

Metric 2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students  
As an institutionalized activity in accordance with learner needs

#### Clarification Asked

HEI has not provided any supporting documents as per SOP. HEI needs to provide the Relevant documents highlighting the activities to address the differential student needs Reports with seal and signature of principal Photographs with caption and date

#### Response

1. Document for institutional provisions for catering to differential student needs is attached. (Appendix-I)

**2023-2024**

# APPENDIX I

**First Semester  
Practicum (EPC)**

**IS-EPC 1 Practice in core teaching skills –**

**Learning outcomes**

After taking this course, the student will be able to:

- Orient themselves in Theoretical aspects of Microteaching, Teaching Skills, and Integration of Teaching Skills.
- Develop competency among students teacher in Teaching Skills, Integration of Teaching Skills.
- Help student teacher in transferring the learnt skills in real classroom situation.

**IS-EPC 1 Practice in core teaching skills –**

- a. Set Induction
- b. Explanation
- c. Illustrating with examples
- d. Questioning and probing
- e. Writing of behavioural objectives
- f. Lesson planning & Unit planning
- g. Stimulus variation
- h. Reinforcement and feedback
- i. Use of teaching aids including Black board writing
- j. Sketching and drawing
- k. Closure

(At least eight skills are compulsory: Practice of prescribed Microteaching Skills (3 Lessons per Skill))

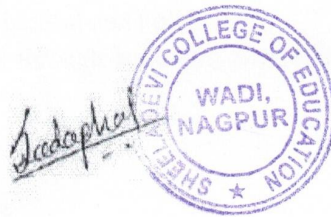
**IS-EPC 2 Reading and Reflection of any two of the texts of Indian Educators as opted by  
The University department/ College.**


**Learning outcomes**

After taking this course, the student will be able to:

- Empower in effective reading of a text with appropriate voice modulations, stress and speed.
- Read a narrative, poetic, prosaic, interactive, satirical, autobiographical text suitably, meaningfully and effectively.
- Develop interest for reading, listening, reflecting and sharing the meaning of the text.
- Develop capacity to analyze and summarize the ideas expressed in the text.
- Identify the assumptions underlying the text.
- Empower to grasp the import of the text, evaluate its contents and have their own views on the text.
- Gain confidence by overcoming the blush and nervousness associated with public speaking.
- Develop joy of reading good poetical, satirical, biopic, reflective and other kinds of text.
- Cultivate the habit of reading original works of great exponents of various disciplines.

- a. Swami Vivekanand
- b. Mahatma Gandhi
- c. Aurobindo
- d. Rabindra Nath Tagore.
- e. Rashtrasant Tukadoji Maharaj
- f. Krishna Murti
- g. Madan Mohan Malviya
- h. Acharya Narendra Dev
- i. Rajrishi Shahu Maharaj
- j. Gyaneshwar Maharaj
- k. Dr B.R. Ambedkar
- l. Mahatma Jyotiba Phule
- m. Vinoba Bhave
- n. Vir Savarkar
- o. Gulab Maharaj
- p. Dasbodh



  
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## IS -EPC 3 : Drama and Art in Education

### Background:

Transformational education involves reflection, introspection and action, with a deep relationship between the head, heart and hand. The National curricular Framework 2005(NCF) reminds us that the school curriculum must integrate various domains of knowledge, so that the curriculum encompasses all, and is not separated from the co-curricular or extra-curricular. This has significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities.

Learning is enhanced through drama in education (John, Yogin and Chawla 2007) which helps learners to extend their awareness through multiple perspectives to look at reality through fantasy and to predict everyday situations in order to cope with unpredictable unsettling experiences.

The course on drama and art in education also helps in understanding the self and as a form of self-expression for enhancing creativity. The components of fine art aim to develop aesthetic sensibilities in students-teachers and learn the use of art in teaching learning. (Prasad,1998).

### Learning Outcomes--

After taking this course, the student will be able to:

- Oriented themselves towards basic concept of Music, Drama, Fine Arts, Dance and other literary activities such as Elocution, Debate, Quiz etc.
- Develop understanding of local art forms, Music, Plays.
- Develop ability to organize various programs of music, drama and other literary activities like Quiz, Essay Writing, and Debate.
- Enhance the aesthetic sense by means of these activities.
- Appreciate performance done by others and give proper feedback.
- Discuss the need of Music, Drama and other creative, co-scholastic activities in individual and social life.

### Orientation Sessions:

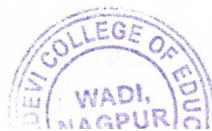
#### Unit-I:

- Introduction: Meaning, Objectives and Significance of Music, Drama and other Creative, Co-scholastic Activities for an Individual.
- Importance of Music in Life, Types and Styles of Indian Music.
- Voice training, ear-training, correct posture of singing.
- Role of Drama as a form of self-expression.

#### Unit-II:

- Introduction of Fine Arts, its Types.
- Introduction of Dance (Indian Classical and Folk).
- Identifying interests of students through auditions, Dance-Step test and acting ability test.

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### Unit-III:

- Introduction of Literary Activities
- Its types & styles

### Activities

1. Musical Activities:
  - Solo singing (Indian & western)
  - Group singing (Indian & western)
2. Fine Arts:
  - Sketching
  - On the spot painting
  - Photography
  - Rangoli
  - Mehendi
  - Poster making
3. Dance:
  - Solo Dance (Indian dance forms)
  - Group Dance (folk and tribal dances)
  - Creative Dance
  - Choreography
4. Literary Activities: (Hindi/ English and Sanskrit)
  - Essay writing
  - Poetry
  - Elocution
  - Debate
  - Quiz
5. Theatre:
  - One Act Play
  - Expressions
  - Mime
  - Mimicry
  - Skit

**Note:** Students are expected to choose **two** from the above mentioned **5** groups of activities.

### Evaluation:

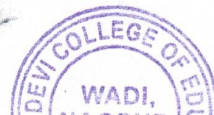
The students will be evaluated on the basis of

1. Planning and execution of at least two from the 5 groups of activities.
2. Report writing: Write a report to describe the two activities you have chosen in not less than 1000 words.

### Transactional strategies:

The entire course will be transacted in **workshop mode**. 10 hours will be devoted to sessions for conceptual orientation through discussion and demonstration. Remaining **50** hours will be devoted to Practice Sessions based on the performance and aptitude of the students involving performances, Attending Musical Programs / Plays / Dance Programs / musical record listening sessions etc.

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**References::**

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**Second Semester  
Practicum (EPC)**

2S- EPC1 Personality development with emphasis on -- Understanding the self /Communication skill including Language Use and improvement of speech.

2S- EPC 2 Designing of assessment tools for achievement in school related subject and administration of psychological tests and any 5 Psychological experiments with a brief report there on.

A Transfer of learning

B Memory

C Trial and error

D Work and fatigue

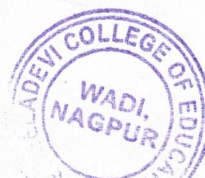
E TAT / Inkblot or any other experiment

F Span of attention

**Internship** – In the Internship for first year of 4 Weeks following activities/assignments will have to be undertaken.

- a. **School Visit:** Two days for every School; primary / upper primary and secondary level schools. (One Week)
- b. **Observation:** Observation of class room teaching, Classroom and School sites including library, lab and sports / extramural programmes within the school with preparation of school profile as an outcome. (One Week)
- c. Skill development through simulated and micro teaching sessions. (One Week)
- d. Improvising of teaching aids / exhibits / gadgets for use in school. (One Week)

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**Third Semester  
Practicum (EPC)**

**3S-EPC 1: Nai Talim and Community Engagement Project**

Credit-02

Marks: 50

**Background**

Local community engagement of perspective teacher is essential as the students of teacher education are to be equipped with required skills to engage meaningfully for learning skills required for professionalization of teacher education and make it locally relevant. This process will help them to develop empathy and compassion leading to commitment to local community life. Hence, this course would make the B Ed education contextual and effective within the local community setting with due consideration for social and economic relationships. The teachers transacting the curriculum need to contextualize the subject matter and empathize with the learning context of students in their local community.

**Learning Outcomes:**

After completion of the course the student will be able to:

1. Understand the social, economic, political and cultural framework of the local education needs
2. Address the challenges with suitable responses for the identified local education issues
3. Engage in the capacity building for management of the school-local community education which help teachers to train the students to get involved in local occupations, trades, professions.
4. Reconstruct and devise suitable pedagogy as per the local requirement and Promotes reflective practices.
5. Extends gender & social equity in occupations without any stereotyping.
6. Helps in revamping the curriculum with indigenous methods for self-reliance.

**Core Competency Development**

**Work based Community engagement:** Students develop an intellectual understanding of the local civic engagement sphere. Experience, coupled with critical reflection, provides opportunities for transforming their perspectives.

**Community-based action research:** Students learn to analyze local community and organizational problems and needs, and to develop creative solutions. Respect various occupations and professions internalizing and appreciating dignity of labor. Meeting people pursuing various livelihoods where they are working and pursuing the respective livelihoods. All learners have the capacity to excel.

**Social justice:** Students learn about social justice issues from local and global perspectives and develop a nuanced understanding of the history and political and cultural contexts of these issues. Educating ourselves and our community in order to understand power, privilege and to collectively envision and build a more equitable and just society. Appreciation of diversity and capacity to work with diverse constituents - Students consider their own and others' social and cultural group identities. Students develop interpersonal and intercultural competencies to work effectively with people from a broad range of backgrounds.

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**Respect for Diversity:** All people, including students, faculty, staff, and community members, have a wide range of social identities. Welcoming people of diverse backgrounds and perspectives prepares us for global citizenship.

**Leadership:** Students hone their skills in facilitating and working within teams. They learn and practice networking, conflict resolution, consensus-building, and negotiation skills, facilitating relationships and supporting local community-building processes

**Experience:** Experience, coupled with critical reflection, provides opportunities for transforming our perspectives. The Community Engagement Program is one step along the journey of lifelong learning.

**Dialogue:** Learning occurs through the exchange of ideas, active listening, and challenging assumptions.

**Assets-Based Perspective:** Actively seeking the strengths in people and in communities and working to develop those strengths. Pursuing positive changes in ourselves, our institutions, and our local communities.

**Art and Craft:** Promotion of entrepreneurship through learning of various aspects of different select local arts and crafts

### **Characteristics**

The following core characteristics form the basic framework of the local community based learning model. They are prime factors which are considered while developing the curriculum for local community engagement of students of teacher education.

- Mutual respect for teacher, student and community
- Creating a sense of community belongingness in the class room
- Ability of being warm, accessible, enthusiastic and caring
- Setting up a higher standard than the usual in community engagement
- Perennial love for learning the context
- Ability of being a skilled leader in engaging with the community
- Ability to shift gears as per the community response
- Collaboration with the counterparts on a continuous basis
- Ability to maintain professional decorum.

### **Detailed Teaching /Learning Concepts:**

- 1) Integrating work Education School Curriculum and Pedagogic Strategies. Activities and Nature of lessons to be included in Class-Specific syllabus and Text Books of both Language and Non-Language subjects-Agriculture and horticulture Operations, Gardening, Swachhta, Plantation, Nursury, School Garden, Composting, and Waste Management.
- 2) Experiential Learning, Establishing Village and Education Interest Groups/ Committees and Taking help of Self-Help Groups in Education: 1. Agricultural, Fruit, Poultry, Vegetable Produce Management and Marketing, 2. Waste Mapping, Cleanliness Drives and Composting, 3.Nursury Raising and Kitchen

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Gardening, 4. Water and Sanitation Facility Management, 5. Building/Road Planning, Maintenance and Construction .

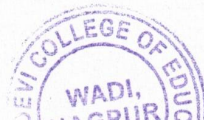
- 3) PRA- Street, Slum, Village, social, Occupation and Resource Mapping school community relations-Venn diagrams school education and panchayat Raj implication of 73<sup>rd</sup> and 74<sup>th</sup> amendment for decentralized education management. Village level workers and their engagement in educational and Health matters.
- 4) Transect Walk, Community Service and its impact. School mentoring and facilitation. Documenting best practices in areas like Education, Storage and Marketing, Local Production and Provision of Services, Health, Agriculture, Nursery Raising as Plantation, Welfare, Waste Composting, Water Harvesting, Participation in Agricultural/Craft Operations in village.

#### Practicum Details:

During second and third semester students to be engaged in the Rural / Local community to take up the following activities and submit detailed report of activity conducted with photographs at the end of third semester.

1. Study of spatial distribution of various social and occupational groups in the village intensely participating in the learning of some task
2. Application of Participatory Learning and Action techniques of resource mapping and social mapping
3. Awareness program involving school community, development specialists and villagers in developing Village Development Plan.
4. Involving high school students in the activity and work based education programs in the neighborhood selected villages.
5. Involving high school students in Community Project and Participatory Rural Appraisal, Land and Human Resource Mapping and Action Research with Community Organization.
6. On Field Learning: Nursery Raising and Kitchen Gardening as Plantation
7. On Field Learning: Waste Audit and Composting to learn the important aspects of resource conservation activity
8. On Field Learning: Water Audit and Budgeting with Water Harvesting to learn the important aspects of conservation activity
9. On Field Learning: Participation in Agricultural/Craft Operations in Village to learn the process components
10. Studying and participating in the capacity building programs with self-help groups and government officials for different
11. Vocations and learning necessary locally relevant learning skills.
12. Conducting field visit and field interaction with the help of school students of the village and Self Help Groups and Village Resources for the students.
13. Participating in orientation of school education committee members in the village with the help of village level officers.
14. Conducting and facilitating school-community workshops and health camps.
15. Studying and reporting the health concerns of the school-village, drainage system of the school-village and health habits of the school students-villagers to the concerned authorities.
16. Growing kitchen gardens
17. Participating and promoting vanamahotsvam with school-community participation a fest for creating awareness of trees and planting of saplings.

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18. Creating awareness on climatic changes and hazards with the help of students in the villages. And also inputs on how to address the same.
19. Visiting public places and farms for studying and participating in awareness programs relating to sanitation, water, soil fertility management, biomass energy and means of producing solar energy.
20. Promote adult literacy, awareness on various government programs.
21. Rapport building and connecting with community leaders for creation and maintenance of school facilities and programs.
22. Learning and participating in the trades and occupations of the parents in neighborhood, ensuring retention of suppliers for quality outcomes.

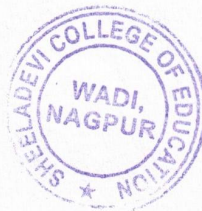
#### Transactional Strategies:

- PRA/PLA Methods, work experience, service camps, field visits, nature study and gardening,
- Case study of schools on community engagement and conduct of SMCs meeting.
- CAS and study of gram panchayat and implementation of 74<sup>th</sup> constitutional amendment.
- Community service and survey on literacy and out of school children.
- Panel discussion with students on approaches adopted in schools.
- Field mapping, interview and interaction with different people engaged in service and occupation. Study on Happiness, pleasure and violence in classroom.

#### Assessment

This is a two credit course of one semester and comprises of two credits for practicum EPC with a maximum of fifty marks. It could be followed up with additional 30 days winter break internship on community engagement integrating work education and Nai Talim methodology. The grading plan could be continuous and periodical through checking of participation and involvement and for optimal outcomes. The emphasis is to be more on the practical orientation to the students.

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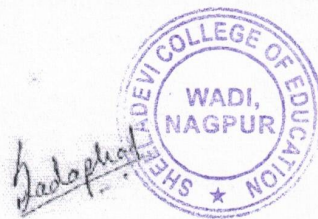


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### **Internship – II**

In the Internship for second year of 16 weeks, following activities / assignments will have to be undertaken.

- A. The B.Ed. trainee will be attached to primary/upper primary level schools for **(Four Weeks)**, to secondary level schools for **(Ten Weeks)** and to senior secondary schools for **(Two Weeks)**. The purpose of the internship programme is to integrate theoretical knowledge of courses in perspectives and pedagogy with engagement in various sites such as the school, the classroom, the community and the learner and thereby ensuring a holistic development of teaching competencies and skills needed for an effective teacher professional of 21<sup>st</sup> century global world.
- B. The activities undertaken during this programme of school attachment will comprise of :
- Observing teaching sessions of school teachers.
  - Teaching 40 lessons (Supervised by B.Ed. faculty).
  - Participation in school chores such as prayers, assembly, organization of co-curricular activities.
  - Library and lab management (in cases of trainees having to work with laboratories).
  - Excursion, Study tours etc. as part of the school programme.
  - Community interactions including teacher-parent meetings and visits to specific community centres.
  - Final lesson one each subject of minimum 35 minutes duration to be conducted in schools and observed by examiners.



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## Fourth Semester

### Practicum (EPC)

4S -EPC 1 Classroom/School/Community based research projects and implementation.

4S- EPC 2 Scouting and Guiding – Under the guidance of an authorized trainer with certification.

4S- EPC 3 Yoga Education – Under the guidance of a formally trained yoga expert with certification from the concerned institution.

#### 4S EPC3-: Yoga Education

##### Learning Outcomes:

After completion of the course the student will be able to:

- Understand the basic concepts of Yoga.
- Understand the benefits of exercise, physical fitness and health related physical fitness.
- Understand and Perform different Asanas and Pranayama
- Understand the benefits of yoga for positive health

##### Unit-I: Introduction to Yoga and yogic practices

- Meaning , Aim , objectives and scope of yoga Education
- Historical development of yoga education
- Concept of Ashtang or Raj yoga Importance of yogic exercises
- Health related physical fitness and yogic practices

##### Unit-II: Introduction to Yogic texts

Understanding Ashtang Yoga of patanjali

Meditational practices in patanjali yoga

Role of mind in positive health

Yogic principle of healthy living

Integrated approach of yoga for management of health

##### Unit-III Yogic Asanas/Pranayama/ Meditation:

- Asanas (Technique and Benefits)
- Pranayama (Technique and Benefits)
- Kriya, Mudra

##### Concentration /Meditation:

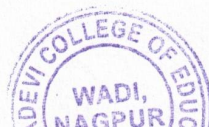
- Various Techniques of Meditation: Om chanting, Tratak etc.
- YogNidra

Suryanamaskar: All steps

##### MODE OF TRANSACTION:

The entire course will be transacted through workshop and demonstration methods and through practice sessions.

*Sadaphat*



*B. J. S.*

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**SESSIONAL WORK:**

1. Organise and manage yoga classes during internship at schools

**References::**

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- Yoga explained - Bengal Lancer (No. 435) Chowkhamba Sanskrit SansthanP.O.No: 1008, Varanasi

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**Independence Day**



  
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Field visit - Nagalwadi



  
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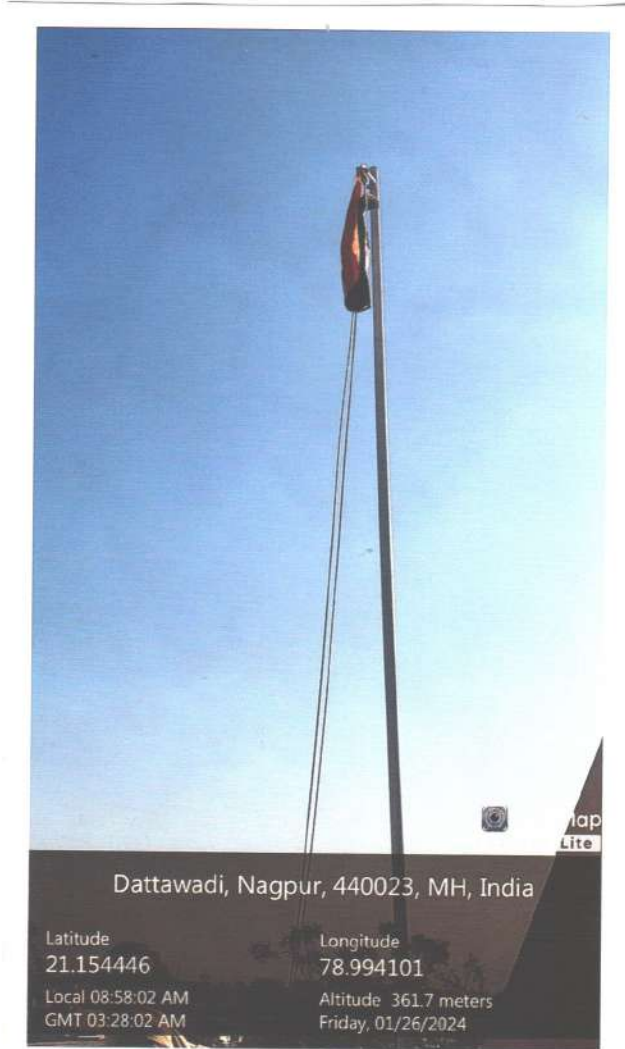


Community Visit - Shraddanand Anathalay



  
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**2023 -2024**



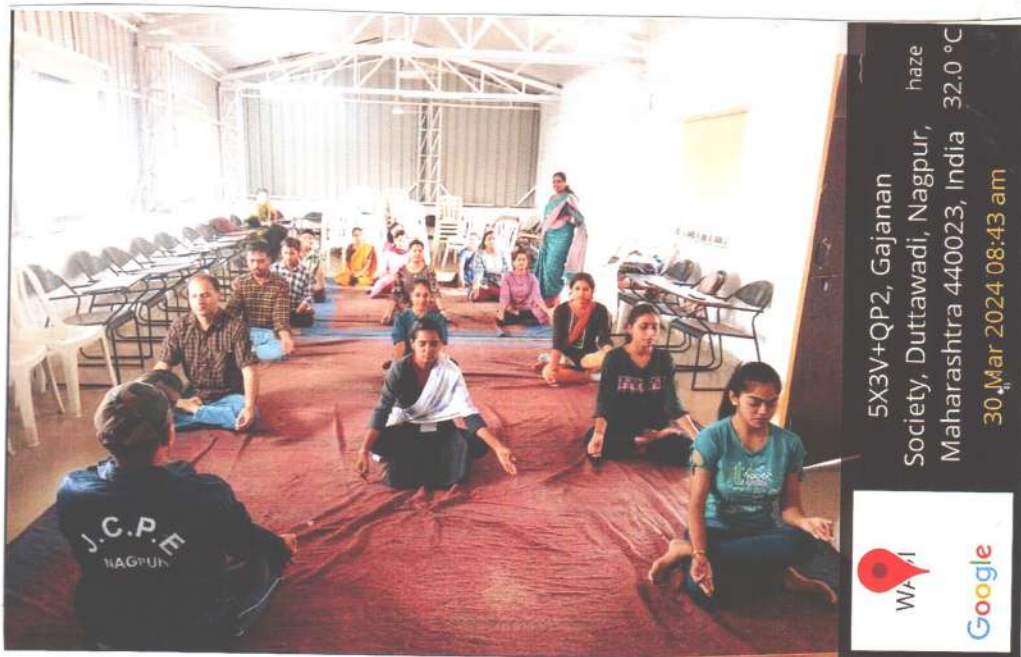
**Republic Day**



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Yoga Day



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2023 -2024



International Women's Day



*6/20/24*  
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**2023 -2024**



**Teacher's Day**



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**2023 -2024**



**Constitutional Day**



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2023 -2024



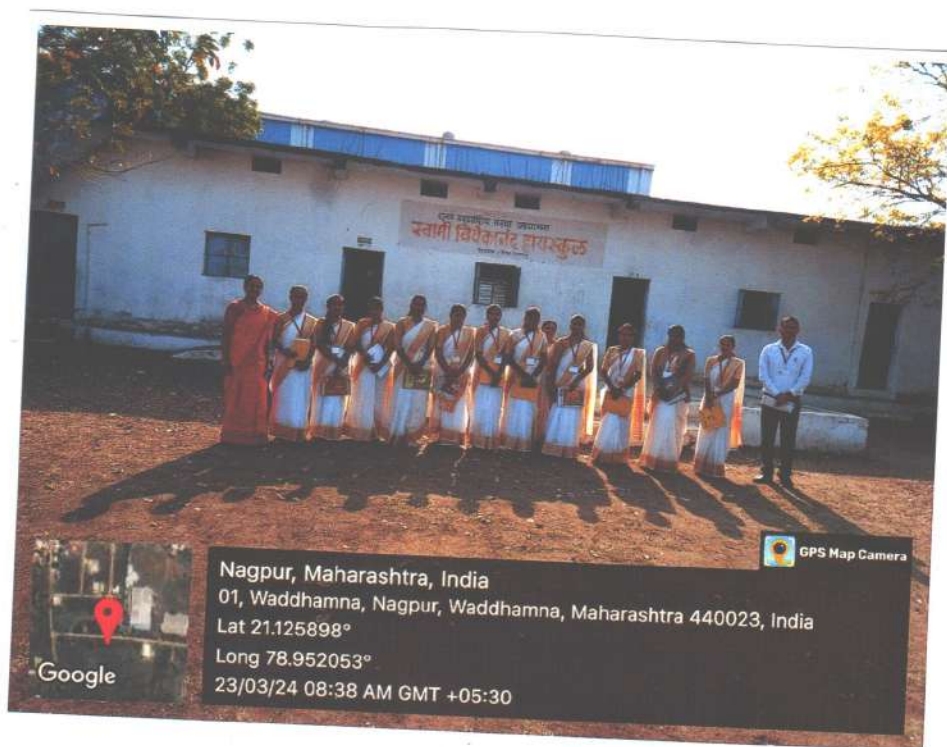
School visit



  
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**2023 -2024**



**Librarian Day**



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# SHEELADEVI COLLEGE OF EDUCATION WADI , NAGAPUR

2023 -2024



haze  
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Satyasaibaba Society,  
Guruprasad Nagar,  
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Society, Duttawadi, Nagpur,  
Maharashtra 440023, India  
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Vachan Prerna day



  
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# SHEELADEVI COLLEGE OF EDUCATION WADI , NAGAPUR

2023 -2024



Scout & guide



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# SHEELADEVI COLLEGE OF EDUCATION WADI , NAGAPUR

2023 -2024



Case study



  
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SHEELA MULTIPURPOSE SOCIETY  
**SHEELADEVI COLLEGE OF EDUCATION (B.Ed.)**

Recognised by: NCTE New Delhi, Government of Maharashtra & Affiliated to RTM Nagpur University, Nagpur.

WADI (DATTAWADI), NAGPUR-440023

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Coll. Code : 254

## PSYCHOLOGY TEST

Psychological testing is the basis for mental health treatment. These tools are often used to measure and observe a person's behaviors, emotions, and thoughts. Tests are performed by a psychologist who will evaluate the results to determine the cause, severity, and duration of your symptoms.

So, Sheeladevi College Of Education, Wadi, Nagpur organized a work Shop on Psychology Test for Students of College on 08 April 2024, at 11.30 AM in College by Asst Prof. Nilima Rindhe, Sheeladevi College Of Education..

All Students learnt many things. The Work Shop was ended by vote of thanks by Asst. Prof Sujata Kalbande.



Place: Wadi, Nagpur

Date: 08 / 04 / 2024



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WADI (DATTAWADI), NAGPUR-440023

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Coll.Ph.: 07104-222175

Coll. Code : 23

### HEALTH & HYGIENE

Hygiene and Sanitation are the conditions and practices that help in maintaining health and prevent the spread of diseases.

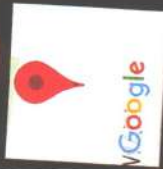
Sheeladevi College Of Education, Wadi, Nagpur organized a Work Shop on "Health & Hygiene" for Girls students of B.Ed college on 30 March 2024 from 12.00-1.00 O clock.

The Work Shop was taken by Mrs. Dimple Bhatti, Mrs. Sangita Singh and Mrs. Priya Jain . Every student and Teacher takes active part in this work shop.

The work shop was concluded by vote of thanks by Asst. Prof. Nilima Rindhe Maam.



275, Gajanan Society,  
Duttawadi, Nagpur,  
Maharashtra 440023, India 37.0 °C  
30 Mar 2024 12:10 pm



Place: Wadi, Nagpur

Date: 30/03/2024



Principal  
Principal  
Sheeladevi College of Education  
Wadi, Nagpur-440023.





SHEELA MULTIPURPOSE SOCIETY

# SHEELADEVI COLLEGE OF EDUCATION (B.Ed.)

Recognised by: NCTE New Delhi, Government of Maharashtra & Affiliated to RTM Nagpur University, Nagpur.

WADI (DATTAWADI), NAGPUR-440023

E-mail : sheeladevibedcollege@yahoo.com, sheeladevibedcollege@gmail.com

Coll.Ph.: 07104-222175

Coll. Code : 254

## POWER POINT PRESENTATION

PowerPoint presentations are used in many different fields due to their ability to organize and structure information, create a consistent format, and provide the audience with visuals. Educators often use this type of presentation in their classrooms in order to guide the class through a lecture.

Sheeladevi College of Education organized a Workshop on Power Point Presentation on 18, March 2024. All students were participated in this workshop. Dr. Leena Taywade, as Resource Persons of the workshop delivered a comprehensive lecture on various Power Point presentations, which was followed by practical demonstration on making PPT. It was an extensive and effective interactive session.



Place : Wadi, Nagpur

Date : 18/03/2024



Principal

Principal

Sheeladevi College of Education  
Wadi, Nagpur-440023.



SHEELA MULTIPURPOSE SOCIETY  
**SHEELADEVI COLLEGE OF EDUCATION (B.Ed.)**

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Coll.Ph.: 07104-222175

Coll. Code : 254

### BLUE PRINT

Blue print is a map and a specification for an assessment program which ensures that all aspects of the curriculum and educational domains are covered by assessment. Sheeladevi College of Education organized a Workshop on Blue Print on 04, February 2024.

All students were participated in this workshop. Asst. Prof. Sujata Kalbande, as Resource Persons of the workshop delivered a comprehensive lecture on Blue Print. It was an extensive and effective interactive session.



Place : Wadi, Nagpur

Date : 04/02/2024

Principal  
**Principal**  
Sheeladevi College of Education  
Wadi, Nagpur-440023.





SHEELA MULTIPURPOSE SOCIETY  
**SHEELADEVI COLLEGE OF EDUCATION (B.Ed.)**

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WADI (DATTAWADI), NAGPUR-440023

E-mail : sheeladevibedcollege@yahoo.com, sheeladevibedcollege@gmail.com

Coll.Ph.: 07104-222175

Coll. Code : 254

### SKILLS OF MICRO-TEACHING

Micro-Teaching is a process wherein teacher training is done and faculty development techniques are developed where the teacher reviews a recording of the teaching session, to get substantial feedback from peers and/or students about what has been followed properly.

Workshop on Micro-Teaching was organized by Sheeladevi College of Education on 21, November 2023. All students as well as teachers were participated in this workshop. Dr. Leena Taywade, as Resource Persons of the workshop delivered a comprehensive lecture on various Skills of Micro-Teaching, which was followed by an extensive and effective interactive session.



Place : kladi, Nagpur

Date : 21/11/2023

Principal  
Principal  
Sheeladevi College of Education  
Wadi, Nagpur-440023.



# SHEELADEVI COLLEGE OF EDUCATION WADI, NAGPUR



Plot No. 50, Sai Society,  
Wadi, Nagpur, Maharashtra  
440023, India

mist  
27.0 °C



## SELF STUDY SESSION



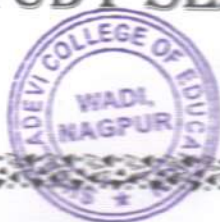
*B. S. M.*  
Principal

Sheeladevi College of Education  
Wadi, Nagpur-440023.

# SHEELADEVI COLLEGE OF EDUCATION WADI, NAGPUR



## SELF STUDY SESSION



*B. M.*

Principal

Sheeladevi College of Education  
Wadi, Nagpur-440023

SHEELADEVI COLLEGE OF EDUCATION

WADI, NAGPUR



MEHNDI COMPETITION



Principal  
Sheela Devi College of Education

# SHEELADEVI COLLEGE OF EDUCATION

## WADI, NAGPUR



### RANGOLI COMPETITION



Principal  
Sheeladevi College of Education  
Wadi, Nagpur-440023.

# SHEELADEVI COLLEGE OF EDUCATION WADI, NAGPUR



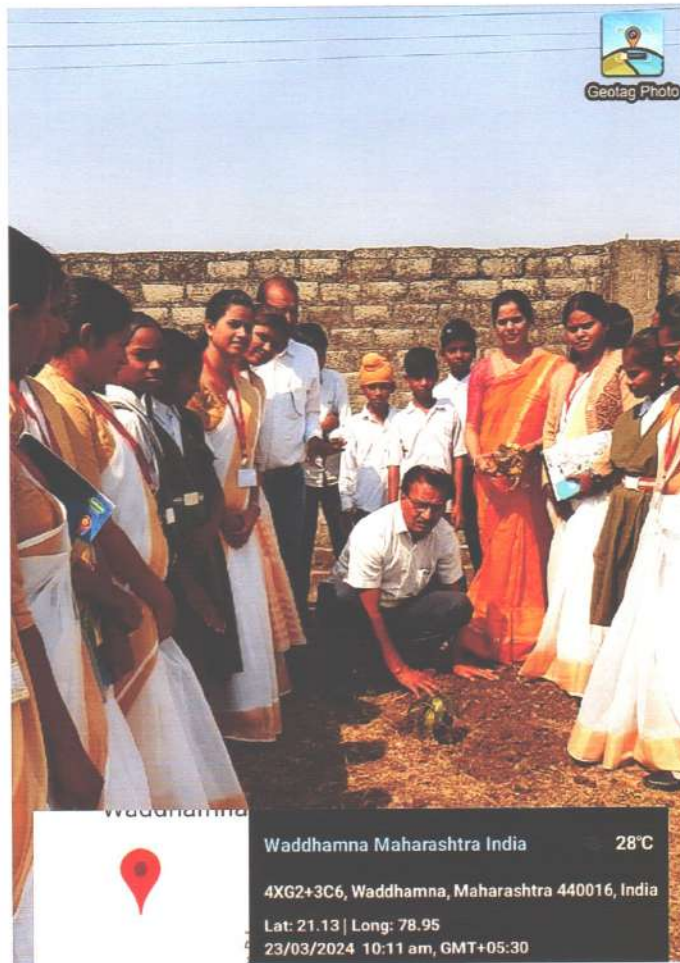
## GREEN INITIATIVE



*BSM*  
Principal  
Sheeladevi College of Education  
Wadi, Nagpur-440023.



# SHEELADEVI COLLEGE OF EDUCATION WADI, NAGPUR



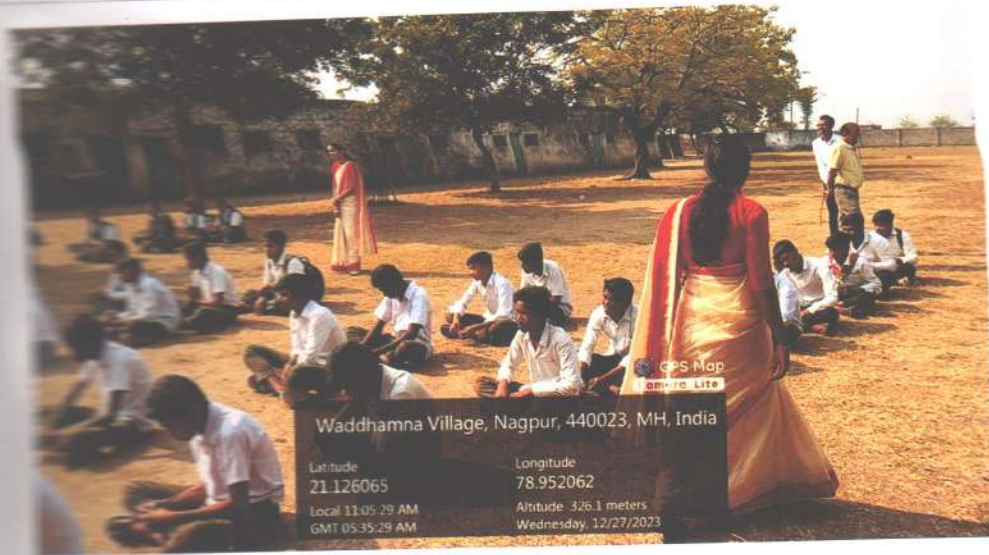
## GREEN INITIATIVE



*Gajju*  
Principal  
Sheeladevi College of Education  
Wadi, Nagpur-440023.

# SHEELADEVI COLLEGE OF EDUCATION

## WADI, NAGPUR



## CO-CURRICULAR ACTIVITIES



  
Principal

Sheeladevi College of Education  
Wadi, Nagpur-440023.

# SHEELADEVI COLLEGE OF EDUCATION

WADI, NAGPUR



## LAB & LABORATORY ACTIVITIES



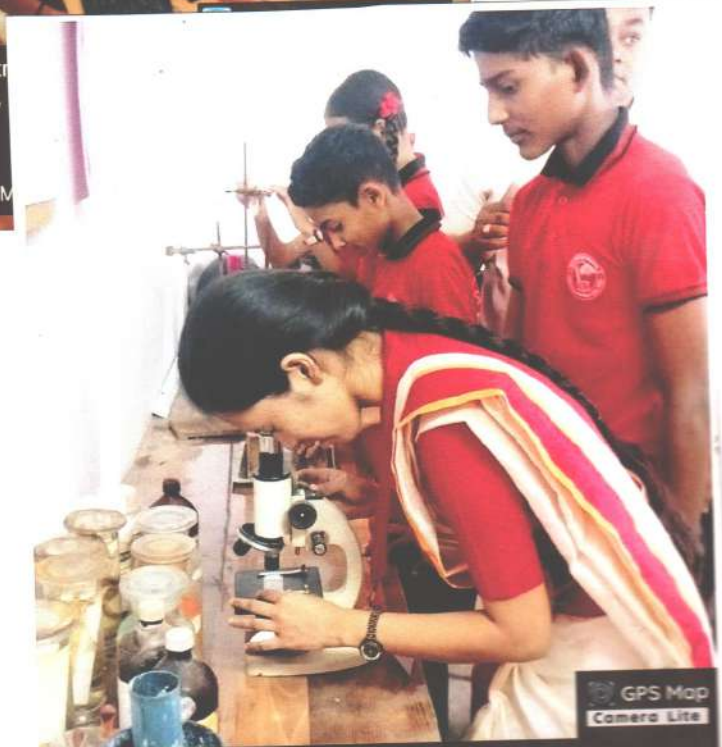
Principal  
Sheeladevi College of Education  
Wadi, Nagpur-440023.

# SHEELADEVI COLLEGE OF EDUCATION

## WADI, NAGPUR



Nagpur, Maharashtra  
5224+557, Kachimet,  
Lat 21.150073°  
Long 79.005547°  
01/08/23 12:01 PM GMT



GPS Map  
Camera Lite

5276+PQC, Vayusena Nagar, Nagpur, Maharashtra 440023, India

Latitude  
21.16418452°

Longitude  
79.01200748°

Local 09:55:08 AM  
GMT 04:25:08 AM

Altitude 352 meters  
Wednesday, 02.08.2023

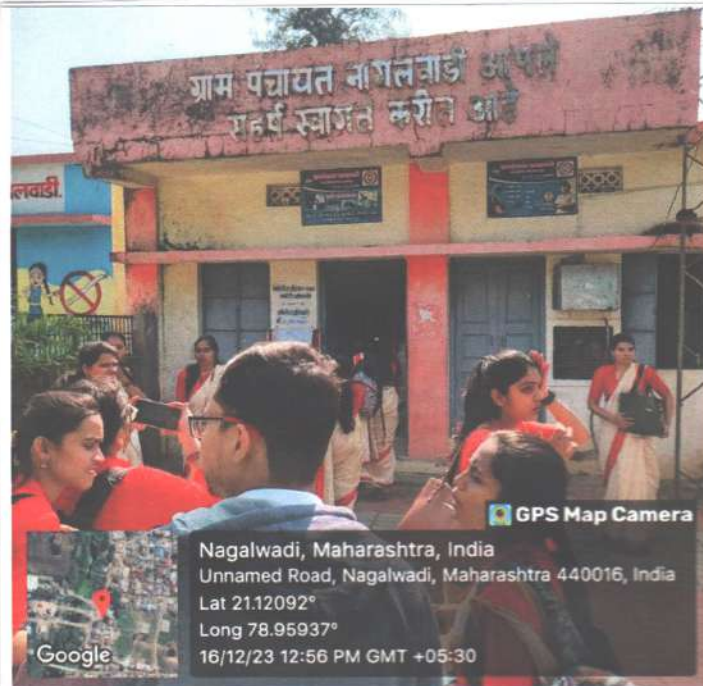
## LAB & LABORATORY ACTIVITIES



Principal  
Sheeladevi College of Education  
Wadi, Nagpur-440023.

# SHEELADEVI COLLEGE OF EDUCATION

## WADI, NAGPUR



## FIELD VISIT



Principal  
Sheeladevi College of Education  
Wadi, Nagpur-440023.

## GROUP DISCUSSION

Sheeladevi college of Education conducted the group discussion for students in various topic. In B.Ed. Corriculum most important thing to develop the confidence in students because after B.Ed they have doing teaching job. So confidence is most important thing. The main objectives the B.Ed Education are to express yourself. You have able to convey your ideas. So in B.Ed group discussion is most important thing to build yourself for express your thought of various topics like that communication subject syllabus, blue print, psychology test and many more things.

In group discussion 4 to 5 students involved in the group to share their ideas. The group disussion make more indpent, confidence, and most important to believe yourself.



Date:- 20/01/2024

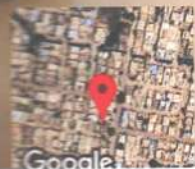
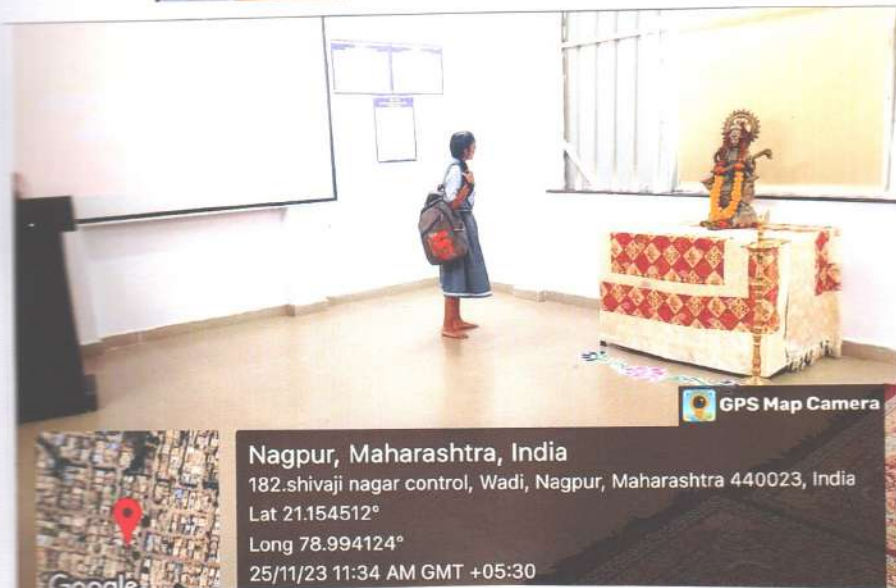


  
Principal

Sheeladevi College of Education  
Wadi, Nagpur-440023.

# SHEELADEVI COLLEGE OF EDUCATION

## WADI, NAGPUR



Nagpur, Maharashtra, India  
182.shivaji nagar control, Wadi, Nagpur, Maharashtra 440023, India  
Lat 21.154512°  
Long 78.994124°  
25/11/23 11:34 AM GMT +05:30

## ROLE -PLAY



*Principal*  
Principal  
Sheeladevi College of Education  
Wadi, Nagpur-440023.

# SHEELADEVI COLLEGE OF EDUCATION WADI, NAGAPUR

2023 -2024



**Tree Plantion**

**Rukminibai Dhawad School**



*Signature*

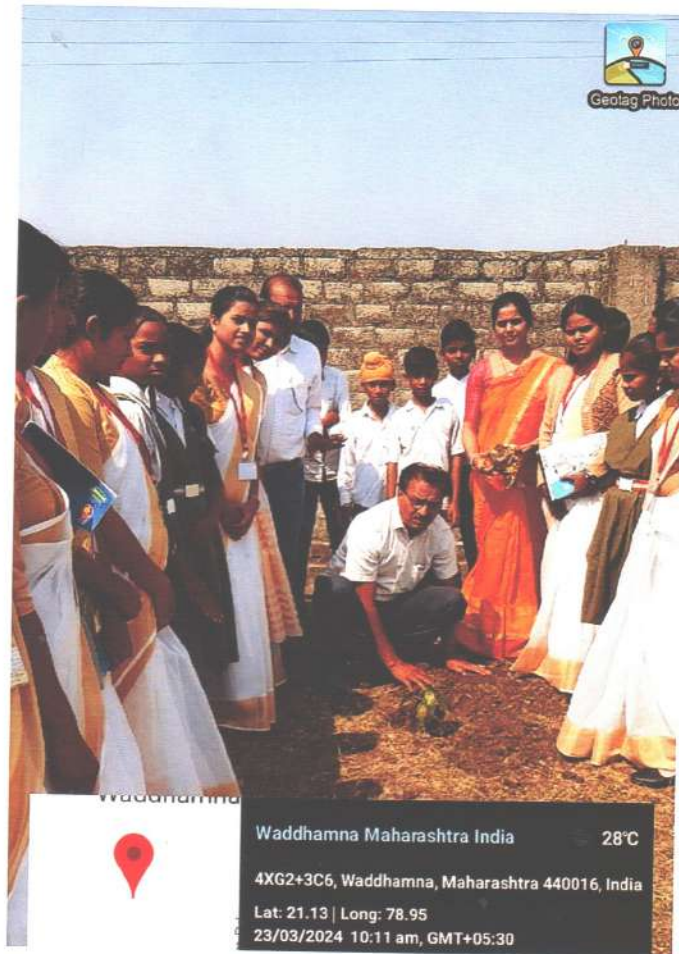
**Principal**

**Sheeladevi College of Education  
Wadi, Nagpur-440023.**



# SHEELADEVI COLLEGE OF EDUCATION WADI, NAGAPUR


2023 -2024



**Tree Plantion**

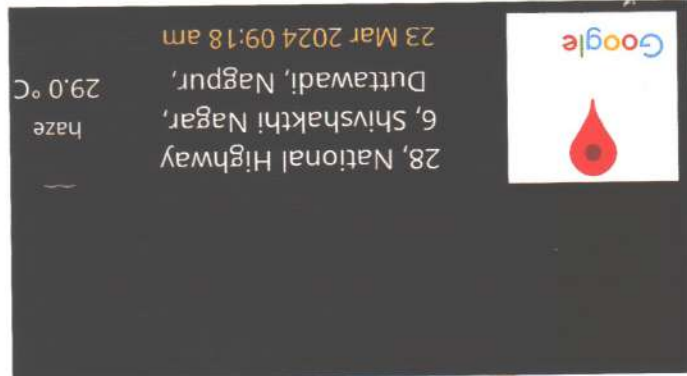
**Swami Viveknand School**



  
Principal  
Sheeladevi College of Education  
Wadi, Nagpur-440029.

# SHEELADEVI COLLEGE OF EDUCATION WADI, NAGAPUR

2023 -2024



**Tree Plantion**

**V.L. Convent**



*Sdm*  
**Principal**  
Sheeladevi College of Education  
Wadi, Nagpur-440023.