



S. P. Mandali's

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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)

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2.4.2 Preparatory to school activities - Pre-Practice Teaching/Internship Orientation Report

One of the key strengths of the B.Ed. programme at Tilak College of Education, Pune, is its rigorous pre-practice teaching and internship orientation. This phase prepares students for school-based practice teaching and equips them with essential skills and competencies. The orientation encompasses a wide range of significant skills and competencies.

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1. Formulating learning objectives

Formulating learning objectives is an important activity conducted by College of Education, Pune that prepares students for school-based practice teaching and internship in. It helps students to plan their lessons according to the desired learning outcomes and the revised Bloom's taxonomy. Different colleges of education may have different ways of organizing this activity, steps of formulating learning objectives are as follows:

- 1) Students are introduced to the concept and importance of formulating learning objectives by faculty members.
- 2) Students are given examples of well-written and poorly-written learning objectives for various subjects.
- 3) Students are asked to analyze and critique the given examples, and identify the strengths and weaknesses of each objective.
- 4) Students are given guidelines and criteria for writing effective learning objectives, such as using action verbs, specifying the cognitive domain, aligning with the curriculum standards, and making them measurable and achievable.
- 5) Students are given practice exercises to write learning objectives for different topics and scenarios, and receive feedback from their peers and faculty members.
- 6) Students are required to write learning objectives for their own lesson plans, based on the subject, grade, and context of their practice teaching or internship.
- 7) Students are evaluated on their ability to write clear, relevant, and appropriate learning objectives for their lessons, and how well they match with the content, methods, and assessment of their teaching.

Students are trained to set clear and measurable learning objectives for their lessons. This skill ensures that educators have a clear understanding of what they intend to achieve in their teaching sessions, helping them guide their instruction effectively.

Formulating learning objectives based on Bloom's Taxonomy for a B.Ed. (Bachelor of Education) programme at Tilak College of Education requires careful consideration of the program's goals and outcomes. Bloom's Taxonomy provides a framework for categorizing educational objectives into six levels, ranging from lower-order cognitive skills to higher-order cognitive skills. Here are some learning objectives based on Bloom's Taxonomy for a B.Ed. programme:

1. Knowledge

Define key educational concepts and theories.

Recall and summarize historical developments in the field of education.

Identify and list various learning theories and their proponents.

Memorize important terminology and vocabulary related to education.

2. Understanding

Explain the fundamental principles of educational psychology.

Interpret and summarize research findings in the field of education.

Describe the various stages of cognitive development in learners.

Distinguish between different instructional strategies and their purposes.

3. Application

Apply educational theories to real-world classroom scenarios.

Design effective lesson plans that align with educational objectives.

Utilize technology and teaching resources to enhance instruction.

Implement various assessment strategies and tools in teaching practice.

4. Analysis

Evaluate the effectiveness of different teaching methods.

Analyze student performance data to inform instructional decisions.

Critique and compare educational policies and practices.

Examine the impact of cultural and societal factors on education.

5. Synthesis

Develop innovative and student-centered teaching materials.

Design comprehensive curriculum units that align with educational standards.

Create strategies to promote inclusive and diverse classrooms.

Construct research projects related to educational issues and trends.

6. Evaluation

Assess the effectiveness of educational interventions and programs.

Critically analyze educational research and its implications.

Evaluate the ethical and moral dimensions of educational practices.

Judge the impact of educational policies on student learning outcomes.

These learning objectives are just a starting point and can be further refined to align with the specific goals and context of the B.Ed. program at Tilak College of Education in Pune. It's important to ensure that the objectives are measurable and actionable, allowing students to demonstrate their knowledge and skills as they progress through the program. Additionally, the objectives should be periodically reviewed and updated to stay current with evolving educational practices and trends.



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2. Content Analysis/ Content mapping

Content mapping or content analysis is an activity that helps students to organize and structure the content of their subject matter in a logical and coherent way. It involves identifying the main concepts, topics, subtopics, and learning outcomes of the curriculum, and arranging them in a hierarchical or sequential order. Content mapping also helps students to align their learning objectives, teaching methods, and assessment strategies with the content they are going to teach.

Steps of content mapping-

- 1) Students are introduced to the concept and purpose of content mapping by their faculty members.
- 2) Students are given examples of content maps for various subjects and levels, and asked to analyze and critique them.
- 3) Students are given guidelines and criteria for creating effective content maps, such as using appropriate symbols, labels, colors, and connectors
- 4) Students are given practice exercises to create content maps for different topics and scenarios, and receive feedback from their peers and faculty members
- 5) Students are required to create content maps for their own subject matter, based on the curriculum standards, grade, and context of their practice teaching or internship.
- 6) Students are evaluated on their ability to create clear, relevant, and comprehensive content maps for their subject matter, and how well they match with their learning objectives, teaching methods, and assessment strategies.

Content Analysis and mapping involves aligning the curriculum with the learning objectives. Students learn how to identify the key concepts and topics that need to be covered and how to sequence them logically for effective teaching.

Content Analysis Workshop

Organizing a content analysis workshop for B.Ed. students at Tilak College of Education in Pune is a great initiative to enhance their research and analytical skills. Here is a general outline for planning and conducting such a workshop:

- 1) Objectives
 - a. To introduce B.Ed. students to the concept and techniques of content analysis.
 - b. To develop their analytical skills for evaluating educational materials.
 - c. To provide hands-on experience in conducting content analysis.
- 2) Introduction to content Analysis
- 3) Content Analysis
- 4) Purposes of Content Analysis and Key Concepts
- 5) Steps in Content Analysis
- 6) Practical Exercise
- 7) Presentation



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3. Lesson planning

Lesson planning is an activity that helps students to design and deliver effective and differentiated instruction for diverse learners in school-based practice teaching and internship. It involves identifying the learning objectives, content, methods, resources, and assessment for each lesson, and tailoring them to the specific needs, strengths, and interests of each student. Steps of lesson planning are as follows-

- Students are introduced to the concept and importance of lesson planning and by Teacher- Educators.
- Students are given examples of lesson plans for various subjects and levels, and asked to analyze and critique them.
- Students are given guidelines and criteria for creating effective lesson plans.
- Students are given practice exercises to create lesson plans for different topics and scenarios, and receive feedback from their peers and Teacher- Educators.
- Students are required to create lesson plans for their own subject matter, based on the curriculum standards, grade, and context of their practice teaching or internship.
- Students are evaluated on their ability to create clear, relevant, and appropriate lesson plans for their subject matter, and how well they implement them in their teaching.

Lesson planning is a fundamental skill that students acquire during this orientation. They learn to design structured and engaging lessons that cater to the diverse learning needs of students. Additionally, they gain proficiency in lesson Plans.



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4. Identifying varied student abilities

Identifying varied student abilities is an activity that helps students to recognize and appreciate the diversity of learners in school-based practice teaching and internship. It involves assessing the students' prior knowledge, interests, strengths, weaknesses, learning styles, and needs, and using this information to plan and deliver differentiated instruction. The steps for identifying students' ability are-

- Students are introduced to the concept and importance of identifying varied student abilities by the Teacher- educators.
- Students are given examples of various tools and techniques for identifying varied student abilities, such as observation, interview, questionnaire, test, portfolio, checklist, rubric, etc.
- Students are asked to analyze and critique the given examples, and identify the advantages and disadvantages of each tool or technique.
- Students are given guidelines and criteria for selecting and using appropriate tools and techniques for identifying varied student abilities, such as validity, reliability, feasibility, ethics, etc.
- Students are given practice exercises to apply the selected tools and techniques for identifying varied student abilities in different topics and scenarios, and receive feedback from their peers and faculty members.

- Students are required to apply the selected tools and techniques for identifying varied student abilities in their own subject matter, based on the curriculum standards, grade, and context of their practice teaching or internship.
- Students are evaluated on their ability to identify varied student abilities accurately and effectively, and how well they use this information to design and deliver differentiated instruction.

Understanding the varied abilities and learning styles of students is essential for effective teaching. Students are trained to recognize these differences and adapt their teaching strategies accordingly.



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5. Dealing with student diversity in classrooms

Dealing with student diversity in classrooms is an activity that helps students to respect and respond to the diverse needs, backgrounds, cultures, and abilities of their learners in school-based practice teaching and internship. It involves developing awareness, sensitivity, and skills to create an inclusive and equitable learning environment for all students. The steps for training the ways of dealing with student diversity in classrooms are as follows-

- Students are introduced to the concept and importance of dealing with student diversity in classrooms by the Teacher-educators.
- Students are given examples of various types of student diversity, such as linguistic, ethnic, religious, socio-economic, gender, ability, learning style, etc.
- Students are asked to reflect on their own biases, stereotypes, and assumptions about diverse learners, and how they may affect their teaching.
- Students are given guidelines and criteria for creating a culturally responsive curriculum, pedagogy, and assessment, such as using multicultural resources, cooperative learning strategies, differentiated instruction, formative feedback, etc.
- Students are given practice exercises to apply the guidelines and criteria for dealing with student diversity in classrooms in different topics and scenarios, and receive feedback from their peers and faculty members.

- Students are required to apply the guidelines and criteria for dealing with student diversity in classrooms in their own subject matter, based on the curriculum standards, grade, and context of their practice teaching or internship.
- Students are evaluated on their ability to deal with student diversity in classrooms effectively and ethically, and how well they foster a positive and respectful learning community.

The orientation emphasizes the importance of inclusivity in classrooms. Students learn strategies to create inclusive learning environments that accommodate students from diverse backgrounds, including those with disabilities.



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6. Visualising differential learning activities according to student needs

Visualising differential learning activities according to student needs is an activity that helps students to plan and implement various learning activities that cater to the diverse needs, abilities, and interests of their learners in school-based practice teaching and internship. It involves using different strategies, methods, resources, and technologies to engage and motivate the learners, and to achieve the learning objectives.

- Students are introduced to the concept and importance of visualizing differential learning activities by teacher-educator.
- Students are given examples of various types of differential learning activities, such as inquiry-based learning, cooperative learning, problem-based learning, project-based learning, game-based learning, etc.
- Students are asked to analyze and critique the given examples, and identify the benefits and challenges of each type of activity.
- Students are given guidelines and criteria for selecting and designing effective differential learning activities, such as aligning with the learning objectives, content, and assessment, considering the learners' profiles and preferences, using appropriate resources and technologies, etc.

- Students are given practice exercises to create and present their own differential learning activities for different topics and scenarios, and receive feedback from their peers and teachers.
- Students are required to create and implement their own differential learning activities for their own subject matter, based on the curriculum standards, grade, and context of their practice teaching or internship.
- Students are evaluated on their ability to create and implement differential learning activities effectively and creatively and how well they engage and motivate their learners.

Students are guided in designing differentiated learning activities to meet the specific needs of individual students. This skill ensures that no student is left behind, and learning is tailored to each learner's level.



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7. Addressing inclusiveness

Addressing inclusiveness is an activity that helps students to promote and practice inclusive education in school-based practice teaching and internship. It involves understanding the concept and principles of inclusive education, identifying and addressing the barriers and challenges faced by diverse learners, and adopting various strategies and practices to ensure equal access, participation, and achievement for all learners.

- Students are introduced to the concept and importance of addressing inclusiveness by teacher educators.
- Students are given examples of various forms of exclusion, discrimination, and marginalization that may affect learners based on their abilities, backgrounds, cultures, genders, etc.
- Students are asked to reflect on their own attitudes, beliefs, and values towards diverse learners, and how they may influence their teaching.
- Students are given guidelines and criteria for creating an inclusive classroom environment, such as establishing positive relationships, setting high expectations, providing multiple means of representation, expression, and engagement, etc.
- Students are given practice exercises to apply the guidelines and criteria for addressing inclusiveness in different topics and scenarios, and receive feedback from their peers and teachers.
- Students are required to apply the guidelines and criteria for addressing inclusiveness in their own subject matter, based on the curriculum standards, grade, and context of their practice teaching or internship.

- Students are evaluated on their ability to address inclusiveness effectively and sensitively, and how well they support the learning and development of all learners.

Inclusiveness is a core competency that students develop during this phase. They learn how to foster a sense of belonging and participation among all students, irrespective of their backgrounds or abilities.



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8. Assessing student learning

Assessing student learning is an activity that helps students to measure and evaluate the learning outcomes of their learners in school-based practice teaching and internship. It involves using various tools and techniques to collect, analyze, and interpret the evidence of learning, and to provide feedback and guidance for improvement.

- Students are introduced to the concept and importance of assessing student learning by teacher-educators.
- Students are given examples of various types of assessment, such as formative, summative, diagnostic, criterion-referenced, norm-referenced, etc.
- Students are asked to analyze and critique the given examples, and identify the purposes, advantages, and disadvantages of each type of assessment.
- Students are given guidelines and criteria for selecting and designing effective assessment tools and techniques, such as aligning with the learning objectives, content, and methods, using multiple sources and methods of evidence, ensuring validity, reliability, and fairness, etc.
- Students are given practice exercises to create and use their own assessment tools and techniques for different topics and scenarios, and receive feedback from their peers and faculty members.
- Students are required to create and use their own assessment tools and techniques for their own subject matter, based on the curriculum standards, grade, and context of their practice teaching or internship.

- Students are evaluated on their ability to assess student learning effectively and ethically, and how well they use the assessment data to improve their teaching and learning.

Assessment techniques are crucial for gauging student progress. Students are trained in various assessment methods, both formative and summative, to effectively evaluate student learning.



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9. Mobilizing relevant and varied learning resources

Mobilizing relevant and varied learning resources is an activity that helps students to select and use appropriate and diverse resources that support and enhance their teaching and learning in school-based practice teaching and internship. It involves identifying, evaluating, and integrating various types of resources, such as textbooks, journals, magazines, newspapers, websites, videos, podcasts, games, simulations, models, charts, graphs, etc.

- Students are introduced to the concept and importance of mobilizing relevant and varied learning resources by teachers.
- Students are given examples of various sources and formats of learning resources for various subjects and levels, and asked to analyze and critique them.
- Students are given guidelines and criteria for selecting and evaluating effective learning resources, such as relevance, accuracy, currency, authority, bias, diversity, accessibility, etc.
- Students are given practice exercises to search and use various learning resources for different topics and scenarios, and receive feedback from their peers and teachers.
- Students are required to search and use various learning resources for their own subject matter, based on the curriculum standards, grade, and context of their practice teaching or internship.
- Students are evaluated on their ability to mobilize relevant and varied learning resources effectively and creatively, and how well they integrate them with their content, methods, and assessment.

Students learn how to identify and utilize a wide range of learning resources, including textbooks, digital materials, and hands-on resources, to enrich their teaching.



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10. Evolving ICT based learning situations

Evolving ICT based learning situations is an activity that helps students to use information and communication technology (ICT) to create and facilitate various learning situations in school-based practice teaching and internship. It involves developing skills and competencies in using ICT tools and resources, such as computers, tablets, smartphones, internet, software, apps, websites, etc., to enhance their teaching and learning.

- [1] Students are introduced to the concept and importance of evolving ICT based learning situations by teachers.
- [2] Students are given examples of various types of ICT based learning situations, such as blended learning, flipped classroom, online learning, gamified learning, etc.
- [3] Students are asked to analyze and critique the given examples, and identify the benefits and challenges of each type of learning situation.
- [4] Students are given guidelines and criteria for selecting and designing effective ICT based learning situations, such as aligning with the learning objectives, content, and assessment, considering the learners' profiles and preferences, using appropriate ICT tools and resources, etc.
- [5] Students are given practice exercises to create and present their own ICT based learning situations for different topics and scenarios, and receive feedback from their peers and faculty members.

[6] Students are required to create and implement their own ICT based learning situations for their own subject matter, based on the curriculum standards, grade, and context of their practice teaching or internship.

[7] Students are evaluated on their ability to create and implement ICT based learning situations effectively and creatively, and how well they use ICT to support and enhance their teaching and learning.

In the digital age, integrating technology into education is essential. Students gain exposure to creating and implementing ICT-based learning situations to enhance teaching and learning experiences.



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11. Exposure to Indian languages /Community engagement

Exposure to Indian languages and Community engagement is an activity that helps students to learn and appreciate the linguistic and cultural diversity of India, and to engage with the local community in school-based practice teaching and internship. It involves developing skills and competencies in using and teaching different Indian languages, such as Hindi, Urdu, Sanskrit, Tamil, etc., and participating in various community-based projects, such as literacy campaigns, health awareness, environmental protection, etc.

- Students are introduced to the concept and importance of exposure to Indian languages /community engagement by teachers.
- Students are given examples of various Indian languages and their features, such as scripts, alphabets, grammar, vocabulary, etc., and asked to learn and practice them.
- Students are given examples of various community-based projects and their objectives, such as promoting literacy, health, environment, etc., and asked to plan and execute them.
- Students are given guidelines and criteria for selecting and designing effective Indian language learning activities and community engagement projects, such as aligning with the curriculum standards, grade, and context of their practice teaching or internship, considering the learners' profiles and preferences, using appropriate resources and technologies, etc.
- Students are given practice exercises to create and present their own Indian language learning activities and community engagement projects for different topics and scenarios, and receive feedback from their peers and faculty members.
- Students are required to create and implement their own Indian language learning activities and community engagement projects for their own subject matter, based on the curriculum standards, grade, and context of their practice teaching or internship.

- Students are evaluated on their ability to create and implement exposure to Indian languages /community engagement activities effectively and creatively, and how well they use them to support and enhance their teaching and learning.
- To cater to the diverse needs of students, the orientation includes exposure to Indian languages for multilingual classrooms, and community engagement to foster a sense of social responsibility among educators.

The pre-practice teaching and internship orientation/training at Tilak College of Education, affiliated with Savitribai Phule Pune University, equips B.Ed. students with a comprehensive set of skills and competencies essential for effective teaching. These skills include formulating learning objectives, content mapping, lesson planning/IEP development, addressing student diversity, creating inclusive learning environments, assessing student learning, utilizing diverse resources, integrating ICT, and promoting community engagement. This thorough preparation ensures that our graduates are well-prepared to excel in their teaching careers and make a positive impact on the education sector.



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Ref.No.

Tilak College of Education, Pune

Date :

BED 206: Teaching Competency IV

Practice Teaching

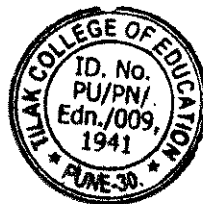
Report 2022-23

In the academic year 2022-23. Tilak College of Education conducted the Practice Teaching Programme for second year of B.Ed course during 21 November, 2022 to 26 November, 2022. For this program, total six 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 75 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.

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

Dr. Digambar Durgade
Practice Teaching Dept.

Dr. Radhika Inamdar
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Website: www.tilakcollegeofeducation.org

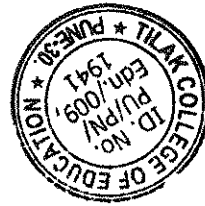
E-mail: tilakcollege1941@gmail.com

Date: 26.01.2023

Lesson Planning for Practice Teaching Workshop First Year B.Ed. 2022-23

First Year B.Ed. students are informed that the Lesson Planning for practice teaching Workshop 2022-23 will be held on 31.01.2023 in our college. Following activities will be conducted in this programme-

1. Concept of Lesson planning
2. Lesson planning for Practice teaching
3. Lesson planning for Languages
4. Lesson planning for Social Sciences
5. Lesson planning for Mathematics and Science
6. Developing lesson plan for one unit of your opted school subjects



S. Mandali

Principal

PRINCIPAL
Tilak College of Education
Pune-411030.



S. P. Mandali's

Mobile No. 8263838388

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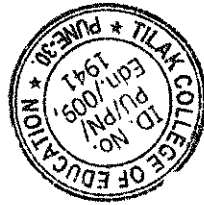
E-mail: tilakcollege1941@gmail.com

Date: 04.02.2023

Lesson Planning for Practice Teaching Workshop First Year B.Ed. 2022 – 23: Report

Lesson Planning for practice teaching Workshop 2022-23 for First Year B.Ed. students are informed that the was held on 31.01.2023 in our college. Following activities were conducted in this programme-

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P. S. Mandali

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Website: www.tilakcollegeofeducation.org

E-mail: tilakcollege1941@gmail.com

Date: 28.03.2023

Classroom teaching learning situations (Practice Teaching) Report

In the academic year 2022 - 2023 many Practice Teaching Programme - Classroom teaching learning situations for our B.Ed. students was successfully organised in various schools in Pune city by Practice Teaching Department of our College.

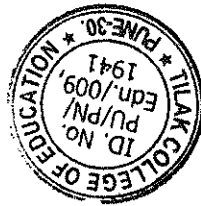
S. Y. B. Ed.

From 21- 26 November 2022 the S. Y. B. Ed. Practice teaching programme was conducted. In this Classroom teaching learning situations each student teacher Planned, Conducted **six classroom lessons of three school subjects**. These lessons were evaluated by teacher educators and peer group members and teachers' feedback as well as peer feedback was provided to each student.

F. Y. B. Ed.

From 01 to 15 February 2023 the F. Y. B. Ed. Practice teaching programme was conducted.

In this Classroom teaching learning situations each student teacher Planned, Conducted **six classroom lessons of two school subjects**. These lessons were evaluated by teacher educators and peer group members and teachers' feedback as well as peer feedback was provided to each student.



Principal

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Tilak College of Education
Pune-411030.

Tilak College of Education, Pune
BED 110 : Teaching Competency III
Practice Teaching
Report 2019-2020

In the academic year 2019-2020, Tilak College of Education conducted **Teaching Competency III**, the Practice Teaching Programme for first year of B.Ed course during 09-12-2019 to 14-12-2019. For this program, total seven practicing schools were selected. Before the program, in-charge professor Jotsna Kamble 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 highschool,Bajirao Road,Pune
- N.M.V.Girls highschool,Pune
- S.P.M.English Medium School,Pune
- Vijay Vallabha High School, Pune
- S.S.Agarwal High School, Pune
- DES,N.E.M.S. High School, Pune
- Silver Crest School, Pune



Dr. Jotsna Kamble

Practice Teaching Dept.




Dr. Radhika Inamdar

Principal
PRINCIPAL
 Tilak College of Education
 Pune-411030.

Tilak College of Education, Pune
BED 206 : Teaching Competency IV
Practice Teaching
Report 2019-2020

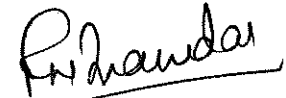
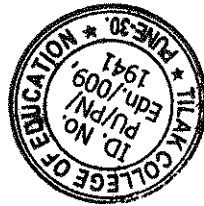
In the academic year 2019-2020, Tilak College of Education conducted **Teaching Competency IV**, the Practice Teaching Programme for Second year of B.Ed course during 16-08-2019 to 30-08-2019. For this program, total seven practicing schools were selected. Before the program, in-charge professor Jotsna Kamble oriented the student teachers about the practice teaching and the formalities to be completed during that period. Total 92 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.

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- N.M.V.Girls highscool,Pune
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Dr. Jotsna Kamble

Practice Teaching Dept.



Dr. Radhika Inamdar

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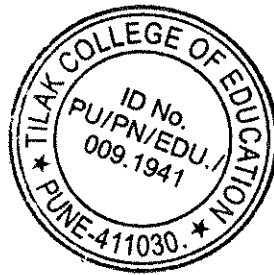
E-mail: tilakcollege1941@gmail.com

Date: 06.12.2018

Lesson Planning for Practice Teaching Workshop First Year B.Ed. 2018-19

First Year B.Ed. students are informed that the Lesson Planning for practice teaching Workshop 2018-19 will be held from 09.12.2018 to 10.12.2018 in our college. Following activities will be conducted in this programme-

1. Concept of Lesson planning
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E-mail: tilakcollege1941@gmail.com

Date: 25.12.2018

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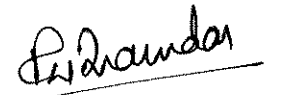
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6. Developing lesson plan for one unit of your opted school subjects


Principal



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Teacher's Manual

Name of Teacher:-

Name of School:-

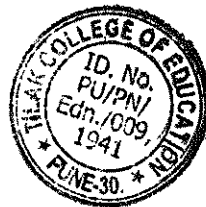
Day:-

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

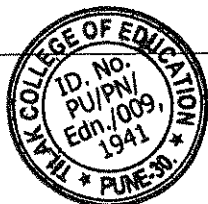
e.g. To enable the students to understand root and types of root

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

General Objectives:-

Objectives and its specification:-

[Knowledge, Understanding/ Comprehension, Application]



Long term goals and its specification:-

[Skills, Interest, Attitude]

Nurturing Objectives:-

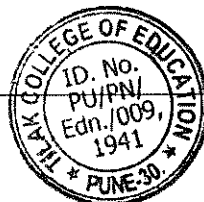
Value based approach:-

Core elements and core values:-

[List of 10 core elements:-

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

List of 10 core values

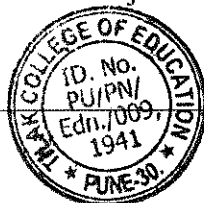


1. *Patriotism*
2. *National Integrity*
3. *Tolerance of all religions*
4. *Gender equality*
5. *Dignity of labour*
6. *Scientific temper*
7. *Sensitivity*
8. *Punctuality*
9. *Modesty*
10. *Neatness]*

Life skills approach:-

[*List of 10 life skills*

1. *problem solving,*
2. *critical thinking,*
3. *decision-making,*
4. *creative thinking,*
5. *Self awareness,*
6. *interpersonal relationship,*
7. *effective communication,*
8. *empathy,*
9. *coping with stress,*
10. *managing emotions.]*



Constructivist approach:-

Inclusive approach:- [Catering the diversified needs of a learner]

ICT based approach:-

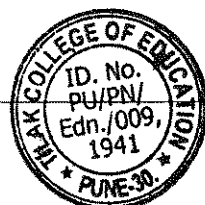
Collaborative Learning Approach:-

Blended Learning Approach:-

Teaching Aids:-

Apparatus:-

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M.S.India



Devices:-

Tools:-

Techniques:-

Strategies:-

[Teacher centered or student centered method]

Method of Teaching:-

Models of Teaching:-

Structure of the subject:-

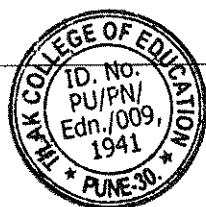
Content Analysis:-

[Facts, Minor concepts, Major concepts]

Concept map

Herbartian method of a lesson :-

preparation, presentation, association, generalization, and application.



Introduction, presentation, comparison, association, generalization, application, recapitulation

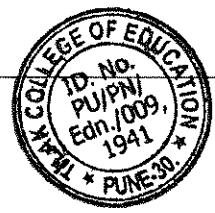
Five E approach:

Engage, Explore, Explain, Elaborate and Evaluate.

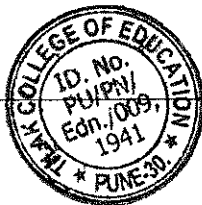
Five Steps

Introduction, Presentation, Recapitulation, Application, Homework

Matter	Method
Introduction:-	
Statement of Aim:-	
Presentation:-	



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M.S.India



Closure of a lesson:-

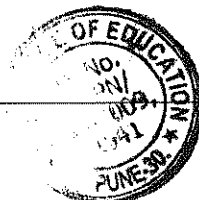
[So today we have learnt about title of the topic _____ and list of teaching _____ and sub teaching points _____]

Summary of a lesson:-

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

Black board writing Plan:-

--	--



Classroom Evaluation:-

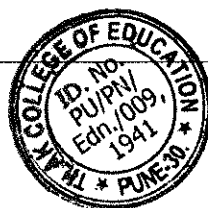
[The Knowledge, and understanding level questions are to be asked to check the pre-determined objectives for re-teaching]

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 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 to be given out of these as per the predetermined objectives* it is student's activity, student should solve it on the black board]*

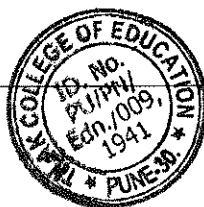


Home Work:-

[*Proper questions based on understanding level to be given for the revision on a topic which is taught in the class today, for the purpose of fixation of knowledge*]

Home Assignment:-

[*A new topic should be given for a Self study, to develop the habit of a self learning style, and enhance the self learning skills*]



Exercise:-

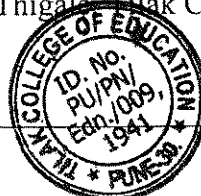
[The questions should be given for the practice purpose to develop the cognitive based skills, reading, writing, arithmetic, drawing, recitation of poem]

Activity:-

[Individual or Group activities for hands on experiences]

Practical:-

[In case of science teacher can design some simple experiments, having proper set up of theoretical background, and steps of experiments such as aim of an experiment, apparatus, chemical, set up of an experiment, observation, Interpretation, conclusion, and report writing etc.]



Project:-

[*In Individual or in Group setting*]

Link

Feedback form

Google form Link

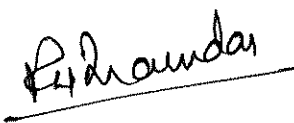
Contact No.

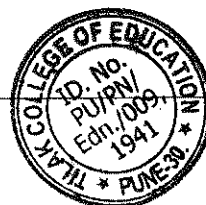
Whatsapp

Email Id.

Social Platform

Google Classroom


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Pune-411030.



Lesson Note Template

Name of Teacher:-

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:-

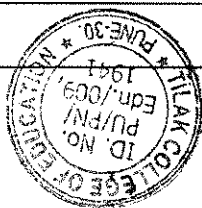
[Teacher should write the aim of a lesson in brief and that should be written as follows

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
Introduction:-	



Closure of a lesson:-

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

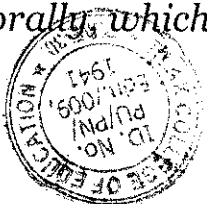
[So today we have learnt about title of the topic_____ and list of teaching_____ and sub teaching points_____]

Recapitulation and Evaluation:-

[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]

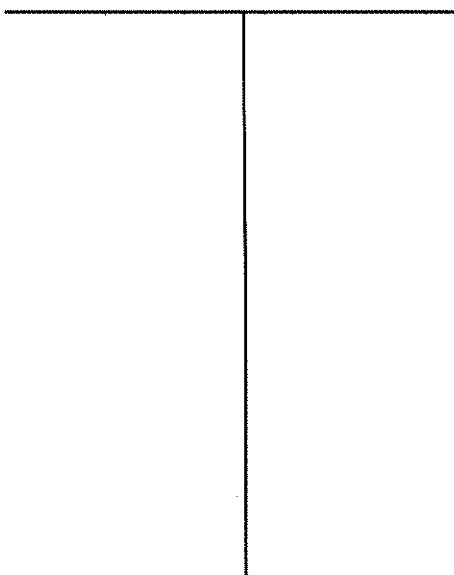


Application:-

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Black board writing Plan:-



FETW'sah



Rubhande

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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.

Date :

Tilak College of Education, Pune

F.Y. B.Ed. 2022-23

Orientation on:

Developing an Assessment and Evaluation Skills among Student Teachers

A Report

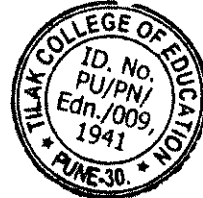
- Target Group: F.Y. B.Ed. Student, 2022-23
- Resource: Prof. Vijay Dhamane
- Date:
- No of Students participated: 70

Since in the teaching learning process an assessment and evaluation are most meaningful and necessary process to verify the objectives. As a future teacher and especially as an evaluator, it is expected from every student teacher to be a competent and skilful in the process of assessment and evaluation. Keeping all these points into consideration, an orientation programme was organized on In B. Ed. Curriculum under the course of assessment and evaluation for learning following core objective has been included.

1. To comprehend the process of assessment for learning
2. To understand, develop and apply various evaluation procedures in education.

As a part of said course the student-teachers are oriented and trained with following practicals:

- Developing an achievement test with its Blue Print, Answer Key and Marks Distribution.
- Developing a Portfolio / Profile / Evaluation Rubric
- Evaluation of available Unit test and reformation of the same.



- Designing Questionnaire / Interview Schedule on a given topic

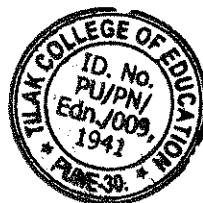
In the orientation programme, students are oriented with philosophical and psychological perspectives of the target group. Theoretical information of different tools with its nature, merits, advantages, limitations and uses was given. Few samples of portfolio, rubrics, questionnaire and achievement test were shown to the students. Discussion about the development of these tools were conducted. Criteria for development, the procedure to implement the tool and process of analysis and interpretation of the data was discussed with students. The most familiar and frequently used tool in the process of assessment and evaluation is achievement test. It was oriented and demonstrated with examples. All the student – teachers developed a Blue Print for designing an achievement test. A sample structure of Blue print is given below. It is a three-dimensional thought of design. Student- Teachers developed this blue print with achievement test. By this orientation programme, all the student-teachers get benefited for developing the skill to develop the tools for assessment and evaluation. It was very interactive session.

STRUCTURE OF BLUE PRINT

BLUE PRINT																	
Sr. No.	Name of Topic	Objectives												Total			
		Knowledge				Comprehension				Application				O	S	E	T
		O	S	E	T	O	S	E	T	O	S	E	T				
1	A	2 (2)	.	.	2(2)	.	.	.	.	.	.	.	.	2(2)	.	.	2 (2)
2	B	3(3)	.	.	3(3)	4 (4)	.	.	4 (4)	.	.	.	.	7(7)	.	.	7(7)
3	C	3(3)	.	.	3(3)	4(4)	.	.	4(4)	.	2(4)	.	2(4)	7(7)	2(4)	.	9(11)
Total		8 (8)	.	.	8(8)	8(8)	.	.	8(8)	.	2(4)	.	2(4)	16(16)	2(4)	.	18(20)
Note - O - Objective Type S - Short Answer Type E - Essay Type T - Total Figures inside the bracket indicates Marks Figures outside bracket indicates No of questions																	

Vijay Dhamane
 Prof. Vijay Dhamane
 Evaluation Department,

Radhika Inamdar
 Prin. Dr. Radhika Inamdar
 PRINCIPAL
 Tilak College of Education
 Pune - 411 030.



TILAK COLLEGE OF EDUCATION, PUNE 30

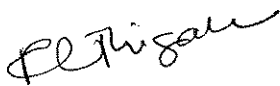
Report on use of bilingual in teaching

It is our practice since long time, that we have separated English medium and Marathi medium students into two different classes, but sometimes we are combining them for certain occasions, at that time we use bilingual or trilingual formula, in bilingual we use the combination of English and Marathi, or sometimes if the students are non-Marathi speakers then we use English and Hindi bilingual formula.

Savitribai Phule Pune University offers two medium for writing the answer-sheets viz Marathi and English, but the syllabus published on the University website is in English, only Marathi, Hindi syllabi are in Devnagari. So the faculty translated respective syllabi in Marathi and shared with the student-teachers on Google Classrooms. The faculty members use both the languages for the publication of their articles, blogs, videos, ppt in both the languages. The faculty members provide both Marathi, and English question papers to the student-teachers.

The student-teachers are having freedom to conduct their lessons in Marathi or English, they can write compulsory subjects in Marathi and Content subjects or General Science, Biology, Physics, Chemistry, and Maths in English, we call it as semi-English pattern.

The notices, circulars or instructions are given in both the languages, evaluation tools, rating scales are also in both the languages. The faculty members also encourage them to use Google Translate tool to translate the material.



Dr. Rajendra Thigale
Techno-pedagogy Committee



Dr. Radhika Inamdar
Principal

Evidences:

BED 105 Advanced pedagogy and application of ICT syllabus

BED 106-08 General Science Syllabus

BED 204-07 Disaster Management Syllabus

BED 205-29 Additional Pedagogy Course: Understanding the Disciplines and Pedagogy of School Subjects: Music ; Syllabus

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S. P. Mandali's

Mobile No. 8263838388

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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: 02.01.2023

**Lesson Note writing Workshop
(Learning Objective Writing)
First Year B.Ed. 2022- 23**

First Year B.Ed. students are informed that the Lesson Note Writing Workshop 2022-23

(Learning Objective Writing) will be held on 07. 01. 2023 in our college. Following activities will be conducted in this programme-

1. How to write Lesson note
2. Concept of Learning objectives
3. Blooms taxonomy of learning objectives
4. Writing the learning objectives



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Website: www.tilakcollegeofeducation.org

E-mail: tilakcollege1941@gmail.com

Date: 15.04.2022

**Lesson Note writing Workshop
(Learning Objective Writing)
First Year B.Ed. 2022- 23: Report**

Lesson Note Writing Workshop 2022-23 (Learning Objective Writing) for First Year B.Ed. students was held on 07. 01. 2023 in our college. Following activities were conducted in this programme-

1. How to write Lesson note
2. Concept of Learning objectives
3. Blooms taxonomy of learning objectives
4. Writing the learning objectives



Principal

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Tilak College of Education
Pune-411030.

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]*

General Objectives:-

Objectives and its specification:-

[Knowledge, Understanding/ Comprehension, Application]



Long term goals and its specification:-

[*Skills, Interest, Attitude*]

Value based approach:-

Core elements and core values:-

[*List of 10 core elements:-*

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

List of 10 core values

1. *Patriotism*
2. *National Integrity*
3. *Tolerance of all religions*
4. *Gender equality*
5. *Dignity of labour*
6. *Scientific temper*
7. *Sensitivity*



8. *Punctuality*
9. *Modesty*
10. *Neatness]*

Life skills approach:-

[*List of 10 life skills*

1. *problem solving,*
2. *critical thinking,*
3. *decision-making,*
4. *creative thinking,*
5. *Self awareness,*
6. *interpersonal relationship,*
7. *effective communication,*
8. *empathy,*
9. *coping with stress,*
10. *managing emotions.]*



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

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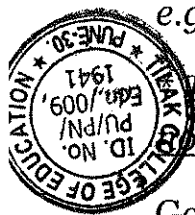
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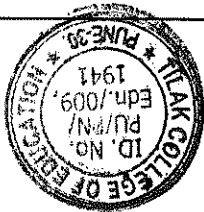


8. Punctuality
9. Modesty
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Life skills approach:-

[List of 10 life skills

1. problem solving,
2. critical thinking,
3. decision-making,
4. creative thinking,
5. Self awareness,
6. interpersonal relationship,
7. effective communication,
8. empathy,
9. coping with stress,
10. managing emotions.]



P. Wilson

P. Randa

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

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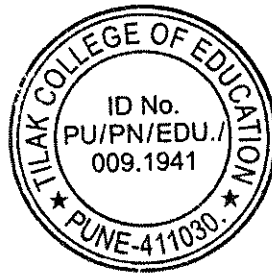
Date: 25.10.2018

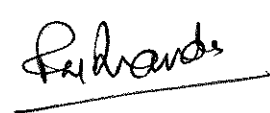
Learning Objective Writing Workshop First Year B.Ed. 2018-19

First Year B.Ed. students are informed that the Learning Objective Writing Workshop 2018-19 will be held on 02.11.2018 in our college. Following activities will be conducted in this programme-

1. Concept of Learning objectives
2. Blooms taxonomy of learning objectives
3. Writing the learning objectives


In-charge Professor




Principal
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: 15.11.2018

Learning Objective Writing Workshop First Year B.Ed. 2018-19

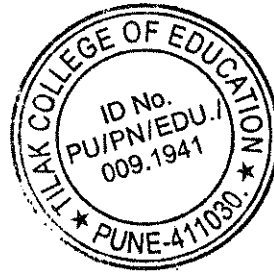
Learning Objective Writing Workshop 2018-19 for First Year B.Ed. students was held on 02.11.2018 in our college. Following activities were conducted in this programme-

1. Concept of Learning objectives
2. Blooms taxonomy of learning objectives
3. Writing the learning objectives

In-charge Professor

Principal

PRINCIPAL
Tilak College of Education
Pune-411030.



S.P.Mandali's

Tilak College of Education, Pune

B.Ed.2022-23

Workshop Report: Enhancing Learning Outcome Comprehension and Measurement in Geography Education

Date: January 28, 2023

Time: 12:45 PM - 1:30 PM

Participants: 21 B.Ed. Course Student Teachers

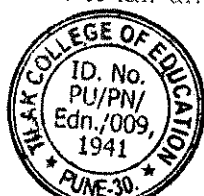
Introduction

On January 28, 2023, a workshop was conducted at Tilak College of Education, Pune, focusing on enhancing the understanding and measurement of learning outcomes in the field of geography education. The session was organized by, Dr.Radhika Inamdar, Geography method in-charge with Geo faculty Dr. Suresh G. Isave, aiming to equip 21 B.Ed. course student teachers with practical strategies for effective outcome-based teaching and assessment in the geography subject.

Workshop Content:

The workshop was structured to cover various aspects related to writing, understanding, and measuring learning outcomes in the context of geography education. The content included the following key points:

1. Introduction to Learning Outcomes: The session began with an explanation of what learning outcomes are and their significance in educational contexts. The participants were introduced to the concept of outcome-based education and how it relates to geography teaching.
2. Components of Learning Outcomes: The key components of well-defined learning outcomes were discussed, including the action verbs (Bloom's taxonomy), context, and criteria for measurement. The importance of aligning outcomes with the curriculum and instructional strategies was emphasized.
3. Writing Effective Learning Outcomes: Practical guidelines were provided for crafting clear, concise, and measurable learning outcomes specific to geography topics. The participants engaged in interactive exercises to create sample outcomes for various geographic concepts.
4. Understanding Bloom's Taxonomy: The taxonomy of cognitive levels was explained, helping participants comprehend the hierarchical structure of cognitive processes and choose appropriate action verbs when formulating learning outcomes.
5. Measuring Learning Outcomes: Techniques for assessing and measuring learning outcomes were shared, including formative and summative assessment methods. The participants were encouraged to consider various assessment tools and strategies suitable for geography education.
6. Rubrics and Assessment Criteria: The importance of rubrics in evaluating complex learning outcomes was discussed. The participants were introduced to the concept of rubrics and how they contribute to fair and consistent assessment.



Interactive Activities:

To enhance engagement and practical application, the workshop included interactive activities:

1. Outcome Writing Exercise: Participants collaborated to create learning outcomes for specific geography concepts, practicing the use of action verbs and proper contextualization.
2. Bloom's Taxonomy Activity: A group activity involving categorizing learning outcomes according to different cognitive levels of Bloom's taxonomy was conducted to reinforce the understanding of cognitive processes.
3. Rubric Design Practice: The participants worked in pairs to develop simple rubrics for assessing particular learning outcomes, encouraging them to think about criteria and performance levels.

Conclusion:

The workshop on writing, understanding, and measuring learning outcomes in geography education, coupled with discussions on life skills and values, successfully equipped the B.Ed. course student teachers with valuable insights and practical skills. By the end of the session, participants had a clearer understanding of the importance of well-defined outcomes, effective use of action verbs, appropriate assessment methods, as well as the integration of life skills and values into geography education. The interactive activities facilitated hands-on learning, encouraging participants to apply the concepts learned during the session.

The printouts of the Learning outcomes were given to all students and also were displayed on the notice board.



Geography Educator



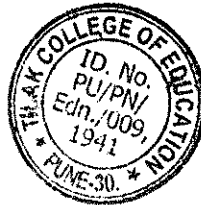
Geography Method in-charge



Principal

Date - 31st Jan 2023

PRINCIPAL
Tilak College of Education
Pune-411030.



Tilak College of Education, Pune

B.Ed.2022-23

Learning outcomes of Geography based on Bloom's Taxonomy

Guidelines for writing Specifications (Learning outcomes) :-

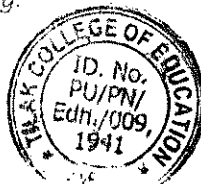
- It should be in complete statement.
- Statement should be in simple present tense.
- Subject should be singular.
- Observable & measurable verbs should be used.
- One verb/competency should be used in one specification.

Samples of objectives and specifications:

Objectives	Specifications (Learning Outcomes)
Knowledge	Student tells the types of eclipse.
	Student names the animals found in Western Ghat.
	Student states definition of rainfall.
	Student makes a list of secondary occupations.
Comprehension	Student explains the reason of high temperature on equator.
	Student describes the nature of animal life in north America.
	Student compares primary occupations with secondary occupations.
	Student correlates climatic conditions of India with Australia.
	Student elaborates the concept of food chain.
Application	Student classifies global winds.
	Student suggests ways to reduce water pollution.
	Student discusses the correlation of season and clothing.
	Student matches the pairs correctly.
	Student elaborates geographical reason formation of cyclonic wind.
	Student fills the blank with appropriate option.
Skill	Student identifies odd one out.
	Student completes the list of rivers in India.
	Student reads map correctly.
	Student locates various states of India on the map.
	Student reads latitudinal and longitudinal extent of Germany.
Interest	Student draws a neat diagram of the interior of the earth.
	Student shows process of water cycle with the help of diagram.
Interest	Student visits geographical places.
	Student collects samples of soils.

**These are samples of the objectives and specification, which could be changes as per the subject, unit -subunit and methodology.*

(Dr. Suresh G.Isave)



(Dr. Radhika Inamdar)

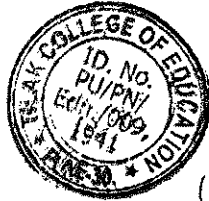
उद्दिष्टे आणि स्पष्टीकरणे (भूगोल)

स्पष्टीकरण हे एकवचनी, वर्तमान काळात आणि निरीक्षण योग्य क्रियापद वापरून लिहावे.

- ज्ञान -
 - विद्यार्थी ग्रहणांचे प्रकार सांगतो.
 - विद्यार्थ्यांनी पश्चिम घाटात सापडलेल्या प्राण्यांची नावे लिहितो.
 - विद्यार्थ्यांनी पावसाची व्याख्या करतो.
 - विद्यार्थी दुय्यम व्यवसायांची यादी तयार करतो.
- आकलन -
 - विषुववृत्तावरील तपमानाचे उच्च कारण विद्यार्थ्यांनी स्पष्ट करतो.
 - विद्यार्थी उत्तर अमेरिकेतील प्राण्यांच्या जीवनाचे स्वरूप वर्णन करतो.
 - विद्यार्थी प्राथमिक व्यवसायांची दुय्यम व्यवसायांशी तुलना करतो.
- उपयोजन -
 - विद्यार्थी ऑस्ट्रेलियाच्या भारताच्या हवामानविषयक परिस्थितीशी संबंध स्पष्ट करतो
 - विद्यार्थी फूड साखळीची संकल्पना विस्तृत करतो.
 - विद्यार्थी जागतिक वारा वर्गीकृत करतो.
 - विद्यार्थ्यांनी पाण्याचे प्रद्रवण कमी करण्याचे मार्ग सुचवतो.
 - विद्यार्थी हंगाम आणि कपड्यांच्या परस्परसंबंधांवर चर्चा करतो.
 - विद्यार्थी जोड्या योग्यरित्या जुळतो.
 - विद्यार्थीचक्रीय वाऱ्याची भौगोलिक कारण विस्तृत वर्णन करते.
 - विद्यार्थीयोग्य पर्याय देऊन रिक्त जागा भरतो.
 - विद्यार्थी विचित्र ओळखतो.
 - विद्यार्थ्यांनी भारतातील नद्यांची यादी पूर्ण करतो.
- कौशल्य -
 - विद्यार्थी नकाशा योग्य रीतीने वाचतो.
 - विद्यार्थी नकाशावर भारताची विविध राज्ये शोधून काढतो.
 - विद्यार्थी जर्मनीच्या अक्षांश आणि रेखांशाचा विस्तार वाचतो.
 - विद्यार्थी पृथ्वीच्या आतील भागात एक व्यवस्थित आकृती काढतो.
 - विद्यार्थ्यांनी आकृत्याच्या सहाय्याने जलचक्र प्रक्रिया दर्शवितो.
- अभिरुची -
 - विद्यार्थी भौगोलिक ठिकाणी भेट देतो.
 - विद्यार्थी माती नमुने गोळा करतो.

(Dr. Suresh Isave)

BED106 Geo



(Dr. Radhika Inamdar)

Principal & Method in-charge

Tilak College of Education, Pune
B.Ed. 2022-23 Geography

Core Elements :

1. History of India's Freedom Movement
2. Constitutional Obligation
3. Content Essential to Nurture National
4. India's common cultural heritage
5. Egalitarianism, Democracy & Secularism
6. Equality of sexes
7. Protection of Environment
8. Removal of social barriers
9. Observance of small family norms
10. Inculcation of Scientific temper

Values :

1. Patriotism
2. National Integrity
3. Tolerance towards all religions
4. Gender Equality
5. Dignity for labour
6. Scientific Attitude
7. Modesty
8. Sensitivity
9. Punctuality
10. Neatness

Life Skills

1. Problem Solving
2. Decision Making
3. Creative Thinking
4. Critical Thinking
5. Self Awareness
6. Empathy
7. Interpersonal Relationship
8. Good Communication
9. Management of Stress
10. Management of Emotions



Suresh G. Isave
31.1.23
(Dr. Suresh G. Isave)

BED106 Geo

Radhika Inamdar
(Dr. Rādhika Inamdar)

Principal & Method in-charge



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

Writing Learning Objectives

Being a teacher is one of the most challenging professions in the world, we admit it. With so many tasks and students to manage at once, it cannot be an easy job.

What is taught in classrooms often ends up shaping the students' futures, from their minds, attitudes, and beliefs to their knowledge and capabilities. That is a huge responsibility that rests upon a teacher's shoulders. Keeping that in mind, teachers also need to ensure that they're teaching everything in the right manner.

One of the easiest ways of giving direction and some achievable target for your teaching is to determine and convey learning objectives.

Learning objectives can sound like jargon words-in isolation, but you don't have to worry because we've got you covered with the complete guide on the what's, why's, and how's of learning objectives.

Learning Objectives (Definition)

Learning objectives are detailed explanations of what your students should be able to do by the end of a learning process or classroom teaching. In essence, learning objectives should be brief, simple, and concrete statements about what your students should be able to do as a result of the teaching, activities, and learning that has occurred at the end of a lesson. They are also sometimes known as learning outcomes.

There are some simple characteristics of learning objectives, which have been mentioned as follows...

- They are related to specific goals rather than the method/process for achieving those goals.
- Objectives are specific and measurable, rather than being vague and unmeasurable.
- Objectives are written for the benefit of students.

Importance of defining Learning Objectives

Well-defined and specified objectives are important because they...

- Provide a clear goal for your students to concentrate their learning efforts
- Guide your range of educational activities
- Guide your evaluation methods

1. Identifying Learning Outcomes

First and foremost, learning objectives help you in identifying learning outcomes and concentrate your teaching on them. They assist you in clarifying, arranging, and prioritizing learning. Moreover, they also help you and your students in measuring success and motivates them to take responsibility for their learning.



2. Helps students achieve long-term goals

Secondly, learning objectives are a way for teachers to organize, sequence, and schedule learning outcomes for a given teaching period.

It is usually done for the purpose of moving your students to reach their broader, long-term educational plans, such as achieving learning standards, doing well on a test, or graduating from high-school or college.

3. Articulating Academic Expectations

Learning objectives are also a way to develop and express academic standards for students so that they know what is expected of them precisely. It is suggested that when learning objectives are explicitly articulated to learners, they would be more likely to achieve the objectives presented. On the other hand, when students don't know what is required of them or when learning objectives are missing or ambiguous, it can lead to uncertainty, anger, or other factors that may hinder the learning process.

4. Job Evaluation of Teachers

Student Learning Objectives are generally used by a lot of states in the process of job evaluation for teachers. Learning Objectives are compared against the Learning Outcomes to see whether the teacher was able to deliver on the objectives that were set in the first place.

Now that we've looked at all the benefits of writing learning objectives, let us finally dive into the complete step-by-step process of writing measurable learning objectives.

Steps of writing Learning Objectives

It's simple to write learning objectives once you get the concepts that surround the notion of learning objectives.

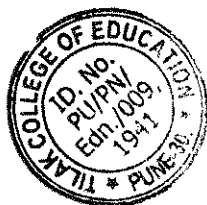
Step 1. Identify the knowledge level required to achieve your goal

Before you start writing your learning objectives, think about the sort of improvement that you want your teaching to make. Learning occurs primarily in three domains as follows:

- **Cognitive Domain (Knowledge)** – The cognitive domain is the domain that gets the most attention in instructional programs. It includes the objectives related to information and knowledge, labelling, resolving, predicting, and other academic aspects of education.
- **Psychomotor Domain (Skills)** – The second group for categorizing learning goals is the psychomotor domain. It involves the skills needed for skeletal muscles to be used and organized. It is easier to observe, define, and quantify psychomotor behaviours than cognitive or affective behaviours.
- **Affective Domain (Attitudes)** – The third category of learning is the affective domain, which involves behaviours, attitudes, beliefs, and feelings, which is the toughest to measure amongst students, although it is highly relevant in education as it affects the way a student decides to behave.

Step 2. Choose an Action Verb

Once you've figured out what domain you're going to concentrate on for your learning objective, it's time to start planning your objective. Doing that will help you to have an action verb at the appropriate level of learning to explain the actions.



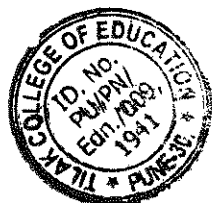
We have compiled a list of action verbs separated by domain. For every domain of learning, avoid using more than one action verb, and make sure that it's a verb that can be calculated or measured.

Cognitive Domain

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
define	classify	apply	analyse	arrange	assess
identify	compile	calculate	calculate	assemble	compare
label	conclude	demonstrate	categorize	compose	critique
list	discuss	develop	classify	construct	decide
match	describe	interpret	criticize	design	determine
name	explain	locate	compare	develop	establish
recall	express	perform	contrast	diagnose	evaluate
recognize	give examples	practice	determine	manage	judge
record	identify	predict	differentiate	organize	justify
relate	interpret	present	distinguish	plan	measure
repeat	recognize	report	examine	propose	rate
select	summarize	use	outline	relate	recommend
state	translate	operate	test	summarize	select

Cognitive Domain- As per Blooms new taxonomy

Cognitive Domain	Cognitive Process	Action Verbs
Remember	Retrieve relevant knowledge from long term memory	<ul style="list-style-type: none"> • Define • Describe • Identify • Label • List • MatchName • Outline • Reproduce • Select • State • Recall • Record • Recognize • Repeat • Draw on • Recount
Understand	Construct meaning from instructional messages, including oral, written and graphic communication	<ul style="list-style-type: none"> • Describe • Estimate • Explain • Extend • Generalize • Summarize • Clarify • Express • Review • Discuss • Locate • Report • Express • Identify • Illustrate • Interpret • Represent • Differentiate
Apply	Carry out or use a procedure in a given situation	<ul style="list-style-type: none"> • Apply • Change • Compute • Calculate • Demonstrate • Discover • Manipulate • Modify • Operate • Predict • Prepare • Produce • Relate • Show • Solve • Use • Schedule • Employ • Intervene • Practice • Illustrate
Analyze	Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose	<ul style="list-style-type: none"> • Analyze • Diagram • Classify • Contrast • Categorize • Differentiate • Discriminate • Distinguish • Inspect • Illustrate • Infer • Relate • Select • Survey • Calculate • Debate • Compare • Criticize
Evaluate	Make judgments based on criteria and standards	<ul style="list-style-type: none"> • Appraise • Argue • Compare • Conclude • Contrast • Criticize • Discriminate • Judge • Evaluate • Revise • Select • Justify • Critique • Recommend • Relate • Value • Validate • Summarize
Create	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure	<ul style="list-style-type: none"> • Compose • Design • Plan • Assemble • Prepare • Construct • Propose • Formulate • Set up • Invent • Develop • Devise • Summarize • Produce



Psychomotor Domain

Assemble	Diagram	Implement	Package	Refill	Sketch
Attach	Dictate	Inspect	Perform	Regulate	Sort
Balance	Direct	Instruct	Plant	Renovate	Splice
Build	Dismantle	Interview	Portion	Repair	Stratify
Bundle	Document	Lift	Position	Replace	Sterilize
Calibrate	Draw	Line	Prepare	Reproduce	Tape
Care For	Duplicate	Load/Reload	Press	Retrieve	Terminate
Clean	Edit	Locate	Process	Route	Transfer
Code	Execute	Log	Program	Save	Transplant
Collate	Fix	Make	Proofread	Search	Treat
Collect	Format	Manage	Propagate	Simplify	Trim
Conduct	Gather	Measure	Prove	Secure	Troubleshoot
Conserve	Grade	Mix	Provide	Select	Verify
Construct	Grid	Mount	Prune	Separate	Wash
Control	Harvest	Operate	Raise	Sharpen	Write
Design	Highlight	Organize	Recheck	Simulate	

Affective Domain

Receiving	Responding	Valuing	Organizing	Characterizing
Listen To	Reply	Attain	Organize	Believe
Perceive	Answer	Assume	Select	Practice
Be Alert to	Follow Along	Support	Judge	Continue to
Show Tolerance of	Approve	Participate	Decide	Carry Out
Obey	Continue		Identify With	

Step 3. Write Your Very Own Objective

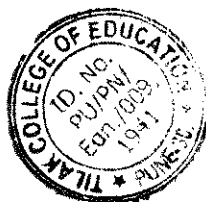
Once you've figured out the domain of learning that you want to target, along with the action verb that you want to explain the learning objective, it's time for you to frame your learning objective. Effective learning objectives concentrate on what the learner should know or be able to do by the end of a given period of time and show how to demonstrate that knowledge or ability.

Step 4. Verify Your Learning Objective

Make sure the four pieces are included in your goals: audience, behaviour, condition, and degree of mastery.

Here are the A, B, C, D's that should include each objective:

- **Audience:** It is crucial that your objective is defined by the people who will be doing the learning. "This will typically include the word "learner" or "participant."
- **Behaviour:** You will also need to define what the participants are going to be able to do differently. Your action verb will contain this part.
- **Condition:** This section of the aim will identify the participants' situation.



- **Degree of Mastery:** This aspect of the target is closely related to the improvement in actions, as the degree of the change is stipulated.

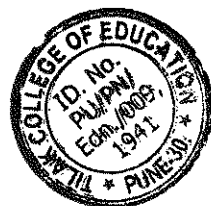
Try to mark each of the four components of your goals to make sure you have not missed something. The audience will be italicized, the action will be underlined, the situation will be in standard form, and the degree of mastery will be bolded.

Step 5. Repeat the Process for other Objectives

The last step on the list, go through this process for each and every objective. Don't stop until you believe that you have enough objectives to assess your students' success effectively.

Keep in mind that objectives act as checkpoints that contribute to a target being achieved. It is critical that you have enough objectives to avoid getting lost during the teaching process. Always begin with what you would like to accomplish at the very end, and work your way backward.

Weak learning objective	SMARTer learning objective	Explanation
Review the anesthetic considerations in pediatric traumatic brain injury.	Formulate an anesthetic plan for a child presenting with abusive head trauma that includes the following steps from the 2012 guidelines for the acute medical management of severe traumatic brain injury in infants, children and adolescents with 80% accuracy: rapid sequence induction, in-line cervical stabilization for intubation, maintain normocarbia, avoid hyperthermia, avoid hypotension, treat seizures, monitor intracranial pressure and treat intracranial hypertension.	Verbs such as review, understand, appreciate, learn or become familiar with are not measurable or observable and should be avoided.
Be aware of anesthetic considerations with neurophysiologic monitoring in spine surgeries.	Accurately compare the effects of at least three intravenous anesthetic agents on the latency and amplitude of somatosensory and motor evoked potentials for neurophysiologic monitoring during posterior spinal fusion.	Even though the context is clearly stated, 'be aware of' is not measurable or observable.
	Even though the context is clearly stated, 'be aware of' is not measurable or observable.	
Discuss possible complications during open mid-gestation fetal surgeries.	Critically analyze the risk of preterm labor, preterm premature rupture of membranes and uterine dehiscence following open mid-gestation fetal myelomeningocele repair in the Management of Myelomeningocele Study.	Analyze is a higher order cognitive skill than discuss.
Describe the anesthetic implications of bronchopulmonary dysplasia in a former premature infant.	Perform a preoperative evaluation of a former premature infant with bronchopulmonary dysplasia who is scheduled for emergency inguinal hernia repair that includes a detailed history, lung auscultation, measuring baseline oxygen saturation, administering preoperative bronchodilators and ruling out concurrent pneumonia, within 30 minutes.	Evaluate is a higher order cognitive skill than describe.



WRITING INSTRUCTIONAL OBJECTIVES

Instructional objectives are written for the student and they state what the student is expected to do following instruction. Objectives are specific, observable, and measurable learning outcomes. In contrast, goals are general and non-specific. Goals are appropriate for an entire course or a curriculum of study, while objectives are written for individual units of study.

There are benefits to incorporating objectives within our coursework. Objectives emphasize major points and reduce non-essential material. Objectives simplify note taking and cue the students to emphasize major points. Objectives assist students in organizing and studying content material. They guide the students to what is expected from them and help them to study important information. Objectives assist the student in studying more efficiently. Finally, when examination items mirror objectives, students can use the objectives to anticipate test items.

There are four components of an objective: 1) the action verb, 2) conditions, 3) standard, and 4) the intended audience (always the student). The action verb is the most important element of an objective and can never be omitted. The action verb states precisely what the student will do following instruction. Verbs are categorized by domains of learning and various hierarchies. Benjamin Bloom and his colleague, David Krathwohl, were pioneers in categorizing the domains and levels.

The three domains of learning are the cognitive domain that emphasizes thinking; the affective domain highlighting attitudes and feelings; and the psychomotor domain featuring doing. The first domain that was characterized by Bloom was the cognitive, which is further divided into six levels or hierarchies.

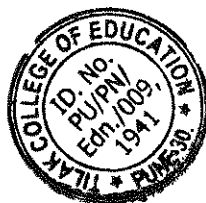
Cognitive (Thinking) Domain

Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Sometimes the six hierarchies or levels listed above are grouped into three categories:

Level 1. Recall – Knowledge and Comprehension
Level 2. Interpretation – Application and Analysis
Level 3. Problem-Solving – Synthesis and Evaluation

Recall objectives are at the basic taxonomic level and involve recall or description of information. Interpretation is a higher level of learning and involves application and examination of knowledge. Problem-solving skills test the highest level of learning and involve construction and assessment of knowledge. Examples of appropriate verbs for use with each of the three domains follow.

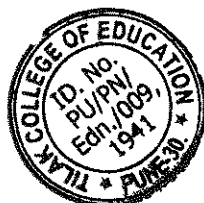


Writing Objectives: Key Verbs Cognitive (Thinking) Domain

The following key verbs will help to write good objectives and also establish a relative "taxonomic level" for each Objective.

	<u>COMPREHENSION</u>	<u>APPLICATION</u>	<u>ANALYSIS</u>	<u>SYNTHESIS</u>	<u>EVALUATION</u>
<u>KNOWLEDGE</u>	Arrange Associate Clarify Classify Convert Describe Diagram Draw Discuss Estimate Explain Express Identify Locate Outline Paraphrase Report Restate Review Sort Summarize Transfer Translate	Adapt Apply Catalogue Chart Compute Consolidate Demonstrate Develop Employ Extend Extrapolate Generalize Illustrate Infer Interpolate Interpret Manipulate Modify Order Predict Prepare Produce Relate Sketch Submit Tabulate Transcribe Use Utilize	Analyze Appraise Audit Break down Calculate Categorize Certify Compare Contrast Correlate Criticize Deduce Defend Detect Diagram Differentiate Discriminate Distinguish Examine Infer Inspect Investigate Question Reason Separate Solve Survey Test Uncover Verify	Arrange Assemble Build Combine Compile Compose Conceive Construct Create Design Devise Discover Draft Formulate Generate Integrate Make Manage Organize Plan Predict Prepare Propose Reorder Reorganize Set up Structure Synthesize	Appraise Approve Assess Choose Conclude Confirm Criticize Critique Diagnose Evaluate Judge Justify Prioritize Prove Rank Rate Recommend Research Resolve Revise Rule on Select Support Validate
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Level 1: Recall	Level 2: Interpretation			Level 3: Problem-solving	

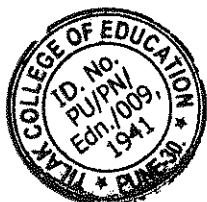
Note: Some verbs may be applicable within more than one category: for example, depending on the situation, "calculate" may fit under application or analysis.



**Writing Objectives: Key Verbs
Attitudinal or Affective (Valuing) Domain**

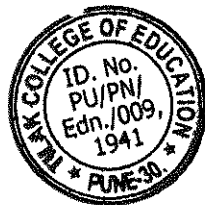
			<u>ORGANIZATION</u>	<u>CHARACTERIZATION BY A VALUE OR VALUE COMPLEX</u>
<u>RECEIVING</u>	<u>RESPONDING</u>	<u>VALUING</u>	Anticipate Collaborate Confer Consider Consult Coordinate Design Direct Establish Facilitate Follow through Investigate Judge Lead Manage Modify Organize Oversee Plan Qualify Recommend Revise Simplify Specify Submit Synthesize Test Vary Weigh	Act Administer Advance Advocate Aid Challenge Change Commit (to) Counsel Criticize Debate Defend Disagree Dispute Empathize Endeavor Enhance Excuse Forgive Influence Motivate Negotiate Object Persevere Persist Praise Profess Promote Promulgate Question Reject Resolve Seek Serve Strive Solve Tolerate Volunteer (for)
Accept Acknowledge Attend (to) Follow Listen Meet Observe Receive	Agree Allow Answer Ask Assist Attempt Attend (to) Choose Communicate Comply Conform Cooperate Demonstrate Describe Discuss Display Exhibit Follow Give Help Identify Locate Notify Obey Offer Participate (in) Practice Present Read Relay Reply Report Respond Select Try	Adopt Aid Care (for) Complete Compliment Contribute Delay Encourage Endorse Enforce Evaluate Expedite Foster Guide Initiate Interact Join Justify Maintain Monitor Praise Preserve Propose Query React Respect Seek Share Study Subscribe Suggest Support Thank Uphold		

The affective domain is concerned with changes (growth) in interests, attitudes and values. It is divided into five major classes arranged in hierarchical order based on level of involvement (from receiving, to characterization by a value).



**Writing Objectives: Key Verbs
Psychomotor (Doing or Skills) Domain**

Absorb	Dispense	Macerate	Separate
Add	Dispose	Measure	Set
Adsorb	Dissect	Mix	Sever
Adjust	Dissolve	Moisten	Shake
Aliquot	Drain	Mount	Sharpen
Apply	Draw	Observe	Ship
Aspirate	Dry	Obtain	Siphon
Assemble	Elute	Open	Spin
Balance	Employ	Operate	Spread
Bind	Estimate	Pack	Squeeze
Blend	Evacuate	Palpate	Stain
Build	Examine	Participate	Standardize
Calculate	Expel	Perform	Start
Calibrate	Fasten	Pick	Stick
Centrifuge	Fill	Pipet	Stir
Change	Filter	Place	Stop
Choose	Fractionate	Plate	Stopper
Classify	Frame	Plot	Store
Clean	Freeze	Position	Suspend
Collate	Grade	Pour	Take
Collect	Grasp	Prepare	Test
Combine	Grind	Press	Thaw
Connect	Group	Process	Thread
Construct	Guide	Produce	Tilt
Control	Handle	Program	Time
Combine	Heat	Pull	Tip
Confirm	Hemolyze	Puncture	Titrate
Connect	Identify	Push	Trim
Construct	Illustrate	Read	Touch
Control	Incubate	Record	Transfer
Cool	Inject	Release	Troubleshoot
Correct	Input	Remove	Turn
Count	Insert	Replace	Type
Create	Invert	Resuspend	Use
Crush	Investigate	Retest	Utilize
Cut	Isolate	Rinse	View
Decant	Label	Roll	Warm
Demonstrate	Locate	Rotate	Wash
Describe	Localize	Save	Watch
Design	Lyse	Scan	Weigh
Dialyze	Maintain	Score	Withdraw
Differentiate	Make	Screen	Wipe
Dilute	Maneuver	Seal	Wrap
Discard	Manipulate	Select	
Dismantle	Mark	Sensitize	



Writing Objectives

The ABCD method of writing objectives is similar to the theory explained here; the terminology is just slightly different. *A* is the audience, always the student. *B* is the behavior or the action verb. *C* is the condition for the objective and *D* is the degree of achievement or acceptable criteria.

Conditions

Conditions describe the relevant factors associated with the desired performance. For example:

1. after attending a lecture. . . .
2. following review of a demonstration. . . .
3. given a case study. . . .
4. after completing the assignment. . . .
5. given a specific instrument. . . .

Criteria

The criteria are specified as the acceptable level of achievement desired. They tell how well the learner must perform. This part of the objective may be omitted when there is no deviation from standard procedures or protocols. For example:

1. percent of correct responses
2. within a given time period
3. in compliance with criteria presented by the faculty

Order and Tense

There is a preferred order when writing objectives. The condition is usually placed first, followed by the behavior or verb, and then the criteria. Objectives are written in the future tense. For example:

Recall: After attending lecture and reading the assigned materials, the student will state the function of a thermometer.

Interpretation: After attending lecture and studying the assigned materials, the student will demonstrate how a thermometer works.

Problem-Solving: After attending lecture and studying the assigned materials (including problem sets), the student will formulate the degrees in C given the degrees in F, or vice versa.

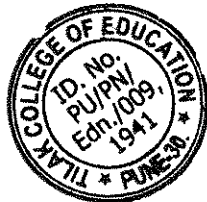
To avoid redundancy in writing objectives an educator often lists a single condition with the objectives underneath.

After attending lecture and studying the assigned materials, the student will:

1.
2.
3.

Nonfunctional Verbs

The following verbs cannot be measured or are redundant. They should be avoided when writing objectives.



able to
appreciation for
awareness of
capable of
comprehend
conscious of
familiar with

shows interest in
knows
has knowledge of
learns
memorizes
understands
will be able to

Examples of Objectives for the Cognitive Domain

Poor	To increase the student's ability to visually identify white cells on a differential.
Better	The student will identify correctly all white cells on a differential.
Poor	The student will gain knowledge of automated chemistry tests.
Better	The student will state the principle for each automated chemistry test listed.
Poor	The student will be familiar with red blood cell maturation in the bone marrow.
Better	The student will diagram the maturation of red blood cells.
Poor	The student will understand the interpretation of hemoglobin electrophoresis patterns.
Better	Given several electrophoretic scans, the student will correctly diagnose each normal or abnormal pattern.

Levels Within the Cognitive Domain

LEVEL #1. KNOWLEDGE

Knowledge involves recognition or recalling of

- definitions
- specifics

Here, one is expecting learners to:

- remember an idea, phenomenon, or a fact in somewhat the form in which it was presented.

For example, one might design an activity that requires a learner to:

- write the formula for ethyl alcohol
- define diuresis
- list the six levels in the cognitive domain of Bloom's taxonomy

Generally, KNOWLEDGE encompasses the cognitive process of remembering learned material

LEVEL #2. COMPREHENSION

Comprehension usually involves

- translation
- associations

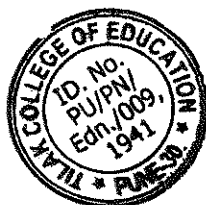
Here, one is expecting the learner to:

- communicate an idea or thing (event) in a new or different form (translation)
- see relationships among things or events (associations)

For example, one might design an activity that requires a learner to:

- describe three distinguishing features of the Lewis blood group system
- explain the rationale for using "selective media" in microbiology

Generally, COMPREHENSION encompasses the cognitive process of explaining material that has been learned.



LEVEL #3 APPLICATION

Application is described by Bloom as “the use of abstract forms in particular and concrete situations. The abstractions may be in the form of general ideas, rules or procedures, generalized methods.”

In application, one expects the learner to

- relate or apply ideas to new situations
- use what he/she comprehends from a variety of areas to solve problems

For example:

- when given the clinical situation of a patient needing a transfusion, submit the most suitable blood product to be used
- apply Universal Precautions to establish and maintain a safe laboratory environment

Generally, APPLICATION involves using knowledge to find or develop new solutions.

LEVEL #4 ANALYSIS

Analysis involves examining

- elements
- relationships
- organizational principles

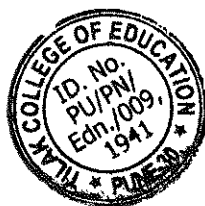
Here, one is expecting the learner to:

- break “things” down into their component parts
- uncover the unique characteristics of a concept or event

For example,

- when given a patient’s hematologic data, appraise that data to ascertain whether they are internally consistent and can be reported
- when given various cell panels, analyze the results to identify an unexpected antibody(s)

Generally, ANALYSIS involves the ability to break down material into component parts so that its organizational structure may be understood.



LEVEL #5 SYNTHESIS

Synthesis involves ability to

- generate a set of abstract relations (to “hypothesize”)
- create a plan or propose a set of operations

Here, one is expecting the learner to:

- take “things “ and reorganize them in a new way
- create new or original concepts

For example,

- prepare appropriate financial statements for decision-making
- propose a “core laboratory” structure to optimize efficiency and effectiveness

Note: the processes with SYNTHESIS involve inductive, not deductive reasoning. This can be difficult when one considers that the profession of clinical laboratory science usually uses information to arrive at conclusions. (We are skilled deductive thinkers, but may not be as skilled inductive thinkers.) Thus, preparing objectives at this level may be difficult.

LEVEL #6 EVALUATION

Evaluation includes the ability to judge, using

- internal standards and
- external criteria

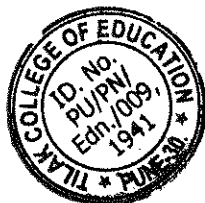
to bring about informed decisions

Here, one is expecting the learner to:

- make judgments about “things” or events based on internal and external criteria
- accept or reject “things” or events based on established standards

For example:

- evaluate and select a chemistry automated system in view of costs, personnel, productivity and space available
- validate all of the laboratory data received from a patient with a recent bone marrow transplant



Generally, this cognitive function involves the ability to judge the value of something for a given purpose.

The educator should use a combination of all three levels of cognitive verbs when writing learning outcomes. The test question should reflect the level of the objective; thus if an objective is recall, then a similar verb like “state” should be used in the test question. If the objective is problem solving, then the test question might use a verb such as “diagnose” or “evaluate.”

Additional Examples of Objectives

Lecture Objectives (Hemolytic Anemias)

After attending the lecture, reading the assignment, and performing the tests in the laboratory, the student will:

1. Define the term hemolytic anemia. (recall)
2. Classify the major hemolytic anemias by their intrinsic or extrinsic causes. (recall)
3. Summarize each disease discussed in lecture including distinguishing characteristics, clinical manifestations, laboratory findings, pathology, and treatment. (recall)
4. For each disease discussed in lecture, determine the appropriate tests to resolve the problem. Include the principle and mechanism of each test in the evaluation. (interpretation)
5. Given a set of laboratory data and patient history, correctly diagnose the disease. (problem-solving)

Affective Objectives

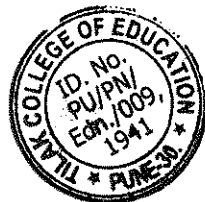
After attending a lecture on Essential Functions, the student will exhibit the following behaviors:


1. Communicate effectively in written and spoken English.
2. Appropriately assess nonverbal and verbal communication.
3. Follow written and verbal directions.
4. Work independently and with others under time constraints.
5. Prioritize requests and work concurrently on at least two different tasks.
6. Maintain alertness and concentration during a normal work period.
7. Apply knowledge, skills, and values learned from course work and life experiences to new situations.
8. Show respect for self and others
9. Project an image of professionalism including appearance, dress, and confidence.

Psychomotor Objectives

Upon completion of the laboratory exercise the student will:

1. Correctly perform the electrophoretic procedure and obtain a satisfactory pattern that could be accurately interpreted by both the student and the faculty member.
2. Interpret normal and abnormal electrophoretic patterns with 100% accuracy as compared with patterns interpreted by the CLS.
3. Using a densitometer, obtain the concentration of each protein fraction within 10% of faculty member’s results.
4. Perform calcium determinations on serum using a direct spectrophotometric method within 10% of the reported result.
5. Demonstrate skill in using micro pipetting devices to the satisfaction of the faculty member.




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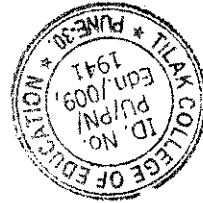
E-mail: tilakcollege1941@gmail.com

Date: 22.01.2023

Content Analysis Workshop (Practice Lesson Preparation) First Year B.Ed. 2022- 23

First Year B.Ed. students are informed that the Content Analysis Workshop (Practice Lesson Preparation) 2022 - 23 will be held on 30. 01. 2023 in our college. Following activities will be conducted in this programme-

1. Lesson note Writing for Practice Teaching
2. Concept of Content Analysis
3. Categories for Content Analysis
4. Content Analysis for Languages
5. Content Analysis for Social Sciences
6. Content Analysis for Mathematics and Science



R. Mandali

Principal

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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.

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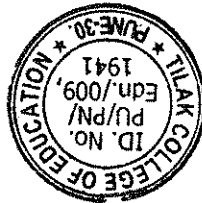
E-mail: tilakcollege1941@gmail.com

Date: 05.02.2023

Content Analysis Workshop (Practice Lesson Preparation) First Year B.Ed. 2022- 23: Report

Content Analysis Workshop (Practice Lesson Preparation) 2022 - 23 for First Year B.Ed. students was held on 30. 01. 2023 in our college. Following activities were conducted in this programme-

1. Lesson note Writing for Practice Teaching
2. Concept of Content Analysis
3. Categories for Content Analysis
4. Content Analysis for Languages
5. Content Analysis for Social Sciences
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S. P. Mandali

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TILAK COLLEGE OF EDUCATION, PUNE 30

Report on the Content Analysis

During the year 2018-19 the Science faculty conducted lecture on the content analysis, text-book analysis in the general lectures like BED 105 Advanced Pedagogy and Application of ICT, in the Science content lectures before the practice teaching lessons start, and even in the micro-teaching groups as per the need. The practical on content-analysis is assigned to the Science Student-teachers.

During the COVID-19 the Science faculty taught the importance of content-analysis and shared the forms of knowledge documents on the Google Classroom.

During the academic year 21-22, 22-23 the faculty of Science taught the forms of knowledge offline in the BED 105 Advanced Pedagogy and Application of ICT, and shared the document on Google Classroom for reference and shot a video on the same and uploaded on the YouTube Channel and shared it's link on the official Whatsapp group, Google Classroom for the student-teachers etc. The faculty found the gap in SPPU curriculum in the course BED 105 Advanced Pedagogy and Application of ICT, for instance there is not any provision of a course regarding Pedagogy, its theory and practice, so before starting advanced pedagogy the faculty has to teach them about the meaning, concept, need, significance, features of pedagogy so the faculty designed the curriculum related to the same and in that content analysis is one of the topics included by the faculty.



Dr. Rajendra Thigale
IQAC coordinator,
Techno-pedagogy committee



Dr. Radhika Inamdar
Principal





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Date: 02.12.2018

Content Analysis Workshop First Year B.Ed. 2018-19

First Year B.Ed. students are informed that the Content Analysis Workshop 2018-19 will be held on 04.12.2018 in our college. Following activities will be conducted in this programme-

1. Concept of Content Analysis
2. Categories for Content Analysis
3. Content Analysis for Languages
4. Content Analysis for Social Sciences
5. Content Analysis for Mathematics and Science

In-charge Professor

Principal

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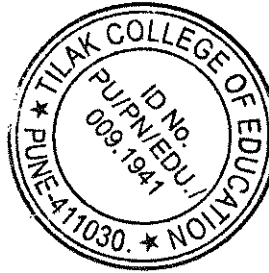
Date: 25.12.2018

Content Analysis Workshop First Year B.Ed. 2018-19

First Year B.Ed. students are informed that the Content Analysis Workshop 2018-19 was held on 04.12.2018 in our college. Following activities were conducted in this programme-

1. Concept of Content Analysis
2. Categories for Content Analysis
3. Content Analysis for Languages
4. Content Analysis for Social Sciences
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In-charge Professor



Principal

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Forms of Knowledge:-

What are forms of knowledge?

The knowledge which is given in the textbook is to be taught to the students is our basic need; textbooks contain text, images, pictures, figures, tables, charts etc.

These texts, images, pictures, drawings, paintings, figures/ diagrams, tables, charts are called matter or content. These forms are based on their presentation form.

This matter is arranged in the text books or in reference books or any other publication form. The teacher has to identify the forms of knowledge based on the nature of words or group of words/ sentences and its meaning, because we have given names to each word, or group of words.

Why is analysis as per the forms of knowledge essential?

Teacher has to deal with the descriptions/ matter/ content. Means has to process the content/ analyses the same and organize in a proper sequence, which is logical, chronological or psychological. If the teacher analyzes the content properly, then he/ she can deliver the same in a proper manner. It gives good direction to his teaching; it becomes more systematic and confident.

There are following forms of knowledge, as per your subject, you can screen the matter and put them into proper categories.

1. Noun/ name/ term/ label/ term/ word/ nomenclature/ terminology
2. Letter/ alphabet
3. Symbol/ logo/ monogram
4. Sign
5. Signal
6. Definition



7. Concepts
8. Theories
9. Theorem
10. Laws
11. Rules
12. Principles
13. Structure
14. Organization
15. Construction in case of geometry
16. Characteristics/ features
17. External features
18. Internal features
19. Salient features
20. Distinguishing features
21. Attributes
22. Properties
23. Physical properties
24. Chemical properties
25. Physical Formula
26. Molecular Formula
27. Structural Formula
28. Process
29. System
30. Types
31. Working
32. Functioning
33. Equations
34. Mathematical Equations
35. Mathematical Formula/ Formulae
36. Tables
37. Figures
38. Diagrams
39. Schematic representation
40. Flow sheet
41. Flow Chart



42. Tree chart
43. Graphs
44. Maps
45. Concept map
46. Mind map
47. Classification
48. Categorization
49. Examples
50. Facts
51. Figures [numbers]
52. Events
53. Incidences
54. Groups
55. Exercises
56. Activities
57. Practical
58. Experiments
59. Story
60. Phrases
61. Idioms
62. Questions
63. Documents
64. Reference
65. Proof
66. Calculations
67. Computation

68. Character (Language)

69. Setting/ Set up (Language)

70. Context (Language)

71. Difficult words/ new words (Language)

72. Dialogues (Language)

73. Monologues (Language)



74. References (Language)

75. Sociometry (Language)

Also you can analyze and identify the forms of knowledge in matter/ content/ description of your subject, what that form of knowledge is called as in your subject, give specific names to the same and try to teach about that.

Retwiser



Rudraudas
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Tilak College of Education
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