

Shri Shivaji college of Education, Amravati

2.4.2A

Students teachers of SHRI SHIVAJI COLLEGE OF EDUCATION ,AMRAVATI oriented and prepared through a set of activities as preparatory to school based practice teaching and internship, and practice teaching and for school related all activities.

For practice teaching formulating learning objectives all professors of this Institution taught students how to create specific and common objectives according to the content method wise through microteaching workshop.

For content mapping planned lesson plans observed by the school teachers hence content is mapped. Generally during the lesson plan guidance the method teacher check student teachers knowledge about the content. Lessons are structured and content analysed.

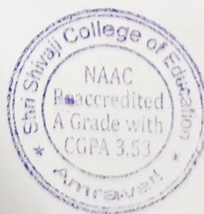
Students prepare the lesson plan according step of lesson plan in their subject, with the help of knowledge gained by professors and as per taxonomy.

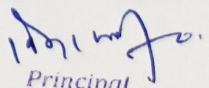
For identifying varied student diversity, they ask questions in the classroom and using different types of teaching methods. Like lecture method, observation method, demonstration method, practical methods. and using reinforcement words and activities in the classroom. And find out student diversity.

Before they going for practice lesson, demonstration lessons were given by the professors in different subjects for the student. Students to get real knowledge of teaching work.

Assessing students learning trainees asked questions. Professors mobilized his/her students for downloaded on line application, and motivated students to read a book from library.

They evolving their student for downloaded videos from YouTube for another literature related to the subjects.




Principal
Shri Shivaji College of Education
Amravati.

2.4.2 SHRI SHIVAJI COLLEGE OF EDUCATION AMRAVATI

Pre practice teaching/internship orientation/training encompasses certain significant skills and competencies as preparatory to school based practice teaching and internship such as,

1. Formulating learning objectives

Activity 1

During micro teaching workshop objective and specification programme is held

Activity 2

Learning outcome discussion pedagogy wise

Activity 3

Identification of content and its need regarding teaching methodology application

Activity 4

Explanation of subject objectives

Activity 4

Objective formulation and its specification

Activity 6

Preparation of objectives and their specification group discussion

2. Content mapping

To highlight the content knowledge and its interrelations visually and in a hierarchy by systematically organizing and sequencing the instruction task, the content mapping strategy is taught to the students.

Activity 1

Students are taught to organize the subject matter in a way to connect ideas, concepts and terms. Students are guided to prepare various types of content mapping in the form of charts, graphics, advanced organizer, flow chart. This is done through.

- Choosing the type of content mapping as per need of subject
- Analysing the content into its simpler components
- Organize ideas into categories by marking proper connections
- Make interconnections and interlinks with the visual representations

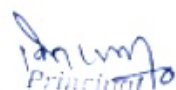
Activity 2

Students make use of this strategy in preparing lesson plans, organizing the subject matter and to plan lesson for internship.

Activity 3

During pedagogical classes student prepare critical analysis of book and academic planning preparation of unit plan ,lesson plan and annual plan.




Principal
Shri Shivaji College of Education
Amravati.

Pre practice teaching/internship orientation/training encompasses certain significant skills and competencies as preparatory to school-based practice teaching and internship such as,

3. Lesson planning/Individualized Education Plans (IEP)

Activity 1

Preparation of instructional lesson plan and computer assessed lesson plan are taught in pedagogical classes. The pedagogy teaching guide the students in successful implementation of the lesson plan by integration important components like learning objectives, learning activities and assessment to check on the understanding of the students. The pre-requisites needed to plan a lesson are specified followed with the actual plan to be written and planning a lesson closure.

Activity 2

Students are trained in using different types of learning activities like drill and practice, quiz, simulated models, concept mapping and many activity learning strategies. These activities and training in preparing lesson plans prepare the students in delivering actual lessons in classrooms as well as writing notes of lessons during internship programme. Students are encouraged to plan lessons on construction approach.

Activity 3

As a part of Advanced Pedagogy, students are given a model lesson about the different models of constructivist approach such as Advance organizer model, experiential learning and project method. Students demonstrate one innovation lesson in each pedagogy.

Activity 4

The faculty trains students in using Models of teaching belonging to families such as information processing model, instructional and inquiry-based model. Students prepare and practice lessons in each of the Pedagogies. This training gives an idea to plan, guide the teaching learning process and design instructional materials for classroom discourse.

Activity 5

Students are also given adequate training in preparing Individualized Education Programme (IEP) with an aim to ensure the a child learning styles are different.

Pre practice teaching /internship orientation/training encompasses certain significant skills and competencies as preparatory to school based practice teaching and internship such as,

4 Identifying varied student abilities

The institution caters to the diverse abilities among student. This is done through conducting academic and non-academic activities such as:

Activity I-Action Research

This enables teacher to improve their education practices. Students are trained in conducting action research project involving action, revision of plans, evaluation and reflection. Students learn to make interpretation of the learning problems or difficulties considered and develop reflective practices. In this way students develop knowledge by this experience which helps them to regulate classroom problems and situation in the future.

Activity 2-Diagnostic Test



Principal
Shri Shivaji College of Education
Amravati.



This is a form of pre-assessment which allows the teachers to determine the ability, knowledge, individual strength and weaknesses and prior skills needed for the learning process. The pedagogy teacher teach the method of diagnostic teaching and this is carried out during the teaching practice where the student difficulties in the particular subject are diagnosed. They assist the teacher in preparing lesson materials, measure the student level of performance and identify areas in which they have to make improvements.

Activity 3- Remedial teaching

The student are taught the various strategies of conducting remedial measures which are executed during practice in teaching for the secondary school student. Once the diagnostic testing has been done by the student teachers, remedial measures are planned in order to achieve the expected competencies in the required areas. Student teachers are guided for remedial and diagnostic teaching skills.

Activity 4- Using differentiation approach to write lesson plans and assignments

The faculty makes use of differentiations tools in order to maintain equity among the student. Efforts are made to accommodate all types of learners with individual differences and potentialities.

The teacher trains the student in writing lesson plans including organizing learning activities that suit all types of learners in the classroom and based on their individual ability for learning. The assignments given in various subject are given according to the ability and capacity that every student possesses.

Pre practice teaching/internship orientation/training encompasses certain significant skills and competencies as preparatory to school-based practice teaching and internship such as,

5 Dealing with student diversity in classrooms

Activity 1

The institution deals with addressing student diversities in classrooms by addressing their divers needs. It recognizes differences such as gender equality, religion, race, ethnicity, language, socio economic structure.

Activity 2

The faculties teach the content keeping in mind the social and intellectual abilities of the student. Freedom of expression and flexibility is encouraged among the students. The teachers foster inclusiveness and awareness differential needs among students.

Activity 3

Teachers conduct one to one meeting on certain situations and ensure that equality is maintained among the classmates in the class. Time is taken to learn about their cultural backgrounds, learning styles and interest in the teaching learning process.

Activity 4

The mentoring group also help in identifying certain issues or problems related to diversities.




Principal
Shri Shivaji College of Education
Amravati.

Activity 5

Pedagogy teacher focus on incorporating diversities in the lesson plans by broadening their scope and application to wider world. Students learn to connect between cultures and ideas.

Activity 6

Resource persons from different fields are invited to add varying points of view and connect to real world situations. Students are given freedom and flexibility to express their thoughts gender identity of students.

Activity 5-Equal opportunity in displaying talents and abilities

As student come from different backgrounds and cultures, the institution strives in identifying their talents and ways of learning. Student are given a lot of opportunities through competitions, training in art and drama in education, yoga and meditation and organizing many programmes on various occasions. This instils among them leadership qualities, organizational skills, boosts their self-morale and self-esteem with which they can function professionally.

Pre practice teaching/internship orientation/training encompasses certain significant skills and competencies as preparatory to school-based practice teaching and internship such as,

8. Assessing student learning

The assessment of student learning is conducted both in a formal and informal manner. Some of the strategies and modes of assessment are as follows:

Activity 1- Conducting unit test

Student-teacher are taught to measure learning outcomes of a particular subject by conducting the unit test. They are taught to prepare test items, prepare well balanced question papers and item analysis with the preparation of blue print and conduct best during practise teaching.

Activity 2- Diagnostic test

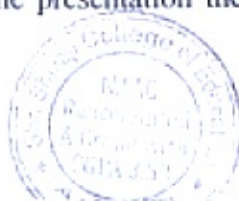
As a form of pre-assessment this test makes teachers to identify the potentialities and difficulties in the particular content. Student are taught the method of identifying difficulties and writing diagnostic test for the same. This helps student to measure the performance level of the student and identify areas that need more preparation. It help student teacher for providing various leaning experiences and preparation of teaching aids.


Activity 3- Remedial teaching

To achieve the desired competencies among student remedial measures are planned once the diagnostic testing is completed. The student make use of different modes in conducting remedial teaching and provide personal guidance to students for improvement.

Activity 4-Creating assignments

The faculty provides assignments in an innovative manner in order to reinforce learning and facilitate mastery of the specified skills in the classroom. The student are given techniques of presentation focusing on content mastery, establishing relationship and connections and critically analysing the topics. During the presentation the students are assessed and gives




Principal
Shri Shivaji College of Educ
Amravati.

feedback based on which they have to modify their assignments. This facilitates students to understand the content in depth and help in further learning, while presenting seminar and group discussion student teachers are encouraged to discuss on questions and its analysis and suggestion are provided creating assignments time to time.

Activity 5- Conducting tests and exams

Students are given test and exams which help them to know the preparation in the question

Paper and characteristics of a well-balanced question paper. Surprised test open book test are also conducted for getting practise of the subjects.

Activity 6- Classroom assessment techniques

These techniques are used to estimate student level of comprehension of a particular content. Immediate feedback for assignments or activities is conducted by the teachers based on which student modify their learning. Problem recognition tasks and solution, applications, opinion polls and oral techniques are used and peer feedback and mentors feedback is also provided.

Activity 7- Using concept mapping

Faculty trains students in creating concept maps with the aim of providing insight into organizing and representing knowledge. This is usually done during writing lesson plans and while breaking down a particular task for teaching, concept mapping improves conceptual understanding of student teachers.

Pre practice teaching/internship orientation/training encompasses certain significant skills and competencies as preparatory to school-based practice teaching and internship such as,

9. Mobilizing relevant and varied learning resources

The institution has made provisions for the effective use of videos, whiteboards, LCD Projectors. ICT in Education, demonstration of experiment, multimedia and texts. The main goal lies in providing opportunities for students to explore the ideas and knowledge, collaborate various tasks and develop the skills necessary. Through using of these learning resources, it caters to individual differences where student learn the skill of using the learning materials to the diverse learners and integrate these into the subject matter.

Activity 1

The Core Papers on Advanced Pedagogy. Language across the Curriculum and 'Reading and Reflecting' enables learners to use a variety of learning resources such as books, journals, articles, magazines, encyclopedias and e-resources and open resources.

Activity 2

Students are guided on learning the skill to articulate, analyze, comprehend, summarize and write critiques for the different sources of information and use ICT.

Activity 3

By training student in using multiple resources by the faculty, the student prepare themselves professionally with developing independent thinking, able to make updates in new




Principal
Shri Shivaji College of Education
Amravati.

information, flexible in approach, critical learners, effective organizers of knowledge in the curriculum transaction and orientation regarding co-curricular and extra curricular activities.

Pre practice teaching/internship orientation/training encompasses certain significant skills and competencies as preparatory to school-based practice teaching and internship such as,

10. Involving ICT based learning situations

Activity 1

Student prepare assignments using multimedia modes of presentation. They display the points to be presented integrating various media like audio and video through power point presented.

Activity 2

Simulated lessons in each pedagogy are reared by using PowerPoint presentations followed with audio and video. Faculties mediate the student in using the ICT techniques in a proper manner. Student develop lessons taught during practice in teaching using smart classes.

Activity 3

Student are taught the ICT basic skills using Microsoft Office tools, and higher order application like creating blogs, noodles, quizzes, Google forms, advanced PowerPoint presentations etc. The knowledge of developing ICT based learning was helpful during online reaching when delivering the content matter using online ICT modes. Student teachers are encouraged to prepare Google form and online test tools.

Pre practice teaching/internship orientation/training encompasses certain significant skills and competencies as preparatory to school-based practice teaching and internship such as,

11. Community Engagement

The institution works towards strengthening purposeful areas like working in collaboration, community awareness and achieving sustainable outcomes community engagement.

Activity 1- Engagement in the field

Student are guided in taking up community related assignments which have significant community impact. Their academic growth is enhanced through reciprocity where it maximizes active learning, ensure mutual impact and strives towards empowering the community. Through community activities like service learning, Internship community project, campus cleaning and vermicomposting, they are able to strengthen civic responsibilities, reflections in enhancing learning experiences and community relationship. They are trained for field visits to orphans find schools and various places

Activity 2- Service learning as community engagement integrates meaningful community service with instruction and reflection to add to the learning experiences.

Activity 3

To strengthen the goal of experiential learning, the internship programme consists of community projects where student learn to apply the course to community-based activities. They learn to understand and address the significant needs of the areas they have been allotted for internship. They uses various aids for creating learning experiences.

Activity 4



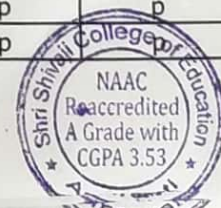

Principal
Shri Shivaji College of Education
Amravati.

Campus cleaning – With the aim of having a healthy environment in the campus and encouraging student to maintain a healthy atmosphere in the campus, students are engaged in cleaning the campus once in every week. The student are given awareness about mobilizing their support towards cleaning the campus. This type of community engagement motivates student to be efficient leaders and train the future teachers in maintaining a clean campus. Student are also encouraging regarding green campus activities.



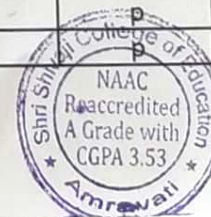

Principal
Shri Shivaji College of Education
Amravati.

Year	Sl. No	Programme*	Name of the Student	attendance of internship more than 85%	attendance of school engagement	workshop attendance	EPC attendance	activities attendance	practical work attendance
attendance of student teachers in various workshops and internship related activities in SHRI SHIVAJI COLLEGE OF EDUCATION, AMRAVATI									
2021-22	1	B.Ed. I Yr	Ku.V.G.Kale	p	p	p	p	p	p
I Year	2	B.Ed. I Yr	Ku.H.A.Mahore	p	p	p	p	p	p
	3	B.Ed. I Yr	Ku.S.N.Sonone	p	p	p	p	p	p
	4	B.Ed. I Yr	Mr.J.G.Solanke	p	p	p	p	p	p
	5	B.Ed. I Yr	Ku.V.A.Barabde	p	p	p	p	p	p
	6	B.Ed. I Yr	Ku.M.A.Chinak	p	p	p	p	p	p
	7	B.Ed. I Yr	Ku.V.S.Bhore	p	p	p	p	p	p
	8	B.Ed. I Yr	Ku.P.Y.Ganvir	p	p	p	p	p	p
	9	B.Ed. I Yr	Z.I.R.Husain	p	p	p	p	p	p
	10	B.Ed. I Yr	Ku.S.G.Pendam	p	p	p	p	p	p
	11	B.Ed. I Yr	Mr.A.V.Chaudhari	p	p	p	p	p	p
	12	B.Ed. I Yr	Ku.D.D.Gudadhe	p	p	p	p	p	p
	13	B.Ed. I Yr	Ku.N.S.Deshmukh	p	p	p	p	p	p
	14	B.Ed. I Yr	Mr.V.S.Gangane	p	p	p	p	p	p
	15	B.Ed. I Yr	Ku.M.V.Chikhale	p	p	p	p	p	p
	16	B.Ed. I Yr	Mr.S.V.Salunke	p	p	p	p	p	p
	17	B.Ed. I Yr	Ku.S.G.Meshram	p	p	p	p	p	p
	18	B.Ed. I Yr	Ku.P.N.Kathole	p	p	p	p	p	p
	19	B.Ed. I Yr	Ku.P.R.Sarode	p	p	p	p	p	p
	20	B.Ed. I Yr	Ku.M.P.Gandhre	p	p	p	p	p	p
	21	B.Ed. I Yr	Ku.K.N.Manwar	p	p	p	p	p	p
	22	B.Ed. I Yr	Mr.R.A.Gawande	p	p	p	p	p	p
	23	B.Ed. I Yr	Ku.P.N.Raut	p	p	p	p	p	p
	24	B.Ed. I Yr	Mr.V.N.Gangadhar	p	p	p	p	p	p
	25	B.Ed. I Yr	Ku.N.V.Wankhade	p	p	p	p	p	p
	26	B.Ed. I Yr	Mr.D.M.Choudhare	p	p	p	p	p	p
	27	B.Ed. I Yr	Mr.K.D.Anton	p	p	p	p	p	p
	28	B.Ed. I Yr	Ku.S.F.A.Shah	p	p	p	p	p	p
	29	B.Ed. I Yr	Mr.C.D.Wankhade	p	p	p	p	p	p



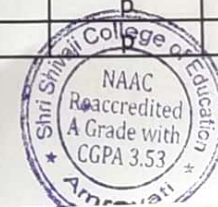
Principal
Shri Shivaji College of Education
Amravati

	30	B.Ed. I Yr	N.M.Ghotkar	p	p	p	p	p	p
	31	B.Ed. I Yr	A.V.Thakre	p	p	p	p	p	p
	32	B.Ed. I Yr	Ku.P.G.Khadse	p	p	p	p	p	p
	33	B.Ed. I Yr	Ku.K.P.Kshirsagar	p	p	p	p	p	p
	34	B.Ed. I Yr	Ku.M.R.Amzare	p	p	p	p	p	p
	35	B.Ed. I Yr	Mr.S.Y.Kajale	p	p	p	p	p	p
	36	B.Ed. I Yr	Ku.S.G.Dhakare	p	p	p	p	p	p
	37	B.Ed. I Yr	Mr.A.N.Gedam	p	p	p	p	p	p
	38	B.Ed. I Yr	Ku.R.D.Surjuse	p	p	p	p	p	p
	39	B.Ed. I Yr	P.N.Shirasakar	p	p	p	p	p	p
	40	B.Ed. I Yr	P.R.Patil	p	p	p	p	p	p
	41	B.Ed. I Yr	M.S.Kute	p	p	p	p	p	p
	42	B.Ed. I Yr	M.N.Panchariya	p	p	p	p	p	p
	43	B.Ed. I Yr	D.V.Ghuge	p	p	p	p	p	p
	44	B.Ed. I Yr	A.N.Dongare	p	p	p	p	p	p
	45	B.Ed. I Yr	P.S.Pawar	p	p	p	p	p	p
	46	B.Ed. I Yr	S.C.Wankhade	p	p	p	p	p	p
	47	B.Ed. I Yr	P.J.Kitukale	p	p	p	p	p	p
	48	B.Ed. I Yr	U.G.Chopade	p	p	p	p	p	p
	49	B.Ed. I Yr	K.V.Tote	p	p	p	p	p	p
	50	B.Ed. I Yr	R.B.Sarkunde	p	p	p	p	p	p
	51	B.Ed. I Yr	G.H.Pathan	p	p	p	p	p	p
	52	B.Ed. I Yr	S.D.Kakade	p	p	p	p	p	p
	53	B.Ed. I Yr	R.H.Bhatti	p	p	p	p	p	p
	54	B.Ed. I Yr	P.V.Mahore	p	p	p	p	p	p
	55	B.Ed. I Yr	P.W.Bhagat	p	p	p	p	p	p
2021-22	1	B.ED II Yr	Shri. Gajanan N.Nawale	p	p	p	p	p	p
II Year	2	B.ED II Yr	Ku.Pooja R. Kahane	p	p	p	p	p	p
	3	B.ED II Yr	Ku.Anagha P.Padwad	p	p	p	p	p	p
	4	B.ED II Yr	Ku. Diksha P.Meshram	p	p	p	p	p	p
	5	B.ED II Yr	Shri. Nilesh S. Meshram	p	p	p	p	p	p
	6	B.ED II Yr	Shri. Vaibhav V.Bhuyar	p	p	p	p	p	p
	7	B.ED II Yr	Shri. Prashant S. Masram	p	p	p	p	p	p



Principal
Principal
Shri Shivaji College of Educa
Amravati.

8	B.ED II Yr	Ku. Shubhangi S.Jaysingh	p	p	p	p	p	p
9	B.ED II Yr	Ku. Nikita S. Patel	p	p	p	p	p	p
10	B.ED II Yr	Shri. Abhiraj V.Nahate	p	p	p	p	p	p
11	B.ED II Yr	Ku.Shreya S.Chavhan	p	p	p	p	p	p
12	B.ED II Yr	Ku. Rutuja S. Dharme	p	p	p	p	p	p
13	B.ED II Yr	Ku. Nikita V. Tayade	p	p	p	p	p	p
14	B.ED II Yr	Ku. Priyanka R.Patonkar	p	p	p	p	p	p
15	B.ED II Yr	Ku. Rutuja R.Makode	p	p	p	p	p	p
16	B.ED II Yr	Ku. Anjalee P. Akolkar	p	p	p	p	p	p
17	B.ED II Yr	Ku.Suchita S.Solanke	p	p	p	p	p	p
18	B.ED II Yr	Ku. Shreya N. Gedam	p	p	p	p	p	p
19	B.ED II Yr	Shri . Anand A. Vighe	p	p	p	p	p	p
20	B.ED II Yr	Ku. Krutika V. Alaspure	p	p	p	p	p	p
21	B.ED II Yr	Ku. Vibhuti K. Tawar	p	p	p	p	p	p
22	B.ED II Yr	Ku. Shweta I. Athawale	p	p	p	p	p	p
23	B.ED II Yr	Shri. Rameshwar M. Shel	p	p	p	p	p	p
24	B.ED II Yr	Shri. Pawankumar M. Ma	p	p	p	p	p	p
25	B.ED II Yr	Ku. Ruchali Diliprao Digar	p	p	p	p	p	p
26	B.ED II Yr	Shri. Kunal Virendra paw	p	p	p	p	p	p
27	B.ED II Yr	Ku. Ankita Suresh Wardh	p	p	p	p	p	p
28	B.ED II Yr	Shri. Nilesh Motiram Mes	p	p	p	p	p	p
29	B.ED II Yr	Shri. Avinash Bhimrao Za	p	p	p	p	p	p
30	B.ED II Yr	Ku. Ankita Dilip Gedam	p	p	p	p	p	p
31	B.ED II Yr	Ku.Sana Aafreen Syed Ha	p	p	p	p	p	p
32	B.ED II Yr	Shri. Ravindra Bhujangra	p	p	p	p	p	p
33	B.ED II Yr	Ku. Unnati Arun Waghma	p	p	p	p	p	p
34	B.ED II Yr	Ku. Rupali Ambadas Gaik	p	p	p	p	p	p
35	B.ED II Yr	Shri. Rahul U. Khande	p	p	p	p	p	p
36	B.ED II Yr	Ku. Abha Anil Dhoke	p	p	p	p	p	p
37	B.ED II Yr	Ku.Bhagyashri Subhashra	p	p	p	p	p	p
38	B.ED II Yr	Ku. Nikita Ramhari Lawar	p	p	p	p	p	p
39	B.ED II Yr	Ku.Trupti Kishor Belsare	p	p	p	p	p	p
40	B.ED II Yr	Ku.Hannah Himmat Moho	p	p	p	p	p	p



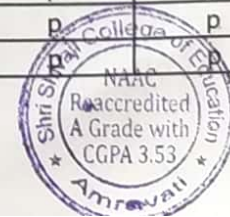
Principal
Principal
Shri Shwaji College of Educa
Amravati.

	41	B.ED II Yr	Ku.Roshani Ambadas Gail	p	p	p	p	p	p
	42	B.ED II Yr	Shri. Mrunank Sharad Ka	p	p	p	p	p	p
	43	B.ED II Yr	Ku. Pooja Vijay Nistane	p	p	p	p	p	p
	44	B.ED II Yr	Shri. Chetan Wasudeorac	p	p	p	p	p	p
	45	B.ED II Yr	Shri. Ajaya Madhukar Bo	p	p	p	p	p	p
	46	B.ED II Yr	Ku.Monali Bhanudas Nahe	p	p	p	p	p	p
	47	B.ED II Yr	Shri. Aditya Rajesh Vaidy	p	p	p	p	p	p
	48	B.ED II Yr	Ku. Madhuri Dayanand Bo	p	p	p	p	p	p
	49	B.ED II Yr	Ku. Vaishnavi Gajanan Pa	p	p	p	p	p	p
	50	B.ED II Yr	Ku.Nalanda Purushottam	p	p	p	p	p	p
	51	B.ED II Yr	Ku. Smita Kisanrao Nagle	p	p	p	p	p	p
	52	B.ED II Yr	Ku. Sugrabi Malkhan Man	p	p	p	p	p	p
	53	B.ED II Yr	Ku. Dhanshri Sunil Tayde	p	p	p	p	p	p
	54	B.ED II Yr	Shri. Gaurav Nanasaheb	p	p	p	p	p	p
Ph.D.	1	Ph.D. (Educa	Dhiraj Masaram	p	p	p	p	p	p
	2	Ph.D. (Educa	Rupali Kothe	p	p	p	p	p	p
	3	Ph.D. (Educa	Ashwini Gulahane	p	p	p	p	p	p
	4	Ph.D. (Educa	Deepa Metkar	p	p	p	p	p	p
	5	Ph.D. (Educa	Rajeshwar Mawalikar	p	p	p	p	p	p
	6	Ph.D. (Educa	Shital Bahurupi	p	p	p	p	p	p
	7	Ph.D. (Educa	Vaishali Wankhade	p	p	p	p	p	p
	8	Ph.D. (Educa	Shubhamgi Giri	p	p	p	p	p	p
	9	Ph.D. (Educatio	Sanjay Padhen	p	p	p	p	p	p
	10	Ph.D. (Educatio	Mangesh Shende	p	p	p	p	p	p
	11	Ph.D. (Educatio	Supriya Bhuyar	p	p	p	p	p	p
	12	Ph.D. (Educatio	Anil Chunade	p	p	p	p	p	p
	13	Ph.D. (Educatio	Vaishali Yenkar	p	p	p	p	p	p
	14	Ph.D. (Educatio	Damayanti Umekar	p	p	p	p	p	p
	15	Ph.D. (Educatio	Dipak Chandure	p	p	p	p	p	p
	16	Ph.D. (Educatio	Shilpa Yelne	p	p	p	p	p	p
	17	Ph.D. (Educatio	Rameshwar N. Jaybhaye	p	p	p	p	p	p
	18	Ph.D. (Educatio	Minakshi P. kharatmol	p	p	p	p	p	p
	19	Ph.D. (Educatio	Rashmi V. Ghodmare	p	p	p	p	p	p



Principal
 Shri Shri College of Education
 Amravati.

	20	Ph.D. (Educatio	Manorama P. Sanap	p	p	p	p	p	p
Year 2									
2020-21	1	B.Ed. I Yr	Shri. Gajanan N.Nawale	p	p	p	p	p	p
I Year	2	B.Ed. I Yr	Ku.Pooja R. Kahane	p	p	p	p	p	p
	3	B.Ed. I Yr	Ku.Anagha P.Padwad	p	p	p	p	p	p
	4	B.Ed. I Yr	Ku. Diksha P.Meshram	p	p	p	p	p	p
	5	B.Ed. I Yr	Shri. Nilesh S. Meshram	p	p	p	p	p	p
	6	B.Ed. I Yr	Shri. Vaibhav V.Bhuyar	p	p	p	p	p	p
	7	B.Ed. I Yr	Shri. Prashant S. Masram	p	p	p	p	p	p
	8	B.Ed. I Yr	Ku. Shubhangi S.Jaysingh	p	p	p	p	p	p
	9	B.Ed. I Yr	Ku. Nikita S. Patel	p	p	p	p	p	p
	10	B.Ed. I Yr	Shri. Abhiraj V.Nahate	p	p	p	p	p	p
	11	B.Ed. I Yr	Ku.Shreya S.Chavhan	p	p	p	p	p	p
	12	B.Ed. I Yr	Ku. Rutuja S. Dharme	p	p	p	p	p	p
	13	B.Ed. I Yr	Ku. Nikita V. Tayade	p	p	p	p	p	p
	14	B.Ed. I Yr	Ku. Priyanka R.Patonkar	p	p	p	p	p	p
	15	B.Ed. I Yr	Ku. Rutuja R.Makode	p	p	p	p	p	p
	16	B.Ed. I Yr	Ku. Anjalee P. Akolkar	p	p	p	p	p	p
	17	B.Ed. I Yr	Ku.Suchita S.Solanke	p	p	p	p	p	p
	18	B.Ed. I Yr	Ku. Shreya N. Gedam	p	p	p	p	p	p
	19	B.Ed. I Yr	Shri . Anand A. Vighe	p	p	p	p	p	p
	20	B.Ed. I Yr	Ku. Krutika V. Alaspure	p	p	p	p	p	p
	21	B.Ed. I Yr	Ku. Vibhuti K. Tawar	p	p	p	p	p	p
	22	B.Ed. I Yr	Ku. Shweta I. Athawale	p	p	p	p	p	p
	23	B.Ed. I Yr	Shri. Rameshwar M. Shel	p	p	p	p	p	p
	24	B.Ed. I Yr	Shri. Pawankumar M. Ma	p	p	p	p	p	p
	25	B.Ed. I Yr	Ku. Ruchali Diliprao Digar	p	p	p	p	p	p
	26	B.Ed. I Yr	Shri. Kunal Virendra paw	p	p	p	p	p	p
	27	B.Ed. I Yr	Ku. Ankita Suresh Wardh	p	p	p	p	p	p
	28	B.Ed. I Yr	Shri. Nilesh Motiram Mes	p	p	p	p	p	p
	29	B.Ed. I Yr	Shri. Avinash Bhimrao Za	p	p	p	p	p	p
	30	B.Ed. I Yr	Ku. Ankita Dilip Gedam	p	p	p	p	p	p
	31	B.Ed. I Yr	Ku.Sana Aafreen Syed Ha	p	p	p	p	p	p



hukal
Principal
Shri Shivaji College of Educati
Amravati.

32	B.Ed. I Yr	Shri. Ravindra Bhujangra	p	p	p	p	p	p
33	B.Ed. I Yr	Ku. Unnati Arun Waghma	p	p	p	p	p	p
34	B.Ed. I Yr	Ku. Rupali Ambadas Gaik	p	p	p	p	p	p
35	B.Ed. I Yr	Shri. Rahul U. Khande	p	p	p	p	p	p
36	B.Ed. I Yr	Ku. Abha Anil Dhoke	p	p	p	p	p	p
37	B.Ed. I Yr	Ku. Bhagyashri Subhashra	p	p	p	p	p	p
38	B.Ed. I Yr	Ku. Nikita Ramhari Lawar	p	p	p	p	p	p
39	B.Ed. I Yr	Ku. Trupti Kishor Belsare	p	p	p	p	p	p
40	B.Ed. I Yr	Ku. Hannah Himmat Moho	p	p	p	p	p	p
41	B.Ed. I Yr	Ku. Roshani Ambadas Gaik	p	p	p	p	p	p
42	B.Ed. I Yr	Shri. Mrunank Sharad Ka	p	p	p	p	p	p
43	B.Ed. I Yr	Ku. Pooja Vijay Nistane	p	p	p	p	p	p
44	B.Ed. I Yr	Shri. Chetan Wasudeorac	p	p	p	p	p	p
45	B.Ed. I Yr	Shri. Ajaya Madhukar Bo	p	p	p	p	p	p
46	B.Ed. I Yr	Ku. Monali Bhanudas Nahe	p	p	p	p	p	p
47	B.Ed. I Yr	Shri. Aditya Rajesh Vaidy	p	p	p	p	p	p
48	B.Ed. I Yr	Ku. Madhuri Dayanand Bc	p	p	p	p	p	p
49	B.Ed. I Yr	Ku. Vaishnavi Gajanan Pa	p	p	p	p	p	p
50	B.Ed. I Yr	Ku. Nalanda Purushottam	p	p	p	p	p	p
51	B.Ed. I Yr	Ku. Smita Kisanrao Nagle	p	p	p	p	p	p
52	B.Ed. I Yr	Ku. Sugrabi Malkhan Man	p	p	p	p	p	p
53	B.Ed. I Yr	Ku. Dhanshri Sunil Tayde	p	p	p	p	p	p
54	B.Ed. I Yr	Shri. Gaurav Nanasaheb	p	p	p	p	p	p

All student-teachers were present more than 85% in all the activities ,workshops and internship as mentioned above



hikar...
Principal
Shri Shivaji College of Education
Amravati