



S. P. Mandali's

Mobile No. 8263838388

टिळक शिक्षण महाविद्यालय, पुणे – ४११०३०.

Tilak College of Education, Pune 411030

NAAC – Reaccredited to Grade 'A' from 25th October 2013

1633, Sadashiv Peth, S.P. College campus, Pune – 411030.

Affiliated to Savitribai Phule Pune University (ID No. PU/PN/Edn/009, 1941)

Website: www.tilakcollegeofeducation.org

E-mail: tilakcollege1941@gmail.com

2.4.1 Opportunities for developing competencies & skills

Opportunities provided by Tilak College of Education for developing competencies and skills in different functional areas through following specially designed activities / experiences.

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1. Organizing Learning (lesson plan)

Tilak College of Education provides opportunities for developing competencies and skills in different functional areas through specially designed activities and experiences that include organizing learning through lesson plan.

Tilak College of Education, Pune, affiliated with Savitribai Phule Pune University, offers a Bachelor of Education (B.Ed.) programme that focuses on nurturing future teachers with a wide range of competencies and skills in different functional areas. The institution is committed to providing all-rounded and enriching educational experience to its students through specially designed activities and experiences. This report outlines the various competencies and skills developed in different functional areas as a part of the B.Ed. and M.Ed. programmes. Activities and experiences are as follows:

- The college conducts an orientation on practicum, which includes organizing learning through lesson plan. Student teachers are given demonstration and individual experiential learning on how to prepare and execute lesson plans for various subjects.
- The college organizes demonstration lessons in cooperation with past students, where the student teachers are exposed to different teaching skills, methods and lessons.
- The student teachers also undergo practice teaching and internship in different schools, where they develop their teaching competencies under the supervision of teacher educators and teachers.
- The college conducts an orientation on educational technology, where the student teachers learn about the use and integration of various ICT tools and resources in education.

The B.Ed. programme at Tilak College of Education, Pune incorporates a holistic approach to education, ensuring that students develop key competencies and skills. The Student teachers are equipped with the ability to design effective lesson plans that cater to diverse learners. Emphasis is placed on pedagogical techniques, content structuring, and differentiation strategies.

Microteaching Orientation Programme

Microteaching Orientation Programme for First Year B.Ed. students is organised in the beginning of each Academic year in the college. Following activities were conducted in this programme by our faculty.

- i. Concept of Microteaching
- ii. Microteaching Skills
- iii. Set Induction: Concept, Lesson Planning, Lesson Note Writing
- iv. Narration: :Concept, Lesson Planning, Lesson Note Writing
- v. Stimulus Variation: Concept, Lesson Planning, Lesson Note Writing
- vi. Questioning: Concept, Lesson Planning, Lesson Note Writing
- vii. Illustration: Concept, Lesson Planning, Lesson Note Writing
- viii. Demonstration: Concept, Lesson Planning, Lesson Note Writing
- ix. Reinforcement: Concept, Lesson Planning, Lesson Note Writing
- x. Reading: Concept, Lesson Planning, Lesson Note Writing
- xi. Black Board Work: : Concept, Lesson Planning, Lesson Note Writing
- xii. Closure: Concept, Lesson Planning, Lesson Note Writing



Microteaching by First year B.Ed. student teacher

Teaching Competency I - Microteaching Programme

Microteaching Programme is organised immediately after the Orientation on Microteaching. As per the syllabus, following lessons are conducted and practiced in this programme in different Microteaching groups-

1. Microteaching

- Subject 1- Skill 1- Teach and Reteach
Skill 2- Teach and Reteach
Skill 2- Teach and Reteach
- Subject 2- Skill 1- Teach and Reteach
Skill 2- Teach and Reteach
Skill 2- Teach and Reteach

2. **Integration Lessons:** Subject 1 and Subject 2

3. **Simulation Lessons:** Subject 1 and Subject 2

It is very essential to develop teaching competencies among the teachers. This course BED 108 is of 2 Credits i.e. 50 Marks. 1Credit is equal to 25 Marks. This BED 108 is of two parts i.e. part a) and part b).

a) Micro Teaching Skills and in part b) Integration Lessons and Simulation Lessons.

a) **Micro Teaching Skills:-**

In BED 108 you students have to complete 6 micro teaching skills, each skill can be practiced in 2 lessons, so there will be 12 lessons of skills, you have to practice these 6 skills for both the methods, i.e. method first and method second, which you have already chosen from the school subjects. These micro teaching skills lessons are of 1 Credit i.e. 25 Marks.



Microteaching by First year B.Ed. student teacher

b) Integration Lessons or Bridge Lessons and Simulation Lessons:-

Once students practiced these 6 skills separately after that you are ready to mix all these 6 skills into one lesson, these lessons are called as an integration lessons, you have to conduct 6 integration lessons, 3 lessons per method the duration for integration lesson is of 20 minutes, The part b) is of 1 Credit i.e. 25 Marks

Simulation Lessons:-

Once integration lessons are over then student-teachers are ready for the simulation lessons, you have to conduct 2 simulation lessons.

These activities and experiences help the students to develop their competencies and skills in organizing learning through lesson plan, which is an essential functional area for teachers. They also help the students to enhance their knowledge, creativity, and critical thinking skills.



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2. Developing Teaching Competencies

Tilak College of Education, Pune provides opportunities for developing competencies and skills in different functional areas through specially designed activities and experiences that include developing teaching competencies. The activities and experiences are as follow:

- The college conducts an orientation on practicum, which includes developing teaching competencies.
- The students are given demonstration and individual experiential learning on how to prepare and implement lesson plans for different subjects.

The programme focuses on building strong teaching skills, including classroom management, communication, and instructional strategies. Teaching simulations and classroom observations are used to refine these competencies.



Teaching Competency II

Technology-based teaching, Team teaching, and Models of teaching

Teaching Competency II - Programme (Technology-based teaching, Team teaching, and Models of teaching) is followed by Microteaching programme. Following lessons are conducted in this programme in the groups-

This course BED 109 is off 2 Credits i.e. 50 Marks. 1 Credit is equal to 25 Marks. This BED 109 consists of three types of lessons.

- (a) **Technology-based teaching: (2 lessons)** – 50 marks Student teacher will conduct two lessons using technology on the peer group. Marks calculated out of 50 are to be given.



Technology-based teaching

- (b) **Team teaching (2 lessons)** – 50 marks Student teacher will conduct two lessons based on the concept of team teaching. Marks calculated out of 50 are to be given for lessons based on team teaching.



Team teaching

(c) **Lessons using Models of Teaching (2 lessons)** – 50 marks Student teacher will conduct two lessons based on any two models of teaching suitable for the course BED 107- Pedagogy of school subjects which s/he has chosen. Marks calculated out of 50 are to be given for lessons based on models of teaching. The total marks for the course BED 109 shall be calculated out of 50.



Lesson using Models of Teaching



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3. Assessment of Learning

The College of Education provides opportunities for developing competencies and skills in different functional areas through specially designed activities and experiences that include assessment of learning.

- The college conducts a theoretical course on test and measurement, where the students learn about the principles, types, tools, and techniques of assessment of learning.
- The college also conducts practical on preparation of evaluation tool and its use in Internship.
- Students learn to design, implement, and evaluate various assessment methods to measure student learning effectively.
- Formative and summative assessment strategies are explored.

Assessing the learning of B.Ed. students typically involves a combination of formative and summative assessments to gauge their knowledge, skills, and competencies in the field of education. Assessment process is as follows:

1. Course Practical Work

B.Ed. programme include 24 courses related to education theory and practice. Students are assessed through assignments, reports, and presentations related to these courses.

2. Teaching Practice:

B.Ed. students undergo teaching practice or internships in real classroom settings. Their performance as teachers is observed and evaluated by college faculty.

a) Teaching Competency I –

- Microteaching
- Integrated Lessons
- Simulation Lessons

- b) Teaching Competency II –
 - Technology-based teaching
 - Team teaching
 - Lessons using Models of Teaching
- c) Teaching Competency III-
 - Practice Lessons
 - Introduction to Internship

3. Internal Written Examination

Periodic examinations are conducted to assess students' understanding of the courses. These may include written exams, seminars, field and practical assessments.

TILAK COLLEGE OF EDUCATION, PUNE 30

Exam No. 1112 J. Supervisor's Signature & Date [Signature]

Class B.Ed. F.Y. Exam Internal Examination 2021-22 (F.Y. 02)

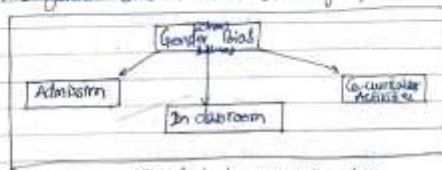
Subject B. Ed. 102 Section _____ Date 18/08/2022

Question	1	2	3	4	5	6	7	8	9	10	Total Mark
Mark	10	17	16	11	16						76/100

Q.3] ——— ?

→ Gender bias issues in school —
Introduction of Meaning —

Many school and colleges should not be gender bias in school. Students or children want to feel secure in school because they are not experience they are small. They don't don't know about gender bias in school but it happen and it affect directly on the childrens development. Gender bias is a massive problem in each and every school. so the such type of problems or issues affect on childrens. it is not good for them. children wants to feel secure in school. If the such types of problems happen in school it's less of school indirectly. The gender bias includes following points:



Following are the issues regarding the gender bias in school —

- ① Admission
- ② Co-curricular Activities
- ③ In classroom.

① Admission:

Admission is one of the most important issue in school. While taking admission in the school in the form the rule to fill the the gender and it is male, female and transgender etc. students have select any one of them. While taking admission in the school there is reservation quota for male and female is 60% for male and 40% for female. and some of them for physically challenged students. If there is no gender bias in school anyone can take admission in any school. Because of the gender issue (problem) many students can't take admission in the school. School has already reservation quota for caste - OBC, SBC, VS, NT and so on. The gender bias in school is major problem for students or children. The students don't want to face such type of problem in school.

4. Research Work

B.Ed. programme require students to conduct research projects related to education. These projects are evaluated for research methodology, analysis, and findings.



5. University written Examination

At the end of the B.Ed. program, there is comprehensive written examination that tests students on overall knowledge in each subject as per the syllabus.



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4. Technology use and Integration

Tilak College of Education, Pune provides opportunities for developing competencies and skills in use of technology and integration in teaching learning and evaluation. The college conducts an orientation, workshop on educational technology, where the students learn about the use and integration of various ICT tools and resources in education.

1. Technology use and Integration

Students are trained in the integration of technology into the teaching-learning process.

They learn to use educational tools, software, and digital resources to enhance instruction.

The integration of technology in education is a growing trend. Tilak College of Education is adopting technology to enhance the teaching learning experience. Following are the ways used for integration of technology in education-

1) Online Learning Platform

Our college is using online Learning Management Systems (LMS) such as Google classroom (Free version) to provide resources, assignments, and communication tools for students and instructors.

Now we have our own Learning Management Systems Classplus from 2023. Our Training is provided to faculty and students and they are using this facility effectively.

For Desktop / Web access -

Web link: <https://web.classplusapp.com/login>

Org code: pyivl

Registered mobile no.: 8263838388 to generate OTP



2) **Virtual classrooms,**

We are using virtual classrooms like Zoom, Google Meet, Microsoft teams etc. to enable teachers and students to conduct live online classes, discussions, and lectures. They also facilitate student-teacher interactions and group collaborations.



3) **Learning Resources**

We provide access to digital resources, YouTube videos, Presentations, Text, Pdf, Images, audio, podcast, e-books, online journals, and educational websites, to support students' Learning and research.

4) **Multimedia Content**

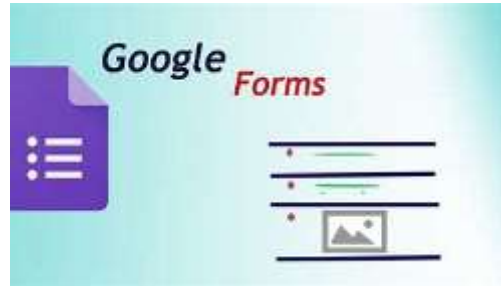
Technology allows educators to incorporate multimedia elements like videos, animations, and interactive simulations into their lessons, making learning more engaging and effective.

Few of our faculty has their own YouTube Channels and podcast Channels.



5) Assessment tools

Online assessment platforms are used for quizzes, tests, and assignments, providing immediate feedback to students and streamlining the grading process.



6) Mobile Apps

Many educational apps are available for both students and teachers to enhance learning experiences, provide resources, and facilitate communication. Our students use and study the available educational Apps.



7) Virtual Reality (VR) and augmented Reality (AR)

Our College explore the use of VR and AR technologies to create immersive learning experiences, especially in subjects like science and geography. We organise workshops for the same.

ICT Skill Workshop - Use of Augmented Reality App in Teaching



Date : 24.05.2022 Time – 12.00-1:00

Venue – Classroom no 12

Resource Person: Dr. Suresh G. Isave

Learning Outcomes:

- Student teachers will be able to
- Explain the concept of ICT Skill
- Apply the ICT Skills in Education
- Explain the concept of Augmented Reality App
- Use the AR Apps in Education



Activity:


The resource person introduced the concept and application of ICT Skills. Then he described the concept of Augmented Reality. The demonstration of AR App - Arloopa was given to the participants. Later participants downloaded the app and experienced the Augmented Reality in the classroom. The participants enjoyed the fun and excitement. They are encouraged to search other AR apps and the use of AR technology was discussed. About 30 students participated in the workshop.



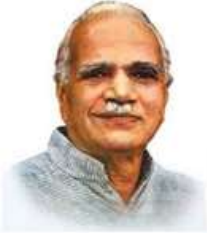
8) Teacher Professional Development

Technology is used to provide ongoing professional development opportunities for both B.Ed. students and faculty. Our college has initiated online lecture series for professional development on Zoom platform since February, 2022


1. J. P. Naik lecture Series (on 5th day of Each month)



Shikshan Prasarak Mandali's
TILAK COLLEGE OF EDUCATION, PUNE

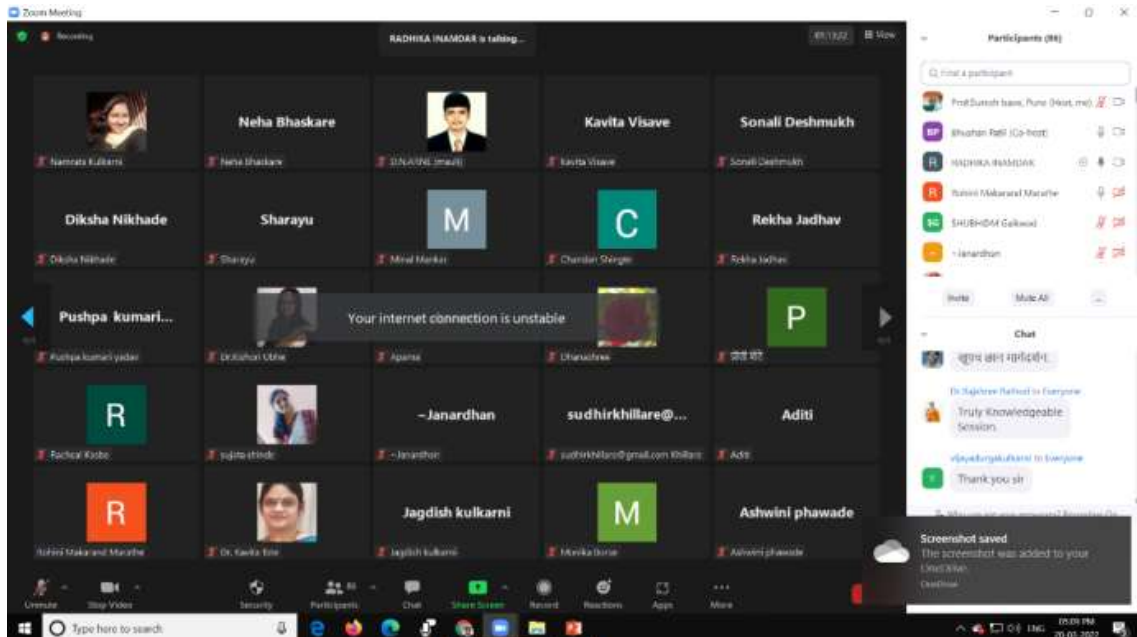


Dr. J.P. Naik Lecture Series
Inauguration: Hon. Shri Keshav Vaze
President, College Development Committee
Member, Managing Council, Shikshan Prasarak Mandali, Pune.
Lecture - 1
Educational contribution of Dr. J.P. Naik
Speaker: Hon. Shri. Anil Bhujbal
Ex- coordinator, State Resource Center, Pune
Motivational speaker



All students-teachers, Teachers, Research scholars, Teacher Educators and Principals are cordially invited.

Prof. Dr. Dipak Chavan Coordinator	Dr. Radhika Inamdar Principal
Date: 20 th January 2022	Time: 4.00 to 5.30 pm
Zoom Platform Link: https://us02web.zoom.us/j/7584329151	
Meeting ID: 758 432 9151	Passcode: 2021 No registration charges



2. Educational Research Forum (on 20th day of Each month)

Shiksha Prasarak Mandal's
TILAK COLLEGE OF EDUCATION, PUNE

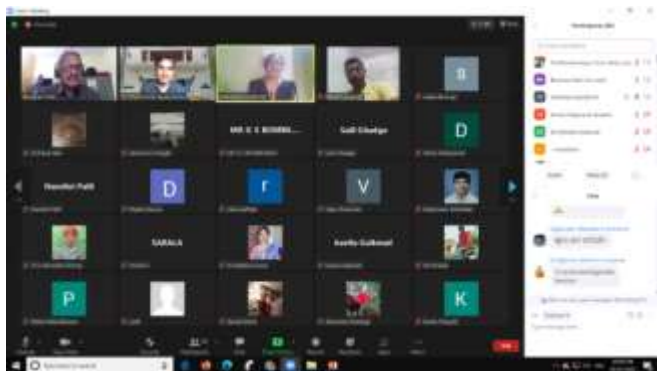
Educational Research Forum
Lecture -6
Review of related literature

Speaker: Dr. Jignesh Patel
Associate Professor, Children's University,
Gandhinagar, Gujarat

All students-teachers, Doctors, Research scholars, Teacher Educators and Principals are cordially invited.

Prof. Dr. Dipak Chavan
Coordinator
Date: 5th July 2022
Zoom Platform Link: <https://us02web.zoom.us/j/7584329151>
Meeting ID: 758 432 9151

Dr. Rashika Inamdar
Principal
Time: 4.00 to 5.30 pm
Passcode: 2022
No registration charges



Shiksha Prasarak Mandal's
TILAK COLLEGE OF EDUCATION, PUNE

Educational Research Forum

Lecture
Developing the Research Attitude

Speaker: Prof. Vishnu. P. Shikhare
Dean, Faculty of Inter-Disciplinary Studies (IDS),
Paryeshlok Ahilyadevi Holkar Solapur University, Solapur
Professor, College of Education, Baramba

All student-teachers, Teachers, Research scholars, Teacher Educators and Principals are cordially invited.

Prof. Dr. Digambar Durgade
Coordinator
Date: 5th November 2022
Zoom Platform Link: <https://us02web.zoom.us/j/7584329151>
Meeting ID: 758 432 9151

Dr. Rashika Inamdar
Principal
Time: 3.30 to 4.30 pm
Passcode: 2022
No registration charges

3. International and National Conferences



International Conference on Innovation and Peace



National Conference on NEP-2020



Rashika Inamdar

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5. Organizing Field Visits

Field visits are organized to expose students to real-world educational environments. This helps them understand practical aspects of teaching and learning. Organizing field visits for teaching and learning is an essential aspect of a B.Ed. and M.Ed. Programme. Field visits provide students with practical exposure to the educational environment and help them connect theory with real-world practice. Here's a general outline of how field visits can be organized for B.Ed. students at Tilak College of Education every year. By following appropriate steps and continuously improving the field visit program, Tilak College of Education provides its B.Ed. students with valuable experiential learning opportunities that enhance their teaching and learning skills.



Visit to Maharashtra State Council for Educational Research and Training (MSCERT), Pune



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6. Conducting Outreach/ Out of classroom Activities

Students engage in extracurricular and co-curricular activities, such as club management, cultural events, and sports coordination. These activities foster leadership, teamwork, and organizational skills.



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7. Community Engagement

The College of Education provides opportunities for developing competencies and skills in different functional areas through specially designed activities and experiences that include community engagement.

- **Cleaning public places:** The College conducts an activity where the students participate in cleaning public places, such as parks, forts and streets. The students learn about the civic responsibility, collaboration, and problem-solving skills.
- **Planting trees:** The College conducts an activity where the students plant trees in various locations, such as schools, colleges & public places. The students learn about the environmental responsibility, creativity, and critical thinking skills. The B.Ed. program encourages students to engage with the local community. Initiatives like community service projects and educational outreach programs promote civic responsibility.



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8. Facilitating Inclusive Education

The College of Education provides opportunities for developing competencies and skills in different functional areas through specially designed activities and experiences that include facilitating inclusive education. Some of the examples of such activities and experiences are:

- The college conducts a theoretical course on inclusive education, where the students learn about the concept, principles, practices, and challenges of inclusive education in India.

The curriculum includes a strong focus on inclusive education.

Students learn to adapt their teaching methods to accommodate diverse learning needs.

Inclusive Syllabus – In the Syllabus of B.Ed. programme BED 101. Childhood and Growing up is a compulsory course, in which various aspects of individual differences are mentioned and their importance for inclusive is discussed. Lessons planning – In all lesson from micro teaching, simulation, practice teaching lessons in school and internship lessons we discuss the inclusion of students of different physical and mental abilities in the teaching learning process. We encourage our students to include their students with different ability.





Tilak College of Education, Pune, ensures that its B.Ed. programme provides students with opportunities to develop competencies and skills in various functional areas through specially designed activities and experiences. By fostering these skills, the institution prepares its future educators to excel in their roles, whether in the classroom, community engagement, or inclusive education. The comprehensive approach of the program aligns with the institution's commitment to producing well-rounded and effective educators. This report acknowledges the institution's dedication to providing high-quality teacher education and its continuous efforts to enhance the competencies and skills of its B.Ed. students in preparation for a successful teaching career.



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Date: 09.01.2023

Teaching Competency I - Microteaching Programme First Year B.Ed.2022-23

First Year B.Ed. students are informed that the Microteaching Programme 2022-23 will be held from 09.01.23 to 04.02.23 in our college. Following lessons will be conducted in this programme in your Microteaching groups-

1. Microteaching
 - Subject 1- Skill 1- Teach and Reteach
Skill 2- Teach and Reteach
Skill 2- Teach and Reteach
 - Subject 2- Skill 1- Teach and Reteach
Skill 2- Teach and Reteach
Skill 2- Teach and Reteach
2. Integration Lessons: Subject 1
Subject 2
3. Simulation Lessons: Subject 1
Subject 2

Dear Student-teachers, It is very essential to develop teaching competencies among the teachers. This course BED 108 is of 2 Credits i.e. 50 Marks. 1Credit is equal to 25 Marks. This BED 108 is of two parts i.e. part a) and part b).

In Part a) Micro Teaching Skills and in part b) Integration Lessons and Simulation Lessons.

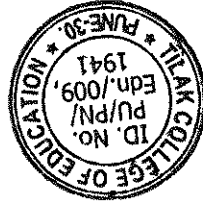
- a) Micro Teaching Skills:-In BED 108 you have to complete 6 micro teaching skills, each skill can be practiced in 2 lessons, so there will be 12 lessons of skills, you have to practice these 6 skills for both the methods, i.e. method first and method second, which you have already chosen from the school subjects. These micro teaching skills lessons are of 1 Credit i.e. 25 Marks
- b) Integration Lessons or Bridge Lessons and Simulation Lessons:- Once you practiced these 6 skills separately after that you are ready to mix all these 6 skills into one lesson, these lessons are called as an integration lessons, you have to conduct 6 integration lessons, 3 lessons per method the duration for integration lesson is of 20 minutes, The part b) is of 1 Credit i.e. 25 Marks



Simulation Lessons:-Once integration lessons are over then you are ready for the simulation lessons, you have to conduct 2 simulation lessons.

Rajendra Thigale

Dr. Rajendra Thigale
In-charge Professor



Radhika Inamdar

Dr. Radhika Inamdar
Principal
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Tilak College of Education
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S. P. Mandali's Mobile No. 8263838388

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४११०३०.

Tilak College of Education, Pune 411030

NAAC – Reaccredited to Grade 'A' from 25th October 2013

1633, Sadashiv Peth, S.P. College campus, Pune - 411030.

Affiliated to Savitribai Phule Pune University (ID No. PU/PN/Edn/009, 1941)

Website: www.tilakcollegeofeducation.org E-mail: tilakcollege1941@gmail.com

Date: 31-12-2022

Microteaching Orientation Programme

First Year B.Ed. 2022-23

Report

Nature of Activity: Teaching Competency I orientation lectures

Teacher's Role: Guide and trainer

Student's Role: Trainee

Number of Students- Total number of student-teachers 91

Number of Teachers- Total number of Teacher-Educators 13

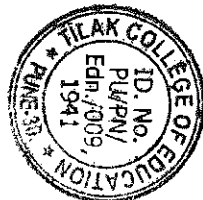
Number of students/ Teachers 12:1

Activities carried out for a week approximately

Duration: 29/12/22 to 31/12/22

Microteaching Orientation Programme 2022-23 for First Year B.Ed. students was held from 29/12/22 to 31/12/22 in our college. Following activities were conducted in this programme by our faculty.

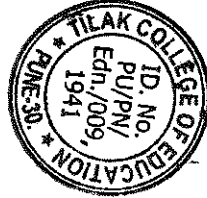
1. Concept of Microteaching
2. Microteaching Skills
3. Set Induction: Concept, Lesson Planning, Lesson Note Writing
4. Narration: :Concept, Lesson Planning, Lesson Note Writing
5. Stimulus Variation: Concept, Lesson Planning, Lesson Note Writing
6. Questioning: Concept, Lesson Planning, Lesson Note Writing
7. Illustration: Concept, Lesson Planning, Lesson Note Writing
8. Demonstration: Concept, Lesson Planning, Lesson Note Writing



9. Reinforcement: Concept, Lesson Planning, Lesson Note Writing
10. Reading: Concept, Lesson Planning, Lesson Note Writing
11. Black Board Work: : Concept, Lesson Planning, Lesson Note Writing
12. Closure: Concept, Lesson Planning, Lesson Note Writing

Rajendra Thigale

Dr. Rajendra Thigale
In-charge Professor



Dr. Radhika Inamdar

Dr. Radhika Inamdar
Principal
PRINCIPAL
Tilak College of Education
Pune-411030.



S. P. Mandali's Mobile No. 8263838388

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Affiliated to Savitribai Phule Pune University (ID No. PU/PN/Edn/009, 1941)

Website: www.tilakcollegeofeducation.org

E-mail: tilakcollege1941@gmail.com

Date: 05.02.23

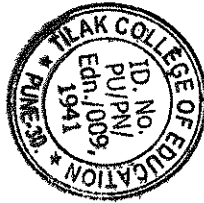
Teaching Competency I - Microteaching Programme First Year B.Ed.2022-23 Report

Microteaching Programme 2022-23 for First Year B.Ed. students was held from 09.01.23 to 04.02.23 in our college. Following lessons were conducted in this programme by each student in their Microteaching groups-

1. Microteaching
 - Subject 1- Skill 1- Teach and Reteach
Skill 2- Teach and Reteach
Skill 2- Teach and Reteach
 - Subject 2- Skill 1- Teach and Reteach
Skill 2- Teach and Reteach
Skill 2- Teach and Reteach
2. Integration Lessons: Subject 1 -3 lessons
Subject 2-3 lessons
3. Simulation Lessons: Subject 1 -1 lesson
Subject 2- 1 lesson

Dr. Rajendra Thigale

Dr. Rajendra Thigale
In-charge Professor



Dr. Radhika Inamdar

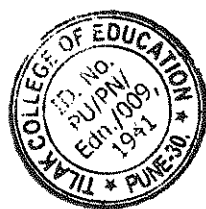
Dr. Radhika Inamdar
Principal

PRINCIPAL

Tilak College of Education
Pune-411030.

Tilak College of Education, Pune 411030
B. Ed. First Year 2022- 23
Practicing for Constructivist Teaching Learning
BED 108: Teaching Competency I
Microteaching, Integration and Simulation lessons

Sr. No.	Type	Lesson	Total
1.	Microteaching	Set induction skill	12 Lessons
		Illustration skill	
		Stimulus variation skill	
		Questioning skill	
		Skill of reading	
		Skill of narration	
		Demonstration skill	
		Closure skill	
		Black board writing skill	
		Reinforcement skill	
2.	Integrated Lessons	Subject 1	6 Lessons
		Subject 1	
		Subject 1	
		Subject 2	
		Subject 2	
		Subject 2	
3.	Simulation Lessons	Subject 1	2 Lessons
		Subject 2	



BED 108 In charge

BED 108: TEACHING COMPETENCY I

a) MICRO TEACHING

1. SET INDUCTION SKILL

No.	Sub Skills	Teach					Re-teach				
		1	2	3	4	5	1	2	3	4	5
1	Effective beginning										
2	Revival of previous knowledge										
3	Arousing curiosity										
4	Use of teaching –aids										
5	Linking with the unit										
6	Statement of aim										
7	Title Writing										
8	Creativity / innovative										
9	Time Management										
10	Effectiveness										
Total Marks- 50											

Qualitative Feedback, (if any) :

Signature of Professor In-charge

2. STIMULUS VARIATION SKILL

No.	Sub- Skills	Teach					Re-teach				
		1	2	3	4	5	1	2	3	4	5
1	Gestures of Teacher										
2	Movement of Teacher										
3	Change in speech pattern										
4	Change in sensory focus										
5	Change in interaction pattern										
6	Verbal participation of students										
7	Active participation of students										
8	Eye to eye contact										
9	Time Management										
10	Effectiveness										
Total Marks – 50											

Qualitative Feedback, (if any) :

Signature of Professor In-charge

3. ILLUSTRATION SKILL

No.	Sub- Skills	Teach					Re-teach				
		1	2	3	4	5	1	2	3	4	5
1	Use of Example – Rule – Example										
2	use of explanatory links										
3	Fluency in explanation										
4	Clarity in explanation										
5	Use of appropriate vocabulary										
6	Use of teaching aids										
7	Planned repetition										
8	Consistency										
9	Time Management										
10	Effectiveness										
Total Marks-50											

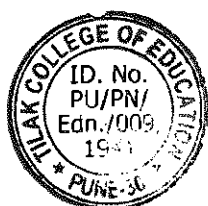
Qualitative Feedback, (if any) :

Signature of Professor In-charge

4. QUESTIONING SKILL

No.	Sub- Skills	Teach					Re-teach				
		1	2	3	4	5	1	2	3	4	5
1	Clear and Concise										
2	Grammatically correct										
3	Thought Provoking										
4	Logical sequence of the questions										
5	Inclusion of Lower, Middle and Higher order questions.										
6	Clarity in asking questions										
7	Interrogative tone										
8	Properly distributed in class										
9	Time Management										
10	Effectiveness										
Total Marks-50											

Qualitative Feedback, (if any) :



Signature of Professor In-charge

5. SKILL OF READING

No.	Sub- Skills	Teach					Re-teach				
		1	2	3	4	5	1	2	3	4	5
1	Clear pronunciation										
2	Speed										
3	Intonation										
4	Reading as per punctuation										
5	Fluency / Rhythm in reading										
6	Proper emphasis on words										
7	Expression										
8	Audibility										
9	Time Management										
10	Effectiveness										
Total Marks-50											

Qualitative Feedback, (if any) :

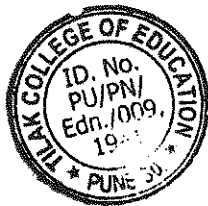
Signature of Professor In-charge

6. SKILL OF NARRATION

No.	Sub- Skills	Teach					Re-teach				
		1	2	3	4	5	1	2	3	4	5
1	Use of accurate language										
2	Clear pronunciation										
3	Fluency										
4	Change in Voice										
5	Stress on main points										
6	Gesture										
7	Harmony in presentation										
8	Audibility										
9	Time Management										
10	Effectiveness										
Total Marks-50											

Qualitative Feedback, (if any) :

Signature of Professor In-charge



7. DEMONSTRATION SKILL

No.	Sub- Skills	Teach					Re-teach				
		1	2	3	4	5	1	2	3	4	5
1	Aim of the experiment										
2	Selection of apparatus/material										
3	Use of organization diagram										
4	Skillful handling of apparatus										
5	Students participation										
6	Opportunity for observation										
7	Conclusion of experiment										
8	Creation of situation										
9	Time Management										
10	Effectiveness										
Total Marks-50											

Qualitative Feedback, (if any) :

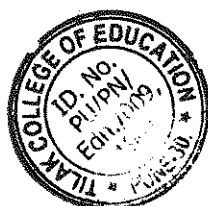
Signature of Professor In-charge

8. BLACK BOARD WRITING SKILL

No.	Sub- Skills	Teach					Re-teach				
		1	2	3	4	5	1	2	3	4	5
1	Size of the letters/ diagram										
2	Spacing between letter, words and lines										
3	Clarity of letter/s diagram and legibility										
4	Correct										
5	Writing in straight line										
6	Proper use of colored chalk										
7	Speed of writing										
8	Planning of writing / sketching										
9	Time Management										
10	Effectiveness										
Total Marks-50											

Qualitative Feedback, (if any) :

Signature of Professor In-charge



9. CLOSURE SKILL

No.	Sub- Skills	Teach					Re-teach					
		1	2	3	4	5	1	2	3	4	5	
1	Revision of main points											
2	Linking between past and present knowledge											
3	Linking with objectives of lesson											
4	Recapitulation (use of gained knowledge in same situation)											
5	Summary of present knowledge (Oral / written)											
6	Application (use of gained knowledge in new situation)											
7	Relevance of present knowledge											
8	Opportunities for future learning											
9	Time Management											
10	Effectiveness											
Total Marks -50												

Qualitative Feedback, (if any) :

Signature of Professor In-charge

10. REINFORCEMENT SKILL

No.	Sub- Skills	Teach					Re-teach					
		1	2	3	4	5	1	2	3	4	5	
1	Accepting students response											
2	Using positive verbal reinforcement											
3	Using of positive non verbal reinforcement											
4	Recognizing the student by name											
5	Avoiding negative verbal reinforcement											
6	Accepting the student capacity											
7	Avoiding Negative non-verbal reinforcement											
8	Repeating and rephrasing											
9	Time Management											
10	Overall impression											
Total Marks - 50												

Qualitative Feedback, (if any) :

Signature of Professor In-charge



**BED 108
INTEGRATION LESSON**

Name of the Student: Mr/Mrs. _____ Roll No. : _____

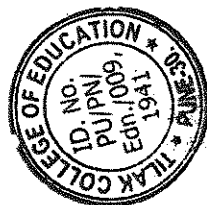
EVALUATION SCHEME

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct and complete.					
2	Introduction	Relevant and stimulating					
3		Revival of previous knowledge and linking with the topic					
4		Statement of Aim and Title writing					
5	Presentation	Clarity and Fluency in /Narration / Illustration					
6		Questions – Clear, concise and grammatically correct					
7		Logical and thought provoking questions					
8		Distribution of questions and Reinforcement					
9		Black Board Work					
10		Clarity and Reading / Demonstration					
11		Classroom interaction					
12		Use of Teaching Aids / Use of Examples					
13		Closure					
14		Proportion of each skill					
15		Logical sequencing of skills					
16		Ease in using various skills					
17		Confidence in Teaching and attire					
18		Time Managements					
19		Effective Use of various skills					
20		Readiness towards classroom teaching					
		Total Marks - 100					

Date

Signature of Professor In-charge



SIMULATION LESSONS

Name of the Student: Mr/Mrs. _____ Roll No. : _____

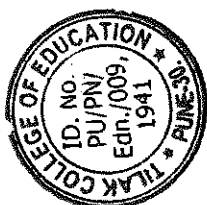
EVALUATION SCHEME

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct and complete.					
2	Introduction	Relevant and stimulating					
3		Revival of previous knowledge and linking with the topic					
4		Statement of Aim and Title writing					
5	Presentation	Clarity and Fluency in /Narration / Illustration					
6		Questions – Clear, concise and grammatically correct					
7		Logical and thought provoking questions					
8		Distribution of questions and Reinforcement					
9		Black Board Work					
10		Clarity and Reading / Demonstration					
11		Classroom interaction					
12		Use of Teaching Aids / Use of Examples					
13		Mastery over the content					
14		As per objectives					
15		Students response					
16		Appropriate / Creative application					
17	Recapitulation	Appropriate / Activity based Home Work					
18		Inclusion of core elements values and Life Skills					
19	Application	Classroom Management and Time Management					
20	Home Work	Overall impression					
		Total Marks – 100					

Date _____

Signature of Professor In-charge _____





S. P. Mandali's Mobile No. 826383888

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४११०३०.

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Website: www.tilakcollegeofeducation.org E-mail: tilakcollege1941@gmail.com

Date: 19.03.2022

**Microteaching Orientation Programme
First Year B.Ed. 2021-22**

Nature of Activity: Teaching Competency I orientation lectures

Teacher's Role: Guide and trainer

Student's Role: Trainee

Number of Students- Total number of student-teachers 88

Number of Teachers- Total number of Teacher-Educators 13

Number of students/ Teachers 8:1

Activities carried out for a week approximately

Duration: 19/3/22 to 26/3/22

First Year B.Ed. students are informed that the Microteaching Orientation Programme 2021-22 will be held from 19.03.2022 to 26.03.2022 in our college. Following activities will be conducted in this programme-

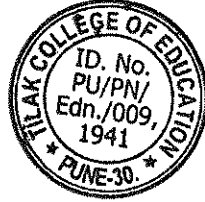
1. Concept of Microteaching
2. Microteaching Skills
 1. Set Induction
 2. Narration
 3. Stimulus Variation
 4. Questioning
 5. Illustration
 6. Demonstration
 7. Reinforcement



8. Reading
9. Black Board Work
10. Closure
3. Lesson Planning
4. Lesson Note Writing

Rajendra Thigale

Dr. Rajendra Thigale
In-charge Professor



Radhika Inamdar

Dr. Radhika Inamdar
Principal

PRINCIPAL
Tilak College of Education
Pune-411030.



S. P. Mandali's Mobile No. 8263838388

टिळक शिक्षण महाविद्यालय, पुणे – ४११०३०.

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Website: www.tilakcollegeofeducation.org

E-mail: tilakcollege1941@gmail.com

Date: 19.03.2022

Teaching Competency I - Microteaching Programme First Year B.Ed.2021-22

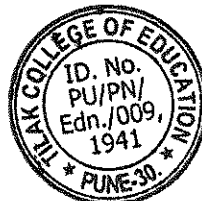
First Year B.Ed. students are informed that the Microteaching Programme 2021-22 will be held from 28.03.2022 to 17.04.2022 in our college. Following lessons will be conducted in this programme in your Microteaching groups-

1. Microteaching
 - Subject 1- Skill 1- Teach and Reteach
Skill 2- Teach and Reteach
Skill 2- Teach and Reteach
 - Subject 2- Skill 1- Teach and Reteach
Skill 2- Teach and Reteach
Skill 2- Teach and Reteach
2. Integration Lessons: Subject 1
Subject 2
3. Simulation Lessons: Subject 1
Subject 2

Dear Student-teachers, It is very essential to develop teaching competencies among the teachers. This course BED 108 is of 2 Credits i.e. 50 Marks. 1Credit is equal to 25 Marks. This BED 108 is of two parts i.e. part a) and part b).

In Part a) Micro Teaching Skills and in part b) Integration Lessons and Simulation Lessons.

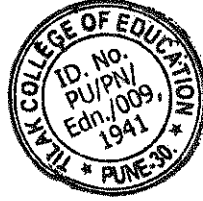
- a) Micro Teaching Skills:-In BED 108 you have to complete 6 micro teaching skills, each skill can be practiced in 2 lessons, so there will be 12 lessons of skills, you have to practice these 6 skills for both the methods, i.e. method first and method second, which you have already chosen from the school subjects. These micro teaching skills lessons are of 1 Credit i.e. 25 Marks
- b) Integration Lessons or Bridge Lessons and Simulation Lessons:- Once you practiced these 6 skills separately after that you are ready to mix all these 6 skills into one lesson, these lessons are called as an integration lessons, you have to conduct 6 integration lessons, 3 lessons per method the duration for integration lesson is of 20 minutes, The part b) is of 1 Credit i.e. 25 Marks



Simulation Lessons:-Once integration lessons are over then you are ready for the simulation lessons, you have to conduct 2 simulation lessons

Rajendra Thigale

Dr. Rajendra Thigale
In-charge Professor



Radhika Inamdar

Dr. Radhika Inamdar
Principal
PRINCIPAL
Tilak College of Education
Pune-411030.

Tilak College of Education, Pune 411030

B.Ed. First Year 2021-22

BED 108: Teaching Competency I
BED 109: Teaching Competency II

INDEX

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3	ATTENDANCE SHEETS	2
4	SEATING ARRANGEMENT CHART	3
5	GUIDANCE CHART	4
6	JOURNAL BED 108	5
7	JOURNAL BED 109	6



Tilak College of Education, Pune 411030

B.Ed. First Year 2021-22

BED 108: Teaching Competency I

BED 109: Teaching Competency II

Microteaching, Integration and Simulation Lesson

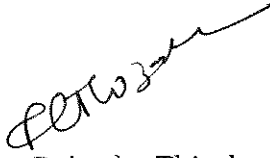
Group No. 3

Group In-Charge Dr. Dipak Chavan

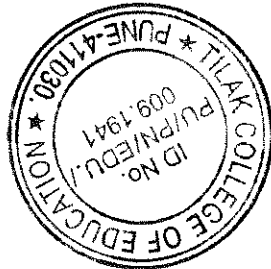
Sr. No.	Roll No.	Exam No.	Name of the Student-teacher	M 1	Guide	M 2	Guide	Medium
1	142		BANKAR JYOTI ABASAHEB	ENG		MATHS	DKC	ENG
2	145		BOMBILWAD GOVIND SHIVDAS	MAR	DKC	MATHS	DKC	ENG
3	150		DESHPANDE NISHA HEMANT	ENG		MATHS	DKC	ENG
4	153		DIVANE BHAGYASHRI MARUTIRAO	ENG		MATHS	DKC	ENG
5	157		GHODKE PRIYA PRAKASH	MATHS	DKC	SCI	DKC	ENG
6	165		KALAMKAR PRASHANT RADHU	MATHS	DKC	SCI	DKC	ENG
7	167		KENDRE ANKUR BALAJI	MATHS	DKC	SCI	DKC	ENG
8	187		SUTAR ASHWINI ANANTRAO	MATHS	DKC	SCI	DKC	ENG

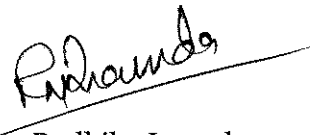
Seating arrangement: - Method Lab Wing Room No. 20

See the separate Guidance chart to verify Roll No. Subject and Guide allotment


Dr. Rajendra Thigale

Microteaching In-Charge




Dr. Radhika Inamdar

Principal
PRINCIPAL
Tilak College of Education
Pune-411030.

Tilak College of Education, Pune 411030

B.Ed. First Year 2021-22

BED 108: Teaching Competency I

BED 109: Teaching Competency II

Microteaching, Integration and Simulation Lesson

Group No. 3

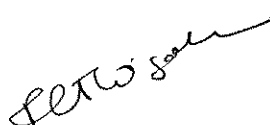
Group In-Charge Dr. Dipak Chavan

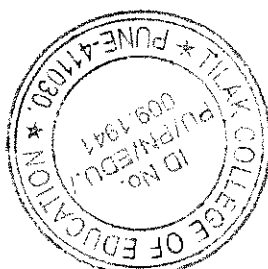
Attendance Sheet


Sl. No.	Roll No.	Exam No.	Name of the Student-teacher	24.03	28.03					
1	142		BANKAR JYOTI ABASAHEB	P						
2	145		BOMBILWAD GOVIND SHIVDAS							
3	150		DESHPANDE NISHA HEMANT							
4	153		DIVANE BHAGYASHRI MARUTIRAO	P						
5	157		GHODKE PRIYA PRAKASH	P						
6	165		KALAMKAR PRASHANT RADHU							
7	167		KENDRE ANKUR BALAJI	P						
8	187		SUTAR ASHWINI ANANTRAO							

Seating arrangement: - Method Lab Wing Room No. 20

See the separate Guidance chart to verify Roll No. Subject and Guide allotment


Dr. Rajendra Thigale
Microteaching In-Charge




Dr. Radhika Inamdar
Principal
PRINCIPAL
Tilak College of Education
Pune-411030.

Tilak College of Education, Pune 411030

B.Ed. First Year 2021-22

BED 108: Teaching Competency I

BED 109: Teaching Competency II

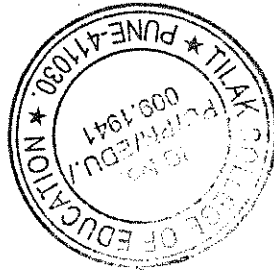
Microteaching, Integration and Simulation Lesson

Table No. 2:- Name of the faculties and their seating arrangement

Sr. No.	Name of the Faculty	Room No.
1	Dr. Madhuri Isave	Lab wing R.N. 23
2	Dr. Suresh Isave	Main building 7
3	Dr. Dipak Chavan	Lab wing R.N. 20
4	Dr. Rajashree Rathod	Lab wing R.N. 25
5	Dr. Rajendra Thigale	Main building 16
6	Prof. Namita Sahare	Lab wing R.N. 24
7	Dr. Vijay Dhamane	Main building 12
8	Dr. Digambar Durgade	Main building 17
9	Dr. Prakash Jagtap	Main building 24
10	Dr. Jotsna Kamble	Lab wing R.N. 22
11	Dr. Suvarna Shikare	Lab wing R.N. 21
12	Dr. Chandrahas Sonpethkar	Main building 23
13	Mrs. Pournima Chutter	Main building 3

Rajendra Thigale

Dr. Rajendra Thigale
Microteaching In-Charge



Radhika Inamdar

Dr. Radhika Inamdar
Principal

Tilak College of Education, Pune 411030


B.Ed. First Year 2021-22

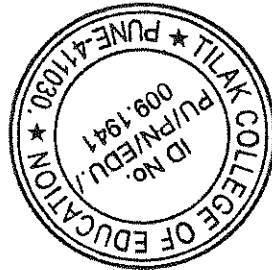
BED 108: Teaching Competency I

Schedule for Microteaching, Integration and Simulation Lesson

TIME: 12.45 P. M. TO 5.00 P. M.

SR. NO.	ACTIVITY	LESSON	DURATION
1	a) Microteaching skills	12 Lessons (Teach & Re-teach)	28 th March 2022
	Method 1	Skill 1	
		Skill 2	
		Skill 3	
	Method 2	Skill 4	
		Skill 5	
		Skill 6	5 th April 2022
2	b) Integration Lessons	06 Lessons	6 th April 2022
	Method 1	Integration Lesson 1	
		Integration Lesson 2	
		Integration Lesson 3	
	Method 2	Integration Lesson 1	
		Integration Lesson 2	
		Integration Lesson 3	13 th April 2022
3	Simulation Lessons	02 Lessons	
	Method 1	Simulation Lesson 1	15 th April 2022
	Method 2	Simulation Lesson 2	17 th April 2022


Dr. Rajendra Thigale
Microteaching In-Charge




Dr. Radhika Inamdar
Principal

Tilak College of Education, Pune 411030

B.Ed. First Year 2021-22

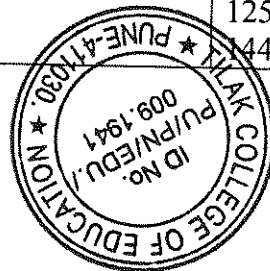
BED 108: Teaching Competency I

BED 109: Teaching Competency II

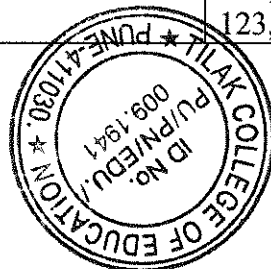
GUIDE ALLOTMENT CHART

Table: Showing strength of the students to the subject their guide

SR. NO.	SUBJECT	NAME OF THE FACULTY	ROLL NO. OF THE STUDENTS	TOTAL
1	MARATHI		102, 105, 106, 107, 111, 119, 126, 127, 129, 130, 136, 174, 175	13
		DR VIJAY DHAMANE	106, 119, 126, 127	4
		DR PRAKASH JAGTAP	105, 107, 129, 130, 136	5
		DR DIGAMBAR DURGADE	102, 111, 174, 175	4
2	HINDI		104, 115, 130, 133, 151, 169	6
		DR JOTSNA KAMBLE		
3	ENGLISH		102, 111, 114, 117, 120, 121, 131, 132, 135, 137, 139, 141, 142, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 155, 156, 158, 160, 163, 168, 169, 170, 172, 173, 175, 179, 180, 183, 184, 188, 190, 191	40
		DR RAJASHREE RATHOD	139, 141, 142, 146, 148, 150, 151, 152, 153, 155, 163, 168, 179, 180, 190	15
		DR SUWARNA SHIKARE	102, 111, 114, 117, 120, 121, 144, 149, 156, 169, 170, 175, 160, 172, 191	15
		DR CHANDRAHAS SONPETHKAR	113, 131, 132, 137, 145, 147, 158, 183, 184, 188	10
4	SANSKRIT		113, 127, 134, 139, 158, 171	6
		DR CHANDRAHAS SONPETHKAR	113, 127, 134, 139, 158, 171	6
5	HISTORY		104, 105, 107, 115, 120, 121, 125, 131, 133, 134, 136, 141, 144, 148, 149, 160, 163, 171,	25



			172, 179, 180, 186, 190, 191	
		DR DIGAMBAR DURGADÉ	141, 144, 148, 149, 160, 163, 168, 171, 172, 179, 180, 186, 190, 191	14
		DR PRAKASH JAGTAP	104, 105, 107, 115, 120, 121, 125, 131, 133, 134, 136, 186	12
6	GEOGRAPHY		106, 113, 117, 119, 125, 126, 129, 132, 135, 137, 146, 147, 152, 155, 156, 170, 174, 183, 184, 186, 188	21
		DR SURESH ISAVE	146, 152, 155, 156, 170, 174, 183, 184, 186, 188	10
		DR VIJAY DHAMANE	106, 117, 119, 125, 126, 132, 135, 137,	8
		DR JOTSNA KAMBLE	113, 129, 147	3
7	SCIENCE		101, 103, 108, 109, 110, 112, 114, 116, 118, 122, 123, 124, 128, 138, 140, 143, 154, 157, 159, 161, 162, 164, 165, 166, 173, 176, 177, 178, 181, 182, 185, 187, 189	34
		DR MADHURI ISAVE	143, 154, 159, 161, 162, 164, 182	7
		DR DIPAK CHAVAN	157, 165, 167, 187	4
		DR RAJENDRA THIGALE	101, 103, 110, 116, 118, 122, 123, 124	8
		PROF NAMITA SAHARE	108, 109, 112, 128, 138, 140, 114	7
		PROF POURNIMA CHUTTER	166, 173, 176, 177, 178, 181, 185, 189	8
8	MATHS		101, 103, 108, 109, 110, 112, 116, 118, 122, 123, 124, 128, 138, 140, 142, 143, 145, 150, 153, 154, 157, 159, 161, 162, 164, 165, 166, 167, 173, 176, 177, 178, 181, 182, 185, 187, 189	38
		DR MADHURI ISAVE	143, 154, 159, 161, 162, 164, 182	7
		DR DIPAK CHAVAN	142, 145, 150, 153, 157, 165, 167, 187	8
		DR RAJENDRA THIGALE	101, 103, 110, 116, 118, 122, 123, 124	8



	PROF NAMITA SAHARE	108, 109, 112, 128, 138, 140, 114	7
	PROF POURNIMA CHUTTER	166, 173, 176, 177, 178, 181, 185, 189	8
		TOTAL	183

per
Dr. Rajendra Thigale
Microteaching In-Charge



Radhika
Dr. Radhika Inamdar
Principal
PRINCIPAL
Tilak College of Education
Pune-411030.



S. P. Mandali's

Mobile No. 8263838388

टिळक शिक्षण महाविद्यालय, पुणे - ४११०३०.

Tilak College of Education, Pune 411030

NAAC – Reaccredited to Grade 'A' from 25th October 2013

1633, Sadashiv Peth, S.P. College campus, Pune – 411030.

Affiliated to Savitribai Phule Pune University (ID No. PU/PN/Edn/009, 1941)

Website: www.tilakcollegeofeducation.org

E-mail: tilakcollege1941@gmail.com

Microteaching Orientation Programme First Year B.Ed. 2020-21

Teacher's Role:- Mentor, Facilitator

Student's Role:- Mentee

Number of Students- 100

Number of Teachers- 11

Number of students/ Teachers in each group;-Min -7, Max-10

Activities carried out Online Mode

Duration:- 10th May to 3rd June 2021.

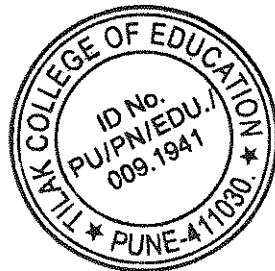
First Year B.Ed. students are informed that the Microteaching Orientation Programme 2020-21 will be held from 10.05.2021 to 3.06.2021 on an online mode.

Following activities will be conducted in this programme-

1. Concept of Microteaching
2. Microteaching Skills
 1. Set Induction
 2. Narration
 3. Stimulus Variation
 4. Questioning
 5. Illustration
 6. Demonstrations
 7. Reinforcement
 8. Reading
 9. Black Board Work
 10. Clouser
3. Lesson Planning
4. Lesson Note Writing


Dr. Rajshree Rathod

Micro Teaching In Charge




Dr. Radhika Inamdar

Principal
PRINCIPAL
Tilak College of Education,
Pune-411030.



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Mobile No. 8263838388

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Microteaching Orientation Programme Report F.Y 20-21

Teacher's Role:- Mentor, Facilitator

Student's Role:- Mentee

Number of Students- 100

Number of Teachers- 11

Number of students/ Teachers in each group;-Min -7, Max-10

Activities carried out Online Mode

Duration:- 10th May to 3rd June 2021.

Microteaching Orientation Programme 2020-21 for First Year B.Ed. students was held from 10.05.2021 to 03.06.2021 through online mode.

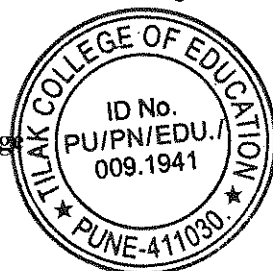
Following activities were conducted in this programme by our faculty.

1. Concept of Microteaching ,Microteaching Skills
2. Set Induction: Concept, Lesson Planning, Lesson Note Writing
3. Narration: :Concept, Lesson Planning, Lesson Note Writing
4. Stimulus Variation: Concept, Lesson Planning, Lesson Note Writing
5. Questioning: Concept, Lesson Planning, Lesson Note Writing
6. Illustration: Concept, Lesson Planning, Lesson Note Writing
7. Demonstration: Concept, Lesson Planning, Lesson Note Writing
8. Reinforcement: Concept, Lesson Planning, Lesson Note Writing
9. Reading: Concept, Lesson Planning, Lesson Note Writing
10. Black Board Work: : Concept, Lesson Planning, Lesson Note Writing
11. Closure: Concept, Lesson Planning, Lesson Note Writing

Dr. Rajshree Rathod

Dr. Rajshree Rathod

Micro Teaching In Charge



Dr. Rādhika Inamdar

Dr. Rādhika Inamdar

Principal

PRINCIPAL

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Teaching Competency I - Microteaching Programme F.Y.20-21

First Year B.Ed. students are informed that the Microteaching Programme 2020-21 will be held from 10.05.2021 to 03.06.2021 through online mode

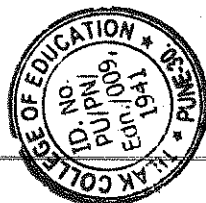
Following lessons will be conducted in this programme in your Microteaching groups-

1. Microteaching
 - Subject 1- Skill 1- Teach and Reteach
Skill 2- Teach and Reteach
Skill 2- Teach and Reteach
 - Subject 2- Skill 1- Teach and Reteach
Skill 2- Teach and Reteach
Skill 2- Teach and Reteach
2. Integration Lessons: Subject 1
Subject 2
3. Simulation Lessons: Subject 1
Subject 2

This course BED 108 is of 2 Credits i.e. 50 Marks. 1Credit is equal to 25 Marks. This BED 108 is of two parts i.e. part a) and part b).

In Part a) Micro Teaching Skills and in part b) Integration Lessons and Simulation Lessons.

- a) Micro Teaching Skills:- In BED 108 you have to complete 6 micro teaching skills, each skill can be practiced in 2 lessons, so there will be 12 lessons of skills, you have to practice these 6 skills for both the methods, i.e. method first and method second, which you have already chosen from the school subjects. These micro teaching skills lessons are of 1 Credit i.e. 25 Marks
- b) Integration Lessons or Bridge Lessons and Simulation Lessons:- Once you practiced these 6 skills separately after that you are ready to mix all these 6 skills into one lesson, these lessons are called as an integration lessons, you have to conduct 6 integration lessons, 3 lessons per method the duration for integration lesson is of 20 minutes, The part b) is of 1 Credit i.e. 25 Marks
Simulation Lessons:- Once integration lessons are over then you are ready for the simulation lessons, you have to conduct 2 simulation lessons





S. P. Mandali's

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E-mail: tilakcollege1941@gmail.com

Teaching Competency I - Microteaching Programme First Year B.Ed. 2020-21 Report

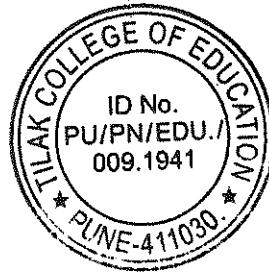
Microteaching Programme 2020-21 for First Year B.Ed. students was held from 10.05.2021 to 03.06.2021 through online mode.

Following lessons were conducted in this programme by each student in their Microteaching groups-

4. Microteaching
 - Subject 1- Skill 1- Teach and Reteach
Skill 2- Teach and Reteach
Skill 2- Teach and Reteach
 - Subject 2- Skill 1- Teach and Reteach
Skill 2- Teach and Reteach
Skill 2- Teach and Reteach
5. Integration Lessons: Subject 1 -3 lessons
Subject 2-3 lessons
6. Simulation Lessons: Subject 1 -1 lesson
Subject 2- 1 lesson

Dr. Rajshree Rathod

Micro Teaching In Charge



Dr. Radhika Inamdar

Principal

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Pune-411030.



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Microteaching Orientation Programme First Year B.Ed. 2019-20

Teacher's Role:- Mentor, Facilitator

Student's Role:- Mentee

Number of Students- 100

Number of Teachers- 11

Number of students/ Teachers in each group;-Min -7, Max-10

Activities carried out Offline Mode

Duration:- 3/10/2019 to 22/10/2019.

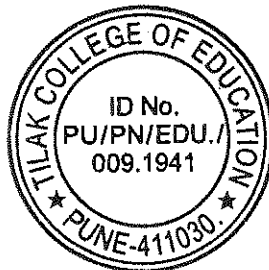
First Year B.Ed. students are informed that the Microteaching Orientation Programme 2020-21 will be held from 10.05.2021 to 3.06.2021 on an online mode.

Following activities will be conducted in this programme-

1. Concept of Microteaching
2. Microteaching Skills
 1. Set Induction
 2. Narration
 3. Stimulus Variation
 4. Questioning
 5. Illustration
 6. Demonstrations
 7. Reinforcement
 8. Reading
 9. Black Board Work
 10. Clouser
3. Lesson Planning
4. Lesson Note Writing


Dr. Rajshree Rathod

Micro Teaching In Charge




Dr. Radhika Inamdar

Principal

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Microteaching Orientation Programme Report F.Y 19-20

Teacher's Role:- Mentor, Facilitator

Student's Role:- Mentee

Number of Students- 100

Number of Teachers- 11

Number of students/ Teachers in each group;-Min -7, Max-10

Activities carried out Offline Mode

Duration:- 3/10/2019 to 22/10/2019.

Microteaching Orientation Programme 2020-21 for First Year B.Ed. students was held from **3/10/2019 to 22/10/2019**. In our college.

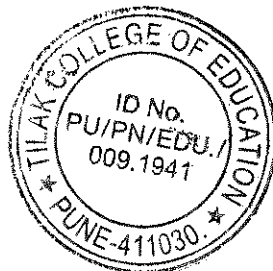
Following activities were conducted in this programme by our faculty.

1. Concept of Microteaching ,Microteaching Skills
2. Set Induction: Concept, Lesson Planning, Lesson Note Writing
3. Narration: :Concept, Lesson Planning, Lesson Note Writing
4. Stimulus Variation: Concept, Lesson Planning, Lesson Note Writing
5. Questioning: Concept, Lesson Planning, Lesson Note Writing
6. Illustration: Concept, Lesson Planning, Lesson Note Writing
7. Demonstration: Concept, Lesson Planning, Lesson Note Writing
8. Reinforcement: Concept, Lesson Planning, Lesson Note Writing
9. Reading: Concept, Lesson Planning, Lesson Note Writing
10. Black Board Work: : Concept, Lesson Planning, Lesson Note Writing
11. Closure: Concept, Lesson Planning, Lesson Note Writing

Rajshree Rathod

Dr.Rajshree Rathod

Micro Teaching In Charge



Radhika Inamdar

Dr.Radhika Inamdar

Principal

PRINCIPAL

**Tilak College of Education
Pune-411030.**



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Teaching Competency I - Microteaching Programme F.Y.19-20

First Year B.Ed. students are informed that the Microteaching Programme 2019-20 will be held from **3/10/2019 to 22/10/2019**. In our college

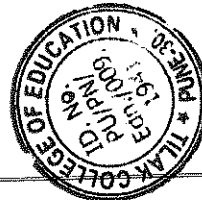
. Following lessons will be conducted in this programme in your Microteaching groups-

1. Microteaching
 - Subject 1- Skill 1- Teach and Reteach
Skill 2- Teach and Reteach
Skill 2- Teach and Reteach
 - Subject 2- Skill 1- Teach and Reteach
Skill 2- Teach and Reteach
Skill 2- Teach and Reteach
2. Integration Lessons: Subject 1
Subject 2
3. Simulation Lessons: Subject 1
Subject 2

This course BED 108 is of 2 Credits i.e. 50 Marks. 1Credit is equal to 25 Marks. This BED 108 is of two parts i.e. part a) and part b).

In Part a) Micro Teaching Skills and in part b) Integration Lessons and Simulation Lessons.

- a) Micro Teaching Skills:- In BED 108 you have to complete 6 micro teaching skills, each skill can be practiced in 2 lessons, so there will be 12 lessons of skills, you have to practice these 6 skills for both the methods, i.e. method first and method second, which you have already chosen from the school subjects. These micro teaching skills lessons are of 1 Credit i.e. 25 Marks
 - b) Integration Lessons or Bridge Lessons and Simulation Lessons:- Once you practiced these 6 skills separately after that you are ready to mix all these 6 skills into one lesson, these lessons are called as an integration lessons, you have to conduct 6 integration lessons, 3 lessons per method the duration for integration lesson is of 20 minutes, The part b) is of 1 Credit i.e. 25 Marks
- Simulation Lessons:- Once integration lessons are over then you are ready for the simulation lessons, you have to conduct 2 simulation lessons





S. P. Mandali's

Mobile No. 8263838388

टिळक शिक्षण महाविद्यालय, पुणे -
४११०३०.

Tilak College of Education, Pune 411030

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Teaching Competency I - Microteaching Programme
First Year B.Ed. 2019-20
Report

Microteaching Programme 2019-20 for First Year B.Ed. students was held from **3/10/2019 to 22/10/2019**. In our college.

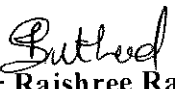
Following lessons were conducted in this programme by each student in their Microteaching groups-

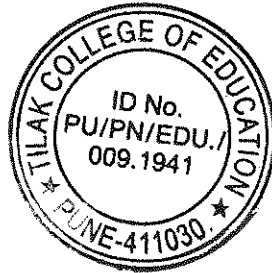
4. Microteaching

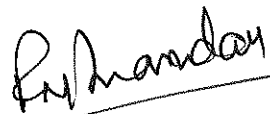
- Subject 1- Skill 1- Teach and Reteach
Skill 2- Teach and Reteach
Skill 2- Teach and Reteach
- Subject 2- Skill 1- Teach and Reteach
Skill 2- Teach and Reteach
Skill 2- Teach and Reteach

5. Integration Lessons: Subject 1 -3 lessons
Subject 2-3 lessons

6. Simulation Lessons: Subject 1 -1 lesson
Subject 2- 1 lesson


Dr. Rajshree Rathod
Micro Teaching In Charge




Dr. Radhika Inamdar
Principal

PRINCIPAL
Tilak College of Education
Pune-411030.



S. P. Mandali's

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Website: www.tilakcollegeofeducation.org

E-mail: tilakcollege1941@gmail.com

Date: 05.01.2019

Teaching Competency I - Microteaching Programme First Year B.Ed. 2018-19 Report

Microteaching Programme 2018-19 for First Year B.Ed. students was held from 08.10.2018 to 03.11.2018 in our college. Following lessons were conducted in this programme by each student in their Microteaching groups-

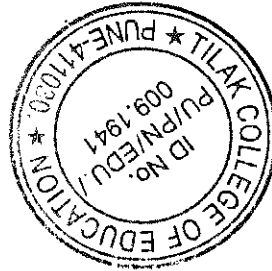
4. Microteaching

- Subject 1- Skill 1- Teach and Reteach
Skill 2- Teach and Reteach
Skill 2- Teach and Reteach
- Subject 2- Skill 1- Teach and Reteach
Skill 2- Teach and Reteach
Skill 2- Teach and Reteach

5. Integration Lessons: Subject 1 -3 lessons
Subject 2-3 lessons

6. Simulation Lessons: Subject 1 -1 lesson
Subject 2- 1 lesson

108 In-charge Professor



Principal

18-19



S. P. Mandali's

Mobile No. 8263838388

टिळक शिक्षण महाविद्यालय, पुणे - ४११०३०.

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Website: www.tilakcollegeofeducation.orgE-mail: tilakcollege1941@gmail.com

Date: 03.10.2018

Teaching Competency I - Microteaching Programme First Year B.Ed. 2018-19

First Year B.Ed. students are informed that the Microteaching Programme 2018-19 will be held from 08.10.2018 to 03.11.2018 in our college. Following lessons will be conducted in this programme in your Microteaching groups-

1. Microteaching
 - Subject 1- Skill 1- Teach and Reteach
Skill 2- Teach and Reteach
Skill 2- Teach and Reteach
 - Subject 2- Skill 1- Teach and Reteach
Skill 2- Teach and Reteach
Skill 2- Teach and Reteach
2. Integration Lessons: Subject 1
Subject 2
3. Simulation Lessons: Subject 1
Subject 2

Dear Student-teachers, It is very essential to develop teaching competencies among the teachers. This course BED 108 is of 2 Credits i.e. 50 Marks. 1Credit is equal to 25 Marks. This BED 108 is of two parts i.e. part a) and part b).

In Part a) Micro Teaching Skills and in part b) Integration Lessons and Simulation Lessons.

- a) Micro Teaching Skills:- In BED 108 you have to complete 6 micro teaching skills, each skill can be practiced in 2 lessons, so there will be 12 lessons of skills, you have to practice these 6 skills for both the methods, i.e. method first and method second, which you have already chosen from the school subjects. These micro teaching skills lessons are of 1 Credit i.e. 25 Marks
 - b) Integration Lessons or Bridge Lessons and Simulation Lessons:- Once you practiced these 6 skills separately after that you are ready to mix all these 6 skills into one lesson, these lessons are called as an integration lessons, you have to conduct 6 integration lessons, 3 lessons per method the duration for integration lesson is of 20 minutes. The part b) is of 1 Credit i.e. 25 Marks
- Simulation Lessons:- Once integration lessons are over then you are ready for the simulation lessons, you have to conduct 2 simulation lessons

108 In-charge Professor



Principal
PRINCIPAL
Tilak College of Education
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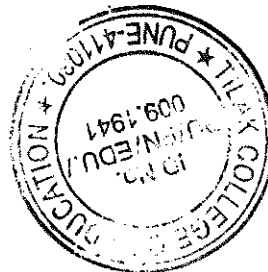
Date: 03.10.2018

Microteaching Orientation Programme First Year B.Ed. 2018-2019

First Year B.Ed. students are informed that the Microteaching Orientation Programme 2018-19 will be held from 08.10.2018 to 03.11.2018 in our college. Following activities will be conducted in this programme-

1. Concept of Microteaching
2. Microteaching Skills
 1. Set Induction
 2. Narration
 3. Stimulus Variation
 4. Questioning
 5. Illustration
 6. Demonstration
 7. Reinforcement
 8. Reading
 9. Black Board Work
 10. Closure
3. Lesson Planning
4. Lesson Note Writing

108 In-charge Professor



P. D. Dauda

Principal

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S. P. Mandali's

Mobile No. 8263838388

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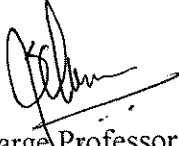
E-mail: tilakcollege1941@gmail.com

Date: 05.01.2019

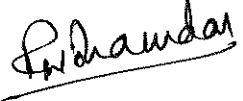
Microteaching Orientation Programme First Year B.Ed. 2018-19 Report

Microteaching Orientation 2018-19 for First Year B.Ed. students was held from 08.10.2018 to 03.11.2018 our college. Following activities were conducted in this programme by our faculty.

1. Concept of Microteaching
2. Microteaching Skills
3. Set Induction: Concept, Lesson Planning, Lesson Note Writing
4. Narration: :Concept, Lesson Planning, Lesson Note Writing
5. Stimulus Variation: Concept, Lesson Planning, Lesson Note Writing
6. Questioning: Concept, Lesson Planning, Lesson Note Writing
7. Illustration: Concept, Lesson Planning, Lesson Note Writing
8. Demonstration: Concept, Lesson Planning, Lesson Note Writing
9. Reinforcement: Concept, Lesson Planning, Lesson Note Writing
10. Reading: Concept, Lesson Planning, Lesson Note Writing
11. Black Board Work: : Concept, Lesson Planning, Lesson Note Writing
12. Closure: Concept, Lesson Planning, Lesson Note Writing


108 In-charge Professor

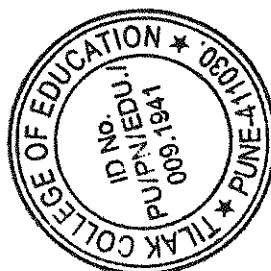


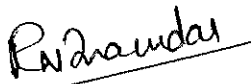

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Pune-411030.

Tilak College of Education, Pune 411030
B. Ed. First Year 2018- 19,
BED 108: Teaching Competency I and
BED 109: Teaching Competency II
Microteaching, Integration, Simulation and special lessons
Seating Arrangement

Sr. No.	Name of the Professor	Seating for lessons
1.	Dr. Smita Phatak	Library
2.	Dr. Suresh Isave	Staff Common room
3.	Dr. Madhuri Isave	Method Lab. Wing Room No. 4
4.	Dr. Dipak Chavan	Method Lab. Wing Room No. 1
5.	Prof. Rajashree Rathod	Method Lab. Wing Room No. 6
6.	Dr. Rajendra Thigale	Room No. 16
7.	Prof. Namita Sahare	Method Lab. Wing Room No. 5
8.	Dr. Vijay Dhamane	Room No. 12
9.	Dr. Jotsna Kamble	Method Lab. Wing Room No. 3
10.	Dr. Digambar Durgade	Room No. 17
11.	Dr. Prakash Jagtap	Room No. 23
12.	Dr. Suvarna Shikare	Method Lab. Wing Room No. 2
13.	Dr. Chandrahas Sonpetkar	Room No. 24



Dr. Dipak Chavan
Microteaching In-charge

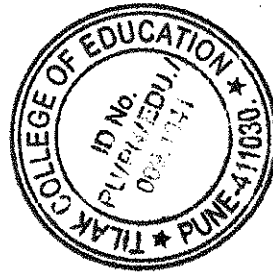




Dr. Radhika Inamdar
Principal

Tilak College of Education, Pune 411030
F. Y. B.Ed. 2018-19
Demonstration Lessons for Microteaching skills
Time table

Day Date	Time	Skill	Teacher Educator
Friday 05.10.2018	12.30 - 01.00	Questioning	Prof. Namita Sahare
	01.00 - 01.30	Black board writing	Dr. Prakash Jagtap
	02.00 - 02.30	Reinforcement	Dr. Suvarna Shikare
	02.30 - 03.00	Stimulus Variation	Dr. Rajendra Thigale
	03.00 - 03.30	Reading	Dr. Jotsna Kamble
	03.30 - 04.00	Closure	Dr. Digambar Durgade
Saturday 06.10.2018	11.00 - 11.30	Set Induction	Dr. Suresh Isave
	11.30 - 12.00	Explanation	Dr. Smita Phatak
	12.00 - 12.30	Narration	Dr. Vijay Dhamane
	12.30 - 01.00	Demonstration	Dr. Madhuri Isave


Dr. Dipak Chavan
Microteaching In charge




Dr. Radhika Inamdar
Principal



S. P. Mandali's Mobile No. 8263838388

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Website: www.tilakcollegeofeducation.org E-mail: tilakcollege1941@gmail.com

Date: 11.03.23

Orientation and Implementation Programme of Special Lesson First Year B.Ed. 2022-23 Report

Nature of Activity: BED 109: Teaching Competency II orientation lectures

Teacher's Role: Guide and trainer

Student's Role: Trainee

Number of Students- Total number of student-teachers 91

Number of Teachers- Total number of Teacher-Educators 13

Number of students/ Teachers 12:1

Activities carried out for a week approximately

Duration: 01.03.23 to 11.03.23

First Year B.Ed. Special Lesson Orientation Programme 2022-23 was held from 01.03.23 to 11.03.23 and lessons were conducted between 08.03.23 to 11.03.23 in our college. Following activities conducted in this programme-

BED 109: Teaching Competency II: 2 credits (50 marks)

(a) Technology based teaching: (2 lessons) – 50 marks Student teacher will conduct two lessons using technology on the peer group. Marks calculated out of 50 are to be given.

(b) Team teaching (2 lessons) – 50 marks Student teacher will conduct two lessons based on concept of team teaching. Marks calculated out of 50 are to be given for lessons based on team teaching.

(c) Lessons using Models of Teaching (2 lessons) – 50 marks Student teacher will conduct two lessons based on any two models of teaching suitable for the course BED 107- Pedagogy of school subjects which s/he has chosen. Marks calculated out of 50 are to be given for lessons based on models of teaching. The total marks for the course BED 109 shall be calculated out of 50.



1. Concept of Special Lessons
 1. Technology based Lessons
 2. Team Teaching
 3. Models of Teaching
 - A.. Concept Attainment Model
 - B. Advance Organizer Model
 - C. Inquiry Training Model
 - D. Juris Prudential Model
2. Lesson Planning
3. Lesson Note Writing



Dr. Rajendra Thigale
In-Charge
Microteaching Department



Dr. Radhika Inamdar
Principal

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Website: www.tilakcollegeofeducation.org E-mail: tilakcollege1941@gmail.com

Date: 25.04.2022

Orientation and Implementation Programme of Special Lesson First Year B.Ed. 2021-22

Nature of Activity: BED 109: Teaching Competency II orientation lectures

Teacher's Role: Guide and trainer

Student's Role: Trainee

Number of Students- Total number of student-teachers 88

Number of Teachers- Total number of Teacher-Educators 13

Number of students/ Teachers 8:1

Activities carried out for a week approximately

Duration: 26/4/22 to 29/4/22 and 07/05/22 to 13/05/22

First Year B.Ed. students are informed that the Special Lesson Orientation Programme 2021-22 will be held from 26/4/22 to 29/4/22 and conducting Lessons between 07/05/22 to 13/05/22 in our college. Following activities will be conducted in this programme-

BED 109: Teaching Competency II: 2 credits (50 marks)


(a) Technology based teaching: (2 lessons) – 50 marks Student teacher will conduct two lessons using technology on the peer group. Marks calculated out of 50 are to be given.

(b) Team teaching (2 lessons) – 50 marks Student teacher will conduct two lessons based on concept of team teaching. Marks calculated out of 50 are to be given for lessons based on team teaching.


(c) Lessons using Models of Teaching (2 lessons) – 50 marks Student teacher will conduct two lessons based on any two models of teaching suitable for the course BED 107- Pedagogy of school subjects which s/he has chosen. Marks calculated out of 50 are to be given for lessons based on models of teaching. The total marks for the course BED 109 shall be calculated out of 50.



1. Concept of Special Lessons
 1. Technology based Lessons
 2. Team Teaching
 3. Models of Teaching
 - A. Concept Attainment Model
 - B. Advance Organizer Model
 - C. Inquiry Training Model
 - D. Juris Prudential Model
2. Lesson Planning
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Dr. Rajendra Thigale
In-Charge
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Orientation and Implementation Programme of Special Lesson First Year B.Ed. 2020-21

Nature of Activity: BED 109: Teaching Competency II orientation lectures

Teacher's Role: Guide and trainer

Student's Role: Trainee

Number of Students- Total number of student-teachers 96

Number of Teachers- Total number of Teacher-Educators 12

Number of students/ Teachers 8:1

Activities carried out for a week approximately

Duration: 1/6/21 to 08/6/21

First Year B.Ed. students are informed that the Microteaching Orientation Programme 2020-21 will be held from 01/6/21 to 2/6/21 and conducting Lessons between 03/06/21 to 8/06/21 through online mode.

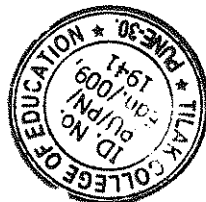
Following activities will be conducted in this programme-

BED 109: Teaching Competency II: 2 credits (50 marks)

(a) Technology based teaching: (2 lessons) – 50 marks Student teacher will conduct two lessons using technology on the peer group. Marks calculated out of 50 are to be given.

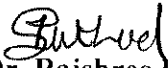
(b) Team teaching (2 lessons) – 50 marks Student teacher will conduct two lessons based on concept of team teaching. Marks calculated out of 50 are to be given for lessons based on team teaching.

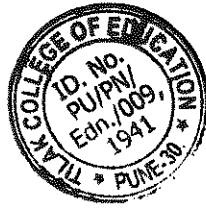
(c) Lessons using Models of Teaching (2 lessons) – 50 marks Student teacher will conduct two lessons based on any two models of teaching suitable for the course BED 107- Pedagogy of school subjects which s/he has chosen. Marks calculated out of 50 are to be given for lessons based on models of teaching. The total marks for the course BED 109 shall be calculated out of 50.




1. Concept of Special Lessons

1. Technology based Lessons
2. Team Teaching
3. Models of Teaching
 - A. Concept Attainment Model
 - B. Advance Organizer Model
 - C. Inquiry Training Model
 - D. Juris Prudential Model
2. Lesson Planning
3. Lesson Note Writing


Dr. Rajshree Rathod
In-Charge
Microteaching Department




Dr. Radhika Inamdar
Principal
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S. P. Mandali's Mobile No. 8263838388

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Orientation and Implementation Programme of Special Lesson First Year B.Ed. 2019-20

Nature of Activity: BED 109: Teaching Competency II orientation lectures

Teacher's Role: Guide and trainer

Student's Role: Trainee

Number of Students- Total number of student-teachers 97

Number of Teachers- Total number of Teacher-Educators 12

Number of students/ Teachers 8:1

Activities carried out for a week approximately

Duration: 16/11/19 to 23/11/19

First Year B.Ed. students are informed that the Microteaching Orientation Programme 2019-20 will be held from 16/11/19 to 17/11/19 and conducting Lessons between 18/11/19 to 23/11/19 in our college.

Following activities will be conducted in this programme-

BED 109: Teaching Competency II: 2 credits (50 marks)

(a) Technology based teaching: (2 lessons) – 50 marks Student teacher will conduct two lessons using technology on the peer group. Marks calculated out of 50 are to be given.

(b) Team teaching (2 lessons) – 50 marks Student teacher will conduct two lessons based on concept of team teaching. Marks calculated out of 50 are to be given for lessons based on team teaching.

(c) Lessons using Models of Teaching (2 lessons) – 50 marks Student teacher will conduct two lessons based on any two models of teaching suitable for the course BED 107- Pedagogy of school subjects which s/he has chosen. Marks calculated out of 50 are to be given for lessons




based on models of teaching. The total marks for the course BED 109 shall be calculated out of 50.

1. Concept of Special Lessons


1. Technology based Lessons
2. Team Teaching
3. Models of Teaching
 - A. Concept Attainment Model
 - B. Advance Organizer Model
 - C. Inquiry Training Model
 - D. Juris Prudential Model

2. Lesson Planning

3. Lesson Note Writing


Dr. Rajshree Rathod
In-Charge
Microteaching Department




Dr. Radhika Inamdar
Principal
PRINCIPAL
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Date: 29.11.2018

Teaching Competency II

First Year B.Ed. 2018-19

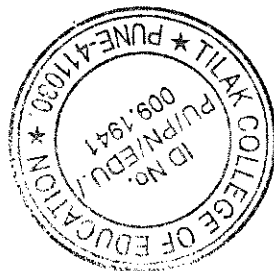
Technology-based teaching, Team teaching, and Models of teaching

First Year B.Ed. students are informed that the Teaching Competency II - Programme (Technology-based teaching, Team teaching, and Models of teaching) 2018-19 will be held from 29.11.2018 to 06.12.2018 in our college. Following lessons will be conducted in this programme in your groups-

This course BED 109 is off 2 Credits i.e. 50 Marks. 1 Credit is equal to 25 Marks. This BED 109 consists of three types of lessons.

- Technology-based teaching: (2 lessons) – 50 marks Student teacher will conduct two lessons using technology on the peer group. Marks calculated out of 50 are to be given.
- Team teaching (2 lessons) – 50 marks Student teacher will conduct two lessons based on the concept of team teaching. Marks calculated out of 50 are to be given for lessons based on team teaching.
- Lessons using Models of Teaching (2 lessons) – 50 marks Student teacher will conduct two lessons based on any two models of teaching suitable for the course BED 107- Pedagogy of school subjects which s/he has chosen. Marks calculated out of 50 are to be given for lessons based on models of teaching. The total marks for the course BED 109 shall be calculated out of 50.

109 In-charge Professor



Principal



S. P. Mandali's

Mobile No. 8263838388

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Date: 05.01.2019

Teaching Competency II

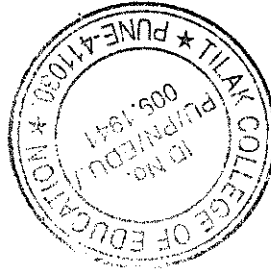
First Year B.Ed. 2018-19

Technology-based teaching, Team teaching, and Models of teaching **Report**

Teaching Competency II - Programme (Technology-based teaching, Team teaching, and Models of teaching) 2018- 19 for First Year B.Ed. students was held from 29.11.2018 to 06.12.2018 in our college. Following lessons were conducted in this programme by each student in their groups-

- (d) Technology-based teaching: (2 lessons)
- (e) Team teaching (2 lessons)
- (f) Lessons using Models of Teaching (2 lessons)

109 In-charge Professor



Principal

Tilak College of Education, Pune 411030
B. Ed. First Year 2018- 19
BED 109: Teaching Competency II
Technology Based Teaching, Team Teaching and
Lessons using Models of Teaching
Group wise List of Students

Prof. Dr. Smita Phatak

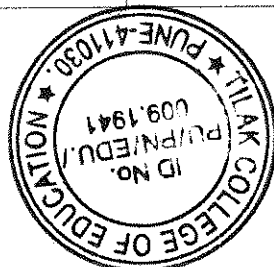
S.N.	Name of the student	Method 1	Method 2	Medium
1	Kanchan Anil Pathak	Science	English	English
2	Karuna Ashish Palkar	Science	English	English
3	Pratiksha Thakur	Science	English	English
4	Lalitakumari Sohanlal Sharma	Maths	English	English
5	Anuja Shirish Thakur	Maths	English	English
6	Shweta Jayant Punjabi	Maths	English	English
7	Mane Priyanka Vishnu	Science	Maths	English
8	Pradhnya Dhanvijay	Science	Maths	English

Prof. Dr. Suresh Isave

S.N.	Name of the student	Method 1	Method 2	Medium
1	Komal Tobare	English	Geography	English
2	Shambhavi Pritish Sinai Karpurkar	English	Geography	English
3	Swati Amar Bhegde	English	Geography	English
4	Laju Chandru Lalwani	English	Geography	English
5	Payal Santosh Luniya	English	Geography	English
6	Jolly Swaraj Chaudhari	English	Geography	English
7	Sarita Tuppal	English	Geography	English

Prof. Dr. Madhuri Isave

S.N.	Name of the student	Method 1	Method 2	Medium
1	Pratima Mahadev Jagtap	Science	Maths	English
2	Soniya Prabhakar Nagre	Science	Maths	English
3	Priya Singh	Science	Maths	English
4	Kanchan Chandrakant Virnak	Science	Maths	English
5	Vijayalaxmi Anand Patil	Science	Maths	English
6	Leela Govind Gadekar	Science	Maths	English
7	Suman Borgalli	Science	Maths	English
8	Alisha Gedam	Science	Maths	English
9	Khushabu Sharma	Science	Maths	English
10	Varsha Pokarna	Science	Maths	English



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Prof. Dr. Dipak Chavan

S.N.	Name of the student	Method 1	Method 2	Medium
1	Kalyani Anil Dhamdhare	Maths	Science	English
2	Neha Subhash Deore	Maths	Science	English
3	Priya Radhu Kalmakar	Maths	Science	English
4	Monika Vikram Bhor	Maths	Science	English
5	Rajshree Vikram Chutke	Maths	Science	English
6	Juhi Priya	Maths	Science	English
7	Gayatri Gujrathi	Maths	Science	English
8	Sanika Sujit Phadnis	Maths	Science	English
9	Amarin Jahir Patel	Science	Maths	English
10	Swatirani Sanjay Pandit	Science	Maths	English
11	Pawan Sahebrao Patil	Science	Maths	English

Prof. Rajashree Rathod

S.N.	Name of the student	Method 1	Method 2	Medium
1	Satish Ramdas Avchite	English	History	English
2	Kranjule Bharti Suryabhan	English	History	English
3	Bharati Satish Joshi	English	History	English
4	Kamini Amir Pawar	English	History	English
5	Sankhya Jayesh Yadav	English	History	English
6	Aditi Kshtriya	English	History	English
7	Aniket Kokate	English	History	English

Prof. Dr. Rajendra Thigale

S.N.	Name of the student	Method 1	Method 2	Medium
1	Pradnya Deepak Dhage	Maths	Science	English
2	Tejali Ravindra Janvekar	Maths	Science	English
3	Vrushali Vijay Raje	Maths	Science	English
4	Shruti Sanjeev Kadam	Maths	Science	English
5	Kajol B Thakkar	Maths	English	English
6	Vaibhav Nilkanth Chavan	Maths	Science	English
7	Nishigandha Prakash Upadhye	Maths	Science	English
8	Mehga Ajit Kadam	Maths	Science	English
9	Jagdish Fasge	Maths	Science	English
10	Prasad Hiralal Kondubhary	Science	Maths	English



Prof. Namita Sahare

S.N.	Name of the student	Method 1	Method 2	Medium
1	Komal Ramdas Wajire	Science	Maths	English
2	Priyadarshini Vinod Malekar	Science	Maths	English
3	Kharat Vikram Bapurao	Science	Maths	English
4	Dipika Kale	Science	Maths	English
5	Jadhav Sneha Shivaji	Science	Maths	Marathi
6	Sachidananda Swanin	Science	Maths	English
7	Ashwini Vishnu Jamdade	Maths	Science	English
8	Rohini Rangnath Ghongade	Maths	Science	English
9	Thorat Nikhil	Science	Maths	Marathi
10	Madhuri Bhagwan Bobade	Science	Maths	Marathi
11	Lalit Sanjay Bagal	Science	Maths	English

Prof. Dr. Vijay Dhamane

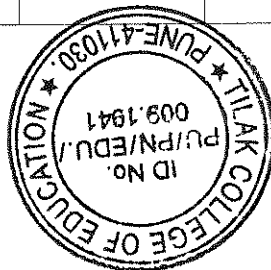
S.N.	Name of the student	Method 1	Method 2	Medium
1	Blandina Baptist Dsouza	English	Geography	English
2	Oswal Darshana Motilal	English	Geography	English
3	Ayush Pramod Guldeokar	Science	Geography	English
4	Swapnali Ganesh Undre	Maths	Geography	English
5	Shankar Bansilal Gawade	Science	Maths	English
6	Gauri Sathe	Science	Maths	English
7	Waraliker Ruchita	Science	Maths	English

Prof. Dr. Jotsna Kamble

S.N.	Name of the student	Method 1	Method 2	Medium
1	Nilam Devare	Hindi	Geography	English
2	Avanti Bhide	Hindi	Geography	English
3	Gayatri Eknath Koli	English	Geography	Marathi
4	Shingade Abhijeet	Marathi	History	Marathi
5	Komal Auti	English	Geography	Marathi
6	Jawandare Anuja	English	Geography	Marathi

Prof. Dr. Digambar Durgade

S.N.	Name of the student	Method 1	Method 2	Medium
1	Akansha Arun Birajdar	Sanskrit	English	English
2	Bhagyashree Prakash Ghodke	Maths	Science	Marathi
3	Dere Roshani	Sanskrit	English	Marathi
4	Mete Shubhangi	Marathi	History	Marathi
5	Kadale Rekha	Marathi	Maths	Marathi



Prof. Dr. Prakash Jagtap

S.N.	Name of the student	Method 1	Method 2	Medium
1	Nilam Prakash Patole	English	History	English
2	Vaishali Kathalkar	Marathi	Geography	Marathi
3	Swati Parag Rajguru	Marathi	Geography	Marathi
4	Aishwarya Vikram Deshmukh	Sanskrit	History	Marathi
5	Snehal Khutale	Marathi	Geography	Marathi
6	Nikhita Kumbhar	Marathi	Geography	Marathi

Prof. Dr. Suvarna Shikare

S.N.	Name of the student	Method 1	Method 2	Medium
1	Asmita Anay Wagh	English	Geography	English
2	Loretta Daniel Mendonsa	English	Geography	English
3	Shubhangi Raskar	English	Geography	English
4	Gazala Usman Shaikh	English	Geography	English
5	Chandanbala Nahar	Maths	English	English

Prof. Dr. Chandrahas Sonpetkar

S.N.	Name of the student	Method 1	Method 2	Medium
1	Prajakta Ashok Deshmukh	Sanskrit	English	English
2	Madhura Narendra Inamdar	Sanskrit	English	English
3	Gandhali Sahasrabudhe	Sanskrit	English	English
4	Amol Bhausahab Puri	Sanskrit	English	English
5	Trupti Shrikant Deshmukh	Sanskrit	Hindi	English
6	Shubham Prakash Vyas	Sanskrit	Marathi	English
7	Sanhita Jayavardan Jani	Sanskrit	Hindi	English

Dr. Dipak Chavan
B.Ed. 109 In-charge



Dr. Radhika Inamdar
Principal
PRINCIPAL
Tilak College of Education
Pune-411030.

Team Teaching Lesson Note Template

Name of Teacher A:-

Name of Teacher B:-

Name of School:-

Day:-

Date:-

Class:-

Division:-

Medium of Instruction:-

Sign of Principal:-



Previous Knowledge of a Class:-

[Teacher should judge the class before entering in to the class for teaching new topic. Or she/he should estimate the previous knowledge of the class, It might be the requisite to learn new topic, that should be written in the following format, previous knowledge or knowledge must be written in the noun form always. Teacher should enlist the pre-knowledge in the.....

The students know something about

e.g. students know about the parts of the plants such as roots, stem, leaves, flowers and fruits]

Aim of a lesson:-

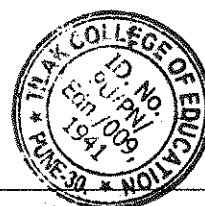
[Teacher should write the aim of a lesson in brief and that should be written as follows

e.g. To help the students to understand....., or

To enable the students to understand

e.g. To enable the students to understand root and types of root

** Teacher should write the title of a lesson or topic's heading always in noun form]*



[Blackboard, chalks, colour chalks, duster, pointer, roller board, charts, models, specimens, geometrical box, science apparatus, devices, tools, gadgets, glassware, chemicals, list of software, hardware, etc]

Apparatus:-

Objectives and its specification:-

[*Knowledge, Understanding/ Comprehension, Application*]

Knowledge: _____

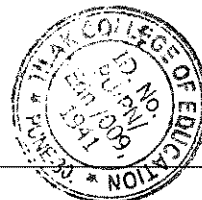
Understanding: _____

Application:- _____

Core elements and core values:-

List of 10 core elements

S.N.	Core elements	Select one
1	<i>The history of India's freedom movement;</i>	
2	<i>The constitutional obligations;</i>	
3	<i>The content essential to nurture national identity;</i>	
4	<i>India's common cultural heritage;</i>	
5	<i>egalitarianism, democracy and secularism;</i>	
6	<i>equality of sexes;</i>	
7	<i>protection of environment;</i>	
8	<i>removal of social barriers;</i>	
9	<i>small family</i>	
10	<i>Inculcation of Scientific temper</i>	



List of 10 core values

S.N.	Core Values	Select one
1	<i>Patriotism</i>	
2	<i>National Integrity</i>	
3	<i>Tolerance of all religions</i>	
4	<i>Gender equality</i>	
5	<i>Dignity of labour</i>	
6	<i>Scientific temper</i>	
7	<i>Sensitivity</i>	
8	<i>Punctuality</i>	
9	<i>Modesty</i>	
10	<i>Neatness</i>	

Life skills:-

List of 10 life skills

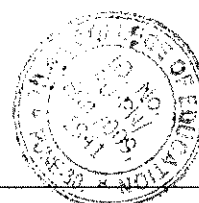
S.N.	Core Values	Select one
1	<i>problem solving,</i>	
2	<i>critical thinking,</i>	
3	<i>decision-making,</i>	
4	<i>creative thinking,</i>	
5	<i>Self awareness,</i>	
6	<i>interpersonal relationship,</i>	
7	<i>effective communication,</i>	
8	<i>empathy,</i>	
9	<i>coping with stress,</i>	
10	<i>managing emotions.</i>	

Herbartian method of a lesson :-

preparation, presentation, association, generalization, and application.

Five Steps

Introduction, Presentation, Recapitulation, Application, Homework

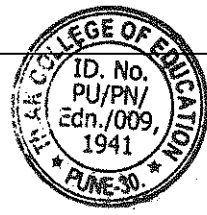


Matter	Method
[Teacher:-]	[Teacher:-]
Introduction:-	

[Teacher:] States the aim of the lesson

[Teacher:] [Writes a title on the bb]

Statement of Aim:-



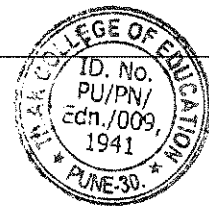
Presentation:-

[Teacher:]

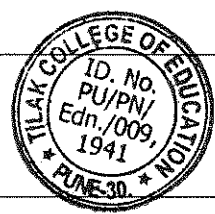
[Teacher:]

[Teacher:]

[Teacher:]



[Teacher:]	[Teacher:]
[Teacher:]	[Teacher:]
[Teacher:]	[Teacher:]



[Teacher:]	[Teacher:]

Closure of a lesson:- [Teacher:]

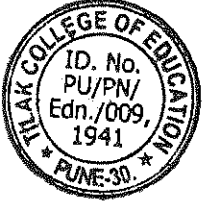
[It should be in a point wise manner, describing in short about the teaching and sub-teaching points]

[So today we have learnt about title of the topic _____ and list of teaching _____ and sub teaching points _____]

Recapitulation and Evaluation:- [Teacher:]

[The Knowledge, and understanding level questions are to be asked to check the pre-determined objectives for re-teaching]

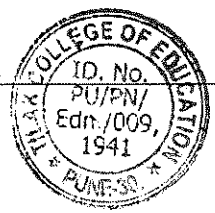
Evaluation and Recapitulation:-



[Teacher should ask four to five short answer questions orally, which must be over arching and to test the classroom objectives]

Application:- [Teacher:]

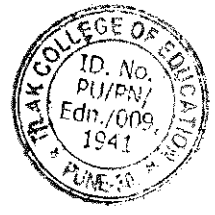
*[Teacher should ask questions mostly on roller board, in twisted form, such as choose the appropriate word and complete the sentence, Match the column- when B column will be always bigger than the A column, Give reasons, Distinguish between, Discuss etc. **only one question format is***



Black board writing Plan:-

	<p><i>Rudradas</i></p> <p>PRINCIPAL Tilak College of Education Pune-411030.</p>
--	--

Retwisa





S.P. Mandali's

Mobile No. 8263838388

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Affiliated to Savitribai Phule Pune University (ID No. PU/PN/Edn/009, 1941)

Website : www.tilakcollegeofeducation.edu.in

E-mail : tilakcollege1941@gmail.com

Ref.No.

Tilak College of Education, Pune

Date :

BED 110: Teaching Competency III

Practice Teaching

Report 2022-23

In the academic year 2022-23, Tilak College of Education conducted Teaching Competency III, the Practice Teaching Programme for first year of B.Ed course during 01-02-2023 to 15-02-2023. For this program, total seven practicing schools were selected. Before the program, in-charge professor Dr. Digambar Durgade oriented the student teachers about the practice teaching and the formalities to be completed during that period. Total 99 students were benefited for this program. The guidance was completed by the method in-charge and the lessons were observed and the feedback was given by the observer. During this program, student teachers conducted 6 lessons each. Following schools cooperated and given permission for Practice teaching.

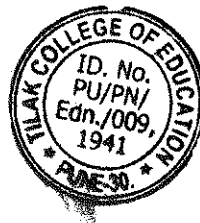
- N.M.V.Boys high school, Bajirao Road, Pune
- N.M.V.Girls high school, Pune
- S.P.M.English Medium School, Pune
- New English Medium School, Pune -30
- St. Hilda Girls High School, Pune
- S.S. Agarwal high school Pune
- New English school Tilak road, Pune

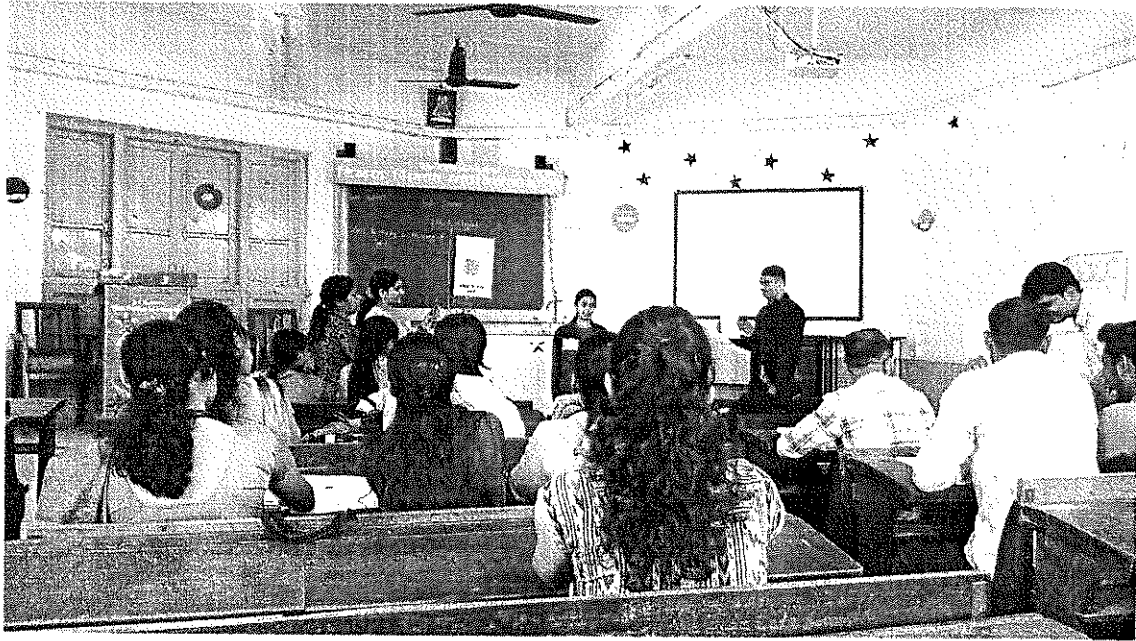
Dr. Digambar Durgade

Practice Teaching Dept.

Dr. Radhika Inamdar

PRINCIPAL
Principal
Tilak College of Education
Pune-411030.





Science- Demonstration :Lesson activity-



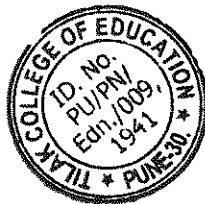
Number of Participants-23

Date of activity- 30th jan 2023

Demonstrator- Rajashree Bansode



Sr.No.	Roll No.	Name of the Students	Signature
1	104	BAMBALE PRAVIN RAJU	
2	105	BAMBERE DIPAK NAMDEO	
3	107	BHAIYYE MAYURI THAKSEN	<i>Mhayye.</i>
4	108	BHANGARE RANJANA RAMU	
5	109	BULE RAHUL CHINDHU	
6	110	DANGE NAJNEEN DAGADU	NDA
7	116	GAIKWAD KAMESH SANJAY	<i>Kamesh</i>
8	117	GAIKWAD PRIYANKA NAGANATH	
9	118	GAWARI SUNIL PRABHAKAR	
10	122	JAGTAP RUTUJA RAJARAM	<i>R Jagtap</i>
11	127	KOKATARE ARUN MAHADU	
12	128	KSHIRSAGAR PRITI NARSING	<i>Priti</i>
13	131	NADEKAR JALINDAR GOVINDA	
14	134	PICHAD AMOL KISAN	
15	136	RENUSE RAJASHRI MARUTI	<i>Ramesh</i>
16	138	SASANE RUTUJA MOHAN	<i>Rusane</i>
17	140	SAYYED ABDULQUADER YUNUS SAB	
18	142	SONWALE SUNIL MADHAV	<i>Sonwale</i>



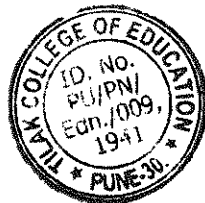
English Medium

Sr.No.	Roll No.	Name of the Students	Signature
1	147	BHONG HARSHA SURESH	Harsha
2	151	DESHMUKH TEJASVI PRASAD	Tejasvi
3	152	DHUMAL VINAY SAJEET	Vinay
4	155	GAIKWAD SAURABH LAXMAN	Saurabh
5	163	HATWAR NAMDEO DEWAJI	Namdeo
6	165	JADHAV RAVIKIRAN KISHOR	Ravikiran
7	166	JADHAV SNEHA SUNIL	
8	174	KOLEKAR GIRISH DHULAPPA	Girish
9	176	LAKHE SHIWANI PANDURANG	
10	178	NANDESHWAR UTKARSHA PRAKASH	
11	179	NIKAM MAMTA SURESH	
12	181	PANSE RUTUJA RAMESH	Rutuja
13	182	PATIL LAXMIKANT ARVINDRAO	
14	188	RATHOD MANSI SOPAN	Mansi
15	190	SADIKOT IDRISH HATIM	
16	193	SHINDE NEHA BABAN	Neha
17	194	TALEKAR ROHIT SHIVAJI	Rohit
18	195	VAIDYA MANISHA AMIT	
19	196	VYAVAHARE POOJA MARUTI	P.M.Vyavahare

(Maths) 20 184 Pawar Savani Vijay ~~S.V. Pawar~~

(Maths) 21 191 Swati Mahesh Shilwant ~~Swati~~

(Maths) 22 174 Riddhi Arvind Khandelwal ~~Riddhi~~



DEMONSTRATION - SCIENCE

1

SIMULATION LESSON NOTE No.

Date: 30/01/2023

Roll No.

Subject Science Std. 7th Div. _____ Time 40M Lesson No. _____

Previous knowledge of Class Student knows about the reflection of light.

Aim of the lesson To enable student to know about Effects of light.

Apparatus Glass Beaker, Diode laser, water, milk, torch, Paper.

Objectives

knowledge and understanding

Application

Specifications

student tells about

1. The definition of shadow and the
2. characteristics of shadow.

student answers fill in the blanks.

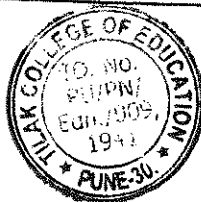
Core Elements & Values

Inculcation of scientific temper.

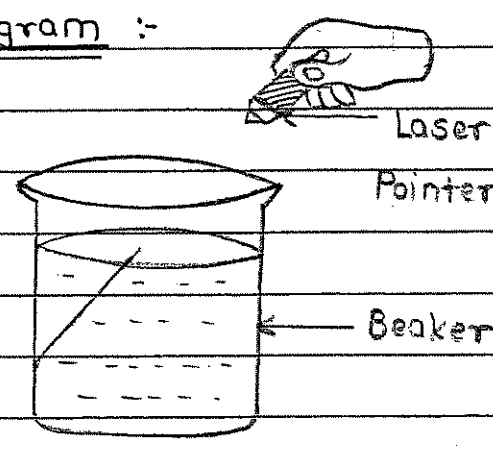
Life Skills

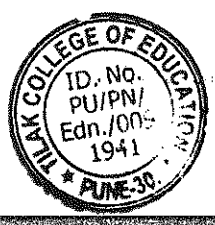
Critical thinking, Communication.

Matter	Method
<u>Introduction :-</u>	
<u>Light is composed of several colours.</u>	<u>When sunrays pass through a glass prism, what are the colours we see on other side?</u>
<u>The rays of light falling on an object from a source of light are thrown back from the surface of that object. This is called reflection of light. We see the object when the reflected rays reach our eyes.</u>	<u>What is mean by a reflection?</u> <u>How do we see the object?</u>
<u>We see tiny dust particles floating in the beam. That is why we can see the beam of light.</u>	<u>What do we see when a beam of light enters from a window?</u>



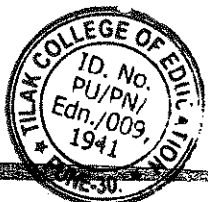
M. S. Dave

Matter	Method
<u>Statement of aim</u> :- Today we are going to study about	we are going to study EFFECTS OF light.
<u>Presentation</u> :-	(Teacher writes title on board)
Now we will do an experiment.	(Teacher state the aim of
<u>Aim of Experiment</u> :- TO	experiment and write on board)
Study about the scattering of light.	
<u>Apparatus</u> :- Glass, Beaker, Diode laser, water, milk, etc.	(Teacher show apparatus and ask student to identify)
<u>Diagram</u> :-	
	(Teacher show diagram and ask student to identify the apparatus.)
<u>A Beam of laser light</u>	What apparatus is needed for the experiment ?
<u>Procedure of the expt</u> -	
Take a clear water in a glass beaker. Pass a beam of laser rays through it. check whether the beam is seen in water. Now add a few drops of milk to the water and stir. The water will be seen to have become slightly	(Teacher explain procedure step by step.)
	(Teacher take water in glass and pass laser rays and ask students to observe.)
	What I do ?
	What do you observe in a beaker ?



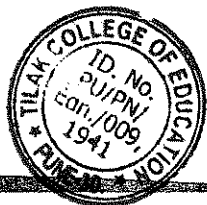
M. Sane

Matter	Method
turbid. Now pass the laser beam into it again.	What is the change after adding milk to the water?
A light beam will show the existence of light rays.	(Teacher pass laser in milk water.)
A light beam is not seen in plain water, but is	What do you observe?
clearly seen in slightly turbid water.	Why laser beam is seen?
<u>Conclusion</u> :- conclusion -	(Teacher give explanation about the reason behind.)
The light rays hit the tiny particles and get scattered.	What is the conclusion?
IF these scattered rays enter our eyes, we perceive the light.	(Teacher write conclusion on board and ask to read.)
When the sun rises our surroundings occur illuminated	(Teacher explains the concept of ^{sunrise} shadows.)
The entire sky appears bright	What do we observe in the sky at the time of sunrise and sunset?
This happens because of the dust and other tiny particles	(Teacher give the example of Morning sun.)
in the air. IF there is no atmosphere, the sky would have appeared dark during the day, and the sun would be directly seen.	What will happen if there is no atmosphere?
IF an opaque object comes in a way of light source, light doesn't pass through it and shadow forms.	(Teacher give the example of winter Rainy day.)
	(Teacher explain the concept of shadow.)
	What is shadow?



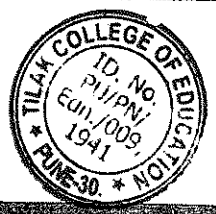
M/S

Matter	Method
IF we place torch, object and a screen in a straight line and torch light falls on a object and can't pass through it so there is formation of shadow on the screen. The size of shadow depends upon the position of source of light. AS source of light moves near the object, the size of shadow increases and as a source of object moves away from the object, the size of shadow decreases.	(Teacher ask three students to come forward and give the demonstration ^{with the help of} torch - what do you observe?)
The left and right sides of the original object appear to be exchanged in the mirror image but in shadow, left is left and right is right.	Where the shadow is placed?)
The image is as far behind the mirror as the object is in front of it. but shadow can be big or small according to source of light.	What is the change we observe when we move source of light near and away from a object?)
Image is colourful but a shadow is always dark in colour.	What is the change when we move source near a object?) What is the change when we move source away from object?)
	What is the difference between image in the mirror and shadow?)
	(Teacher ask differences to students and write it on board.)



Mdave

Matter	Method
<u>Recapitulation :-</u>	1) What is the existence of light rays?
	2) What is shadow?
	3) What are the characteristics of shadow?
	(Teacher develop BB summary)
<u>Application :-</u>	
1) When a _____ object comes in the way of light, light can't pass it.	(Teacher ask fill in the blanks)
2) When light passes through a prism, it gets separated into _____ colours.	
3) Shadow is _____ in colour	
4) We can see the beam of light because of _____	
<u>Assignment :-</u>	
Write a science based essay on 'What if the sun did not rise?'	(Teacher declares the assignment.)



M/S. [Signature]

Date :

BLACK-BOARD WORK

Std. 7th Div. _____

Subject -	Science
<u>Effects of Light</u>	

1) A light beam shows the existence of light rays.

2) IF an opaque object comes in a way of light source, light does not pass through it. And there is formation of shadow.

3) characteristics of shadow :

- i) A size of shadow depends upon the position of source of light.
- ii) shadow is always dark in colour.

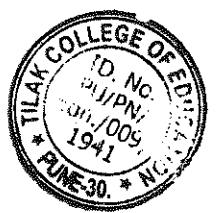
Qualitative Feedback :

M. Sane

Name of the Guide : Prof. _____ Signature _____

Reflection of Student-teacher :

Signature of Student-teacher :



COURSE- BED 110 A : TEACHING COMPETENCIES III


F.Y. B. Ed. PRACTICE LESSONS

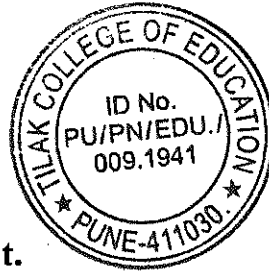
2 Credits (50 marks)

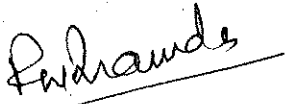
2019-20

GUIDELINES:

- 1) Lessons shall be engaged preferably at upper primary and secondary level.
- 2) Conduct THREE lessons for first and second method each.
- 3) Organize the lessons during ~~09/12/2019~~ to ~~12/12/2019~~.
- 4) Guide the student in the group for your method subject only. If the student having different method/s than your methods, then he/she will take guidance from concerned method in-charge professor.
- 5) Take the written permission from concerned school head in the prescribed format.
- 6) Note the observations about the lesson in descriptive form also.
- 7) Submit the copy of permission letter from school and time table to the Principal and practice teaching department.
- 8) It is expected from the students to shoot at least one practice lesson and keep record in the CD form. Guide the student for video recording of practice lesson.
- 9) Follow all the rules and regulations of school/ college to maintain discipline on campus.


Dr. Jotsna Kamble
Practice Teaching Dept.




Dr. Radhika Inamdar
Principal
PRINCIPAL
Tilak College of Education
Pune-411030.



S.P. Mandali's

Mobile No. 8263838388

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Tilak College of Education, Pune 411 030.

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1663/2, Sadashiv Peth, S.P. College Campus, Pune - 411 030.

Affiliated to Savitribai Phule Pune University (ID No. PU/PN/Edn/009, 1941)

Website : www.tilakcollegeofeducation.edu.in E-mail : tilakcollege1941@gmail.com

Ref.No.

Date :

Tilak College of Education, Pune
BED 110: Teaching Competency III
Practice Teaching
Report 2018-19

In the academic year 2018-19, Tilak College of Education conducted Teaching Competency III, the Practice Teaching Programme for first year of B.Ed course during 10-12-2018 to 19-12-2018. For this program, total seven practicing schools were selected. Before the program, in-charge professor Vijay Dhamane oriented the student teachers about the practice teaching and the formalities to be completed during that period. Total 81 students were benefited for this program. The guidance was completed by the method in-charge and the lessons were observed and the feedback was given by the observer. During this program, student teachers conducted 6 lessons each. Following schools cooperated and given permission for Practice teaching.

- N.M.V.Boys high school,Bajirao Road, Pune
- N.M.V.Girls high school, Pune
- S.P.M.English Medium School, Pune
- New English Medium School, Pune-30
- Dastur Boys School, Pune
- St. Hilda Girls High School, Pune
- Epiphany English Medium School, Pune

Vijay Dhamane.

Practice Teaching Dept.

Dr. Radhika Inamdar

PRINCIPAL
Tilak College of Education
Pune-411030.





S.P. Mandali's

Mobile No. 8263838388

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Tilak College of Education, Pune 411 030.

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Website : www.tilakcollegeofeducation.edu.in E-mail : tilakcollege1941@gmail.com

Ref.No.

Tilak College of Education, Pune Date :

BED 206: Teaching Competency IV

Practice Teaching

Report 2018-19

In the academic year 2018-19, Tilak College of Education conducted the Practice Teaching Programme for second year of B.Ed course during 26 July 2018 to 31st July 2018. For this program, total six practicing schools were selected. Before the program, in-charge professor Vijay Dhamane oriented the student teachers about the practice teaching and the formalities to be completed during that period. Total 81 students were benefited for this program. The guidance was completed by the method in-charge and the lessons were observed and the feedback was given by the observer. During this program, student teachers conducted 6 lessons. Following schools co operated and given permission for Practice teaching.

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- N.M.V.Girls high school, Pune
- S.P.M.English Medium School, Pune
- Vijay Vallabh School, Pune
- St. Hilda's School, Pune
- DES English Medium School

Vijay Dhamane

Practice Teaching Dept.

Dr. Radhika Inamdar

Principal
PRINCIPAL

Tilak College of Education
Pune-411030.



**S. P. MANDALI'S
TILAK COLLEGE OF EDUCATION, PUNE 411030**

**Report of Field Visit
Academic Year 2022-23**

M. Ed. Students visited Special Education Institutions for the partial fulfilment of the course 403 Education of children with special needs and 404 Guidance and counselling. Name of schools are as following:

1. Jnanprabodhini, Pune
2. Ruia Mukbadhir School, Pune
3. Prism Foundation, Pune

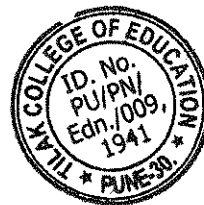
Students visited above institutions groupwise on 10th April 2023 and collected the data including Background, Management, Various services, Learning and teaching methods Guidance & counselling services, procedure, available tests etc.

Dr. C. A. Shingte

Incharge 404

Dr. C. D. Sonpethkar

Incharge 403



S. P. Mandali

Principal
PRINCIPAL
Tilak College of Education
Pune-411030.

**S. P. MANDALI'S
TILAK COLLEGE OF EDUCATION, PUNE 411030**

**Report of Field Visit
Academic Year 2021-22**

M. Ed. Students visited Special Education Institutions for the partial fulfilment of the course 403 Education of children with special needs and 404 Guidance and counselling. Name of some schools are as following:

1. Jnanprabodhini, Pune
2. Ruia Mukbadhir School, Pune
3. Prism Foundation, Pune

Students visited above institution groupwise 2nd July 2022 on and collected the data including Background, Management, Various services, Learning and teaching methods, Guidance & counselling services, procedure, available tests etc.

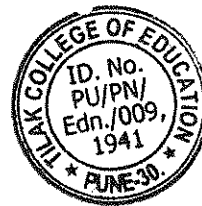
Dr. C. A. Shingte

Incharge 404

Dr. C. D. Sonpethkar

Incharge 403

P. Pawar



Principal
PRINCIPAL
Tilak College of Education
Pune-411030.



S. P. Mandali's

Mobile No. 8263838388

टिळक शिक्षण महाविद्यालय, पुणे - ४११०३०.

Tilak College of Education, Pune 411030

NAAC – Reaccredited to Grade 'A' from 25th October 2013

1633, Sadashiv Peth, S.P. College campus, Pune – 411030.

Affiliated to Savitribai Phule Pune University (ID No. PU/PN/Edn/009, 1941)

Website: www.tilakcollegeofeducation.org

E-mail: tilakcollege1941@gmail.com

Date: 12-2-22

Field Visit Report: State Council of Educational Research and Training (SCERT) Pune30

Introduction:

On 12 th February, 2022 a group of Tilak college of education students, Dr. Suvarna Shikare and Prof. Purnima Chatter Under the guidance of Principal Radhika Inamdar, visited the State Council of Educational Research and Training (SCERT) as part of our academic requirement. For Course B.Ed.202. SCERT primarily focuses on educational research, curriculum development, professional development of teachers, and creation of educational resources. This field visit aimed to provide us with practical insights into the education system and its various components.

Objectives:

1. To understand the functioning and organization of SCERT.
2. To explore the educational research and curriculum development processes.
3. To observe the professional development programs conducted by SCERT.



4. To gain knowledge about the creation and dissemination of educational resources.
5. To interact with professionals and experts in the field of education.



Observations and Highlights:

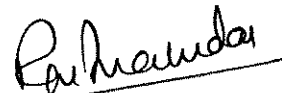
1. **Organizational Structure:** SCERT has a well-defined hierarchical structure with various divisions responsible for research, curriculum development, teacher training, and resource creation. The administrative staff efficiently manages the day-to-day operations.
2. **Research and Curriculum Development:** We had an opportunity to witness ongoing research activities focusing on pedagogical methodologies, assessment models, and identification of learning gaps. SCERT collaborates with educational institutions and experts to ensure the implementation of a standardized and innovative curriculum across schools.
3. **Professional Development Programs:** SCERT conducts regular training sessions and workshops for teachers to enhance their teaching skills and keep them updated with the latest educational practices. We attended a session on technology integration in the classroom, which was interactive and well-received by the participating teachers.
4. **Educational Resource Creation:** SCERT actively creates and disseminates educational resources to support teachers and students. We visited their resource center, which houses a vast collection of textbooks, multimedia materials, and teaching aids. The staff explained the process of resource creation and the importance of aligning them with the curriculum.
5. **Interactions with Experts:** We had the privilege of interacting with experts in the field of education during our visit. They shared their experiences and insights, addressing our queries and providing valuable guidance regarding career prospects in the education sector.

Conclusion:

The field visit to SCERT was highly informative and provided us an opportunity understanding of the functioning of an educational research and training center. We gained insights into research, curriculum development, professional development programs, and resource creation. The visit reaffirmed the importance of continuous improvement in the education sector and highlighted the efforts made by SCERT to ensure quality education in the state. This experience was invaluable for Tilak College of Education students aspiring to pursue careers in education.



Dr. Suvarna Shikare
In-charge Professor



Dr. Radhika Inamdar
Principal
Tilak College of Education
Pune-411030.

**S. P. MANDALI'S
TILAK COLLEGE OF EDUCATION, PUNE 411030**

**Report of Field Visit
Academic Year 2020-21**

M. Ed. Students visited Special Education Institutions for the partial fulfilment of the course 403 Education of children with special needs and 404 Guidance and counselling. Name of some schools are as following: 10/08/2021

1. Jnanprabodhini, Pune
2. Ruia Mukbadhir School, Pune
3. Prism Foundation, Pune

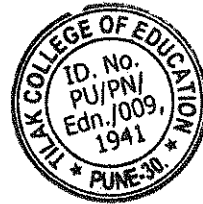
Students visited above institution's website due to pandemic situation and collected the data including Background, Management, Various services, Learning and teaching methods Guidance & counselling services, procedure, available tests etc.


Dr. C. A. Shingte

Incharge 404

Dr. C. D. Sonpethkar

Incharge 403




Principal
PRINCIPAL
Tilak College of Education
Pune-411030.

**S. P. MANDALI'S
TILAK COLLEGE OF EDUCATION, PUNE 411030**

Report of Field Visit

Academic Year 2019-20

M. Ed. Students visited Special Education Institutions for the partial fulfilment of the course 403 Education of children with special needs and 404 Guidance and counselling. Name of some schools are as following:

1. Jnanprabodhini, Pune
2. Ruia Mukbadhir School, Pune
3. SCERT, Pune.

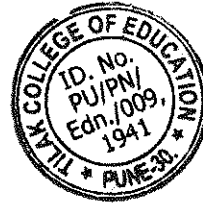
Students visited above institutions groupwise on 25th February 2020 and collected the data including Background, Management, Various services, Learning and teaching methods Guidance & counselling services, procedure, available tests etc.

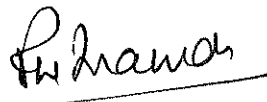
Dr. C. A. Shingte

Incharge 404

Dr. C. D. Sonpethkar

Incharge 403




Principal
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Tilak College of Education
Pune-411030.

**S. P. MANDALI'S
TILAK COLLEGE OF EDUCATION, PUNE 411030**

**Report of Field Visit
Academic Year 2018-19**

M. Ed. Students visited Special Education Institutions for the partial fulfilment of the course 403 Education of children with special needs and 404 Guidance and counselling. Name of school is as following:

1. Jnanprabodhini, Pune

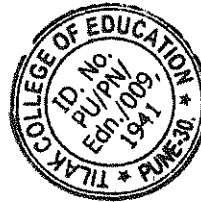
Students visited above institution on 24th March 2019 and collected the data including Background, Management, Various services, Learning and teaching methods Guidance & counselling services, procedure, available tests etc.

Dr. C. A. Shingte

Incharge 404

Dr. C. D. Sonpethkar

Incharge 403



S. P. Mandali
Principal
PRINCIPAL
Tilak College of Education
Pune-411030.



S. P. Mandali's

Mobile No. 8263838388

टिळक शिक्षण महाविद्यालय, पुणे - ४११०३०.

Tilak College of Education, Pune 411030

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Affiliated to Savitribai Phule Pune University (ID No. PU/PN/Edn/009, 1941)

Website: www.tilakcollegeofeducation.org

E-mail: tilakcollege1941@gmail.com

Date: 17-5-23

Title: G20-Energy transition Working Group Meeting-A Lecture on Eco- friendly Life Style in Tilak College of Education, Pune-17 May,23.

As per meeting based on G20 **Energy** transition Working Group (ETWG)held in Mumbai (15 May to 17 may) to support the conservation of energy resources and eco-friendly life style. So, to fulfil the expectation from Government and aware the students about eco-friendly life style, Tilak College of Education Pune has arranged an Online lecture by well-known and studious person Mr. Ratnakar Phadtare dated 17th May, 11.30 at Zoom Platform.

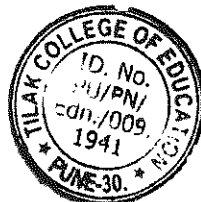
Principal Dr. Radhika Inamdar inaugurated the program -Eco- friendly lifestyle by sharing the background of the topic. She has shared the role of India in G20 summit and focused the role and responsibilities of education college regarding it Mr. Phadtare, the key speaker of the program emphasized on to be mindful while energy consumption. He suggested that eco-friendly life style is a way of living that should not harm the environment. And reduces the harmful impact of one's daily actions on natural resources. Mr. Phadtare also pointed out few observations like-if only 13% of global population adopt life style change, it can result in 20% emission reduction. Wasted food by 1 person can feed 3 people annually. Fuel wastage in 30 mi. Of red-light idling can provide up to 6 hours of electricity to a school student.

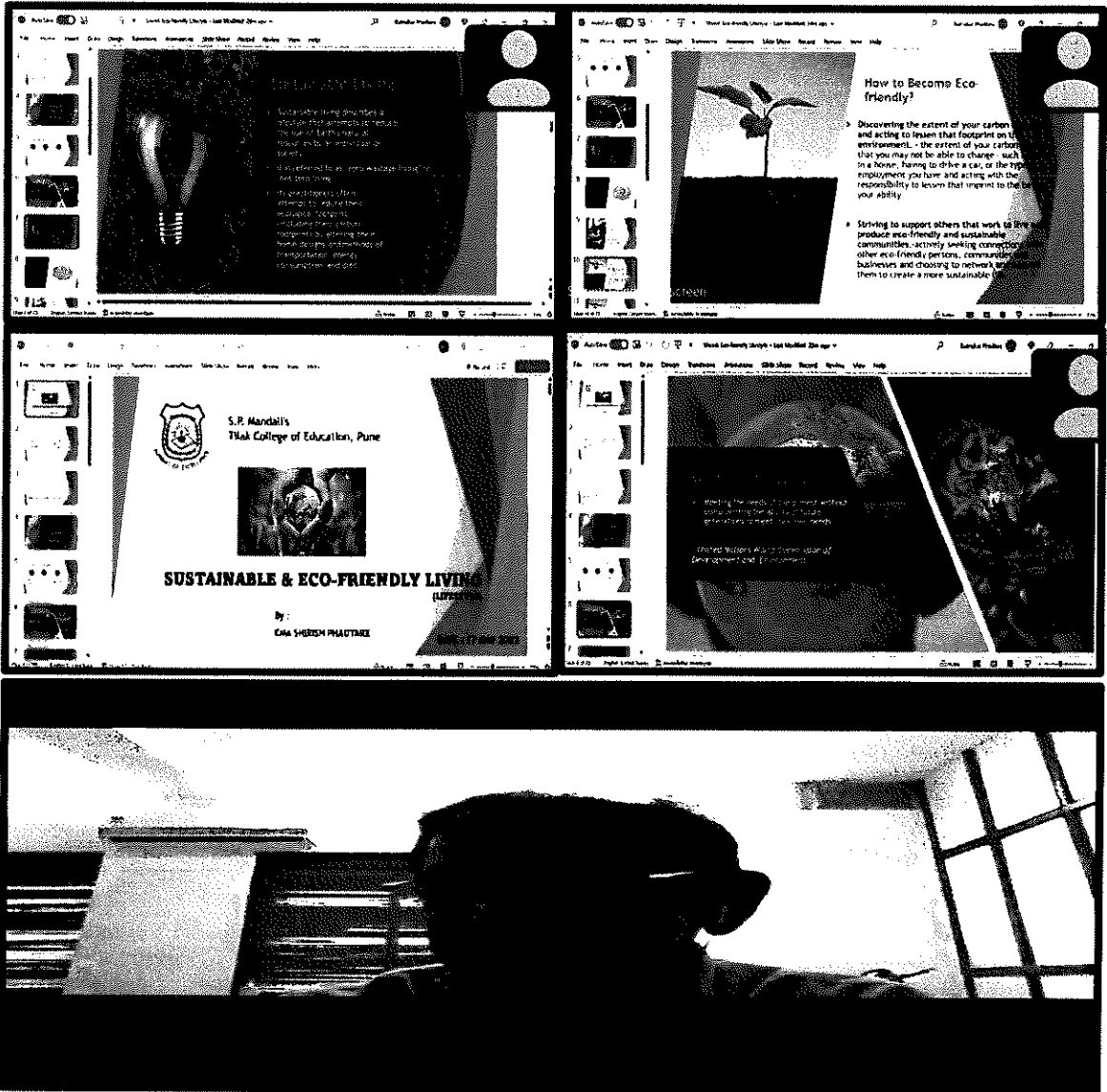
Phadtare Sir focused on 3 R- that is reduce, reuse and recycle for healthy and eco-friendly life style. Reduce items for different purposes instead of disposing them off Recycle items like aluminum cans, plastic. papers, glass that can be shaped into a new item. He also shared a pledge for eco-friendly life by adopting mission life through his Power-point presentation. In his presentation, he has created a hope through influential lines-**The best time to act was yesterday, the best we can do is today, but if we wait for tomorrow.it might be too late. Society needs to help itself to survive.**

All the faculties and B.Ed. students wholeheartedly attended the online program through Zoom platform. Principal Dr. Radhika Inamdar madam assured Mr. Phadtare sir to arrange more programmes in the Tilak College of Education for sustainable and eco-friendly life-style. Dr. Suvarna Shikare proposed the vote of thanks for the program organized by the college.

ZOOM PLATFORM- Meeting ID-7584329151-Passode-2023.

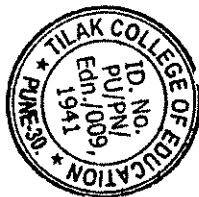
Date and Time- 17 may,2023,11.30 am-





Suvarna Shikare

Dr. Suvarna Shikare
In-charge Professor



Radhika Inamdar

Dr. Radhika Inamdar
Principal,
Tilak College of Education,
Pune-411030.



S. P. Mandali's

Mobile No. 8263838388

टिळक शिक्षण महाविद्यालय, पुणे - ४११०३०.

Tilak College of Education, Pune 411030

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Outreach Activity- Guwahati Assam

Artificial Intelligence and Future teacher(2022-23)

Workshop held in west teacher education college on 18th March 2023 at West Teacher Education College Guwahati assam. 100 teacher trainees attended this workshop. Resource person Dr.Madhuri Isave from tilak college of education has conducted activities like tools of AI and pedagogy .Story telling competition was held in workshop..



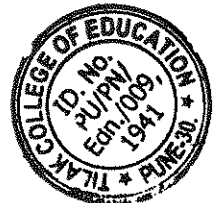
Workshop with Labour Net in Guwahati on Wednesday. On photo

National-level teacher workshop held in WGCE in collaboration with CTEF

GUWAHATI: MAR 20 - Hindi-based West Guwahati College of Education had organized a three-day long national-level workshop on the theme, "Teacher Preparation for Next Generation Learners in Digital Education", in collaboration with the Council for Technical Education, Guwahati, India. Prof. Madhuri Isave from Tilak College of Education Maharashtra and Prof. N Pradhan, NERL, Meghalaya participated as resource persons in the workshop. Prof. Suma Eswari Chandrasekhar, EdU, CTEF and International Secretary of CTEF delivered the keynote address in the workshop. Prof. Pradeep Kr. Jain of GU, who lit the inaugural lamp of the workshop, opened that the necessity of such a workshop through which the teacher-educators and student-teachers can

prepare themselves for the future. The workshop started with a welcome speech by the Principal of the college Dr. Anjali Choudhury. Prof. Isave showed the students how to use latest ICT such as Chat GPT, Dall-E2, Padlet and Menti-meter.com in Teaching Learning Process. She also focused on the application of pedagogy with regard to NEP 2020. The session was totally based on hands-on activities. On the last day of the workshop, Prof. Nityananda Pradhan shared his special on Experiential learning and Vocational Education as recommended by NEP 2020. The informative and knowledgeable sessions of the workshop was successfully ended with 100 participations of various teacher-educators of different H Ed colleges, Kamrup (M) and student-trainees of the college. NET STAFF

Isave
(Dr. Madhuri Isave)



F. Mandali
PRINCIPAL
Tilak College of Education
Pune-411030.



S. P. Mandali's
टिळक शिक्षण महाविद्यालय, पुणे - ४११०३०.

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Website: www.tilakcollegeofeducation.org

E-mail: tilakcollege1941@gmail.com

Date: 21.01.2023

Title: The Impactful Visit to an Old Age Home,

Introduction:

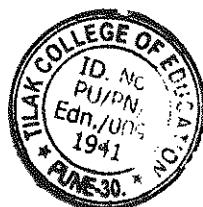
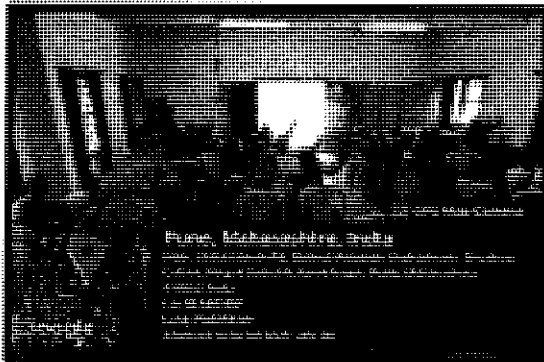
As part of the community engagement programme organized by our college, a group of college students, including myself, recently visited an old age home. The purpose of the visit was to understand the challenges faced by the elderly in society and develop empathy towards them. This report aims to outline our experiences, observations, and the overall impact of our visit.

Objective:

1. To engage with senior citizens residing in the old age home through meaningful interactions.
2. To understand the issues faced by the elderly and contribute towards improving their quality of life.

Activities:

1. Initial interactions: We began our visit by introducing ourselves to the residents and engaging



in friendly conversations to establish trust and rapport.

2. Group activities: We organized various activities like recreational games, art and craft sessions, cultural performances, and music therapy to stimulate their mental and emotional well-being. These activities not only brought smiles to their faces but also encouraged them to participate actively.

3. Personal interactions: We spent time talking to individual residents, attentively listening to their life stories, experiences, and challenges. This allowed us to understand the vast array of backgrounds and narratives encompassed within the old age home.

4. Emotional support: Many residents expressed their loneliness and longing for companionship. As students, we provided emotional support by lending a patient ear and engaging in conversations that made them feel heard, valued, and appreciated.

Observations:

1. Emotional significance: The residents were immensely grateful for our visit and the opportunity to engage with young individuals who genuinely cared about their well-being.

2. Diverse backgrounds: Each resident had a unique life story, reflecting the societal changes and personal experiences that shaped their lives. This diversity provided us with valuable insights into history, culture, and the resilience of the human spirit.

3. Longing for companionship: The residents expressed their yearning for meaningful connections and companionship. Many appreciated the opportunity to share their thoughts and experiences with us.

4. Mental well-being: The activities and interactions positively impacted the mental well-being of the residents, bringing moments of joy, laughter, and a sense of belonging to their lives.

Impact:

1. Enhanced empathy and understanding: The visit deepened our understanding of the challenges faced by the elderly, including loneliness, health issues, and feelings of isolation. It fostered empathy, leaving a lasting impact on our perspectives towards the elderly.

2. Personal growth: Interacting with the residents allowed us to appreciate the value of human connections and understand the importance of gratitude, compassion, and support.

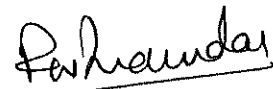
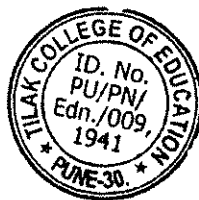
3. Bridging the generation gap: Through our interactions, we established a sense of mutual respect and appreciation between the elderly and the younger generation. The visit served as a reminder of the wisdom and experiences that seniors possess, perpetuating an intergenerational exchange of knowledge and understanding.

Conclusion:

The visit to an old age home as part of the college's community engagement programme left a profound impact on both the residents and the students involved. It provided us with a deeper understanding of the challenges faced by the elderly and instilled in us a sense of responsibility towards their well-being. By building bridges across generations, we strive towards creating a society that cherishes and respects its senior citizens.



Dr. Suvarna Shikare
In-charge Professor



Dr. Radhika Inamdar
PRINCIPAL
Tilak College of Education
Pune-411030.

Empowering Education: Community Initiatives by Tilak College of Education and Gyansetu

Date: March 20, 2023

Collaboration with: Gyan-Setu (EARC), Pune

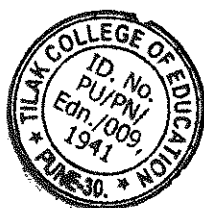
In our commitment to community engagement, Tilak College of Education, Pune, takes pride in the valuable contributions of our students towards meaningful initiatives.

Introduction

On March 20, 2023, Gyansetu Educational Activity Research Centre, in collaboration with Tilak College of Education, Pune, conducted a community activity aimed at promoting education in remote regions of India. This joint effort was driven by the shared goal of expanding educational opportunities for underserved populations. The event saw active participation from dedicated individuals, including Pruthviraj Kamble, Deepika Chhetri, Vikas Panchal and Jyoti Hanwate. Their unwavering commitment to the cause was complemented by the invaluable guidance of Dr. Suvarna Shikare and the wholehearted support of Tilak College's Principal, Dr. Radhika Inamdar.

Objective

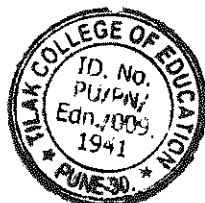
The primary objective of the community activity conducted by Gyansetu Educational Activity Research Centre was to extend the gift of education to remote and underserved areas across India. This initiative was designed to bridge educational disparities by spreading knowledge and fostering a love for learning among students in these regions. The goal was to empower students with access to quality education, laying the foundation for their academic growth and future opportunities.



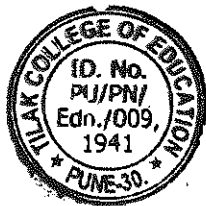


Collaborative Community Initiative Highlights:

1. **Education Access:** This joint effort between Gyansetu and Tilak College extended the gift of education to remote and underserved regions, breaking down barriers and creating opportunities for knowledge and growth.
2. **Empowering Underserved Communities:** The initiative was designed to empower underserved communities through education, providing them with the tools for personal and collective advancement.
3. **Dedicated Team:** A dedicated team of individuals, including Pruthviraj Kamble, Deepika Chhetri, Vikas Panchal, and Jyoti Hanwate, worked tirelessly to bring the benefits of education to those in need.
4. **Expert Guidance:** Dr. Suvarna Shikare, along with the unwavering support of Tilak College's Principal, Dr. Radhika Inamdar, provided guidance and leadership to ensure the initiative's success.



5. **Shared Commitment:** The collaboration between Gyansetu and Tilak College demonstrates a shared commitment to education and community development, reinforcing the transformative power of knowledge.



Conclusion

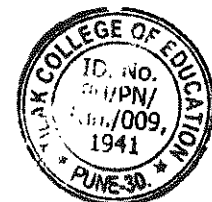
The community initiative conducted in collaboration between Gyansetu Educational Activity Research Centre and Tilak College of Education on April 15, 2023, achieved remarkable success. It brought education and knowledge to underserved areas, empowering students and communities alike. This initiative highlighted the importance of accessible education, and its impact reached far beyond the classroom.

The partnership between Gyansetu and Tilak College exemplifies a commitment to a well-rounded education that transcends geographical boundaries. The dedication and enthusiasm of the organizers and participants were truly commendable, making this initiative an enriching experience for all involved.

This community activity underscores both Gyansetu Educational Activity Research Centre and Tilak College of Education's dedication to holistic education and their shared responsibility towards society. It is our hope that such initiatives will continue to flourish, nurturing the talents and skills of future generations and fostering positive change in communities. Together, we are creating a brighter future through education.



At Tilak College of Education, we take pride in nurturing socially responsible individuals who actively contribute to building a better society. We look forward to continuing our mission of education, empowerment, and community betterment through our dedicated students and their impactful endeavors.



Acknowledgment

We extend our heartfelt gratitude to Gyansetu for their invaluable contributions and expert guidance in making this initiative a success.

We are also deeply thankful to Dr. Suvarna Shikare for her unwavering guidance and support, as well as Principal Dr. Radhika Inamdar for her wholehearted commitment to ensuring the success of this transformative community endeavor. Your contributions have made a significant difference in the lives of those we serve through education.



Dr. Suvarna Shikare
(Guidance)



Dr. Radhika Inamdar
Principal
Tilak College of Education
Pune-411030.



Social & Cultural awareness Through Rangoli

Date : 9 September 2022

Venue: Laxmi Road , Alka Chowk Pune

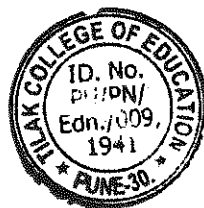
Collaboration With : Rashtriy Kala Acadami

Introduction:

On September 9 2022 It was Ganesh Visarjan in Maharashtra. And in Pune people celebrates this festival very happily and energetically. On the occasion on Ganesh Visarjan Tilak College of Education had collaborated with one of the famous Rangoli Academy in Pune which is "Rashtriya Kala Academy". Every year this Academy do social awareness throughout their Rangolis and every year they have different themes so this year their theme was Syber security. Tilak College of Education send some students to help them and participate in such a good activity on that day. Rangoli, an ancient and revered Indian art form, is more than just a visual spectacle. It embodies the rich tapestry of our culture and serves as a profound symbol of unity, creativity, and tradition. As we gather on this day, we embrace the beauty and significance of rangoli, recognizing its power to transcend boundaries and communicate social messages.

Objective:

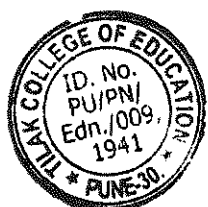
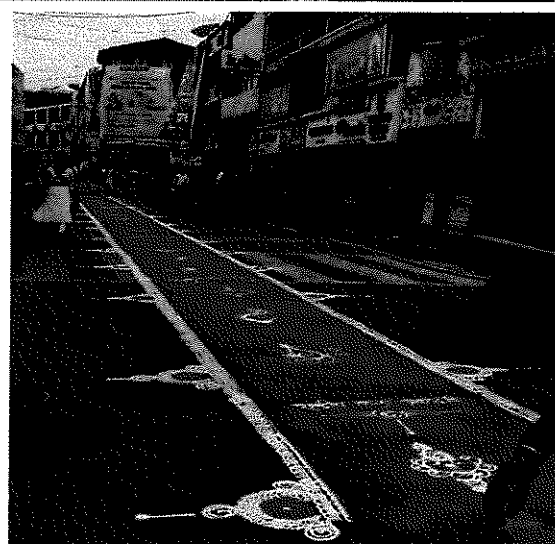
The main objective of organizing this activity is to Enrich various skills in students and make them aware of every skill. Through this activity students will learn the new techniques like how to make people aware of such kind of things. This activity promotes Cultural Awareness. Encourage the appreciation and understanding of the traditional Indian art form of rangoli, highlighting its cultural significance. It: Inspire individuals to explore their creativity and artistic skills by engaging in rangoli design and creation. This program can effectively raise awareness and appreciation of rangoli among a diverse audience while preserving its cultural heritage.



Event Highlights:

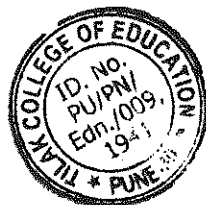
"Payghadi" :

On the occasion on Ganesh visarjan Rashtuy mala Acadami makes Rangoli on Laxmi road and that is called as PAYGHADI. They make Payghadi to welcome the God of Knowledge Ganpati on the path of Visarjan. Near about 200 artists participate in this work. From Mandai to Alka Chowk with Rashtriy Kala Academy our students made Payghadi . Which was very. Beautiful and eye-catching. They used just white rangoli and pink Gulal for making this Payghadi and this simplicity made it very Beautiful and adorable



"Cyber Security " :

Cyber Security was the Theme of this year's Rangoli. Every year Rastriya Kala. Academy choose new topic for rangoli for social awareness. Now, a days after lockdown people of all age got so much addicted to Mobile phones and social media that why they choose this topic and from Mandai to Alka Chowk in every Chowk they made Rangolis pn Cyber Security and every Rangoli was different from one another. Various messages were given through rangoli.



Conclusion :

The program "Social & cultural Awareness through Rangolis" has drawn to a close, leaving behind a canvas adorned with vibrant colors, creativity, and the spirit of community. The collaboration between Rastriya Kala Academy and Tilak College of Education on September 9th, 2022, proved to be a harmonious blend of tradition, artistry, and social consciousness. It proved immensely helpful and conducive for both the institution. We extend our gratitude to Rastriya Kala Academy for such wonderful contribution in the field of art and education. We also sincerely thank to in charge professor Dr. Suvarna Shikare and also Principal of Tilak College of Education, Dr. Radhika Inamdar.

As the last rangoli designs fade into memory, we reflect on the significant impact of this event. It wasn't just about patterns and colors; it was about weaving together the threads of culture, unity, and awareness. Through rangolis, we expressed our collective aspirations and concerns, creating art with a message that resonated far and wide.



Dr. Suvarna Shikare

I / C Professor.



Dr. Radhika Inamdar

PRINCIPAL
Tilak College of Education
Pune-411030.



S. P. Mandali's
टिळक शिक्षण महाविद्यालय, पुणे - ४११०३०.
Tilak College of Education, Pune 411030
NAAC – Reaccredited to Grade 'A' from 25th October 2013

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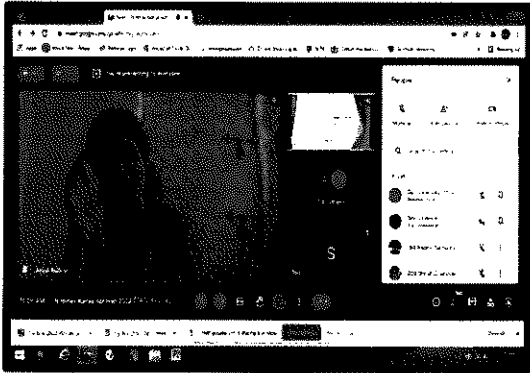
E-mail: tilakcollege1941@gmail.com

Date: 08.02.2022

Title: Nirbhaya Kanya Abhiyan 2022

One day online workshop Event report

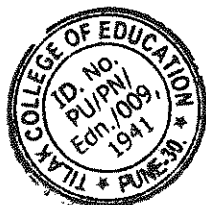
A one-day online workshop was organized on Tuesday, 8th February 2022 under Nirbhaya Kanya Abhiyan 2022 organized jointly by Student Development Board Savitribai Phule Pune University, Sir Parashurambhau College Pune and Tilak Education Science College Pune. The workshop was inaugurated by Dr.



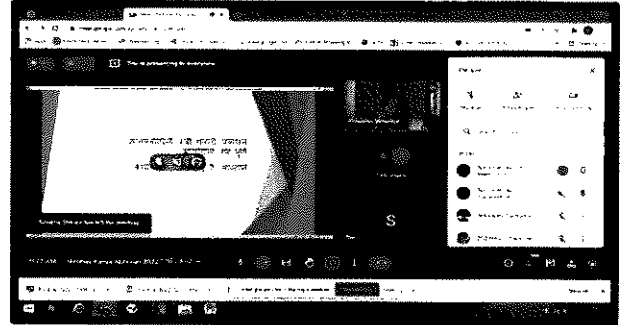
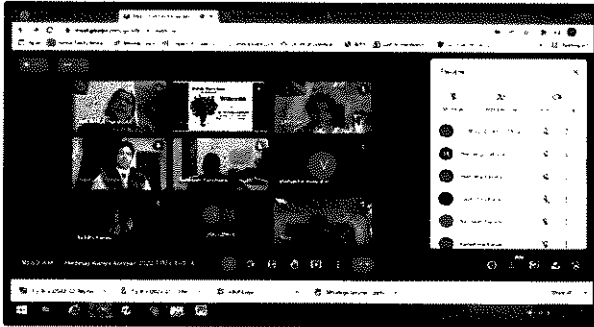
Santosh Parchure, Director, Vidyarthi Vikas Mandal, Savitribai Phule Pune University Pune, while the chief guest was Dr. Radhika Inamdar was also present and the program was presided over by the Principal in charge of Sir Parashurambhau College, Prof. Savita Datar graced the occasion and guided the students. Student Development Officer of S.P.college,Pune Dr. Ganesh Dhawale and Dr. Suvarna Shikare as well as other faculty members and all members of Student Development Board were present on the occasion. The event received a spontaneous response from the students and more than 300 girl students participated in it.

In the first session of the workshop Mrs. Visakha Welankar, Gyan Prabodhini Strishakti Prabodhan

Samvadini Group, Pune and Mrs. Anjali Railkar gave details and instructive guidance on 'Challenges of Youth'. In the second session, Mr. Praveen Salunkhe demonstrated the importance

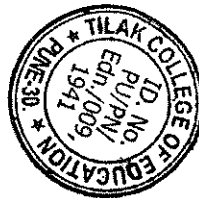


of Karate for self-defense. The program was compered by Kumari AkshataKulkarni. The introductory speech of the program was made by Dr. Hemalata Kavare and vote of thanks for the program was given by Dr./Asst. prof. Ramdas Gadge and Asst. prof Hemangi Patode.



A handwritten signature in black ink, appearing to read 'Suvarna Shikare'.

Dr. Suvarna Shikare
In-charge Professor



A handwritten signature in black ink, appearing to read 'Radhika Inamdar'.

Dr. Radhika Inamdar
Principal,
PRINCIPAL
Tilak College of Education
Pune-411030.



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Website : www.tilakcollegeofeducation.edu.in E-mail : tilakcollege1941@gmail.com

Ref.No.

Date :

**S.P. MANDALI'S
TILAK COLLEGE OF EDUCATION, PUNE 411030
SENSITIZING STUDENTS TO SOCIAL ISSUES
REPORT 2019-20**

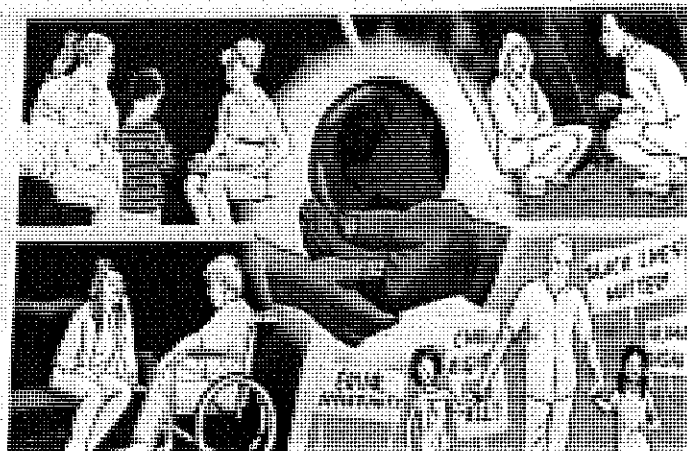
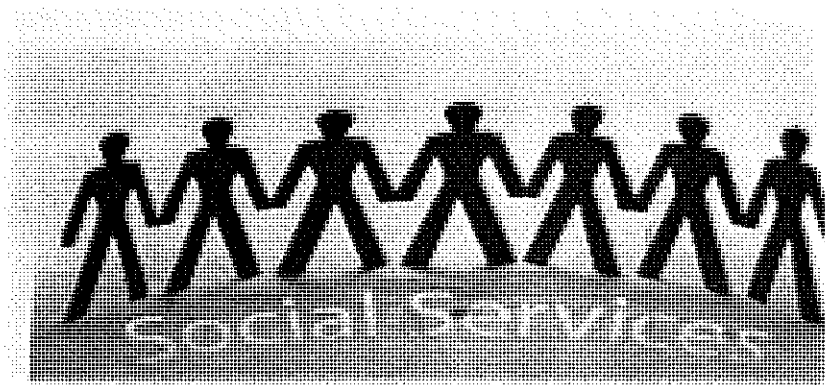
INTRODUCTION

Tilak College of Education and Reflection foundation Pune has a MoU for the social activities. Under this, we have organized 3 days awareness work shop regarding very sensitive social issue, i.e. Good Touch Bad Touch experts from Reflection Foundation oriented to our student teachers and sensitized regarding the same with the help of pictorial information and examples they discussed the issue and prepared our student teachers as an agent for the next generation. Student teachers also raised their doubts with examples. It was very important and useful session as far the issue is concerned.

Social service are a range of public services provided by the government, private, profit and non-profit organizations. These public services com to create more effective organizations, build stronger communities, and promote equality and opportunity.

Through these welfare services, or social work any numerous people are benefited. Among the school going students. Urge of awareness is too created and so as to make them abets, confident before the outcome of an ill accident. It becomes. Very nice before the people so as to Arts hand make thaw awareness



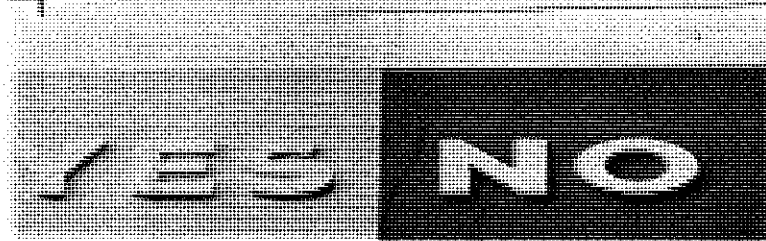
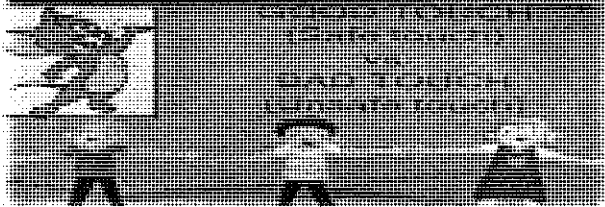
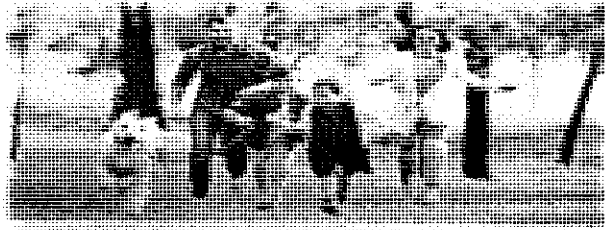


Prevention is better than Cure

NEED OF SOCIAL SERVICE

We are not Social Workers. We are contemplatives in the heart of the world - Mother Teresa
Social Services promotes the educational process. I better understanding is develop among the children and educational society it not only assess the needs of the people but also provide professional services. Mobilize school and community resources. The primary goal of the social workers is helping the needy, the unaware in uplifting them through providing basic need of education, food, clothes shelter Children should be made aware about the true scenarios in the society. Their outcomes and how to self defend themselves from any uncalled incidents





DAY 1

GOOD TOUCH BAD TOUCH

"Aware the child through various means of Communication"

Children must know that no one is ever allowed to touch their private parts, and that it is important to keep these areas covered and "safe" in public spaces (which includes school too). It is also important to teach children about respect for 'Body Space'. If you keep the channels of communication open, your child will know what to do even when a known person touches them, and how to respond; he or she must report to someone immediately.



DAY 2

PRACTICAL ON GTBT

In today's world we hear usually about Child Abuse and Molestation which are not limited to age groups and gender. Most of time, targets are very young children, below 6-7 years of age. They are too young to understand the difference between right and wrong.

- Start Telling Children about their Private Parts
- Make them understand the difference between Good and Bad Touch
- Provide them Confidence of Talking to you, not being scared or guilty. Instead fight with the incident bravely.

DAY 3

FRIENDSHIP, LOVE ATTRACTION

For both the genders, male and women the perspective of friendship, love and attraction differs on a very large scale for most women friendship is a state where you have someone that creates an emotional briefs in your life, the emotional need among children is required if they face. social strife, family loveliness and, during such emotional trauma a child leads to consequences which would not result in their low learning habited distraction. depravedness from friends, extra unnatural behaviors Often young age kids (Teenagers) misconceptions attraction as love and blindly outrage they feelings and do wrongly, unrequired attention seeking behaviors. friendship is a pure bond of shall and case which needs to awaken by an educator in his/her class, to get an overall healthy environment among students.

•PRACTICAL ON GTBT•

Usage of Words Safe and Unsafe Touch for Higher Grade

Pictures, models, videos, characters play explain the students how to differentiate between a good touch or bad / uncomfortable behaviour.

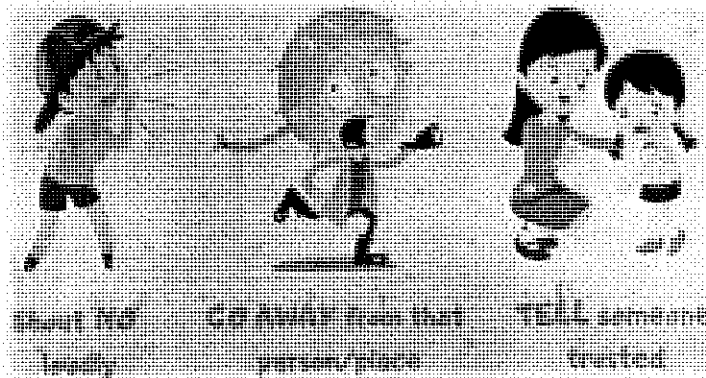
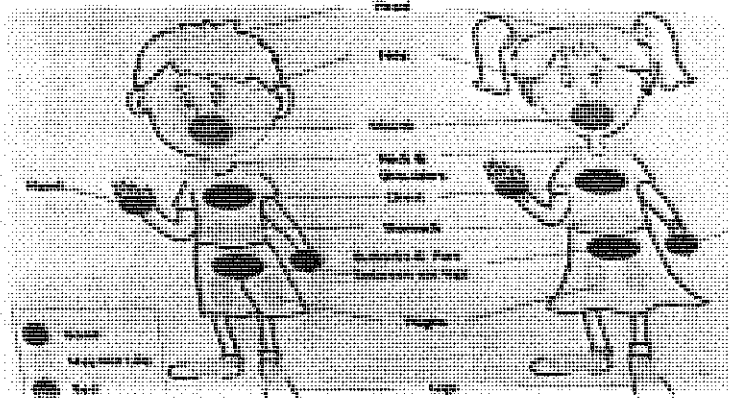
Reaction of kids to this kind of touch or uncomfortable situation.

The time, a shield communicates, gives sign, biggest security to the child is when their near dear ones talk them to openly. Make them feel comfortable.

Teach them to be watchful



Topics like physical abuse, sexual abuse must be discussed and disapproved / approved a child abuse must be communicated openly according to the age group of the child. The child should understand to respect his/her body parts and privacy.



MORAL VALUES *

Primary Module (3-6 years)



Pre-primary Module (6-9 year)

Secondary Module (9-12 years)

Verbal and Non-verbal communication, memory and visualization power of the children of each group must be made. away 'Komal' such videos help them in creating confidence, enthusiasm about defense and make them away during this period (particular age group) against child abuse or molestation cases. Confident children are better equipped to deal with peer pressure, responsibility, frustrations, challenges, and both positive and negative motions. Self confidence develops from the praise from friends and families. A boost of support and care what each child seeks for of every age group.

EDUCATIONAL IMPLICATION *

- Every teacher must have knowledge about each and every kid in their class.
- Teacher should not only be knowledgeable in all subjects but the related problems to the children.
- Teachers should be able to talk openly, smartly handle the situation of each girl and boy
 - Observation is key to success; as children do not open up easily talking to such incidents or they may not even understand whether it is good going on with them. Is wrong or good going on with them. → Parenting counseling sessions must be arranged as such incidents of child/ sexual abuse occur in the nearby / places where the children find a comfortable zone with.-



Vijay Dhamane

Dr. Vijay Dhamane
Social Service In-charge



Radhika Inamdar

Dr. Radhika Inamdar
PRINCIPAL
Tilak College of Education
Pune-411030.



S. P. Mandali's

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Outreach Activity

**KERALA UNIVERSITY COLLEGE OF TEACHER EDUCATION
(KUCTE) KARIAVATTOM**

**Near Govt. College, LNCPE Road, Kariavattom, Trivandrum –
695581**

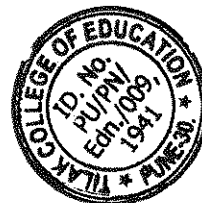
Ph: 0471-2413855 Email: kuctekariavattom@gmail.com

In connection with the 150th birth anniversary of Mahatma Gandhi and activities related to Swachh Bharath, KUCTE Kariavattom has arranged a half day workshop on e-waste management. The programme was arranged on 6-10-2018 at the college auditorium. The aim of the programme was to create awareness on environmental cleanliness with special reference to e-waste management. Class on E-waste Management-way of protection of environment and teacher's role, taken by Dr Madhuri S Isave (Asso Professor, Tilak College of Educa



2

Isave
(Dr. Madhuri Isave)



Subranda
PRINCIPAL
Tilak College of Education
Pune-411030.



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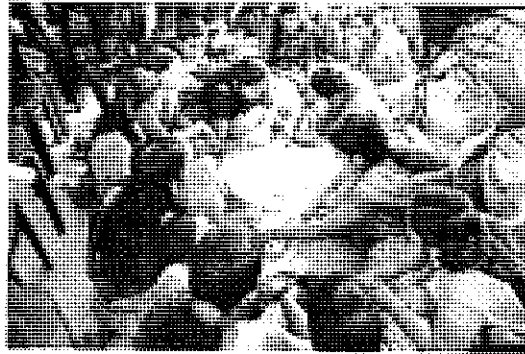
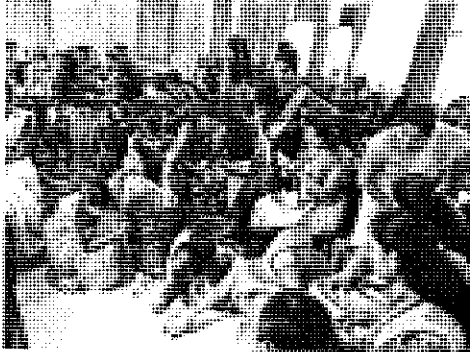
E-mail: tilakcollege1941@gmail.com

Report on Outreach Activity

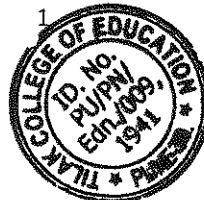
Outreach activities conducted in out of state-

1. Tamilnadu- N.V.K.S.D COLLEGE OF EDUCATION Tamil Nadu Teachers Education University, Chennai

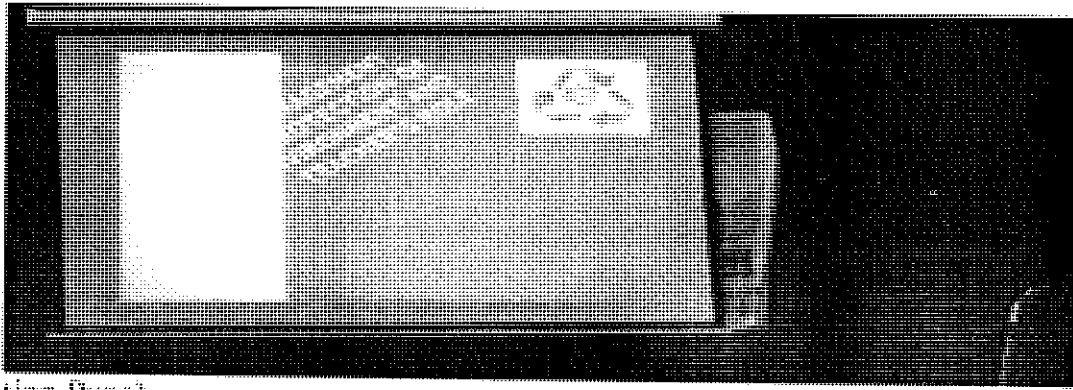
1 **Swatch Bharat Abhiyan –(2018-2019)** A workshop on Environment Protection Initiative in Swatchh Bharat was conducted on 06th October 2018 The resource persons were successful in conveying the theme of the topic to the audience and succeeded in making the students aware of the need to protect our environment. The talk moved through the interactive section were the resource persons divided the students into ten groups .They were asked to write innovative slogans on e-waste management and create art forms from e wastes



Madave
(Dr. Madhusri Isare)



S.P. Mandali
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tion, Pune).

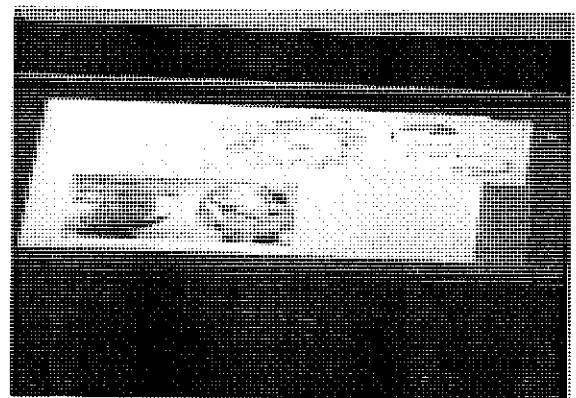
Seminar begins with the present status of environmental education and the need of environment education in the present scenario. The presenter ask the students to mention the main electronic items nowadays using in households and ask how they dispose electronic items after damage.

INTERACTIVE SESSION



Next focus on the causes of environment degradation and teachers role in environmental management. The presenter shows some slides relate to

- India-Historical data(e-waste)
- Benefits of reuse waste management
- Components of e-waste
- Finally concluded that
"Our moto shouldbe.....Reduce-Reuse-Recycle"



Msava
(Dr. Madhuri Isave)



P. S. Handas
PRINCIPAL
Tilak College of Education
Pune-411030,



S.P. Mandali's

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Date :

Social Service Report: Academic Year 2018-19

In the academic year 2018-19, Tilak College of Education embarked on a meaningful social service initiative under the banner of "Swachh Bharat Abhiyan." This endeavour aimed to promote cleanliness and hygiene while instilling a sense of responsibility and community service among students. Total 84 students divided into six groups, each led by a dedicated professor, total 84 students enthusiastically participated in cleaning the college campus and the Parvati Hills area.

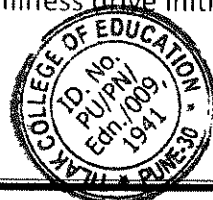
Organization and Planning

The success of the Swachh Bharat Abhiyan initiative was the result of meticulous planning and effective organization. Prof. Rajshree Rathod, serving as the Social Service Incharge, played a pivotal role in ensuring that the campaign ran smoothly and effectively.

Key planning steps included:

Group Formation: Students were divided into six groups, with each group comprising approximately 13 to 14 students. Each group was led by a professor who served as the group's mentor and guide.

Theme Selection: "Swachh Bharat Abhiyan" was chosen as the theme for the year, aligning with the national cleanliness drive initiated by the Government of India.



Resource Allocation: Adequate resources, including cleaning equipment, gloves, and trash bags, were allocated to each group to facilitate the cleaning activities.

Timetable and Logistics: A detailed timetable was created, specifying the days and hours allocated for cleaning both the college campus and the Parvati Hills area. Logistical arrangements were made to ensure smooth operations.

Activities and Implementation

The social service campaign spanned throughout the academic year 2018-19 and consisted of the following activities:

Campus Cleaning: Students actively participated in cleaning the college campus, On 12/1/2019 including classrooms, corridors, and common areas. They meticulously picked up litter, organized waste disposal, and engaged in beautification efforts.

Parvati Hills Clean-Up: In an effort to extend the impact beyond the college premises, students also dedicated time to clean the Parvati Hills area. This included collecting trash, removing debris, and improving the overall cleanliness of this important public space on 19/1/2019.

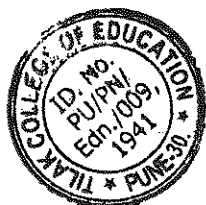
Awareness Workshops: In addition to physical cleaning, awareness workshops were conducted to educate students about the importance of cleanliness and hygiene in their daily lives and the broader community on 26/1/019.

Student Reports and Documentation

To ensure accountability and transparency, each student group was tasked with documenting their activities. This documentation included:

Activity Reports: Students wrote detailed reports summarizing their activities, challenges faced, and lessons learned during the cleanliness drive.

Photographic Evidence: Visual documentation played a significant role in the reporting process. Students captured photographs depicting various phases of the cleaning activities, from before-and-after shots to group participation.




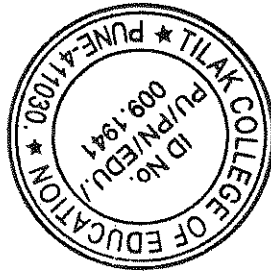
Evaluation and Conclusion

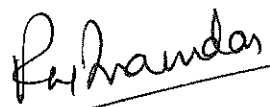
The Swachh Bharat Abhiyan initiative was a resounding success, thanks to the commitment and enthusiasm of students and the effective leadership of Prof. Rajshree Rathod. The documentation and reports submitted by students provided valuable insights into the impact of the campaign. Evaluation of the reports and activities helped assess student participation and dedication.

The social service campaign not only contributed to the cleanliness of the college and Parvati Hills but also instilled a sense of civic responsibility among students. It reinforced the importance of community service and the role that individuals can play in creating a cleaner, healthier environment.

Total 50 marks awarded for this social service initiative were based on the quality of reports, photographic evidence, and overall participation. This initiative served as a testament to Tilak College of Education's commitment to holistic education and its dedication to fostering responsible and engaged citizens.


Prof. Rajshree Rathod
Social service Incharge




Dr. Radhika Inamdar

Principal

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Pune - 411030.

TILAK COLLEGE OF EDUCATION, PUNE 30

Report on using Paulo Freire's method in Teaching BED 105

The faculty always tries to integrate the advanced pedagogy in actual teaching-learning process, while teaching the topic "differentiation" the faculty uses role play method, the participants observe all the participants analyze and narrate the individual differences, ask questions about their learning styles, then think about the planning to cater their diversified learning needs. While teaching web-based learning, faculty tries to give them assignments based on the internet. While teaching the topic Mobile learning, the faculty asks the student-teachers, the features of smart-phone and an effective use of mobile in various ways, about the tools, software, and application software. So while teaching Paulo Freire, the faculty used Paulo Freire's teaching-learning set up. While teaching the topic, "e-library" the faculty tells to download the free books and subscribe free digital libraries resources, etc. The report and evidences of the same is added below.

Hello friends,

On 24th June 2022, we conducted one lecture on the Critical Pedagogy a unit from the course BED 105: Advanced pedagogy and application of ICT on the S. P. College ground, Marathi medium students participated in this dialogue method. Paulo Freire is known as the father of critical pedagogy, proposed problem-posing education against the traditional banking system of education, he talks about the dichotomy nature of oppressor and oppressed, also the top-down model of the teacher to student. He suggested an egalitarian way of teaching-learning against elitism. He suggested a circular arrangement of teachers and students.

नमस्कार मित्रांनो,

24 जून 2022 रोजी, BED 105: Advanced Pedagogy and Application of ICT या अभ्यासक्रमातील चिकित्सक अध्यापनशास्त्र या विषयावर एक सत्र आयोजित केले होते. पाउलो फ्रेरे हे (चिकित्सक) गंभीर अध्यापनशास्त्राचे जनक म्हणून ओळखले जातात, शिक्षणाच्या पारंपारिक बँकिंग प्रणालीच्या विरोधात शिक्षणाची प्रस्तावित समस्या मांडली जाते, ते अत्याचारी आणि अत्याचारग्रस्त यांच्या द्वंद्ववात्मक स्वरूपाविषयी बोलतात, तसेच शिक्षक ते विद्यार्थ्यांचे टॉप डू डाउन मॉडेल, त्यांनी अभिजाततेच्या विरोधात अध्यापनाचा समतावादी मार्ग सुचवला, त्यांनी शिक्षक व विद्यार्थ्यांची गोलाकार बैठक व्यवस्था सुचवली आहे.



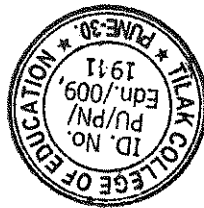


Rajendra Thigale

Dr. Rajendra Thigale
IQAC coordinator,
Techno-pedagogy committee

Radhika Inamdar

Dr. Radhika Inamdar
Principal



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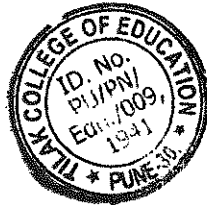
Parent Teacher Association
2019-2020


In the academic year 2019-2020, a meeting of the Parent-Teacher Association was held at the beginning of the year. Parents were present for the meeting. Also, the Principal of the college Dr. Radhika Inamdar and all the Professors of the college were present for this event.

The following points were discussed with the parents by Dr. Digamber Durgade, Coordinator, Teachers Parents Association.

1. B. Ed course
2. Different types of practice lessons, Various Practical's and Internship program
3. Various activities implemented in the college
4. Parents should help their children to complete this course.
5. In some programs, parents are also expected to cooperate with the college.
6. Parents also mentioned the reasons behind choosing a college.

Dr. Digamber Durgade,
Co-ordinator PTA




Dr. Inamdar Radhika
Principal

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Tilak College of Education
Pune-411030.

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Tilak College Of Education,Pune -30

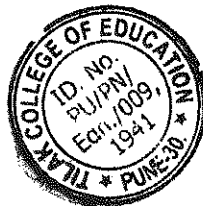
Parent Teacher Association
2018-2019

In the academic year 18-19, a meeting of the Parent-Teacher Association was held at the beginning of the year. The meeting was held on 26th September 2018. A total of 34 parents were present for the meeting. Also, the principal of the college Dr. Radhika Inamdar and all the Professors of the college were present for this event. The following points were discussed with the parents by Dr. Jotsna Kamble, Coordinator, Teachers Parents Association.

1. B. Ed course
2. Different types of practice lessons
3. Internship program
4. Various activities implemented in the college
5. Various Practical's
6. Parents should help their children to complete this course.
7. In some programs, parents are also expected to cooperate with the college.
8. Parents also mentioned the reasons behind choosing a college.



Dr. Kamble Jotsna.
Co-ordinator PTA



Dr. Inamdar Radhika
Principal

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Pune-411030.

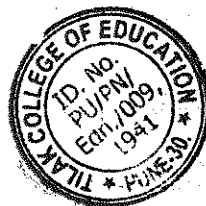
International Webinar on Gender Equality

The 4th MOOC course on Gender Equality & Education has been developed under UNESCO OE4BW...It was successfully completed. The international webinar was organized to interact with participants. The course mentor Prof. Katja Mihurko Poniz Nova Gorica University Slovenia had given valuable guidance and explained gender equality practices at international level. The chairman Principal Dr. Radhika Inamdar Madam had given inputs and guided to participants. For this webinar 100 participants were present. The webinar ended by thanksgiving note presented by coordinator Dr. Madhuri Isave.



M. Isave
Report by
Dr. Madhuri Isave

Principal



Tilak College of Education, Pune

Research Paper Presentation Skill workshop

Savitribai Phule Pune University and Adarsh College of Education Pune organized the national-level research paper presentation competition on 6th March 2023. Our following three students participated in the competition i.e. Jaya Chetwani (Ph.D.22-27), Pallavi Karnik (F.Y.B.Ed.22-23), Dipika Chhetri (F.Y.B.Ed.22-23).

A Research paper writing and presentation workshop was conducted on 17 Feb 2023 from 4.00 p.m. to 5.00 p.m. for the students who were interested in participating. 12 students participated in the workshop from B.Ed., M.Ed., and Ph.D. courses. The session was conducted by Dr. Suresh Isave. The topics were discussed and the framework was decided. Out of 12 students, 3 students were able to present the paper in the competition.

(Dr.Suresh G. Isave)

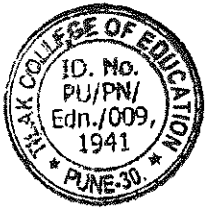
Session Coordinator

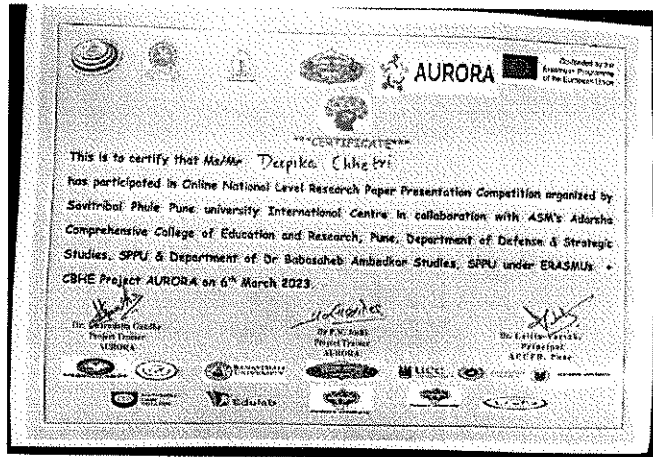


(Radhika Inamdar)

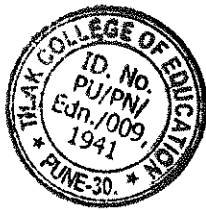
Principal

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S.Y.B.Ed. 2019-20

BED210 : BASICS OF RESEARCH

Prepare the research proposal, conduct a research and write the report
EVALUATION SCHEME

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.		Criteria	1	2	3	4	5
1	Research Proposal	Initial page and Introduction					
2		Title and objectives of the study					
3		Need & significance of the research					
4		Hypotheses/ Research questions					
5		Method, Population, Sample, tools					
6		Flowchart of research work and time schedule					
7	Research report	Initial pages					
8		Introduction, , Statement of the problem and objectives of the study,					
9		Hypotheses/ Research questions, Scope, Limitations and Delimitations.					
10		Method of research					
11		Population, Sample and sampling					
12		Selection of tools (Objective-wise)					
13		Administration of tool and data collection					
14		Statistical techniques					
15		Analysis and Interpretation : Tabulation/ Graphical presentation					
16		Summary, Findings Conclusions					
17		Appendices					
18		Evidences of the research					
19		Overall impression					
20	Presentation	Presentation of research report					
			Total marks- 100				



Signature of Professor In-charge

Tilak College of Education, Pune-30

S.Y.B.Ed.2018-19

BED 210 : Basics of the Research

Activity : Preparation of a research proposal, conduct a research and write a report.

Learning outcomes:

- Learn how to do research in education and schools.
- Get good at finding and fixing problems in schools.
- Learn how to collect and understand information to help make schools better.
- Get better at telling others what you found and how to improve schools based on your research.

By achieving these learning outcomes, the student teacher will be well-prepared to engage in evidence-based practices, contribute to educational improvements, and make informed decisions within the educational context.

Introduction:

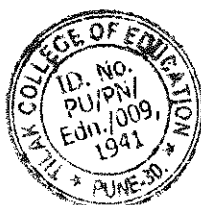
This course will enable the student teacher to know the basic research methodology, to identify the school-based research problem and to solve them scientifically.

Guidelines:

- Each student-teacher should select a separate educational problem for short research.
- G&C Cell in-charge faculty will be a research guide.
- A research proposal should be prepared and get it approved from a guide.
- Conduct a research work under the guidance of a guide.
- Research work can be conducted during internship.
- Student-teacher should meet a guide regularly and update progress of every phase of a research.
- Research report should be prepared by the student and duly signed by the guide.
- Research report should be in student teachers' own handwriting.
- Evidences (Data collection tools filled by informants, permission letter, photographs etc.) should be attached at the end of the report.
- Report should be written on A4 paper on both sides of paper.
- Report should be submitted in a simple file to a guide for evaluation.



(Dr.Suresh Isave)
BED210 In-charge



(Dr.Radhika Inamadkar)
Principal

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S.P.Mandali's

Tilak College of Education, Pune

S.Y.B.Ed.2018-19

BED210 : Basic of Research : Year's Planning

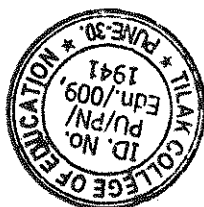
Sr. No.	Activity	Month & Year
1	Selection of the research problem	July 2018
2	Review	July-August 2018
3	Writing Research Proposal	August 2018
4	Submission of Research Proposal	August-September 2018
5	Development Data Collection Tool	October-November 2018
6	Data Collection	Dec18-Jan 2019
7	Data Analysis	Dec18-January 2019
8	Report Writing	January 2019
9	Report Submission & Presentation	February 2019
10	Mark list Submission	February 2019

*The Schedule is tentative and subject to change with permission of the Principal.

Date : 10/07/2018

(Dr. Suresh Isave)

BED210 In-charge



(Dr.Radhika Inamdar)

Principal

Tilak College of Education, Pune-30

S.Y.B.Ed.2018-19

BED210:Basics of the Research

Name of the Student :

Name of the Guide:

Evaluation Scheme

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Activity	Criteria	1	2	3	4	5
1	Research Proposal	Initial page and Introduction					
2		Title and objectives of the study					
3		Need & Significance of the research					
4		Hypotheses/ Research questions					
5		Method, Population, Sample, Tools					
6		Flowchart of research work and time schedule					
7	Research Report	Initial pages					
8		Introduction, Statement of the problem and objectives of the study,					
9		Hypotheses/ Research questions, Scope, Limitations and Delimitations					
10		Method of Research					
11		Population, Sample and Sampling					
12		Tools of data collection (Objective-wise)					
13		Procedure of Data Collection					
14		Data Analysis and Interpretation : Tabulation/ Graphical presentation					
15		Findings & Conclusions					
16		Educational Implications of the results					
17		Appendices					
18		Evidences of the research					
19		Overall Impression					
20	Presentat ion	Presentation of research report					
		Total marks- 100					
		Out 50					

Qualitative Feedback, (if any) :

Date of Submission: on or before 15th Feb 2019

Signature of the Guide



**Shikshan Parasarak Mandali's
Tilak College of Education, Pune
B. Ed. (Second Year)
2021-2022**

BED COURSE 210 BASICS OF THE RESEARCH

credit -2 (marks-50)

Name of the Teacher Educator/s: Dr. Rajshree Rathod

Report

BEd Course 210 introduces concept of basic research methodology to the student teacher which will help them to identify school based research problem and solve them scientifically. In this course student teacher is expected to conduct a research and write the report using following points

Identification of an educational problem

Formulation of various solutions

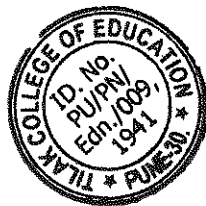
Selection of the most probable solution

Developing a tool for the data collection

Data collection

Data analysis

Report findings



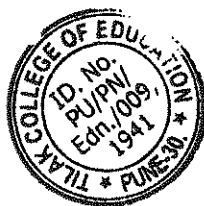
To support this course work teacher educator provided detailed orientation of the course for a week (time table attached). In which she prepared detailed outline of the course. Following activities were taken during the orientation of course.

- ❖ Students were divided in the group based on the subject method and allotted to the guides. (Chart attached)

- ❖ Teacher educator explained the course completion requirement. Detailed procedural guidelines covering every minute instruction was given to the students. Step by step procedure to conduct research was explained with the help of examples taken from authentic resources


- ❖ Teacher educator explained the format to write a proposal and report with clearly defined rules by giving examples.

- ❖ Teacher educator divided the sessions on theme. In which focus was on one concept. In one of the session research problem was the theme. Following points were covered in the session-
 - Explanation of the term
 - Identification of the research problem
 - Criterion of selection of research problem
 - Significance of research problem
 - Formulation of research problem
 - Delimitation of research problem.



- ❖ In other session literature review was taken as theme. In which how to read a literature and what is the significance of it was explained with the help of examples taken from authentic research papers.
- ❖ Teacher educator explained about research method and methodology in detail.
- ❖ Concept of population and sample were explained and how to do sampling in was discussed in detail.
- ❖ One session focused on data collection tool and data analysis methods.
- ❖ At the end how to write research findings and conclusion was discussed.
- ❖ Detailed time table with expected activities to be done was shared with students and guides.

Note-evidences as handouts are attached with this report.


Dr. Rajshree Rathod

Incharge Course 210




Dr. Radhika Inamdar

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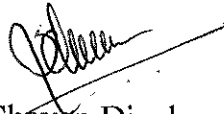
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S.Y. B. Ed. (2020 – 2021)
BED 210 - BASICS OF RESEARCH**

Timeline for writing research proposal

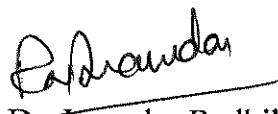
1	Selection of Area of research	31 Aug.2020
2	Selection of problem	2 Sept 2020
3	Writing of proposal by students- Draft 1 & uploading on the classroom of guide	3 – 5 Sept 2020
4	Checking of proposal by guide	4 – 8 Sept 2020
5	Re-writing of proposal by students - Draft 2 & uploading	5- 12 Sept 2020
6	Checking of proposal by guide	6 – 15 Sept 2020
7	Finalisation of research proposal	7- 20 Sept 2020
8	Submission of research proposal to guide (uploading on the classroom)	21 Sept 2020

Timeline for research, writing research report and presentation

1	Preparation of tool and Finalisation of tool	Sept. 2020
2	Permission by school/ college/ Group	Sept. 2020
3	Development and Finalisation of Programme (Online/ Offline)	Oct. 2020
4	Implementation of programme/ Experiment	Oct. 2020
5	Data Collection	Before 10 Nov. 2020
6	Analysis and Interpretation	Nov. 2020
7	Report writing - Draft 1 & uploading on the classroom of guide	December 2020
8	Checking of research report by guide	December 2020
9	Re-writing report- Draft 2 & uploading on the classroom of guide	December 2020
10	Checking of research report by guide	December 2020
11	Re-writing Final report & uploading on the classroom of guide	1- 10 Jan. 2021
12	Submission of final research report to guide	11- 20 Jan. 2021
13	Online Presentation of research work in group and Evaluation	20- 31 Jan. 2021


Dr. Chavan Dipak
Incharge Professor




Dr. Inamdar Radhika
Principal

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Tilak College of Education, Pune 411030

S.Y. B.Ed. 2020-2021


BED 210 Basics of Education

Mark list


Roll No.	Name of the student	Marks (100)	Marks (50)	Group
201	Athare Somnath Tukaram	80	40	PAJ
202	Atole Sadhana Dilip	85	43	PAJ
203	Bhosale Ganesh Raghunath	90	45	JMK
204	Bhosale Shubhangi Dilip	95	48	PAJ
205	Chopade Vaibhav Anil	87	44	CDS
206	Dhopare Reshma Mugutrao	95	48	DGD
207	Gadgil Shriya Sudhir	87	44	CDS
208	Gaikhar Amol Balasaheb	81	41	CDS
209	Jadhav Priyanka Tukaram	87	44	CDS
210	Jadhav Rupali Hiranman	86	43	CDS
211	Jadhav Samadhan Mohan	90	45	PAJ
212	Kabade Kedareshwar S.	94	47	DGD
213	Kale Pratibha Nitin	93	47	DGD
214	Kimbhune Nandini Ravindra	87	44	JMK
215	Mahajan Shubham Avinash	60	30	JMK
216	Mhetre Kshitija Shrikant	95	48	PAJ
217	Nalnikar Kalyani Nitin	60	30	JMK
218	Patil Sarang Dilip	88	44	JMK
219	Rahatgaonkar Revati Sudhirrao	90	45	JMK
220	Shete Ashwini Vithalrao	85	43	PAJ
221	Sutar Sayali Pandurang	93	47	DGD
222	Tambe Amol Ashok	90	45	DGD
223	Tangade Asha Nagnath	90	45	DGD
224	Alkondwar Anand Rajaram	78	39	RSR
225	Arne Dnyaneshwar Navnath	82	41	RCT
226	Auchare Dhanashri Shankar	91	46	MSI
227	Bhagat Anita Manoharrao	50	25	SGS
228	Bhor Namrata Dipak	91	46	VFD
229	Chavan Revati Vijay	84	42	RCT
230	Dayal Gunjan Ram	93	47	DKC
231	De Sunanda Arindom	85	43	SGS
232	Dhar Tamanna Alok	84	42	RSR
233	Gaikwad Prachi Shardul	86	43	RSR
234	Game Supriya Appasaheb	85	43	NSS
235	Gawali Nivedini Namdeo	82	41	RCT
236	Gugale Shreya Nitin	81	41	RCT
237	Ingale Pravin Prakash	86	43	DKC
238	Kamble Leena Chintaman	80	40	VFD
239	Khare Amey Sunil	87	44	CDS
240	Killedar Anirudha Ajit	88	48	DGD



Roll No.	Name of the student	Marks (100)	Marks (50)	Group
241	Kirve Aarti Tushar	84	42	DKC
242	Kothare Ashvini Mahesh	96	48	MSI
243	Kulkarni Asawari Shrikant	95	48	RCT
244	Kumar Vidyapati Mandeoram	84	42	RSR
245	Mazire Madhuri Sanjay	81	41	NSS
246	Misar Sneha Rajendra	92	46	VFD
247	Mundhe Preeti	81	41	VFD
248	Nagre Soniya Prabhakar	98	49	MSI
249	Nankhile Suvarna Suresh	94	47	MSI
250	Nijasure Shweta Jayant	93	47	MSI
251	Pal Neerajkumari Gupteshwar	83	42	VFD
252	Pande Anikta Rakesh	88	44	SGI
253	Pardeshi Sonali Devendra	77	39	NSS
254	Pawar Kalayani Nandkishor	83	42	NSS
255	Pawar Sayali Sunil	80	40	SGI
256	Ramu Ranjani Ramesh	93	47	VFD
257	Ranade Prajakta Vilas	95	48	PAJ
258	Rathod Akash Tejerao	74	37	VFD
259	Rathor Vaishnavi Ashokkumar	AB	AB	SGI
260	Sabrina Khatun Mohd Salim	85	43	DKC
261	Sapna Kumari Kalicharan	84	42	SGS
262	Sathe Hanumant Navnath	50	25	SGS
263	Sawant Snehal Vitthal	92	46	DKC
264	Sharma Shivani Rakesh	80	40	RSR
265	Shetgaonkar Vidisha Vilas	90	45	SGI
266	Shewale Milind Shankar	92	46	SGI
267	Shitole Manisha Vijaysing	86	43	RCT
268	Singh Garima Mukesh	98	49	MSI
269	Sonawane Priyanka Sunil	84	42	SGS
270	Sonawane Shankar Shravana	65	33	SGI
271	Suphiya Khatun Mehboob	83	42	NSS
272	Surve Sana Rashid	93	47	DKC
273	Thakur Rameshwari Saurabh	84	42	SGS
274	Tiwari Manisha Rahul	83	42	SGS
275	Tupalli Sarita Ramesh	80	40	SGI
276	Uttekar Smita Manoj	82	41	RSR
277	Vidhate Dipali Ajinath	94	47	MSI
278	Yadav Kajal Santosh	81	41	NSS
279	Yedle Rushikesh Raghunath	78	39	RSR

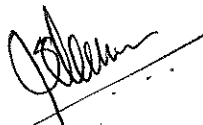

Dr. Dipak Chavan
 BED 210 Incharge Professor

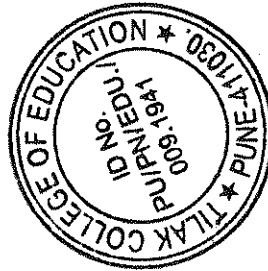


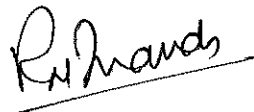

Dr. Radhika Inamdar
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BED 210 - BASICS OF RESEARCH
List of students for research guidance
August 2020 to January 2021
Guide - Dr. Chavan Dipak

Sr. No.	Roll No.	Name of Student	Medium	Two Methods	Third Method
1	230	Dayal Gunjan	English	Maths, Science	Biology
2	237	Ingale Pravin Prakash	English	Maths, Science	Chemistry
3	241	Kirve Aarti Tushar	English	English, History	ICT
4		Pawar Jamsingh	English		
5	260	Sabrina Khatun	English	English, History	Hindi
6	263	Sawant Snehal Vitthal	English	Maths, Science	Chemistry
7	272	Surve Sana Rashid	English	Maths, Science	English

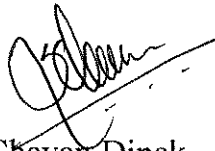

Dr. Chavan Dipak
Incharge Professor

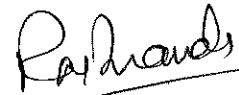


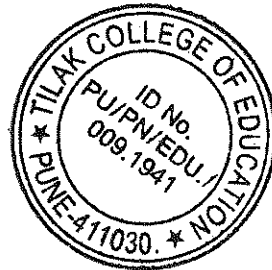

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List of students for research guidance
August 2020 to January 2021
Guide - Prof. Rathod Rajshree

Sr. No.	Roll No.	Name of Student	Medium	Two Methods	Third Method
1	224	Alkondwar Anand Rajaram	English	English, History	Political Science
2	232	Dhar Tamanna	English	Maths, Science	Physics
3	233	Gaikwad Prachi	English	English, History	Geography
4	244	Kumar Vidyapati Mandeo Ram	English	English, History	Political Science
5	264	Sharma Shivani Rakesh	English	Maths, Science	Physics
6	276	Uttekar Smita Manoj	English	English, Maths	ICT
7	279	Yedle Rushikesh Raghunath	English	English, History	Political Science



Dr. Chavan Dipak
Incharge Professor

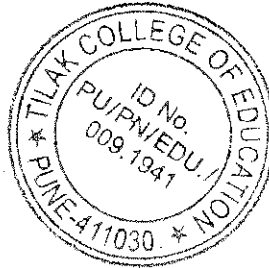

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List of students for research guidance
August 2020 to January 2021
Guide - Dr. Thigale Rajendra

Sr. No.	Roll No.	Name of Student	Medium	Two Methods	Third Method
1	225	Arne Dnyaneshwar Navnath	English	Maths, Science	Physics
2	229	Chavan Revati Vijay	English	English, Science	Biology
3	235	Nivedini Gawali	English	English, Science	Biology
4	236	Gugale Shreya Nitin	English	Maths, Science	Chemistry
5	243	Kulkarni Asawari Shrikant	English	English, Maths	Commerce
6	267	Shitole Manisha Vijaysinha	English	Maths, Science	Biology


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Incharge Professor




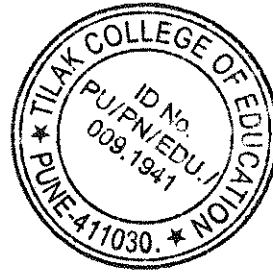

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List of students for research guidance
August 2020 to January 2021
Guide - Prof. Sahare Namita

Sr. No.	Roll No.	Name of Student	Medium	Two Methods	Third Method
1		Bhosale Pradnya			
2	234	Game Supriya Appasaheb	English	Maths, Science	Physics
3	271	Khan Suphiya Khatun Mehboob Ali	English	Maths, Science	English
4	245	Mazire Madhuri Sanjay	English	Maths, Science	ICT
5	253	Pardeshi Sonali Devendra	English	English, Geography	Commerce
6	254	Pawar Kalyani Nandkishor	English	Maths, Science	Biology
7	278	Yadav Kajal Santosh	English	English, Geography	Economics



Dr. Chavan Dipak
Incharge Professor

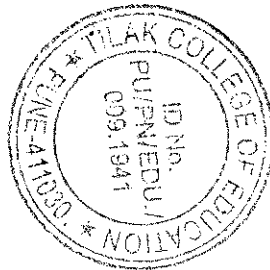




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List of students for research guidance
August 2020 to January 2021
Guide - Dr. Dhamane Vijay

Sr. No.	Roll No.	Name of Student	Medium	Two Methods	Third Method
1	228	Bhor Namrata Dipak	English	English, Maths	Commerce
2	238	Kamble Leena Chintaman	English	English, Maths	Commerce
3	246	Misar Sneha Rajendra	English	English, Geography	History
4	247	Mundhe Preeti Kalavant	English	English, Maths	Commerce
5	251	Pal Neeraj Kumari Gupteshwar	English	English, Maths	Commerce
6	256	Ramu Ranjani Ramesh	English	English, Geography	Commerce
7	258	Rathod Akash Tejerao	English	English, Geography	Political Science



Dr. Chavan Dipak
Incharge Professor

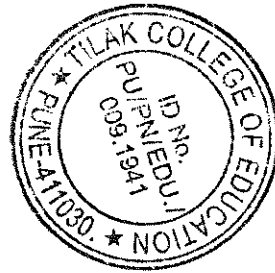




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BED 210 - BASICS OF RESEARCH
List of students for research guidance
August 2020 to January 2021
Guide - Dr. Kamble Jotsna

Sr. No.	Roll No.	Name of Student	Medium	Two Methods	Third Method
1	203	Bhosale Ganesh Raghunath	Marathi	Maths, Science	Physics
2	214	Kimbhune Nandini Ravindra	Marathi	Maths, Science	ICT
3	215	Mahajan Shubham Avinash	Marathi	Marathi, History	Economics
4	217	Nalnikar Kalyani Nitin	Marathi	English, Geography	ICT
5	218	Patil Sarang Dilip	Marathi	English, Geography	ICT
6	219	Rahatgaonkar Revati Sudhirrao	Marathi	Sanskrit, History	Marathi



Dr. Chavan Dipak
Incharge Professor

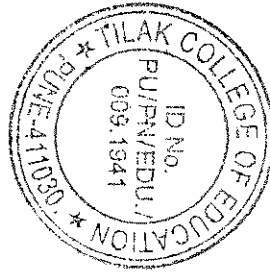




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Tilak College of Education, Pune-30
S.Y. B. Ed. (2020 – 2021)
BED 210 - BASICS OF RESEARCH
List of students for research guidance
August 2020 to January 2021
Guide - Dr. Jagtap Prakash

Sr. No.	Roll No.	Name of Student	Medium	Two Methods	Third Method
1	201	Athare Somnath Tukaram	Marathi	Marathi, Sanskrit	Psychology
2	202	Atole Sadhana Dilip	Marathi	Maths, Science	ICT
3	204	Bhosale Shubhangi Dilip	Marathi	Marathi, History	Hindi
4	211	Jadhav Samadhan Mohan	Marathi	Maths, Science	ICT
5	216	Mhetre Kshitija Shrikant	Marathi	Marathi, Sanskrit	Psychology
6	220	Shete Ashwini Vitthalrao	Marathi	English, History	Marathi
7	257	Ranade Prajakta Vilas	Marathi	English, Sanskrit	Marathi


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Incharge Professor




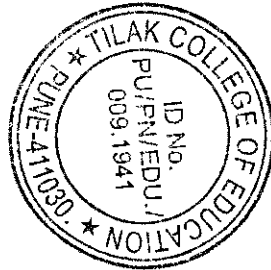

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BED 210 - BASICS OF RESEARCH
List of students for research guidance
August 2020 to January 2021

Guide - Dr. Durgade Digambar

Sr. No.	Roll No.	Name of Student	Medium	Two Methods	Third Method
1	206	Dhopare Reshma Mugutrao	Marathi	Maths, Science	ICT
2	212	Kabade Kedareshwar Shivshankar	Marathi	Maths, Science	ICT
3	213	Kale Pratibha Nitin	Marathi	Marathi, History	Hindi
4	221	Sutar Sayali Pandurang	Marathi	Maths, Science	ICT
5	222	Tambe Amol Ashok	Marathi	English, History	Political Science
6	223	Tangade Asha Nagnath	Marathi	Marathi, History	Hindi
7	240	Killedar Anirudha Ajit	Marathi	English, Sanskrit	Music



Dr. Chavan Dipak
Incharge Professor





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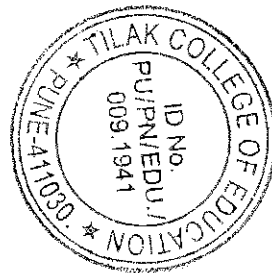
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S.Y. B. Ed. (2020 – 2021)
BED 210 - BASICS OF RESEARCH
List of students for research guidance
August 2020 to January 2021
Guide - Dr. Shikare Suvarna

Sr. No.	Roll No.	Name of Student	Medium	Two Methods	Third Method
1	227	Bhagat Anita Manoharrao	Marathi	English, History	Marathi
2	231	De Sunanda	English	Hindi, Sanskrit	ICT
3	261	Sapna Kumari	English	English, History	Hindi
4	262	Hanumant Navnath Sathe	English	English, History	Hindi
5	269	Sonawane Priyanka Sunil	English	Hindi, History	English
6	273	Thakur Rameshwari Saurabh	English	Maths, Science	ICT
7	274	Tiwari Manisha	English	Maths, Science	Biology


Dr. Chavan Dipak
Incharge Professor


Dr. Inamdar Radhika


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BED 210 - BASICS OF RESEARCH
List of students for research guidance
August 2020 to January 2021

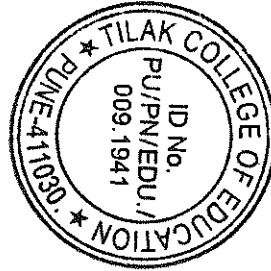
Guide - Dr. Sonpethkar Chandrahas

Sr. No.	Roll No.	Name of Student	Medium	Two Methods	Third Method
1	205	Chopade Vaibhav Anil	Marathi	Marathi, History	Economics
2	207	Gadgil Shriya Sudhir	Marathi	English, Sanskrit	Music
3	208	Gaikhar Amol Balasaheb	Marathi	Marathi, History	Sociology
4	209	Jadhav priyanka tukaram	Marathi	Marathi, Sanskrit	ICT
5	210	Jadhav Rupali Hiranman	Marathi	Maths, Science	Chemistry
6	118	Patil Pankaj			
7	239	Khare Amey Sunil	English	English, Sanskrit	Music


Dr. Chavan Dipak
Incharge Professor


Dr. Inamdar Radhika
Principal

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**Shikshan Parasarak Mandali's
Tilak College of Education, Pune
B. Ed. (Second Year)
2022-2023**

BED COURSE 210 BASICS OF THE RESEARCH

credit -2 (marks-50)

Name of the Teacher Educator/s: Dr. Rajshree Rathod

Report

BEd Course 210 introduces concept of basic research methodology to the student teacher which will help them to identify school based research problem and solve them scientifically. In this course student teacher is expected to conduct a research and write the report using following points

Identification of an educational problem

Formulation of various solutions

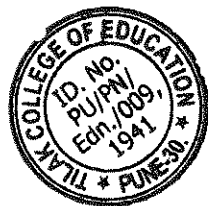
Selection of the most probable solution

Developing a tool for the data collection

Data collection

Data analysis

Report findings



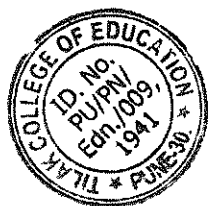
To support this course work teacher educator provided detailed orientation of the course for a week (time table attached). In which she prepared detailed outline of the course. Following activities were taken during the orientation of course.

- ❖ Students were divided in the group based on the subject method and allotted to the guides. (Chart attached)

- ❖ Teacher educator explained the course completion requirement. Detailed procedural guidelines covering every minute instruction was given to the students. Step by step procedure to conduct research was explained with the help of examples taken from authentic resources


- ❖ Teacher educator explained the format to write a proposal and report with clearly defined rules by giving examples.

- ❖ Teacher educator divided the sessions on theme. In which focus was on one concept. In one of the session research problem was the theme. Following points were covered in the session-
 - Explanation of the term
 - Identification of the research problem
 - Criterion of selection of research problem
 - Significance of research problem
 - Formulation of research problem
 - Delimitation of research problem.




- ❖ In other session literature review was taken as theme. In which how to read a literature and what is the significance of it was explained with the help of examples taken from authentic research papers.
- ❖ Teacher educator explained about research method and methodology in detail.
- ❖ Concept of population and sample were explained and how to do sampling in was discussed in detail.
- ❖ One session focused on data collection tool and data analysis methods.
- ❖ At the end how to write research findings and conclusion was discussed.
- ❖ Detailed time table with expected activities to be done was shared with students and guides.

Note-evidences as handouts are attached with this report.


Dr. Rajshree Rathod

Incharge Course 210




Dr. Radhika Inamdar

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Website : www.tilakcollegeofeducation.edu.in E-mail : tilakcollege1941@gmail.com

Ref.No.

Date :

Tilak College of Education, Pune

S.Y. B.Ed. 2021-22

BED 211

Drama and Art in Education

A report

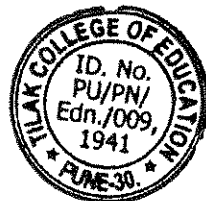
Course BED 211: Drama and Art in Education: 2 credits (50 marks)

Real education implies reflection, introspection and action, with a deep relationship between the Head, Heart and Hand. Drama and Art helps the student teacher to understand the self and to realize it as a form of self expression and for enhancing creativity.

From the suggested activities by the syllabus, we have decided to conduct the following activities:

- Report on the folk life
- Appreciation of a film/drama/novel/folk drama, etc.

To enhance creativity of the student teacher and to use the drama and art in formal education, we have conducted the practical 'Drama and Art in Education' during 21st Feb 2022 to 23rd Feb 2022. This practical was divided into two parts. First one was the orientation about the practical and the second part was actual activities expected in the practical. On the first day, 21st Feb 2022 course in-charge Prof. Vijay Dhamane oriented the student about the syllabus of the activity, the objectives of this practical as well the perspective of this practical in B.Ed curriculum. He also discussed the importance of Drama and Art in Education. He oriented the students for role, significance and the way to use the drama and art in education. Prof. Dhamane

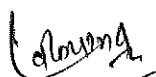


explained how to write the appreciation of a film / drama / folk drama. He also explained the different types of drama, folk drama in India, the varied culture of India the different technical terms regarding the film and the drama i.e. the cast, characterization, plot and setting etc.

On 22nd February 2022, our alumni Chetna Sudame conducted the practical for orientation and actual demonstration regarding the Indian folk Art. During her presentation she discussed about the concept of Folk Art and Indian Folk Art and also focused on the modern folk art in India. She also explained the folk art with the examples of different states of India; especially on Madhubani from Bihar and Warli paintings of Maharashtra. She also focused on the influence of folk art on the mainstream art. She discussed with educational implication of this folk art. She demonstrated the Madhubani art and the Warli painting for the student teachers.

On 3rd day, 23rd February 2022, Dr. Namita Sahare conducted the session for orientation and demonstration of Indian folk life. She introduced the folk life and the community values. She also focused on the different regional folk forms of India, their cultural identity and the diversity. Folk history and the origin of the folk life. She also discussed the educational implication of folk life in the formal education.

In this way the practical Drama and Art in Education was successfully completed by all student teachers.

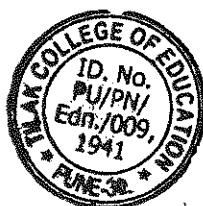


Prof. Vijay Dhamane
BED 211 , In- charge



Dr. Radhika Inamdar

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File Home Insert Design Transitions Animations Slide Show Record Review View Help Tell me what you want to do

257 Pratiksha Kamble

Vijay Dhamare

ashwini chandakkar

287 Verma Shruti

Namita Sahare

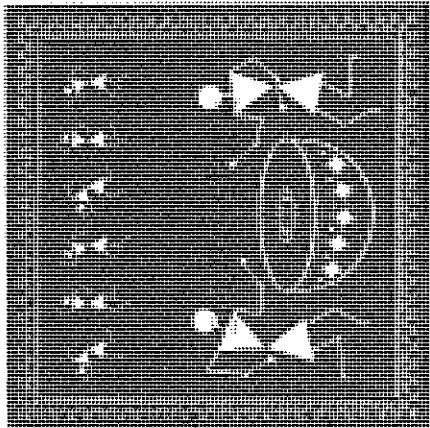
Prasheel

Prasheel

End

वाली लोक चित्रकला

महाराष्ट्र अपनी वाली लोक चित्रकला के लिए प्रसिद्ध है। वाली एक बहुत बड़ी जनजाति है जो पश्चिमी भारत के मुम्बई शहर के उत्तरी बाहमचल में बसी है। भारत के इतने बड़े महानगर के इतने निकट बसे होने के बावजूद वाली के आदिवासियों पर आधुनिक शहरीकरण कोई प्रभाव नहीं पड़ा है। 1970 के प्रारम्भ में पहली बार वाली कला के बारे में पता चला। हालांकि इसका कोई लिखित प्रमाण तो नहीं मिलता कि इस कला का प्रारम्भ कब हुआ लेकिन दसवीं सदी ई.पू. के आरम्भिक काल में इसके होने के संकेत मिलते हैं। वाली, महाराष्ट्र की वाली जनजाति की राजमरी की जिनगी और सामाजिक जीवन का सजीव चित्रण है।



18

19

20

21

22

Click to add notes

Slide 21 of 35 English (India) Accessibility: Unavailable

Unmute

Participants 45

Chat

Share Screen

Record

Breakout Rooms

Reactions



Tilak College of Education, Pune
S.Y. B.Ed. 2022-23
BED 211
Drama and Art in Education
Time table

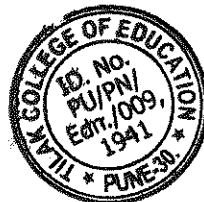
Sr. No.	Day	Date	Time	Activity	Name of the Resource Person
1	Sunday	27 Nov 2022	12.15 to 1.30 2.00 to 5.00	Orientation about BED 211 And Activity 1: Appreciation of a Short film/drama/folk drama	Vijay Dhamane
2	Monday	28 Nov 2022	12.15 to 1.30 2.00 to 5.00	Orientation about BED 211 And Activity 2 : Report on the Folk Life	Chetna Sudame
3	Tuesday	29 Nov 2022	12.15 to 1.30 2.00 to 5.00	Orientation about BED 211 And Activity 2: Report on the Folk Life	Prof. Namita Sahare
4	Wednesday to Saturday	30 Nov to 3 Dec	12.15 to 1.30 2.00 to 5.00	Completion of work and Report Writing	Vijay Dhamane

Vijay Dhamane

Prof. Vijay Dhamane
I/C , BED 211

Dr. Radhika Inamdar

Dr. Radhika Inamdar
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TILAK COLLEGE OF EDUCATION, PUNE 30

Report on NEP 2020 Awareness Program_TCE

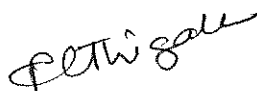
The college has started this activity under BED 111- Social Service Department during the COVID 19 period. In those days college decided to undertake certain programs through digital platform to avoid the risk of COVID- 19 spread, thus on 10th June 2021 Dr. Rajendra Thigale created a facebook group named NEP 2020 Awareness Program_TCE this group is still working and there are 279 members as of now. The student-teachers studied the NEP 2020 document and distributed the areas out of that, they read it thoroughly and created a poster by using Canva app or other apps which they feel useful, some student-teachers conducted online sessions to create the digital posters, these posters are shared to the faculty on the whatsapp for the guidance, after corrections and up gradation, they were posted on facebook. The cuttings from newspapers, regarding NEP 2020, the quizzes, YouTube lectures, Articles on NEP 2020, National Curriculum framework 2023, innovative teaching methods expected in NEP 2020 were shared with the participants.

This group is not only for our COVID-19 batch but also open for all, alumni of our college, teachers, teacher-educators, and society, thus this is also our extension activity, where we are extending our program to the society.

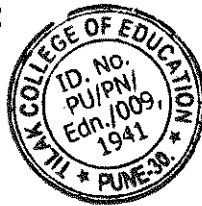
Link to NEP 2020 Awareness Program_TCE Facebook Group:

<https://m.facebook.com/groups/2901099800166909/?ref=share&mibextid=S66gvF>

is created on 10th June 2021

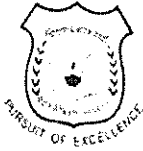


Dr. Rajendra Thigale
SS Department In-charge 2021
Techno-pedagogy Committee 2022
Member, Extension service 2022
IQAC coordinator 2021-23



Dr. Radhika Inamdar
Principal

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Activity- Exploring Gender Equality –

A Brainstorming Session

Brainstorming activity on the topic of gender equality is a great way to engage students in meaningful discussions and generate ideas for promoting equality. This activity conducted in classroom .All students were actively participated

Date -10 September 22

Number of Participants- 35-38

Aim: To encourage teacher trainees to generate ideas and solutions for promoting gender equality in various aspects of life.

Materials Needed:

- List of thought-provoking questions related to gender equality



Instructions:

1. Introduction (5 minutes):

- Introduced the topic of gender equality and its importance in society by professor.
- Shared some key statistics or facts related to gender inequality to create awareness and context.
- Explained the purpose of the

brainstorming activity: to generate creative ideas and solutions to promote gender equality.



M. S. Sane



S. P. Mandali's

Mobile No. 8263838388

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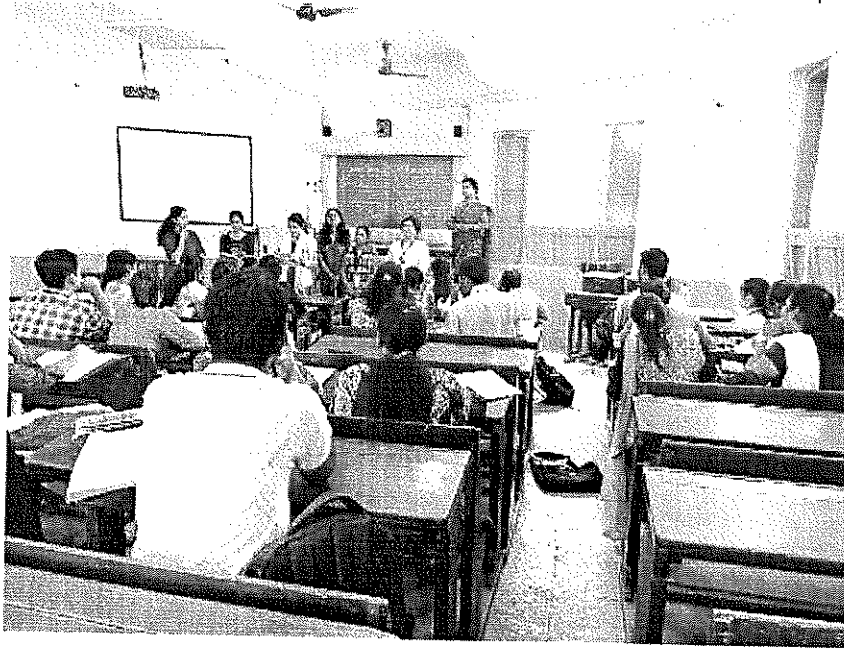
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2. Icebreaker Activity (10 minutes):

- Begin with an icebreaker activity to get participants thinking about gender roles and stereotypes.
- **3. Idea Generation (20 minutes):**
- Divided participants into small groups of 4-6 and Provide each group with a list of thought-provoking questions related to gender equality .Questions were written on blackboard.(**Questions written on Black board**)
- Instruct each group to discuss the questions and generate as many ideas and solutions as possible within the given time frame.

Encourage participants to write down their ideas on separate paper





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Sample Questions:

- How can we promote gender equality in the workplace?
- What can be done to challenge gender stereotypes in the media?
- How can we ensure equal educational opportunities for all genders?
- What policies or initiatives could improve gender balance in leadership roles?
- How can we encourage men to become allies in the fight for gender equality?
- What steps can be taken to eliminate gender-based violence?

4. Idea Sharing (15 minutes):

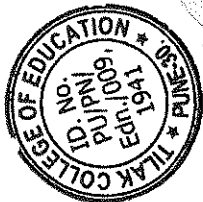
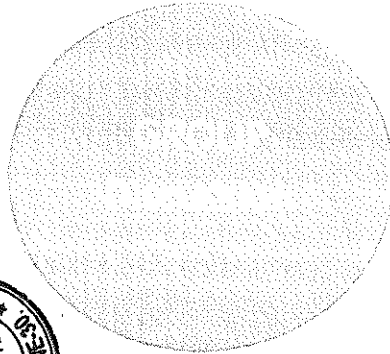
- Have each group take turns sharing their ideas with the larger group. Use a blackboard to capture and categorize the ideas.
- Encourage participants to ask questions and provide feedback on each other's ideas.

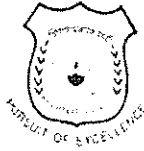
5. Group Discussion (15 minutes):

- Open the floor for a general discussion.

6. Action Planning (10 minutes):

- Facilitate a brief discussion on ideas generated in group





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- Assign tasks or responsibilities to individuals or groups who are willing to take action on specific ideas.



**Group Presentation
with holding symbolic
pics of Gender Equality**

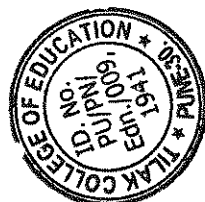
7. Conclusion (5 minutes):

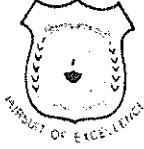
- Summarize the key points discussed during the brainstorming session.
- Emphasize the importance of ongoing efforts to promote gender equality.



8. Follow-Up:

- Encourage participants to continue the conversation and implement the ideas discussed during the session. Provide resources or references for further learning about gender equality.





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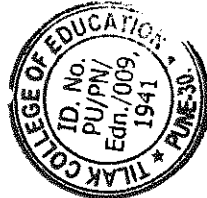
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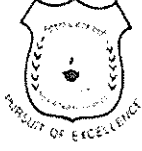
Website: www.tilakcollegeofeducation.org

E-mail: tilakcollege1941@gmail.com

Name of the Participants-

1. BHONG HARSHA SURESH
2. CHAVAN DILIP SHANKAR
3. CHHETRI DEEPIKA
4. DAS JAYASHREE
5. DESHMUKH TEJASVI PRASAD
6. DHUMAL VINAY SAJEET
7. DONGRE SAPANA GORKHANATH
8. GAIKWAD NIKITA AVINASH
9. GAIKWAD SAURABH LAXMAN
10. GANDHI KALPITA MUKESH
11. GHORPADE RENUKA EKNATH
12. GHULE SUMIT MAHADEO
13. GOKHALE PRIYA MANOJ
14. GURJAR RAJENDRA PRATHAMESH
15. HAMBARDE OMKAR SHANTINATH
16. HASEWAD MANISHA MAHAJAN
17. HATWAR NAMDEO DEWAJI
18. JAAT ANJU LAXMAN
19. JADHAV RAVIKIRAN KISHOR
20. JADHAV SNEHA SUNIL
21. JAMALE PRAYAG VISHWAS
22. KADAM PUJA BALU
23. KAKADE SHWETA SURESH
24. KAMBLE PRUTHVIRAJ BHARATKUMAR
25. KARNIK PALLAVI VIPUL
26. KHAMBETE NIHAL SUNIL
27. KHANDELWAL RIDDHI ARVIND
28. KOLEKAR GIRISH DHULAPPA
29. KUKREJA BHUMIKA DHEERAJ
30. LAKHE SHIWANI PANDURANG
31. NANAWARE RUCHA SUDHIR
32. NANDESHWAR UTKARSHA PRAKASH
33. NIKAM MAMTA SURESH
34. PAGARE PRIYANKA VIJAYKUMAR





S. P. Mandali's

Mobile No. 8263838388

टिळक शिक्षण महाविद्यालय, पुणे –
४११०३०.

Tilak College of Education, Pune 411030

NAAC – Reaccredited to Grade 'A' from 25th October 2013

1633, Sadashiv Peth, S.P. College campus, Pune – 411030.

Affiliated to Savitribai Phule Pune University (ID No. PU/PN/Edn/009, 1941)

Website: www.tilakcollegeofeducation.org

E-mail: tilakcollege1941@gmail.com

35. PANSE RUTUJA RAMESH
36. PATIL LAXMIKANT ARVINDRAO
37. PATNI PRATIKSHA KIRANCHANDRA
38. PAWAR SAVANI VIJAY

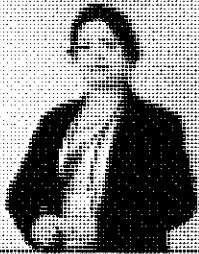
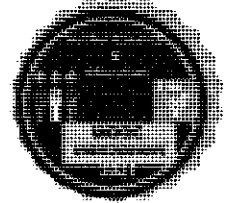
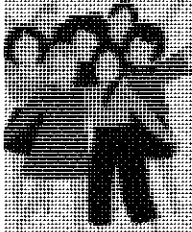
M. Sane



International Webinar

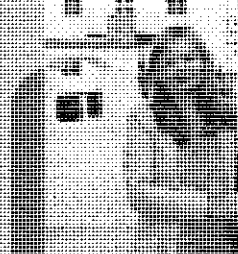
on

**Gender Equality & Education-
1st June 2021 at 7pm IST (ZOOM)**



**Prof. Dr. Madhuri
Isave**
Asso. Prof.
Tilak College of
Education Pune INDIA

Course Developer



**Prof. Dr. Katja
Mihurko Poniz**
Deputy Head of the
Research Centre for
Humanities
Nova Croatia
UNIVERSITY Zagreb

Course Mentor



**Prof. Dr. Radhika
Inamdar**
Principal
Tilak College of
Education
Secretary S.P. Mandali
Pune, INDIA

Guest of Honour

**All course participants are cordially invited to the webinar for interaction
with the Mentor and Peers**

Introductory Speech- Dr. Madhuri Isave

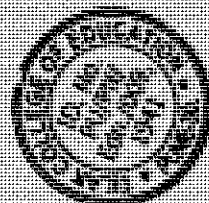
Key Note Speech - Prof. Dr. Katja

Topic- Gender Studies

QnA-Session

Speech by- Prin. Dr. R. N. Inamdar

Vote of Thanks



*You're
Invited!*

poster and Meeting link

Dr,Madhuri Isave <madhuisave@gmail.com>
To: Katja Mihurko <Katja.Mihurko.Poniz@ung.si>

Mon, May 31, 2021 at 4:13 PM

Webinar Poster.pdf

Dear Maam pls join meeting at 7Pm IST
See poster of prog
Thank you

RADHIKA INAMDAR and Dr.Madhuri Isave is inviting you to a scheduled Zoom meeting.

Topic: Gender Equality and education
Time: Jun 1, 2021 07:00 PM Mumbai, Kolkata, New Delhi

Join Zoom Meeting
<https://us02web.zoom.us/j/7584329151>

Meeting ID: 758 432 9151
Passcode: 2021
One tap mobile
+13462487799,,7584329151# US (Houston)
+16465588656,,7584329151# US (New York)

Dial by your location
+1 346 248 7799 US (Houston)
+1 646 558 8656 US (New York)
+1 669 900 9128 US (San Jose)
+1 253 215 8782 US (Tacoma)
+1 301 715 8592 US (Washington DC)
+1 312 626 6799 US (Chicago)

Meeting ID: 758 432 9151
Find your local number: <https://us02web.zoom.us/j/7584329151>

Dr.Madhuri Isave.Asso,Professor Tilak College of Education Pune India.....

 **Webinar Poster.pdf**
769K



Door Step School- Volunteering Orientation Session

3 messages

DSS Volunteer_Management <volunteer@doorstepschool.org>
Bcc: madhuisave@gmail.com

Thu, Sep 27, 2018 at 11:57 AM

Dear All,

Thank you for your interest in the The Society for Door Step Schools, Pune organisation for volunteering towards the cause of underprivileged children.

We would like to invite you to the **orientation session** at our office in Aundh.

Day & Date: Saturday, September 29, 2018

Venue: 110 Parimal, Anand Park, Aundh, Pune - 411007.

Time: 11:00 am to 12:00 pm (Please be on time)

At the orientation session, we will be briefing you about Door Step School and all our projects so that we will be able to decide how you will be able to support us with your valuable time, skills and expertise.

We request you to confirm your attendance in advance by replying to this mail.

Note: If you look up on google maps, kindly put in the address - 110 Parimal, Anand Park, Aundh and not Door Step School.

Regards,

Sonal Kulkarni

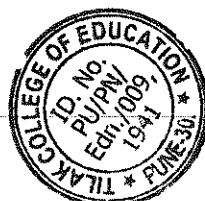
Manager Volunteer Programs

Door Step School, 110, Parimal, Anand Park, Aundh, Pune - 411007

M: 7028014202

<http://blog.doorstepschool.org>

**** Let us help every child get education. Call us on 986-000-8070 to report out-of-school children in your area. ****



Madhuri Isave <madhuisave@gmail.com>
To: volunteer@doorstepschool.org

Thu, Sep 27, 2018 at 3:59 PM

Thanks for mail

I will attend the same

[Quoted text hidden]

DSS Volunteer_Management <volunteer@doorstepschool.org>
To: Madhuri Isave <madhuisave@gmail.com>

Thu, Sep 27, 2018 at 4:03 PM

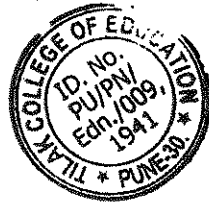
Thank you for the confirmation.

Sonal

Regards,
Sonal Kulkarni
Manager Volunteer Programs
The Society for Door Step Schools, 110, Parimal, Anand Park, Aundh, Pune - 411007
M: 7028014202
<http://blog.doorstepschool.org>

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TILAK COLLEGE OF EDUCATION, PUNE 30

Report on Individualized Lesson Planning

During the academic year 2020-21 the faculty used online platform to guide the student-teachers, it was a COVID 19 lock down and students were conducting online sessions, so during those days it was very difficult to the faculty members to guide their students face to face as it is the regular practice of teacher education colleges, so the faculty has to check their lesson notes online line, the faculty used Google classroom effectively.

The student-teachers used to take the images of the lesson plans and upload them in PDF format, the faculty used the highlight and comment tool of Google classroom and even talk to the student-teachers on mobile if not understood. The faculty even tried to give them some formats to check their lesson plans and some common instructions in those days. It was shared on the Google Classroom so it remained there for them to retrieve again and again.

It is difficult to them to understand the lesson note writing of questioning skill, or illustration skill, so faculty tried to develop a lesson plan for them.

At the same time there were M.Ed. interns, as in those days there was an internship of M.Ed. student-teachers, the faculty tried to give the check list to the M.Ed. intern to check the various types of lesson notes.

Team teaching lesson planning was again a difficult concept to execute, the student-teachers were not on the college campus so it was difficult for them to come together and plan the lesson cooperatively, so the faculty shared a team teaching lesson plan template with them and encouraged them to use that in the Google docs, so that they can write the lesson plan in collaboration.

Rajendra Thigale

Dr. Rajendra Thigale
Group In-Charge of one Group

Radhika Inamdar

Dr. Radhika Inamdar
Principal

PRINCIPAL
Tilak College of Education
Pune-411030.



How to write a lesson note common instructions

1. Previous Knowledge of the class: The students know..... [write the points]
2. Aim of the lesson: To enable the students to understand.....[write main teaching points/ overarching]
Or To help the students to understand..... [write main teaching points/ overarching]
3. Objectives: [rules to write the objectives]
 1. It is in singular form i.e. student or pupil and not plural form like students or pupils
 2. It is in present tense. While writing it in present tense and third person it is like Pupil tells or student tells [use s or es suffix for the action verbs like tells, states, explains
 3. Objectives we use here are observable and measurable. Understands is not observable and measurable
4. Knowledge:- Student tells/ states/ describes.....[Teaching points]
5. Understanding:- Student explains/ finds the lacunae/ suggests the options
[Use word understanding rather than comprehension, because comprehension is specifically for the language subjects' comprehension is after the reading. Understanding is after teaching/ after someone helped you to learn.
6. Application: It is one of the objectives and steps also, so whatever you do in this step write it there. E.g.
 1. Student fills the gap
 2. Student matches the column
 3. Student gives the reason
 4. Student differentiates between...
 5. Student chooses correct word and fills the gap[Take only one activity e.g. fill in the blanks.... At least 4/5
e.g. In match the column b is always bigger than column a ex. A column 3 then B column will be 4/5
7. Statement of the aim:- Today we will learn more about.....
Today we shall learn more about.....
Or Today we will study more about.....
Or Let us learn more about.....
Don't use today and let us in one statement.
8. In Method column write whatever you are doing. So it will be in action verb form
Teacher tells/ explains/ shows/ demonstrates/ asks/ writes etc.
Questions should be asked directly.
Don't say tell me
It should not be in statement form or affirmative
Question should be in interrogative i.e. all kinds of wh questions. What, when, where, why, which, how etc.

Retwiser



R. Madan
PRINCIPAL
Tilak College of Education
Pune-411030.

Door Step School- Volunteering Orientation Session

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Regards,

Sonal Kulkarni

Manager Volunteer Programs

Door Step School, 110, Parimal, Anand Park, Aundh, Pune - 411007

M: 7028014202

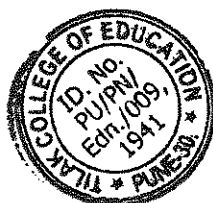
<http://blog.doorstepschool.org>

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To: volunteer@doorstepschool.org

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Manager Volunteer Programs

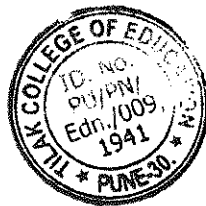
The Society for Door Step Schools, 110, Parimat, Anand Park, Aundh, Pune - 411007

M: 7028014202

<http://blog.doorstepschool.org>

**** Let us help every child get education. Call us on 986-000-8070 to report out-of-school children in your area. ****

[Quoted text hidden]



Outreach Activity- DOOR Step School 2020-21

B.Ed Students of Tilak College of Education have participated in the activity of Door step schools organization. In this activity 13 Marathi medium and 07 Semi English medium and 02 Urdu medium, 01 Kannad 02 .Total 25 students were appeared in 10th standard examination. Students of Tilak college have guided and coordinated with organization. They have participated and played role as a mentor for this students.

First created whatsapp group

Guidance provided through whatsapp video call

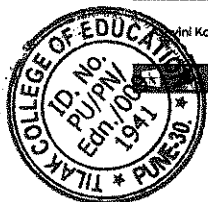
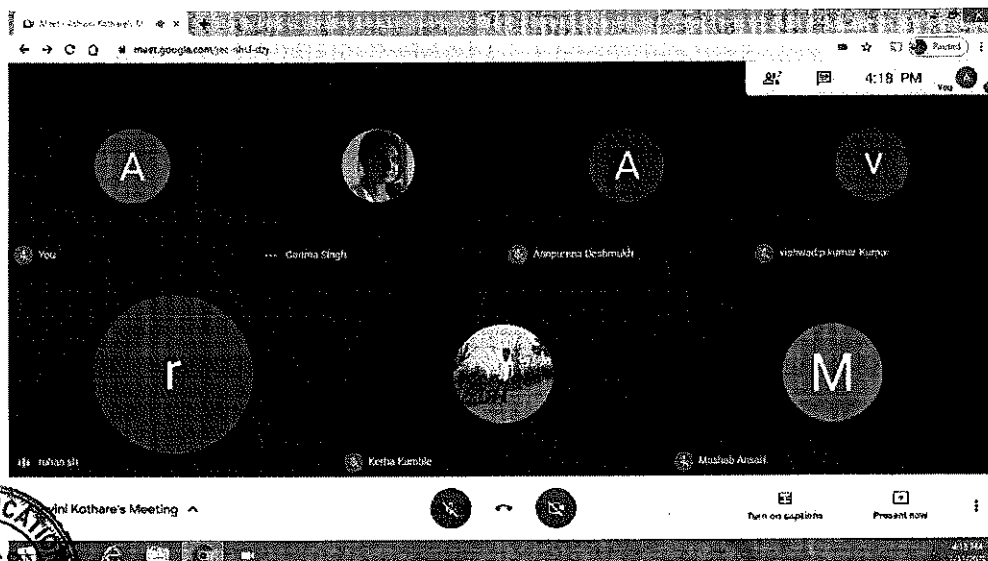
Evening classes were conducted.

Revision of Science and mathematics subjects were taken.

Appreciation note sent by Organization (Marathi)

डोअर स्टेप स्कूल संस्थेच्या हडपसर दत्तवाडी वडारवाडी तीनही सी एल सी विभागातून इयत्ता दहावीची 25 मुले बसली होती. त्यामध्ये मराठी माध्यमाची 13 इंग्रजी माध्यमाची 7 सेमी इंग्लिश माध्यमाची 2 उर्दू माध्यमाची 1 कन्नड माध्यमाची 2 अशी एकूण 25 मुले बसले होते त्यापैकी 25 मुले पास झाली आहेत covid-19 सारख्या परिस्थितीवर मात करून मुलांचा यावर्षी सि एल सी चा निकाल 100% रिझल्ट लागलेला आहे संस्थेकडून सर्व मुलांचे अभिनंदन आणि पुढील शिक्षणास शुभेच्छा! हडपसर 12 पैकी 12 पास दत्तवाडी 9 पैकी 9 पास वडारवाडी 4 पैकी 4 पास नमस्ते #माधुरीताई #तुम्ही आणि #तुमच्या #टीमने केलेल्या सहकार्यामुळे दहावीचे मुले उत्तीर्ण होण्यास मदत झाली आहे. तुम्हाला आणि तुमच्या टीमला संस्थेकडून मनःपूर्वक आभार आणि धन्यवाद.....From Door step.Organizer..,

TCE students #Garima #Singh.#Ashwini #Kothare.#Dipali #Vidhate.and #Dhanashree have participated.in teaching..



Volunteering with Door Step School, Pune

In the year 2018-19 the following students of Tilak college of education have participated in the activities.

Participation in Science Exhibition with Door steps school children

The students of Tilak college of education have participated in science exhibition .Guided them and helped them to arrange scientific apparatus in exhibition.Dr.Madhuri Isave involved as a mentor and supervised their work.The following students have participated in teaching program.

1. Leela Gadekar (2018-19 B.Ed student)
2. Pratima Jagtap (2018-19. B.Ed student)
3. Alisha Gedam (2018-19. B.Ed student)

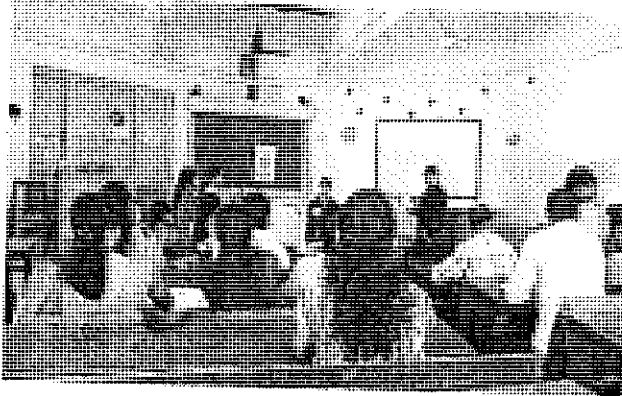


Tilak College of Education, Pune

Inclusive Practices in the college

Inclusive Curriculum – In the curriculum there is a compulsory course for F.Y.B.Ed. i.e. BED101. Childhood and Growing up, in which the various aspects of individual differences are mentioned and their importance for inclusive is discussed.

Lessons planning – In all lesson from micro teaching, simulation, practice teaching lessons in school and internship lessons we discuss the inclusion of students of different physical and mental abilities in the teaching learning process. We encourage our students to include their students with different ability.



Gender inclusivity in classroom presentation



2 Inclusive Classroom created while conducting lesson planning



3 Inclusive Classroom seating arrangement



S. P. Mandali

PRINCIPAL
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Tilak College of Education, Pune

Inclusive Practices in the college

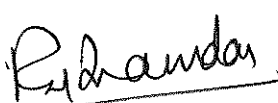
The inclusive education is integrated part of the B.Ed, (2015 Pattern) curriculum of Savitribai Phule Pune University, Pune. One of the curriculum objective is "to use *competencies and skills needed for becoming an effective teacher in a normal setup and in an inclusive setup.*" Inclusive education is an essential part of every institute. As a teacher education institute, we have adapted inclusive practices at various levels:

- Curriculum – In the curriculum there is a compulsory course for F.Y.B.Ed. i.e. BED101. Childhood and Growing up, in which the various aspects of individual differences are mentioned and their importance for inclusive is discussed. There is point in Unit 2 is totally dedicated for inclusive education, i.e. - *Concept of Inclusive Education and Children with Special Needs: Inclusive Education: concept and need, Concept of Inclusive Education and Children with Special Needs: Inclusive Education: concept and need, Children with Special Needs: Characteristics of visually impaired (challenged), hearing impaired (challenged), learning disabled, slow learners, gifted, creative, mentally retarded and physically challenged. Teacher's role in educating them in general classrooms.*

In the curriculum there is a compulsory 4 credits course for S.Y.B.Ed. i.e. BED203 School and Inclusive school. It helps students to understand the knowledge of inclusive education and develop inclusive attitude.

- Computer Practical – BED111 is a computer practical based on Intel Teach to the Future program. In the unit plan template, there are some points asking inclusion of students with different abilities and competencies. the inclusive plan is discussed for the practical.
- Lessons planning – In all lesson from micro teaching, simulation, practice teaching lessons in school and internship lessons we discuss the inclusion of students of different physical and mental abilities in the teaching learning process. We encourage our students to include their students with different ability.
- Lessons feedback – During the feedback part of lessons, faculty members give feedback on different aspects of the teaching where inclusive approach also discussed. Students are motivated to be conscious about being inclusive during lessons.
- Remedial teaching – There is a provision of remedial teaching in the time table of the Saturday where remedial classes are conducted as per requirement. Faculty supports the students in content and confident and other issues if any.
- CCE feedback – The oral feedback is given after every CCE activities like seminar, tutorial, presentation, written exam etc. The feedback is given individually and informally.
- Exam rights – As per norms of the university and government, all the support provided to the students for examination purpose e.g. additional writing time for the exam, arrangements of scribes for paper writing.
- Mentoring cell - The mentoring cell mechanism works for well-being of the students. The faculty members address different issues among the cell group students and convey it to the principal to decide the inclusive policies.
- Variety of Activities – Variety of cocurricular extra-curricular activities are arranged to give opportunities to students with different genre e.g. sports, dance, mahendi, anchoring, assembly, chess, seminar, e-content development, SRC, magazine, paper writing and presentation etc.




(Dr. Radhika Inamdar)

Principal

PRINCIPAL
Tilak College of Education
Pune-411030.