



Jayawant Shikshan Prasarak Mandal's
**Jayawantrao Sawant College of
Education (B.Ed)**

(Approved by NCTE, Bhopal, Govt of Maharashtra & Affiliated to
Savitribai Phule Pune University Pune)
(Code No : APW04189/123503)

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Principal.

6.5.2 The institution reviews its teaching-learning process periodically through IQAC/other mechanism

1. Internal assessment Actives:



Continuous Assessment Active under IQAC

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2. Computer Assisted Instructional Teaching Learning.

Meet - rnr-vqki-bdd - Google Chrome
meet.google.com/rnr-vqki-bdd?authuser=1

Dipali Thorat is presenting

1-What is a large / crowded class?

- class management, student discipline, classroom equipments, facilities, staffing...etc
- "We do not have a rigid interpretation of how many students make a class large. What is being taught and what resources, accommodation and facilities are available all have to be taken into account" Alan Jenkins and Graham Gibbs. *Teaching Large Classes in Higher Education: How to Maintain quality with Reduced Resources*, 2013, p.16)

Participants: You, Anusha Kulkarni, Aparajita Muduli, priyanka Jarad, mousumi roy, Peri Prabhu, Pooja Shinde has joined, Vrushali Wanikar

Dipali Thorat is presenting

BED201: Quality and Management of School Education

Unit No. 3 Management of Various problems at Secondary and Higher Secondary Level

Presented By : Prof. Thorat Dipali

Participants: You, Anuradha Chaubey, Aparajita Muduli, Jyoti Bhosale, mousumi roy, Kaveri Priyanka, parul gupta, Preeti Rai, Ashima Bhuchar

Content delivering through Google Meet



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3. Organization of seminar and workshops for students.



4.

5. Availability of Learning Material through Moodle App

← → ↻

lms.jspmjsced.edu.in/course/index.php?categoryid=33

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Dipali Thorat

👤

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📅 First Year

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📖 My courses

➤ BED 105 : 2022-23

➤ BED 106-09 Mathematics(2022-23)

➤ BED 111 A) ICT - Practical

➤ BED 111 A) ICT - Practical

➤ BED 107-09- MATHEMATICS

➤ BED 107-08: GENERAL SCIENCE

➤ BED 106-09 MATHEMATICS

Course categories:

First Year

⌵

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➤ Academic Year 2021-22

➤ Academic Year 2022-23

➤ Academic Year 2023-24

➤ Academic Year 2024-25

➤ Expand all

6. Digital learning resources through e-library

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Full Text | Scholarly Journal

Interfaces between Psychology, Education and Health - a report on professional practice
Psicologia Escolar e Educacional; Maringá Vol. 24, (2020). DOI:10.1590/2175-35392020211527

Full text - PDF
Abstract/Details

HB 30.3 3 / 6 91% +

the importance of using psychological knowledge in a critical way and for the benefit of collectiveness. When referring to education, these authors conclude that: "the greatest objective is to develop strategies conducive to concrete actions with contextualized proposals and a commitment to the construction of an education process based on the appropriation of scientific knowledge by all individuals that go to school". (Lessa & Facci, 2008, p. 95).

Concerning Permanent Health Education, the objective is the same one that the authors mention. It is to develop professionals by means of scientific knowledge in a contextualized, practical, and reflexive way in order to stimulate autonomy.

2- Articulation and execution of the integration of learning, service, and community.

Another important part of the work that happens at the EMSP, which is also part of the PNEPS, is the partnership with formal learning institutions (technical, graduation, and post-graduation courses). It is a relationship of collaborative exchange with the

professionals seeking for subsidies for their work all over the country.

There are several examples of actions and projects realized by the school psychologist in collaboration with the whole team: formation of facilitators in the processes of Permanent Health Education, developed in order to provide foundation for the implementation of the EPS in the municipality (Souza, Albuquerque, & Ramos, 2016; Albuquerque, Souza, Nasser, & Ramos, 2016); the project named Mental Health for All, or "Saúde Mental na Roda", which is an EPS process in order to handle the growing healthcare system (Amorim et al., 2015); the EPS project in a health unit of Goiânia, which intends to improve the working processes of the team in the unit (Souza, Vazto, & Rocha, 2018); and integration with the formation schools for health professionals in order to improve the quality of service (Souza, Albuquerque, & Ramos, 2013).

THE EMSP TEAM PSYCHOLOGIST

School-Educational Psychology benefits from collectiveness and adds value to the team. The

Suggested sources

The Future Public Health Workforce in a Changing World: A Conceptual Framework for a European-Israeli K ...
Bashkin, Osnat; Dopelt, Keren; Mor, Zohar; Leighton, Lore; Otok, Robert; et al.
International Journal of Environmental Research and Public Health;
Basel Vol. 18, Iss. 17, (2021): 9265.

Continuing-education needs of the currently employed public health education workforce
Allegre, John P; Moon, Robert W; Auld, M Elaine; Gebbie, Kristine M.
American Journal of Public Health;
Washington Vol. 91, Iss. 8, (Aug 2001):

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Full Text | Scholarly Journal

An Analysis of Current Research in Studies in Art Education and the International Journal of Education Through Art
Milbrandt, Melody K; Miraglia, Kathy Marzilli; Zimmerman, Enid; Studies in Art Education; Reston Vol. 59, Iss. 1, (2018): 39-54. DOI:10.1080/00393541.2017.1401882

Full text
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Abstract/Details

3 Times cited in ProQuest

Abstract

Translate

In this article, we present an analysis of current art education research published from 2014-2016 in Studies in Art Education and the International Journal of Education Through Art. Focus is on the state of art education research and the National Art Education Association Research Commission's Research Agenda. We use comparison charts to highlight critical elements of research studies in these two journals. We conclude that both journals present timely and relevant art education research, and we suggest more specific information be integrated into research reports so readers and researchers know more about how inquiries were conducted. Gaps that exist in the literature could be filled with a more balanced reporting of descriptive, experimental, theoretical/paradigm, historical, and philosophical research. More inquiry also is needed that addresses significant topics, through use of rigorous methods, that might inform future development of an articulate policy and practice in art education.

Suggested sources

Beyond visual culture: Seven statements of support for material culture studies in art education
Bolin, Paul E; Blandy, Doug.
Studies in Art Education; Reston Vol. 44, Iss. 3, (Spring 2003): 246-263.

An Exploratory Study of Visual Art Educators in Urban Tennessee Public School Systems
Atkinson, Tina M.
Trevecta Nazarene University ProQuest Dissertations Publishing, 2020. 2825573.

Discovering Studies in Art



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