaction among themselves on a theme. It refers to a structured group discussion what usually follows a formal lecture or lectures often in the form of an essay or a paper presentation on a theme.

This seminar method is employed to realize the higher objectives of cognitive & affective domains. The higher learning process requires the interactive and integrated

Methodologies based on the psychological principles. The seminar method applies such technique of human interaction / intervention with the learning and teaching

Experiences.

• Aim & Objectives of Seminar Method:

This seminar method is utilized to realize the higher objectives of cognitive and affective domains.

• Cognitive objectives

- i. To develop higher cognitive abilities.
- ii. To develop the ability of responding in this manner would involve higher cognitive actions.
- iii. To develop the ability of keen observation of experience, feelings and
- iv. To develop the ability to seek clarification and defend the ideas of others



Notice



Date: - 22/08/2018

All the students of **SYBA Special English (S-I)** are hereby informed that will be conducted on 22/08/2018 at 10.00 AM in 101 Classroom.

Topic/Unit/Chapter for Seminar Presentation

Choosing Correct Alternative:

- 1) Theory of Drama
- 2) A Doll's House by Henrik Ibsen
- 3) Elements of Drama
- 4) Types of Drama

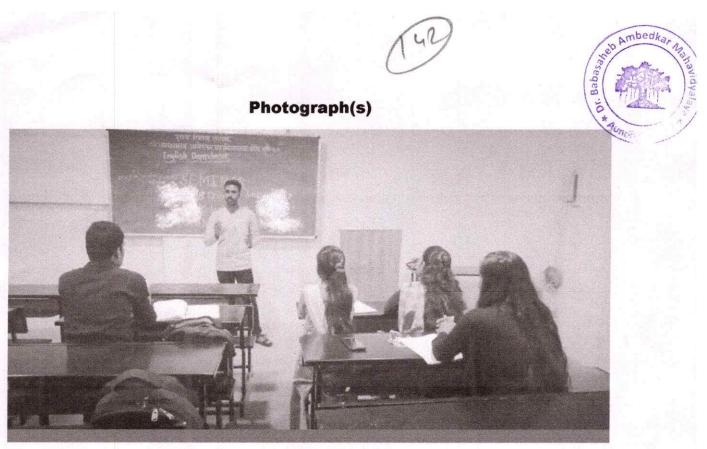
SEMINAR METHOD

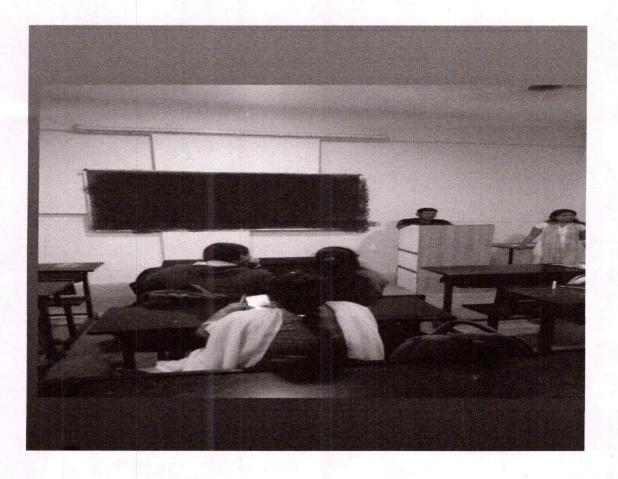
Roll No.	Name of Student	Name of Student Topic/Unit/Chapter Allotted for preparation	
1.	Jadhav Gaurav Balasaheb	Theory of Drama	Good
2.	Kamble Shweta Vijay	A Doll's House by Henrik Ibsen	Good
3.	Kate Supriya Ravindra	Elements of Drama	Good
4.	Palve Kaveri Chandrakant	Types of Drama	Good
5.	Waikar Shubham Rajesh	Theory of Drama	Good

Head of Department

Head,
Department of English
Dr. Babasaheb Ambedkar College,
Aundh, Pune-67.

Photograph(s)







A Brief Report / Teacher's Concluding Remarks

Seminar Teaching learning method helped students to enhance their confidence level as well stage performance. Speaking skills were polished while presenting on above topics. Drama is a practical based special paper which develops students knowledge of observing, analyzing a work of art with its theory based knowledge. Students enthusiastically presented on the given topics.

(Ms. Sayali Gosavi) Subject Teacher

Signature of the HoD

Department of English Dr. Babasaheb Ambedkar College, Aundh, Pune-67.

Signature of the Principal PRINCIPAL

Dr. Babasaheb Ambedkar College, Aundh, Pune-67.

S Ambedkar Mara











Dr. Babasaheb Ambedkar Mahavidyalaya, Aundh District- Pune

(Maharashtra)

TEACHING LEARNING METHOD

: Class Group Discussion:

ANNUAL PLANNING & DOCUMENTATION.

YEAR: 2018-19

Name of Teacher:	Mrs. Alawari S. Shewale
Qualification:	M. Com, BEd
Designation:	Assistant Professer

Name of Department: Commerce.





Rayat Shikshan Santha's DR. BABASAHEB AMBEDKAR COLLEGE, AUNDH, PUNE-67.

Department of Commerce

Class Group Discussion

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Sr. No.	Name	Sign
1)	Bhagyuluxmi Amur Khundare	Behandure
2)		p.b.paul
3)	Sangira Rangappa Battas	5. R. Battel
4)	Prihi Tarqii Bhosale	16
5)	Payal. Utam Bhosale.	Payal.
65	Shitole shweta Ramdas	Surole
(7)	Kumble Kundlik Ramesh	(X)
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9)	Rahul Rasendser Jagahane	July.)
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172	Vikas Bhima sh Shinde	Vikus . \$.8
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22)	Mensi Rahul Zalvi	Alensé:
23	Dhanti Ramesh Lundge	Plandge
24)	Madgiri Ganesh Yullappa	Samuel
25)	Shrikant ATMARAM Chaikwas	S-A-8.

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Dr. Babasaheb Ambedkar Mahavidyalaya, Aundh District- Pune

(Maharashtra)

TEACHING LEARNING METHOD

: Class Group Discussion:

ANNUAL PLANNING & DOCUMENTATION

YEAR: 2018-19

Name of Teacher:	Port	Monali	Mirkan
Qualification:	M. Co	m	
Designation:	Assist	ant Profe	essor
Name of Departmen			

Dr.Babasaheb Ambedkar College, Aundh, Pune -67. Commerce Department Class Group Discussion

Class Group Disc

Class: - T.y. B. Com

Sub-Barling -#

Date: 08/01/2019

Sr. No.	Name of Student	Sign
1.	Svjata Babu Shivangi	Side
2.	Shubham anil Shendge	Sulve
3.	Sanket Ratu Bjawankar	Soulet
4.	Mikita Fulchand Karoble	Macable
57.	GaJanan Sukhader Kalkhaine	G12K
	Akshay shalikram Pawar	AKShar
7	Jay Subhashrao Kakale	Cry.
8	Prodip Kryshno veer	Produ
9	Rushikesh Dottatocy Devicule	DRon
10)	Shiv Gupter	Sue.
11)	Sumedha gadav.	Jada
12)	Vilsas Gasanan Ingle	ord
	Mayuri Ashok Bonsode	Asemsocle
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Rayat Shikshan Santha's DR. BABASAHEB AMBEDKAR COLLEGE, AUNDH, PUNE-67.

Department of Commerce

Class Group Discussion

3.7.B. Com Business management 21/01/2019

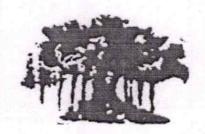
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15	Varsha Sawart	Joesher.
16	Ankita Utam Bhosale	Amerita
17	Archana Arun Shinde	Ahrhele
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19)	Rama vijay Sastape	Rama.
	Aarti Tukaram Rokadp	Deste
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22)	Hatare Anul Janley	Quit
23)	Ashish Gokyl IJagai	Abush
24	Chandele Susun Ashok	Zehande

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Dr. Babasaheb Ambedkar Mahavidyalaya, Aundh District- Pune

(Maharashtra)

TEACHING LEARNING METHOD

: Class Seminar Session:

ANNUAL PLANNING & DOCUMENTATION

YEAR: 2018-19

Name of Teacher:	Mrs. Asa	war S. Shewale
Qualification: _	M . Com	RED
Designation:	Assistant	Professor
Jame of Departme	nt. Com.	244.00

Dr. Babasaheb Ambedkar College, Aundh Pune -67

Department of Commerce

Class Seminar

Subject - Costing - TI Costing Date 1/1/19 Class - T. P. B. Com

Sr. No.	Name of the Student	Sign
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<u> </u>	Jyoth Ghadung	J. Chadle
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Dr. Babasaheb Ambedkar College, Aundh Pune -67

Department of Commerce

Class Seminar

Class 5.4. B. Com

Subject - Casting -7

Date 26 | 12 | 18

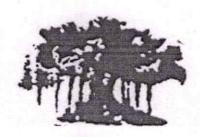
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(Mrs. Ascessi Sheerst)











Dr. Babasaheb Ambedkar Mahavidyalaya, Aundh District- Pune

(Maharashtra)

TEACHING LEARNING METHOD

: Class Seminar Session:

ANNUAL PLANNING & DOCUMENTATION

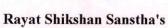
YEAR: 2018-19

Name of Teacher: Dr. Suhas Nimbalkar

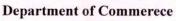
Qualification: Man, M. Phil, GDC and A, Phid

Designation: Associate professor

Name of Department: Communication



Dr. Babasaheb Ambedkar College, Aundh Pune -67



Class Seminar

Class FTB com

Subject-financial Accounting Date 26/12/2018.

Sr. No.	Name of the Student	Sign
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(2)	Chanton Auil Shinda	Shinda
(3)	Bhalashanken Amogasidel Reel	Brelies
(4)	Jusesh Dovidas Parekan.	Yuyech.
5)	Bhose Avinagh Dilip	Ane
6)	Shulpham Santosh Eaikwas	8
T	Talele chandan suphash	Calde
8	Komble Kundlik Ramesh	D
97	Bhosale Akshay Ahil	A.A.bhosale
(0)	wadagale Kiran Sambhaji	freedight
11>	vishny Bhagawanasaw Khupaki	Berger
12	Laxmi Symil Gophome	L.5.67
13	poonym bhima paul.	P. Porcel
14)	Bhardi Kuluram Gerrakhe.	(spard)
(5)	Shilfer Ramesh Paroas	Suit
16)	Payal Ottem Bhosale.	Payee.
17)	Kadam manisha maruti	manisha
18)	Gavarne Ashvini Shankar	Bul.
19)	Shitole Shweta Ramdas	Surole
20	Shubhangi Ramesh Kamble	s.kamble
21)	Mansi Rahul Salvi.	Meinsi.
22)	Hshaini Satva Waghmare	Ashoire
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241	Komel Amar Khandare Bhugyuluxmi Amur Khundure	The state of the s
25)	Bhagyulaxmi Amar Khundure	(3khunderoe
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Dre Suhas Nimbalker











Dr. Babasaheb Ambedkar Mahavidyalaya, Aundh District- Pune

(Maharashtra)

TEACHING LEARNING METHOD

: Class Seminar Session:

ANNUAL PLANNING & DOCUMENTATION

YEAR: 2018-19

Name of Teacher	Dr. Sha	ski Kozale
Qualification:	M. com	M. Phil. Phid
Designation:	Maristant	Professes

Name of Department: Commutel

Dr. Babasaheb Ambedkar College, Aundh Pune -67

Department of Commerece

Class Seminar

Class - T. y.B. Com . Subject - Banking -III

Date 26/08/2

Sr. No.	Name of the Student	Sign	
विवय .	- कार्यभार निभाग करव्याच्या पहल	1)	
1)	Kamble Nikita Fulchand	Deamble	
24	Devkule Rushikesh Duttedray	R.6	Skaral
3	Sunket Rohidas Jagnade.	Serry	
4)	pradeep Krushna Veer.	bon	
5	Shubham Subhash. Lamture	En-	
67	Sameer balterian		
47	Ordianan Sukhader Kalkhaine	GISSE	
<u>(2)</u>	Kokake Shubhum Ankush	Hekse.	
9)	AKShay Shalikram Pawar	A Comment of the Comm	
10)	Shubham Onil Shendge	Tels	
11)	Sanket Roju Biguankar	Chi.	
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Dr. Babasaheb Ambedkar Mahavidyalaya, Aundh District- Pune

(Maharashtra)

TEACHING LEARNING METHOD

: Class Group Discussion:

ANNUAL PLANNING & DOCUMENTATION

YEAR: 2018-19

Name of Teacher:	Dr. Shashi	Kazale	
value of Teacher.	THY SALL	Kazale	

Qualification: M. Com M. Phil . Ph. D

Designation: Assistant Professer

Name of Department: Commerce

Dr. Babasaheb Ambedkar College, Aundh, Pune -67.

Commerce Department

Class Group Discussion

Topic > Provision of Bardeing

Sub- Accountary Date: -07 |01 | 20 | 9

Class: -

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Sr. No.	Name of Student	Sign
2	Granade Nikita	Mande
2.	Dhok Manjula	Many ala
3.	Kamble Nikita	Example
4.	Jyoti Ghadling	J. Chaolins
5.	Sumedby yadow	- Joel a
6.	vitkar Namita	Write
7.	Rekha. Bagapgol	Pelone,
8.	Sneha Ranpise	Spelce.
9.	Keyyoni Gharfale.	Chargale.
9.	Shir Rupton	The >
11)	suray chause	5 Rolaire
12)	vikas Ingle	aus
13	Pratitisha Desai	Presul
14	Priya shendae.	P.shendge
15	Spender Shubboim	Au .
16,	Kokate Shubham	Elekons
(17)	Juy Kakde	Ouy.
18)	Gatanan Kalkhaine	GUIL
19)	Arash memoher wadam	Accell
20)	Idangh Satish Idamble	Ker
21)		
22)	Sameer Rabbani Bagwan Sanket Raju Bhigwanken	Sankotes

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Dr. Babasaheb Ambedkar College, Aundh, Pune -6

Commerce Department

Class Group Discussion

Tobic - on-line Bending

Sub- Benking-III Date: - 20/4/2019 Class: - T. Y.B. Com

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Sr. No.	Name of Student	Sign
- 1	Shubham anil Shendge	Sele
2	Shybham Ankush Kokake	Sekers.
3.	Baguan Sameer Rabbani	gne
4	Sunny Radu Garad.	S.R. Garad.
	Gasquan .s. Kalkhaire	CASIC
6.		ADB.
	Nikhil Raju Bhosale Jay subhashrao Kakde	Out.
7 8.	Ashish Chudhari	Adish
9.	Sanket Bhigwankar	Shigue
10	Rusniuesh Derkule	Rb
11.	triby Dangam	RNY
	Kalyani Ghandale	Chonjer
13.	Kalyani Ghandale Snehol Ranpise	Steha
14.	Sumedher yadar	- Carrie
15.	Shir Grupta.	Siv
16.	Jyoti Ghadeina	J- Chadling
17.	Jyoti Ghadeing Harshada Gaikwad.	(Waiklusel
18.	svjata Shivangi	Sujata
19.	Nikita kamble	Wamble
	Granade Nikita	Stawarde
	Shinde Shubhangi	Since.
22.	phok Maryway	Mogally.
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24.	Priya shendge,	Papenage
25.	Mayuri Ashok Tsansode	Islansocle.
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Rayat Shikshan Sanstha's Dr. Babasaheb Ambedkar College, Aundh, Pune District- Pune (Maharashtra)

BOOKLET CUM REGISTER FOR INNOVATIVE **TEACHING-LEARNING METHODS**

YEAR: 20/8- 20 /9

Name of Teacher:

Dr. Sanjay Hagarkan

Qualification:

Professor.

Designation:

Name of Department: _____Marouthi

INSTRUCTIONS

- Read the booklet carefully and follow the instructions given for effective implementation of the Teaching-Learning Methods.
- Each T-L method must be arranged at least for 5-6 times during the academic year.
- T-L methods given in the booklet are just examples of innovative T-L methods. Teachers can adopt any other relevant innovative T-L methods suitable for the subject/syllabus.
- Upkeep the register as per the guidelines given in respect with notification, schedule, attendance, brief report and photographs as evidentiary proof.
- Head of Department should inform and encourage the teachers of the department to adopt the given T-L methods for effective transmission of knowledge and monitor the process time to time.
- This booklet cum register should be presented before the IQAC at the time of academic audit.



Group Discussion



Introduction:

Group discussion is an important activity in academic, business and administrative spheres. It is a systematic and purposeful interactive oral process. Here the exchange of ideas, thoughts and feelings take place through oral communication. The participants sit facing each other almost in a semi-circle and express their views on the given topic/issue/problem.

It helps to train the participants to discuss and argue about the topic given. It improves leaners thinking, listening and speaking skills. It also promotes his/her confidence level. It is an effective tool in problem solving, decision making and personality assessment. GD skills may ensure academic success, popularity and good admission or job offer. Thus it is important to be able to take part in a GD effectively and confidently. Participants should know how to speak with confidence, how to exhibit leadership skills and how to make the group achieve the goals.

Guidelines/Methodology for group discussion:

- 1. Choose any topic and discuss the points that can be discussed in that topic.
- 2. Divide the students into groups of 10. While a topic is under discussion by one group, other students present there be instructed to observe the manner in which discussion is being conducted and group members are projecting their views.
- 3. Give them a topic for the group discussion. Teacher may introduce in brief the topic for discussion without giving his/her biased opinion or without being judgmental about the whole issue.
- 4. At least 20 minutes should be given for group discussion.
- 5. The group should not deviate from the topic of discussion.
- Students can take on various roles during the group discussion. Some of these are:
 - a. **The initiator:** one who initiates the discussion. It is crucial to give the right direction to the group discussion. The person who starts the group discussion should be very sure of his understanding of the topic.
 - b. **Moderator:** who tells the group about the need to reach a conclusion and also avoids the discussion from deviating into other topics.
 - c. **Gatekeeper:** In every group there are members who are aggressive and those who do not speak at all. Maintaining a balance between them is crucial. The gatekeeper motivates people to participate in the discussion and also helps the aggressive ones make room for others.
 - d. **Summarizer:** This person summarizes the valid points discussed by the group. This is generally done towards the end of the discussion but a t times people keep summarizing every few minutes. Over doing this is not a good thing.

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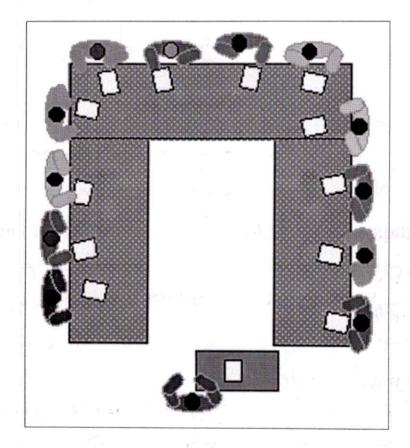
GD is important for improving following skills:

- · Communication skills
- Interpersonal Skills
- · Leadership Skills
- Motivational Skills
- Team Building Skills
- Analytical /Logical Skills

- Reasoning ability
- Different Thinking
- Initiative
- Assertiveness
- Flexibility
- Creativity
- · Ability to think on ones feet



Ideal seating arrangement for Group Discussion:



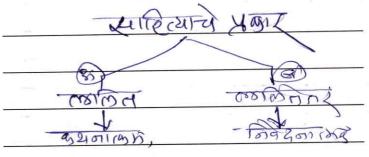
Group Discussion Activity No.:

Notice

Date: - 12-279

All the students of T.Y.B.A. are hereby informed that Group Discussion activity will be conducted on 15-2-19 at 9-15. in 08

Topic/Subject(s) for Group Discussion:



Schedule for Group Discussion Activity No. _

Roll No.	Name of Student	Group No.	Topic Allotted	Remark
0	माजाल आयवातार		- प्रकादनिष्ठा	
02	मुहिश भारते वार्व	^	90 (30120)	
03	चंड्रकांत अर्वानवर्ष	गुप न क	कुशवा (भक्	5
04	AM aldos		asicuichas	
05	निगाए) डिंह,	۸	नार्थाटिक कु	
20	del onions	क्रिय भ	प्रकारानिक ता	
07	अभिलाव कांवले	(A)	4873 9201	
08	अित्रा शिंह		139201ches	
09	अद्भाक्षेत्र) ३५७१२		druita	
10	नेमीम लावक		शास्त्रीय	

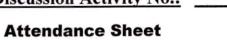
Name and Signature of the Deacher

Signature of Head of Department



Group Discussion Activity No.:





Class:	TY.B.A.	
Name of Subject/Paper:	sality a vichar.	
Date and Time:	15.2-19	

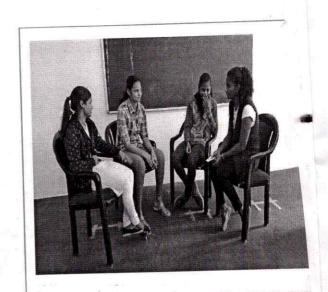
Roll No.	Name of Student	Signature	Roll No.	Name of Student	Signatur
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Group Discussion Activity No.:

Photograph(s)

GROUP DISCUSSION





A Brief Report / Teacher's Concluding Remarks

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Signature of the Teacher

Signature of the HOD

PRINCIPAL

Pr. Babasaheb Ambedkar College,
Aundh, Pune-67.







Instructions:

Role-playing is an activity in which students assume the role of another person and act it out. In a role play, students are usually given an open-ended situation in which they must make a decision, resolve a conflict, or act out the conclusion to an unfinished story. Role-playing is designed to promote student empathy and understanding of others. By acting out the role of another individual it is easier to see others' points of view, including how other people think and feel. Role-playing can give students the opportunity to learn behavior appropriate for various situations. Role-playing is also useful for developing critical thinking, decision making, and assertiveness skills.

Procedure:

- 1. Selection of the Role Play Situation: There are a number of situations which lend themselves to the use of role play. These situations include individual dilemmas (e.g., dealing with a pushy salesperson, observing a crime, or testifying in court) and conflict-resolution situations (e.g., a tenant negotiating with a landlord over the terms of a lease or a police officer confronting a suspected shoplifter). Role-playing can be used to deal with a specific issue or problem; for example, role-playing could be used to discuss whether or not adopted persons should be given access to records that reveal the name and whereabouts of their natural parents. Finally, role plays are useful for developing student skills as an interviewer, negotiator, assertive consumer, investigator, or decision maker.
- 2. Preparation and Warm-Up: Students should be told the situation or problem and instructed as to the various roles. If role-playing is new to the class, "warm-up" or introductory activities may be helpful. For example, students might be asked to role play greeting a long-lost friend, or to role-play the way someone who had just won a large sum of money would act.
- 3. Select Participants: Students can either be assigned roles or the teacher can ask for volunteers. Role plays may be conducted in front of the entire class or a number of simultaneous role plays could be conducted by dividing the class into small groups. Students who do not participate in the role play should act as observers.
- 4. Conduct the Role Play: Direct students to act out the role the way they think someone faced with the same situation would act in real life. The teacher should not interrupt the role play; however, if the students need some help in getting started the teacher should assist the students. After conducting the role-play it is sometimes useful to have students reverse roles or to conduct the same role play using different participants. For example, two students might role play a confrontation between a youth and a police officer. After conducting the role play once, the student who acted as the youth could assume the role of the police officer and vice versa.
- 5. **Debrief:** The role-play activity should be debriefed and evaluated. This is an opportunity for both the participants and the observers to analyze the role play and to discuss what happened and why. Typical debriefing questions include the following:
 - How did you feel about the role play and each of the various roles?

• Was the role play realistic? How was it similar to or different from real life? Was the problem solved? If so, how? If not, why not?

What, if anything, could have been done differently? What other outcomes were

possible?

What did you learn from the experience?

Constructing a role-play:

Role-plays can be simple or complex, short or long and can be adapted to suit the needs of what is being taught or explored. If it is a simple skills being practiced we can set the scene quickly and let the participants practice.

The key steps in constructing a role-play are:

a) Define Aims and Objectives (is it to practice skills, explore concepts etc.)

b) Define setting/placement

c) Define clear role descriptors and what they will say (at least an outline)

d) Define time limit

- e) Define observer tasks (if any)
- f) Define ground rules of safety and feedback
- g) Define debrief agenda
- h) Define facilitator tasks

Running a role-play:

As a teacher/trainer or a facilitator, we need to keep the time (and also prepare to call time out if things get out of hand!) We need to be observant and we need to take notes for feedback. We can ask observers to do the same. The feedback should be objective and based on observed facts.

If it's a group ensure the participants in the role-play are physically separated from the observers and are set close enough to be observed but far enough to give a semblance of a stage.

Be watchful for any participants going off the script and becoming too inventive- this may hijack the agreed agenda and also confuse the other participant(s) this is why very clear descriptors for the role and what the role has to say will be useful.

Feedback and Debrief Principles:

It is better to follow the simple rules of feedback- where the participants are asked how it went, what emotions they experienced and one is playing a professional and the other a client – to ask each person's internal emotions and how the other made them feel. If an assessment then the participant should be able to describe what went well and what didn't go well. The groups will then give positive and constructive feedback.

It is often useful after debrief to summarise what was gained- by asking each participant for their points learnt or understood. It will be usually quite an assortment of learning points that shows how each role-play can stimulate several strands of learning beyond the original aims and objectives. Debrief needs to be succinct and clear.

It is always better to have an ice-breaker or a chat about an unrelated topic for a few minutes to break people out of role so any negative emotions or aggressions can dissipate. As role-play is very powerful people may end up staying 'in role' for a while after causing disruption to the group or the learning task.







Notice

Date:-	5.	2 -	10

All the students of	3 A are hereby informed that Role Play/Simulation
activity will be conducted on 6 - 2	2,19 at 3630 in 08
Topic/Subject(s) for Role Play:	
1 _ 1	नटसमाटं नाय्यप्रसम
	- Article - Committee - Commit

Schedule for Role Playing Activity No. ____

Roll No.	Name of Student	Role allotted	Remark
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02	पूजा कोवल	जालू ,	a =
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04	गंद्रकांग मरानवण	नंदा	या देश
e 5	23621 भाजरान	काप्पादा इब	ब्सा ह्या के रा
06	क्षी न कार्ये	21511	
07	नेहा काकड़े	गनिवरन 2	219 10066
08	प्रह्माकेश विकार	क्रीतकरी .	न्यप्री में।
09	अभिए। म कावल	जालू- जवरा,	2-16-21 9/2
10	अणिता रिश्ह	etra, 27.	

Name and Signature of the Teacher

Signature of Head of Department

Role Playing Activity No.:

Attendance Sheet

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	ass.	

5.4.13.A

Name of Subject/Paper:

812H412

Date and Time:

6-2-19. /8:30 Am

Roll No.	Name of Student	Signature	Roll No.	Name of Student	Signature
01	रेजी ग को ब के	Keinfra			
or	पूजा को बळ	Kampule			
63	अभिलाप कावल	Karshey			
05	मानाकी भारावणक	L Bruton	_		1
05	महिषाकिश गुरु	Gujar	- 5 1	V	
06	मेह। काला	Kalens			
07	न्पुरका म क्रान्य	4 Comus			1
08	मुद्री आरेपा	Bheling	3 4		
09	पुणाली सिंह	Shine		*	
10	अनिमा म्हारे	Shine			
1.6					

Name and Signature of the Teacher

Signature of Head of Department



Role Playing Activity No.:

62



Photograph(s)



A Brief Report / Teacher's Concluding Remarks

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Signature of the Teacher

Signature of the HoD

Signature of the Principal PRINCIPAL

Dr. Babasaheb Ambedkar College, Aundh, Pune-67.

ITC Enabled Teaching-Learning

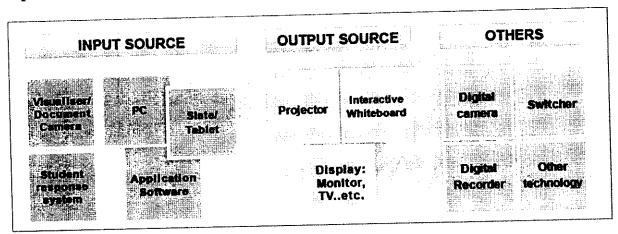
Introduction:

"ICT" is the Information and Communication Technologies. "ICT in Education" means "Teaching and Learning with ICT".

ICTs stand for information and communication technologies and are defined, for the purposes of this primer, as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information." These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony. Moreover, different technologies are typically used in combination rather than as the sole delivery mechanism. This include use of print, recorded audio and video, broadcast radio and television, and audioconferencing technologies.

Worldwide research has shown that ICT can lead to improved student learning and better teaching methods. A report proved that an increase in student exposure to educational ICT through curriculum integration has a significant and positive impact on student achievement, especially in terms of "Knowledge-Comprehension", "Practical skill" and "Presentation skill" in subject areas such as mathematics, science, and social study.

Educational ICT tools can be divided into three categories: Input source, Output source and Others.



MAIN ADVANTAGES OF ICT TOOLS FOR EDUCATION

- Images can easily be used in teaching and improving the retentive memory of students.
- Teachers can easily explain complex instructions and ensure students' comprehension.
- Teachers are able to create interactive classes and make the lessons more enjoyable, which could improve student attendance and concentration.

The ICT can be used in the following areas:

- Teaching
- Diagnostic Testing
- Remedial Teaching



- Evaluation
- Psychological Testing
- Development of Virtual Laboratory
- Online Tutoring
- Development of Reasoning & Thinking
- Instructional Material Development

Mail merge to create letters to parents

Teaching students to write a report



Following are some of the ICT based Teaching-Learning activities

Following are some of the ICT based Teaching-Dearning activities				
Purpose	Type			
Animating diagrams in PowerPoint	Lesson preparation			
Building web animations	Lesson preparation			
Compiling a mark book	Administration			
Conducting a lesson using interactive whiteboards	Teaching and learning			
Conducting a presentation to stakeholders	Communication			
Conducting a presentation in class	Teaching and learning			
Conducting an online class or discussion	Teaching and learning			
Creating a quiz on PowerPoint using buttons and hyperlinks	Teaching and learning			
Creating a school newsletter or newspaper	Communication			
Creating a school publication	Communication			
Creating a talking book	Teaching and learning			
Creating a Web Quest	Lesson preparation			
Creating a worksheet	Lesson preparation			
Downloading images from the Internet	Lesson preparation			
Drawing a chart	Lesson preparation			
Drawing a table	Lesson preparation			
Inserting a video into a PowerPoint presentation	Lesson preparation			
Inserting pictures into an existing document	Lesson preparation			
Lesson notes	Teaching and learning			
Mail merge to create certificates	Teaching and learning			

Communication

Teaching and learning

ICT Lecture No.:

Notice

	Date.
All the students of YE	are hereby informed that ICT enabled lecture will
be conducted on 17.01-18 at_	915 in 08
Topic/Subject(s) for Role Play:	- 418 (21-41 31 For 2-
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	- 2सिव्हर्न
	- 2301 - 20162 (PPT)

Schedule for ICT Lecture No. ____

Roll No.	Name of Student	Activity Allotted	Remark
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08	नेमीन कावळ		
09	अभिलाम कांवळ	_	-11
(0	अनिमा सिंद		-10-

Name and Signature of the Teacher

Signature of Head of Department



ICT Lecture No.:

Attendance Sheet

Class:

TYBA-

Name of Subject/Paper:

साहत्यविचार

Date and Time:

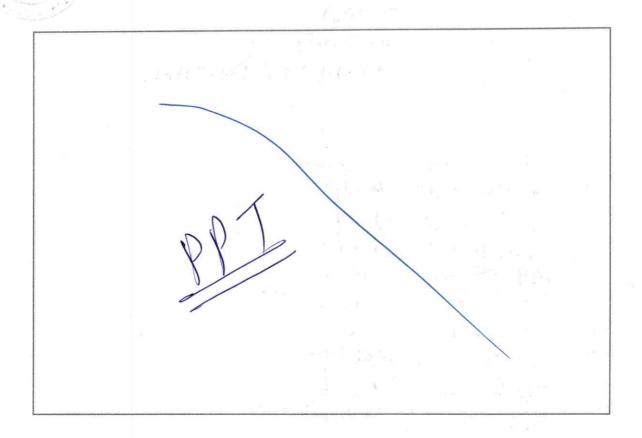
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Roll No.	Name of Student	Signature	Roll No.	Name of Student	Signature
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Name and Signature of the Teacher

Signature of Head of Department

ICT Lecture No.: D2 Photograph(s)



A Brief Report / Teacher's Concluding Remarks

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Signature of the Teacher

Signature of the HoD

Signature of the Principal PRINCIPAL

Dr. Babasaheb Ambadkar College, Aundh, Pune-67.



Methodology:

- Determine the educational goals for this trip. How will this trip enhance your classroom program? What will the students do on the trip? What will they learn?
- Select a location and find out when they accept college groups. Also find out the admission costs, the availability of transportation and the cost of chartering buses. Make sure you have the legal number volunteer adult supervisors for the number of students going. Don't mention the trip to your students until you sort out these details.
- Obtain your letters for parental permission as well as the standard trip planning package.
- Talk to the principal and get permission to go. Be prepared to meet their criteria. Explain the educational value and the relationship to the curriculum of the grade level(s) that will attend.
- Contact the trip site and make or finalize your reservations for the group. Make sure to confirm your arrangements shortly before the trip
- Integrate the trip into the classroom program. Plan instruction and activities in class to
 prepare for the trip. Discuss what will happen at the trip site, and your expectations of
 them.

Step involved in conducting field trip:

1. Trip Selection.

- · Identify objectives and plan of evaluation for the field trip.
- Select site to be visited and arrange date and time.
- Conduct pre-visit to familiarize yourself with the major features of the field and obtain address, directions, contact person and mobile numbers.

2. Logistics Planning

- Apply for administrative approval and file requisition for transportation.
- Make arrangement for meals and develop schedule for the day.
- Arrange special equipment like cameras and collect money for admission fees if the site demands.
- Inform parents about the trips.
- Create a list of student names and home phone number for emergency.

3. Field Trip Preparation/Pre-trip discussion

- Discuss the purpose of the field trip.
- · Show photographs or posters of the site.
- Set a standard conduct and discuss money usage, lunch plans, dress code and other necessary things.
- Discuss how to ask good questions and make a list of open-ended observation questions to gather information.
- Overview the field trip schedule.

Field Trip / Survey / Study Tour

Introduction:-

19.7

A field trip is defined as any teaching and learning excursion outside of the classroom.

Field trips are a great way to bring excitement and adventure to learning. Field trips are an important teaching tool. Field trips are the viable method of extending the traditional classroom environment to outdoors. Field trips are exciting educational opportunities for students and teachers alike. They are designed to enhance the educational experience for all students and provide the students with an opportunity to learn outside the classroom. While these trips are often informative and eye-opening experiences for many students, they require planning and special considerations, especially related to the health needs of students.

Academic field trips can be an important—and enjoyable—element of education. They often significantly enhance the content of a course by providing a type of information hard to convey in the classroom.

Objectives of Field Trip:

- 1. It enhance the curriculum. Field trips are rich in educational possibilities as students learn from actual hands-on experiences, rather than by simply reading or hearing about something. Involvement in a real world experience makes learning more meaningful and memorable comparing to regular classroom instructional programs.
- 2. Give students experiential learning experiences. Involvement in a real world experience makes learning more meaningful and memorable. As a result the students will have more concept of the topic as they have learnt through their hand-on experiences.
- 3. Concrete skills such as note taking. Students have to develop questions to be asked, write reports or thank you letters after the trip, or evaluate their experiences. By doing such activities, students will develop various skills such as note taking skills, speaking skills, writing skills will enhance.
- 4. Involvement in a real world experience makes learning more meaningful and memorable.
- 5. Field trips can add variety to the regular instructional program; they tend to be special and enjoyable learning experiences, ones which develop positive attitudes in students toward related classroom activities. Field trips are rich in educational possibilities because students learn from actual firsthand experiences, rather than by simply reading or hearing about something
- 6. Field trips help the students appreciate the relevance and importance of what they learn in the classroom. For e.g. determining blood type is a skill, which can be learned in a school laboratory setting, but students may not learn the importance of this skill until they observe what goes on in a real hospital where life and death of real patients may depend on this skill.





4. The Field Trip

- · Let students to sketch if it is necessary.
- Ask prepared questions and note the answers.
- · Do things that you have planned.

5. Post-field Trip

- Let student to share their observations and reactions to field trip experiences.
- · Create classroom bulletin board displaying materials collected while on field trip.
- Let class to compose thank-you letter to those who helped during the field trip. Include special information learned.

6. Evaluating Field trip

- What was the unique educational value in this trip?
- · Did students meet the objectives?
- · Was there adequate time?
- Was there adequate staff and adult supervision?
- What might be done differently to be better?
- What points to be emphasized next time?
- · What problems should be addressed in the future?

Guidelines:

- 1. All required academic field trips must be clearly identified as such in the course syllabus at the beginning of the term, with detailed information about date, time, locations, means of transportation, and any fees for which the student is responsible.
- 2. In the first class of the term, the faculty member must discuss with students in appropriate detail any risks associated with the activity of the field trip, expectations for behavior during the trip and, relevant emergency preparedness information. Such a discussion must be repeated no less than a week in advance of the trip.
- 3. The faculty member must announce to students about the importance of study tours/field trip/field survey who is enrolled in the course.
- 4. Whenever practical, the site of the academic field trip should be visited in advance by the faulty, to evaluate potential risks and to minimize, through effective planning, any risks associated with the location.
- 5. Prior permission of Sanstha is mandatory for organizing educational trips.
- 6. Consent letter from the parents regarding participation of their wards in tours is also necessary.
- 7. Refer circular issued by Rayat Shikshan Sanstha, Satara for transportation guidelines.

Field Trip / Survey / Study Tour Activity No.: 06

Notice

Date:- 1-1-19

	All the	students	of T	Y'B'A	are he	ereb	y informed that	Field	Trip / Surve	ey /
Study	Tour	Activity	will 1	oe condu	icted o	on	3.1.99	at	81.PM-	in
Locati	on for F	Field Trip /	Survey	Study To	ur Activ	vity				

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Field Trip / Survey / Study Tour Activity No.

Roll No.	Name of Student	Activity Allotted	Remark
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09	मणा भी अगिलवा कर		-
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Name and Signature of the Teacher



Field Trip / Survey / Study Tour Activity No.: 26

Attendance Sheet

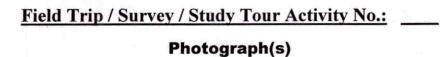
Class:	TYBA

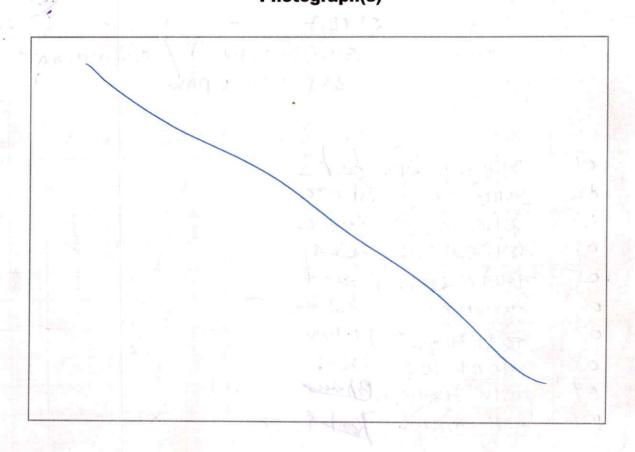
Name of Subject/Paper: 3421 Fire Held of Subject/Paper:

Date and Time: 3.1.19/1pm,

Roll No.	Name of Student	Signature	Roll No.	Name of Student	Signature
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04	X5/410031 07215	Griscon			
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Name and Signature of the Teacher





A Brief Report / Teacher's Concluding Remarks

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Signature of the Teacher

Signature of the HOD

Signature of the Principal PRINCIPAL

Dr. Babasaheb Ambadkar College, Aundh, Pune-67.



रयत शिक्षण संस्थेचे

डॉ. बाबासाहेब आंबेडकर महाविद्यालय औंध पुणे

इतिहास विभाग

गटचर्चा अहवाल

डॉ. बाबासाहेब आंबेडकर महाविद्यालय औंध पुणे इतिहास विभागातर्फो गटचर्चेचे आयोजन ३१.०८.२०१८ रोजी करण्यात आले. सदर उपक्रमात 'शिवस्मारक हवे की नको' आणि 'इतिहासाची उपयोगिता' या दोन विषयावर गटचर्चा आयोजित केली. सदर उपक्रमात २३ विद्यार्थि सहभागी झाले. सदर उपक्रमात विद्यार्थ्यांनी उसफूर्त प्रतिसाद दिला.

Lumbharg. G.

Department of History Dr. Babasaheb Ambedkar College, Aundh, Pune-67.

Dept of his

Group Discussion Activity No.:

Attendance Sheet

Class:

FY.BA.

Name of Subject/Paper:

History. Chh Shivagi & His Time.

Date and Time:

21-08-2018

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Lumbhar J. G.

Name and Signature of the Teacher

Signature of Head of Department

Ov. Babasaheb Ambadkar Cobage, Aundh, Pune-67.

Department of History Group Disscussion







2018-2019

रयत शिक्षण संस्थेचे



डॉ. बाबासाहेब आंबेडकर महाविद्यालय औंध पुणे

इतिहास विभाग

संदर्भग्रंथ वाचन अहवाल

डॉ. बाबासाहेब आंबेडकर महाविद्यालय औंध पुणे इतिहास विभाग आयोजि संदर्भग्रंथ वाचन या उपक्रमाचे आयोजन करण्यात आले. त्या अंतर्गत विद्यार्थ्यांनी 'आज्ञापत्र' आणि 'सभासद बखर' या दोन संदर्भग्रंथांचे वाचन केले सदर उपक्रमात २३ विद्यार्थ्यांनी सहभाग घेतला.

Lumbharg. G.

Need.
Department of History
Dr. Balasaheb Ambadkar College.
Aundb, Punc-67.

PRINCIPAL

Dr. Babasahah Ambadkar College,
Aunch, Puna-62.



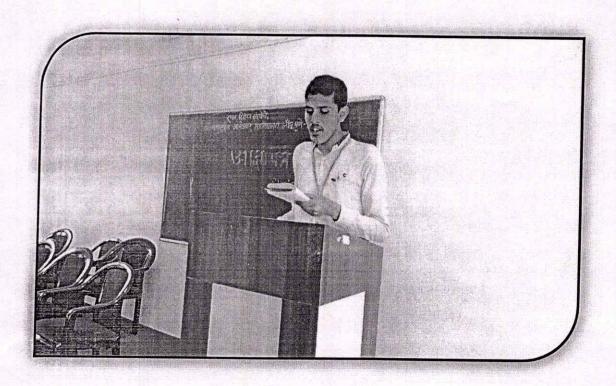
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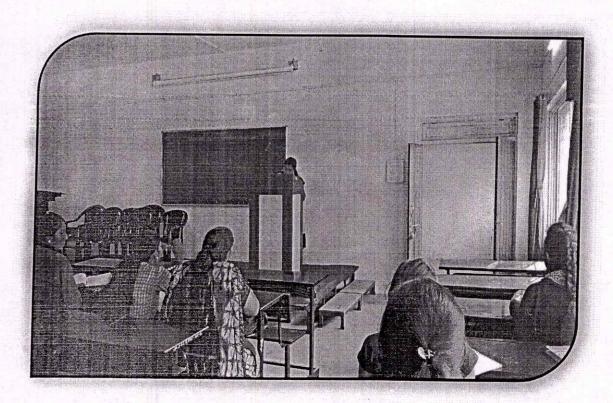
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Department of History Reference Book Reading











Rayat Shikshan Sanstha's

Dr Babasaheb Ambedkar College, Aundh, Pune 67

Department of Geography

Students Notice

2018-2019

Date: 2/3/19

All the FYBA, students of Department of Geography are hereby informed that 'Question and Answer Secession' is mandatory segment of our curriculum. Under the study Physical Geography – FYBA, Topic- Elements of Geography to Dr. Babasaheb Ambedkar Mahavidyalay, Aundh, Pune. 67 on 10/03/2019 at 9.00 am. Therefore, everyone should be present in time. Similarly, those who will fail to attend it, may face academic loss. The department will not be responsible for such students' academic loss. Kindly take the note of it.

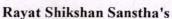
HOD
Head.
Department of Geography
Dr. Bahasaheb Amhaskar College.



Dr. Babasaneo Ambedkar College, Aundh, Pune-67.









Dr Babasaheb Ambedkar College, Aundh, Pune 67 Department of Geography

2018-2019

Question and Answers Methodology

F.Y.B.A Students Attendance

Sr.No.	Students Name	Sign	Remark
	Harshad Jahoa	Hooshal	
	Deepati nikita Gulab Dhoto	N. adholore	
	Sachin Shelke	Shelke)	
	Kinod Smavan chaugule	wood	
	Rajesh Annardy Bhakea	Daiesh	
	surykant S. Bhosale.	· Voury kan	<u>+</u>
	U Troti Pach	FINA	
	musala Schem Shinde	Prografe	
	Komal Bhasat kamble	komal	
	Priyanka Gulah Jagdhane	Priyanka .	-
	Mayuri Kamble	M.K. Kamb	<u>e</u>
	Rahi Shinde	Balai	
	Trupti Kale	Tu kale	
	Renukas, 1 Mithe	Rehika	
	Aruna k. sable	saple,	
	Rufuja M. Desh pande	peshpounde	16-1
	Santosh Tachal	Santosh	
	preeti pawar	Daway,	
	sovat & Gunia	Gunial	

Hod

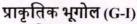
Department of Geography
Or Habasaheb Amber kar College.



Dr. Babasaheb Ambedkar College, Aundh, Pune-67.



रयत शिक्षण संस्थेचे डॉ . बाबासाहेब आंबेडकर महाविद्यालय, औंध, पुणे-६७ एफ. वाय. बी.ए.



प्रश्न १. योग्य पर्याय निवडून उत्तर पुन्हा लिहा.

i. भूगोल या शब्दाचा प्रयोग सर्वप्रथम कुणी केला? वेबर, इरटोस्थेनीस, पेक, अर्थर होम्स
Who has used geography word first time? Weber Irosthenis, Arthur home's
ii.भूकंपाची नोंद ---- यंत्राद्वारे केली जाते. थरमोग्राफ, बायो मिटर, सिस्मोग्राफ
Seismic wave are majored by ------- Seismograph, Thermograph, Hygrograph
iii. पुढील पैकी ----- प्राकृतिक भूगोलाची शाखा आहे. वस्ती भूगोल, आर्थिक भूगोल, हवामानशात्र
------ is one of branch of Physical Geography. Settlement Geography, Economic Geography
Climatology

iv. सियाल या थरात ---- मूलद्रव्ये आढळतात. Sial is made up of----- material. sa+al, Si+al, si+ma

v. कोणत्या भुकंपलहरी ची नोंद जगातील सर्व भूकंपमापन केंद्रांवर होते? Which Sismic waves recorded on each graph recorder of Earth? भूपृष्ट लहरी surface waves, द्वितीयक लहरी secondary waves, प्राथमिक लहरी primary waves

vi.लॉरियाभूमी व गोंडवानाभूमी यामधील समुद्राचे नाव काय होते?Write the name of sea which was present between laurentia and Gondwana? पेथलसा Pathasa, टेथीस समुद्रtethys sea, आर्टिक समुद्र

vii. नदीचे अपक्षरण चक्र सिद्धात ------अभ्यासकाने लिहिला. डेविस , डार्विन, वेगनर River cycle of erosion theory is given by ------ Devis , Darwin, Wegener

viii. अपक्षरण चक्रात पुढील पैकी कोणत्या अवस्थेचा समावेश नाही? Which of following stage is not present in erosional cycle theory? बाल्यावस्था childhood stage, युवावस्था youth stage, प्रौढावस्था mature stage, वृद्धावस्था old -age stage

ix. पृथ्वीचा पृष्ठभाग ----- म्हणूनही ओळखला जातो. जलावरण , मृदावरण, जीवावरण Earth crust is also known as...... Hydrosphere ,Soil layer , Biosphere

x. वेगनर यांनी दिलेला खंडवहन सिद्धांत याचा पुरावा कोणता आहे? Which evidence given by Wngers for its continental drift theory? जिग- स्वा- फिट पुरावा jigsaw fit evidence, सांस्कृतिक पुरावा cultural evidence, राजकीय पुरावा political evidence

प्रश्न २. खालील प्रश्नाची प्रत्येकी २० शब्दात उत्तरे लिहा.

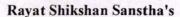
- i. प्राकृतिक भूगोल म्हणजे काय ? What is mean by Physical Geography?
- ii. . सायमा या थरात कोणती खनिज द्रव्य आढळतात? Which mineral found in Sima?
- iii. प्राकृतिक भूगोलाच्या दोन शाखा लिहा. Write any two branches of Physical geography.
- iv. प्राकृतिक भूगोलाच्या अभ्यासाची व्याप्ती पुढील पैकी कोणत्या आवरणात आहे? Where the scope of Physical Geography is present?
- v. मोहो विलगता म्हणजे काय ? What is mean by Moho discontinuity?
- vi. . वेगनर यांनी दिलेला खंडवहन सिद्धांत दोन पुरावे कोणता आहे? Give any two evidence given by Wngers for its continental drift theory?
- vii. भूगोलाची व्याख्या लिहा. Define Geography.











Dr Babasaheb Ambedkar College, Aundh, Pune 67 Department of Geography

2018-2019

Report of Question and Answers Methodology

Class: FYBA

Paper: -Physical Geography

Topic:- Elements of Geography

Day & Date: 10/03/2019 at 9.00 am.

Beneficiaries: 20

A Brief Report:

Question and answer secession method helped non attentive students to gain attention. Uncomplicated questions were avoided and straightforward questions were asked to the students. Participation of students was improved when question and answer session was practiced in the class. Since, all Students learn differently, it is a wise idea to ask questions during the lectures. This activity was practiced FYBA students of paper physical Geography.

Hod Head,

Department of General Dr. Babasaheb Ambo

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PRINCIPAL

Dr. Babasaheb Ambedkar College,
Aundh, Pune-67.





Rayat Shikshan Sanstha's

Dr Babasaheb Ambedkar College, Aundh, Pune 67

Department of Geography

Students Notice

2018-2019

Date: 10/3/19

All the S.Y.B.A, students of Department of Geography are hereby informed that 'Question and Answer Secession' is mandatory segment of our curriculum. Under the study Physical Geography – SYBA ,Topic-DISASTER MANGMENT (Rehabilitation and Reconstruction) to Dr. Babasaheb Ambedkar Mahavidyalay, Aundh, Pune. 67 on 16/03/2019 at 9.00 am. Therefore, everyone should be present in time. Similarly, those who will fail to attend it, may face academic loss. The department will not be responsible for such students' academic loss. Kindly take the note of it.

Hop Head,

Department of Geography Dr. Babasaheb Amber Kar College. Dr. Babasaheb Ambedkar College, Aundh, Pune-67.





Rayat Shikshan Sanstha's

Dr Babasaheb Ambedkar College, Aundh, Pune 67 Department of Geography

2018-2019

Question and Answers Methodology

S.Y.B.A Students Attendance

Sr.No.	Students Name	Sign	Remark
٧.	Bhosale swapnil P.	Swapnie	Good
2	Shidsing Shridght.	GOOGINU	Good
3	Rushali sunil	Rushali	Good
4	More kushna M.	morekm.	V- Good
5	Paut on Rat sun!	ombus	good
6	Zanie Vikas Nana	Zainie	9000
7	halckan Manisha vehad	Manisha	9000
8	siterell beelescolves	Joether	9
q	Mohite Rupik dasu	Rupak	
V III			

Faculty co-ordinator

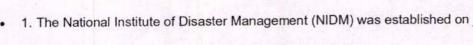
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Department of Generally on Bahasaher Chilege,

Dr. Babasaheb Ambedkar College, Aundh, Pune-67.

Question and Answers





A. September 23, 2002

C) October 16, 2003

B. August 14, 2004

D) August 14, 2001

Ans - D (August 14, 2004)

2. In which city the National Institute of Disaster Management is situated?

A. Kolkata

C) Hyderabad

B. New Delhi

D) Manipur

Ans - B (New Delhi)

3. Which wave of an earthquake is produced by a rolling effect along the earth's surface?

A. L wave

C)S wave

B. P wave

D) None of the above

Ans - C (S wave)

4. Which of the following are the common factors of wildfire hazards?

A. Volcanic eruption

C)Volcanic Lightning and thundering

B. El-Nino

D) All of the above

Ans - D (All of the above)

5. India's total cyclone-prone area is

A. 15%

c) 8%

B. 10%

D) 20%

Ans - C (8%)

6. Which method is widely used to measure flood variability?

A. FFI

C)FI

B. FFMI

D) FMI









Rayat Shikshan Sanstha's

Dr Babasaheb Ambedkar College, Aundh, Pune 67 Department of Geography

2018-2019

Report of Question and Answers Methodology

Class: S.Y.B.A

Paper: - Disaster Management

Topic:- Rehabilitation and Reconstruction

Day & Date: 16/03/2019 at 9.00 am.

Beneficiaries: 09

A Brief Report:

1. Question and answer secession method helped non attentive students to gain attention. Uncomplicated questions were avoided and straightforward questions were asked to the students. Participation of students was improved when question and answer session was practiced in the class. Since, all Students learn differently, it is a wise idea to ask questions during the lectures. This activity was practiced SYBA students of paper disaster management topic Rehabilitation and Reconstruction.

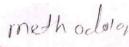
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Department of Geography
Or Habasaheb Ambe Kar College

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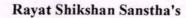
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Dr. Babasahen Ambedkar College, Aundh, Pune-67.











Dr Babasaheb Ambedkar College, Aundh, Pune 67 Department of Geography

Students Notice

2018-2019

Date:15/3/2019

All the T.Y.B.A, students of Department of Geography are hereby informed that 'Question and Answer Secession' is mandatory segment of our curriculum. Under the study Physical Geography - T.Y.B.A, Geography of India Topic-(climate of India) to Dr. Babasaheb Ambedkar Mahavidyalay, Aundh, Pune. 67 on 20/03/2019 at 9.00 am. Therefore, everyone should be present in time. Similarly, those who will fail to attend it, may face academic loss. The department will not be responsible for such students' academic loss. Kindly take the note of it.

Head.

Department of Geography Dr. Babasaheb Amba kar College

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Dr. Babasaheb Ambedkar College, Aundh, Pune-67.

Geography MCQ Questions with Answe

The river Godavari is often referred to as Vridha Ganga because
 A.it is the older river of India
 B.of its large size and extent among the peninsular rivers
 C.there are a fairly large number of pilgrimage centres situated on its banks
 D.its length is nearly the same as that of the river Ganges

Answer

Answer: B.of its large size and extent among the peninsular rivers

2. The scarcity or crop failure of which of the following can cause a serious edible oil crisis in India?

A.coconut

B.Groundnut

C.Linseed

D.Mustard

Answer

Answer: B.Groundnut

3. The pennines (Europe), Appalachians (America) and the Aravallis (India) are examples of

A.old mountains

B.young mountains

C.fold mountains

D.block mountains

Answer

Answer: A.old mountains

- 4. Which of the following factors are responsible for present crisis in the jute industry in India?
- I. The decline in overseas market
- II. Inadequately supply of raw jute
- III.Stiff competition from synthetic packing materials
- IV. Select the correct answer from the codes given below

A.I and II

B.I, II and III





B.Mineral Oil C.Natural Gas D.Uranium O Sure Aunen Due St

Answer

Answer: A.Coal

9. When it is noon IST at Allahabad in India, the time at Greenwich, London, will be

A.midnight,GMT

B.1730 hours

C.0630 hours

D.None of the above

Answer

Answer: C.0630 hours

10. Which country has the largest coast line?

A.USA

B.Australia

C.Canada

D.India

Answer

Answer: C.Canada

11. Which of the following types of soil are mostly confined to river basins and coastal plains of India?

A.Alluvial soils

B.Black soils

C.Laterite soils

D.Red soils

Answer

Answer: A. Alluvial soils

12. The two states of India, most richly endowed with iron ore, are

A.Bihar and Orissa

B.Madhya Pradesh and Orissa

C.Bihar and West Bengal

D.Madhya Pradesh and West Bengal



(89)



C.I and III
D.II and III

Answer

Answer: A.I and II

- 5. Which of the following factors are responsible for India's failure to fully exploit the inland fisheries during the last five decades?
- I. Silting and pollution of the inland water bodies
- II. Deforestation in the catchment areas of the rivers
- III. Lack of marketing facilities
- IV. Select the correct answer from the codes given below

A.I, II and III

B.I and II

C.I and III

D.II and III

Answer

Answer: C.I and III

6. The number of major ports in India is

A.5

B.8

C.13

D.15

Answer

Answer: C.13

7. Which of the following is a peninsular river of India?

A.Gandak

B.Kosi

C.Krishna

D.Sutlej

Answer

Answer: C.Krishna

8. Which of the following is the most important raw material for generation of

power in India?

A.Coal









Rayat Shikshan Sanstha's

Dr Babasaheb Ambedkar College, Aundh, Pune 67 Department of Geography

2018-2019

Question and Answers Methodology

T.Y.B.A Students Attendance

Sr.No.	Students Name	Sign	Remark
1)	Shelke Rohit Rohidas	5. S. Jayeel.	Good.
2)	Shelke Rohit Rohidas	Buke	Good.
3).	dhanye Hdeeti B.	dharase	Good,
4)	Jackay Bhau 8	Jeethy.	Vojgod
_ <u>s</u> Y	ghode hirabelan	gadel	Good
6)	Kambel pooja kalibs.	Paramble	Good.
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Aludakol HOD,

Department of Geography
Dr. Habasaheb Ambe Ker College.

Ambedkar Mondayalaya Mondaya Mondayalaya Mondaya Mondayalaya Mondayalaya Mondaya Mondayalaya Mondaya Mondayalaya Mondaya Monda

Dr. Babasaheb Ambedkar College, Aundh, Pune-67.





Rayat Shikshan Sanstha's

Dr Babasaheb Ambedkar College, Aundh, Pune 67 Department of Geography

2018-2019

Report of Question and Answers Methodology

Class: T.Y.B.A

Paper: - Geography of India

Topic:-Climate of India

Day & Date: 20/03/2019 at 9.00 am.

Beneficiaries: 06

A Brief Report:

Question and answer secession method helped non attentive students to gain attention. Uncomplicated questions were avoided and straightforward questions were asked to the students. Participation of students was improved when question and answer session was practiced in the class. Since, all Students learn differently, it is a wise idea to ask questions during the lectures. This activity was practiced TYBA students of paper Geography of India topic Climate of India.

HOD

Department of Co.

Dr. Habasaheb Ambe kar College

Ambedkar Inglina No. Alling II. Puna St.

Dr. Babasaheb Ambedkar College, Aundh, Pune-67.

Principal





Student's centric teaching & learning methods by the faculty members

Department of Political Science

- 1) Experimental learning Used -
 - Project Writing
 - Teachers Day Participation
- 2) Participative learning Used -
 - Group Discussion
- 3) Problem Solving Method Used
 - Question Paper Solving

Head

Department of Political Science Dr. Babasaheb Ambedkar College, Aundh, Pune-67.

(90)

Questions and Answers Session No.:

Notice

Date:- 7/9/2018

Date:- /[5] [20] 8
All the students of Fr. B. A are hereby informed that Questions and Answers
Session will be conducted on 15/9/2018 at 7.45 in
Regular Class.
Topic/Unit/Chapter selected for Questions and Answers Session:
- Fundamental Rights
- Directive Principles of the State Policy
- Fundamental Duties

Questions and Answers Session No

Roll No.	Name of Student	Topic/Unit/Chapter Allotted for preparation	Remark
	Leville 1		
24.53			

Name and Signature of the Teacher

(93

Questions and Answers Session No.:

Attendance Sheet

Class:

FX.B.A.

Name of Subject/Paper:

Govt & Politics of India

Date and Time:

15 9/18 7.45 gm

Roll No.	Name of Student	Signature	Roll No.	Name of Student	Signature
1	सामके अर्थण	SableAK	- 4	मधार्य गा द्वागारे	planty-
2	व्यक्रिक व्युवना	Suramer	22.	अन्सरी जिशाद	Ansle
3	वांबल भ्रवाली	Dapali	23.	अम्मा प्राथमा ।	ASS.
4	ऋके अभीव	3-mall	24.	धायबर पुजा	Pujer
5	भुका पवन	B	25.	-C11 \$ 00x014 010D	Bel
6	वानिके तेज्ञ	TRS	20_	217021 court	Kopi
7	जीरव मोहिते	GuM	27.	0944 4014	Inm
8	प्रामिक बनसोड	Ban	28.	प्रमु अम्बारी भागपार	
9	आनंद पाटी	Brenk	2)	विकास राया	Mu.
to	राजेश कांवल	RYN.	2 2 2		
11	अनमोळ खंडागळे	sul-			
12	श्प्रम भिसे	Shulb			
13	महश्र पाद	Palm			
14	वो हिल्लास गायकवाड	Pln_			Talani
15	अन्ययंगगामाप	AI			
16	अञ्चलांत भासके	Blish			
17	चलाण अणिकल	Chrofic			
18	साक्षी भाषकवाड	Aulshi			
19	तिश्वी शिर्द	Ashinds			
20	२१०० ६नाभया ४	Rane			

Name and Signature of the Teacher

Question and Answers - Method

The Questions and answers in teaching is well practiced method in the academics entire the world. It is considered as a step away from monological teaching involving a class in teaching learning process. It is the initial recognition that learning takes place when students are verbally as well as intellectually involved in the educational situation.

Question and answer teaching gives the student the opportunity to reflect his inquiries and needs for further information. At the same time, by soliciting answers to key questions, the teacher gains some insight into the class' progress. Inviting students to participate by asking questions prompts them to think that it is *their* class and not *your* class.

Methodology:

- 1. Make groups of 8-10 students for Question and Answer method.
- 2. Instead of asking questions abruptly in a class, give students the questions ahead of time like 10-15 days before the class work out.
- 3. The teacher may distribute 3" by 5" cards with key questions for next week's lesson and handover them to a particular group.
- 4. Teachers should only ask questions understandable to the student. Avoid superior intelligence.
- 5. Work out the procedure on the date and time as stipulated to students.
- 6. A teacher is always a facilitator and decision maker in the whole activity.
- 7. Never be negative toward a student's response. Even when the wrong answer is given, the good teacher will find some element of truth to *reinforce the response*.

Teachers Day Activity

Attendance Sheet

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TYBA

Name of Subject/Paper:

Local Self Government of Maharashtra

Date and Time:

5/9/2018 Time. 7.45 am

Roll No.	Name of Student	Signature	Roll No.	Name of Student	Signature
1	Raut Pooja	Porge			
2.	Bhagwal Akshory		,	1	
3	Pawar Sautosy	Bhaga 178			
4	Kambale Jitendra	Jh_	_=	*	
5	Londhe shweta	Standhe			
6	Dhanve Aditi	Ale:			
7	Naidu Shahista	NEV			
8	Kambale Jitendra Londhe Shweta Dhanve Aditi Naidu Shahista Jadhav Bhaushheb	Bjochan			
					lt .
-					

Name and Signature of the Teacher

Experiential Learning Method Notice



Date: - 3/9/2018

All the students of T. Y. B. A. are hereby informed that Teachers Day activity will be conducted on 5/9/2018 at 7.45am to 10.15 am in regular class room. Students are requested to attend for the same activity.

1 LIM Sadaphal Prof Dr Vilas Sadaphal

Group Discussion Activity No.:

Attendance Sheet

Class:

T. Y. BA

Name of Subject/Paper:

Public Administran

Date and Time:

25 3 2018

Time, 7:45

Roti No.	Name of Student	Signature	Roll No.	Name of Student	Signature
	Raw Pogla	Roys			
2	Rawt Pooja Bhagwat Akshay	Bhyll	- 50		-
3	Combreh Parlan	PC		*	
4	Londhe Sheweta Dhanve Adihi Naidu Shahista Jadhav Bhausaheb	Gierdhe			,
5	Dhanve Adihi.	porci			12
۵	Naidu Shahista	Ngus			
7	Jadhar Bhausahel	Byatu			
8	Kamble Jetendra	W_			
9	Lucia La T				
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	24,				
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					411-4
			- 1		7

Name and Signature of the Teacher

Group Discussion Activity No.:

Notice

Date: - 20 37201 8

All the students of T. Y. B.A. are hereby informed that Group Discussion activity will be conducted on 25/9/18 at 7'45am in Regular Class Room

Topic/Subject(s) for Group Discussion:

Importar	rce.	
	190	

Schedule for Group Discussion Activity No.

Roll No.	Name of Student	Group No.	Topic Allotted	Remark
	Rant Poga	7		
2	Bhagwaf A:B	1	\	
3	Rant Pooja Bhagwat A:B Pawar Santosh			
				7.1
4	Londhe Sheweta			
5	Kamble Jitendra			
6	Jadhar Bhausaheb	4-7		
	Rapho Au			

Name and Signature of the Teacher



Student's centric teaching & learning methods by the faculty members

Department of Political Science

- 1) Experimental learning Used -
 - · Project Writing
 - Teachers Day Participation
- 2) Participative learning Used -
 - Group Discussion
- 3) Problem Solving Method Used
 - Question Paper Solving

Head,

Department of Political Science Dr. Babasaheb Ambedkar College, Aundh, Pune-67.









Rayat Shikshan Sanstha's

Dr. Babasaheb Ambekar College **Aundh Pune 67 BOOKLET CUM REGISTER FOR INNOVATIVE TEACHING-LEARNING METHODS**

YEAR: 2018 - 2019

Name of Teacher: Prof. Vilas Sadaphal

Qualification:

M.A. M.Phil.

Designation:

Associate Professor

Name of Department: Political Science



Group Discussion Activity No.:



नोटीस

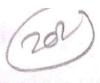
दिनांक: 0४/0१/२०१९

एफ.वाय.बी.ए राज्यशास्त्र विभागातील सर्व विद्यार्थ्यांना कळविण्यात येते की, अंतर्गत मूल्यमापना करिता विद्यार्थ्यांची गट चर्चा हा शैक्षणिक उपक्रम राज्यशास्त्र विभागांतर्गत राबविण्यात येणार आहे. सदर गट चर्चा दि. १०/०१/२०१९ रोजी हॉल न. १०८ मध्ये सकाळी ९:५०ते १०:४० या वेळेत घेण्यात येईल.गट चर्चेस (Group Disscussion) उपस्थिती अनिवार्य आहे.

गट चर्चेंचे विषय: [Carre- Discussion Topics]
१) कायद्यापुढे समानता [Equality before Las]
२) राजकीय पक्षाची भूमिका [Role of Political Partie)

3) उद्देश पत्रिकेचे महत्व [8 mportance of pacamble

Name and Signature of the Teacher





Group Discussion Activity No.: 1

Attendance Sheet

Class:

F.Y.B.A.

Name of Subject/Paper:

POLITICAL SCIENCE

दिनांक १०/०१/२०१९ सकाळी ९:५०ते १०:४०

Roll No.	Name of Student	Signature	Roll No.	Name of Student	Signature
3	awate Rank	Agams	90	Pawar Pirti	Redi
33	Gaikwad Prestik		105	shaikh Akbar	
38	Hure Adity.	Achtes	109	Shinde Acus Hu	onyo AA
36	Gajghale Rushie	eh .	121	Thoraut Amol	Amal
40	Jackhov Dhananjay	1 Redon	127	Wagh Dhaval	7
50	Janvao Harshad		142.		The same of the sa
34	Guikwad sakeh				71:40411
51	Javir Harshad				
53	Nileah Arjun.	Menjun			The state of
58	Kaclam Gerletam	Kaclam.			
67.	Kambie swapnalis	Swafang			
19	Chavon Aniket	Roume	- 第二十二		
	Deshpande Ruterla			A FASTER AND LONG	
311	ongre Ashvoini				
37	Hawke sumit.				
-	Komble Sumit	aur			
	Khan dagale Ahmol	1 -1			
		pont			
	Pol Makesh 7	10			
	Rajiwade Telas	2 gywed			
00	Sonap Asha I	any.	od ni i		

Name and Signature of the Teacher

Signature of Head of Depa



अहवाल

दि.११/०१/२०१९

शैक्षणिक वर्ष- २०१८ -२०१९ मध्ये प्रवेश घेतलेल्या एफ.वाय.बी.ए.राज्यशास्त्र या विषयातील १) कायद्यापुढे समानता २) राजकीय पक्षाची भूमिका ३) उद्देश पत्रिकेचे महत्व

या घटकावर विद्यार्थ्यासाठी दि .१०/०१/२०१९ रोजी विद्यार्थी केंद्रित अध्यापन पद्धती अंतर्गत गट चर्चा आयोजित केली होती. त्यामध्ये विद्यार्थ्यांनी सहभाग घेतला होता .गट चर्चेनंतर सदर उपक्रमा बद्दल विध्यार्थ्यांना प्रतिक्रिया विचारल्यानंतर विविध विद्यार्थ्यांनी मांडलेल्या विविध मतामुळे त्यांच्या ज्ञानात भर पडल्याचे सांगितले तसेच त्यांचा आत्मविश्वास वाढल्याचे समजले भाषण कौशल्य वाढण्यास मदत झाली. अशा वेगवेगळ्या उपक्रमामुळे नवनवीन गोष्टी शिकायला मिळत असल्याची भावना व्यक्त केली.

Signature of the HoD

Signature of the Principal

PRINCIPAL

Dr. Babasaheb Ambedkar College, Aundh, Pune-67.





Notice

दिनांक:-११/०१/२०१९

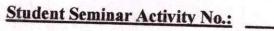
एफ.वाय.बी.ए. राज्यशास्त्र विभागातील सर्व विद्यार्थ्यांना कळविण्यात येते की, राज्यशास्त्र विद्यार्थ्यांचे सेमिनार शैक्षणिक उपक्रम राज्यशास्त्र विभागांतर्गत राबविण्यात येणार आहे. सदर. सेमिनार दि. १७/०१/२०१९ रोजी सकाळी ८ : ५० ते ९ : ४० या वेळेत घेण्यात येईल . सदर सेमिनार अनिवार्य आहे.

• सेमिनार चे विषय :

- १) कलम ३२ घटनात्मक उपाययोजनेचा हक्क
- २) केंद्र-राज्य सबंध
- ३) भारतीय राज्य व्यवस्थेचे स्वरूप

Name and Signature of the Teacher





Attendance Sheet

Class:

F.Y.B.A.

Name of Subject/Paper:

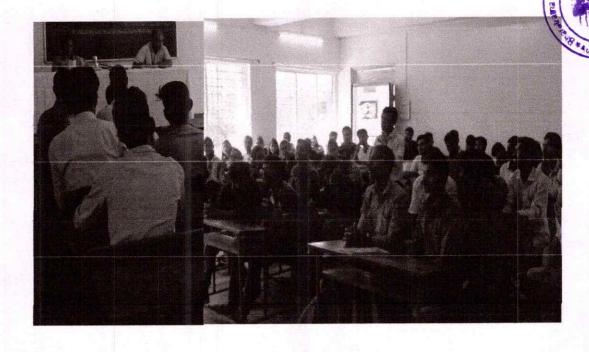
POLITICAL SCIENCE

दि. १७/०१/२०१९ रोजी सकाळी ८ : ५० ते ९ : ४०.

Roll No	Name of Student	Signature	Roll No.	Name of Student	Signature
34	Sakshi Gaikwa	Bushi	121	Thorast Amol	
67	Kamble Swagno	eli Berpai	1 136	Ambeelican Anixe	N- Wall
40	Jackhan Dhananja	4 Badeshu		Bansock Parti	Banus
51	Javir Harshad	Hozard	148	Bhosale Ashui	NE PARALO
53	Nilesh Agun.	Mesiun	155	Charan Ajoy	Micel
91	Pol Mahesh	Paheeh	161	Dewakate Shrini	vous Berner
100	Sonap Asher	Ashay	. \	3.32/11.10	12000
55	Kaclam Gautom	Buten.			
59)	Kale Antracha	The second second			
39	Bhalesao Ruseyy				
36	Geopter Powon	Geople	salva tel		
44	Jacken Dhopjay	Deeller			
58	Kalamkar Rushik		100		
59	Kale Anuradha	Kungacky			
86	Hule Adity.	Hidely		\ \	
70	Kedari Vaibrav	Weder	est a		
90	Pawar Priti	Reiti			
108	Strinde Nites	pince			
15	surve Robit	Deutut'			

Name and Signature of the Teacher





अहवाल

दि. १९/०१/२०१९

शैक्षणिक वर्ष २०१८ - २०१९ मध्ये प्रवेश घेतलेल्या एफ .वाय.बी .

.राज्यशास्त्र या विषयातील विद्यार्थ्यांनी १) कलम ३२ घटनात्मक उपाययोजनेचा हक्क

२) केंद्र-राज्य सबंध ३) भारतीय राज्य व्यवस्थेचे स्वरूप

या विषयावर सेमिनार घेण्यात आले. या घटकावर विद्यार्थ्यासाठी दि. १७/०१/२०१९ . रोजी विद्यार्थी केंद्रित अध्यापन पद्धती अंतर्गत सेमिनार आयोजित केली होती. त्यामध्ये विद्यार्थ्यानी सहभाग घेतला होता सेमिनार सदर उपक्रमा बद्दल विध्यार्थ्यांना प्रतिक्रिया विचारल्यानंतर विविध विद्यार्थ्यांनी मांडलेल्या विविध मतामुळे त्यांच्या ज्ञानात भर पडल्याचे सांगितले आत्मविश्वास वाढल्याचे समजले भाषण कौशल्य वाढण्यास मदत झाली .तसेच अशा वेगवेगळ्या उपक्रमामुळे नवनवीन गोष्टी शिकायला मिळत असल्याची भावना व्यक्त केली.

Signature of the HoD

Signature of the Principal

Dr. Babasaheb Ambedkar College, Aundh, Pune-67.





Attendance Sheet

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	255	•

TY B.A.

Name of Subject/Paper:

Local Self Government of Maharashtra

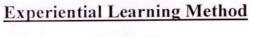
Date and Time:

5/9/2018 Time. 7.45 am

Roll No.	Name of Student	Signature	Roll No.	Name of Student	Signature
1	Raut Proja	Porga			
2.	Bhagwal Akshay	BhagalAB			
3	Bhagwal Akshay Pawar Sautos 4	PS			
4	Kambale Jitendra	Th_			
5	Londhe shweta	Jh. Standhe Standhe NEV. Bjodnav			
6	Dhanve Aditi	Ale:			
7	Naidu Shahista	NEV			
8	Jadhar Bhaushheb	Bjodan			
		0			
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	Tiler Land,				
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		a 80			

Name and Signature of the Teacher







Notice

Date: - 3/9/2018

All the students of T. Y. B. A. are hereby informed that Teachers Day activity will be conducted on 5/9/2018 at 7.45am to 10.15 am in regular class room. Students are requested to attend for the same activity.

J LIM Prof Dr Vilas Sadaphal



Group Discussion Activity No.:

Attendance Sheet

Class:

TYBA

Name of Subject/Paper:

Public Administran

Date and Time:

25 9 2018

Time, 7:45

Rott No.	Name of Student	Signature	Roll No.	Name of Student	Signature
1	Raw Pooja	Roys			
2	Bhagwat Akshay	Bhylles	1		
3	Bhagwat Akshay Sawtosh Pawar	PS.	1	1	
4	Londhe Sheweta Dhanve Adihi Naidu Shahista Jadhav Bhausahel	Giendha			
5	Dhanve Adihi.	porci			
۵	Naidu Shahista	None			
7	Jadhar Bhausahel	Byahr			
8	Kamble Jetendra	H-			
9					
	_				
					Pagin
		× - 1			

Name and Signature of the Teacher



Group Discussion Activity No.:

Notice

Date:- 2019

All the students of	TYBA	_ are hereby	informed	that G	roup Dis	cussion
activity will be conducted on	25/9/18	at 7'45 am	in Reg	gular	Class	Room

Topic/Subject(s) for Group Discussion:

Importance	
4.14.00	
	-

Schedule for Group Discussion Activity No. ___

Roll No.	Name of Student	Group No.	Topic Allotted	Remark
	Rant Poga	7		
2	Bhagwaf A:B	1	I Hills	
3	Rant Poga Bhagwat A:B Pawar Santosh			
4	Londhe Sheweta			
5	Kamble Jitendra		11-11-1	
6	Jadhar Bhausaheb			

Name and Signature of the Teacher

(21)

Questions and Answers Session No.:

Notice

The second of th

Date:-
All the students of FYBA are hereby informed that Questions and Answers
Session will be conducted on 15/9/2018 at 7.45 in
Regular Class.
Topic/Unit/Chapter selected for Questions and Answers Session:
- Fundamental Rights - Directive Principles of the State Policy - Fundamental Duties

Questions and Answers Session No. ____

Roll No.	Name of Student	Topic/Unit/Chapter Allotted for preparation	Remark
ar-gold			

Name and Signature of the Teacher





Questions and Answers Session No.:

Attendance Sheet

Class:

FX.B.A.

Name of Subject/Paper:

Govt & Politics of India

Date and Time:

159118 7.45 gm

Roll No.	Name of Student	Signature	Roll No.	Name of Student	Signature
1	शावळ अर्थण	SableAK	- 21	मधार्य गा देशपार्ट	Roeth
2	अंक्षेत्र व्युप्तार्ग	Suramer	22.	अन्सरी निशाद	Ansle
3	वांबल भवाकी	Dapali	23.	अमिया स्मिरमागर	ASS.
4	ऋरें अभीव	3-mall	24.	ह्यायम पुजार	Payer
5	भूषा पवन	B	25.	न्मक्रमार् वाकी	Sel
6	वानिके तेज्ञ	TRS	20_	21/0/21 court	Ropic
7	जीरव मोहिने	Gams,	27.	oght you	mm
8	प्रापिक कनसोड	Ban	28.	राषु अमिकारा गाजवार	Kite
9	आनंद पाटी है	Arente	2)	खिश्रास्त्र राग्नी	Mu
to	राजेश कांवल	RYM.			
11	अनमील खंडागळ	sul			
12	श्प्राप्त भिसे	Shull3			
13	भहियाव	Palm		المجواب إن أن الله	
14	क्षे हिल्लाम् भाषकवाड	Pln_			
15	अन्जय्ज्ञामाप	AI			
16	भवकांत भासके	Black			
17	चवाण अनिकल	Cherrafile			
18	साक्षी गायकवाड	Autoli			
19	तिहारी छिद	Ashinds	Liftu		
20	२१०० ६नाभया द	Rane			

Name and Signature of the Teacher

The Questions and answers in teaching is well practiced method academics entire the world. It is considered as a step away from monological teaching involving a class in teaching learning process. It is the initial recognition that learning takes place when students are verbally as well as intellectually involved in the educational situation.

Question and answer teaching gives the student the opportunity to reflect his inquiries and needs for further information. At the same time, by soliciting answers to key questions, the teacher gains some insight into the class' progress. Inviting students to participate by asking questions prompts them to think that it is *their* class and not *your* class.

Methodology:

- 1. Make groups of 8-10 students for Question and Answer method.
- 2. Instead of asking questions abruptly in a class, give students the questions ahead of time like 10-15 days before the class work out.
- 3. The teacher may distribute 3" by 5" cards with key questions for next week's lesson and handover them to a particular group.
- 4. Teachers should only ask questions understandable to the student. Avoid superior intelligence.
- 5. Work out the procedure on the date and time as stipulated to students.
- 6. A teacher is always a facilitator and decision maker in the whole activity.
- 7. Never be negative toward a student's response. Even when the wrong answer is given, the good teacher will find some element of truth to *reinforce the response*.