



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)

Website: www.tilakcollegeofeducation.org

E-mail: tilakcollege1941@gmail.com

2.4.4 Development of the tools of assessment for learning

Assessment is a vital component of the teaching-learning process, allowing educators to gauge students' progress and tailor instruction accordingly. In the B.Ed. programme at Tilak College of Education, Pune, students are equipped with a diverse set of assessment tools and techniques to effectively evaluate and support their learners. The students are enabled to evolve the tools of assessment- Teacher made written tests essentially based on subject content for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses.

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1. Teacher made written tests essentially based on subject content

The students are enabled to evolve the tools of assessment- Teacher made written tests essentially based on subject content for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses. Following are the step for preparing teacher made written tests based on subject content-

- 1) Planning the test: The students need to identify the purpose, scope, and objectives of the test, and decide on the type, format, number, and difficulty level of the test items. They also need to prepare a table of specifications or a blueprint that shows the alignment of the test items with the content and the cognitive domains.
- 2) Preparing the test: The students need to write clear, valid, reliable, and fair test items that match the objectives and the blueprint. They also need to provide clear instructions, scoring criteria, and answer keys for each item. They need to review and revise their test items for any errors or ambiguities.
- 3) Administering the test: The students need to follow the ethical and logistical guidelines for administering the test to their learners. They need to ensure that the test environment is conducive for testing, that the test materials are distributed and collected properly, and that the test time is managed effectively.
- 4) Scoring the test: The students need to use the answer keys and scoring criteria to score the test items objectively and consistently. They need to record and organize the scores in a systematic way, such as using a spreadsheet or a database.
- 5) Analyzing the test: The students need to use various statistical techniques and tools to analyze the test results. They need to calculate measures of central tendency, variability,

and distribution for the test scores. They also need to calculate measures of difficulty, discrimination, and reliability for the test items. They need to identify any patterns, trends, or anomalies in the data.

- 6) Interpreting the test: The students need to use various methods and tools to interpret the test results. They need to compare the test scores with the objectives, standards, or norms. They also need to provide feedback and recommendations for improvement to their learners. They need to report their findings and conclusions in a clear and meaningful way.

Students are trained to create teacher-made written tests that align closely with the subject content being taught. These assessments evaluate students' knowledge and understanding of the material and are designed to be clear, fair, and reliable.



Pudhanda

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Pune-411030.

UNIT TEST

Mathematics - VII



S.P. Mandali's
S.P.M. Public English Medium School

Exam Year 1
2022-2023

STD - VII **Subject - Mathematics** **Marks - 20**
Date - 27/02/2023 **Topic - Perimeter and Area** **Time - 40 Min.**

Q1. Match the following and write the correct answer. (10)

Column I	Column II	Column III	Column IV
1. Area of Rectangle	a. $2\pi r$	1. Area of Circle	2. πr^2
2. Area of Circle	b. $2\pi r \times h$	2. Area of Square	3. $l \times b$
3. Area of Square	c. $l \times b$	3. Circumference of circle	4. πr^2
4. Circumference of circle	d. $2\pi r$	4. Area of Triangle	5. $\frac{1}{2} \times b \times h$

Q2. Fill in the blanks. (10)

- The perimeter of a square is 40 cm. Its side is _____.
- Area of a circle with radius 7 cm is _____.
- Area of a rectangle with length 10 cm and breadth 5 cm is _____.

Q3. Find the area of the square with the given side = 7 cm. (5)

Q4. Find the area of the rectangle whose sides are 10 cm and 5 cm respectively. (5)

Q5. Circumference of a circle is 44 cm. Find the radius of the circle. (5)

Q6. Area of a square is 144 cm². Find the length of its side. (5)

Q7. Find a side of square whose perimeter is 40 cm. (5)

Q8. The perimeter of a rectangle field is 100 m. If length is 30 m, find its breadth. (5)

Q9. A wire of length 176 cm is bent into a circle. Find its diameter? (5)

Q10. Find out the perimeter of a square when its side is 10 cm. (5)

Science VI



S.P. Mandali's
S.P.M. Public English Medium School

STD - VI **Subject - Science** **Marks - 25**
Date - 27/02/2023 **Time - 40 Min.**

Q1. Match the following and write the correct answer. (10)

Column I	Column II	Column III	Column IV
1. Light	a. $2\pi r$	1. Light	2. πr^2
2. Area of Circle	b. $2\pi r \times h$	2. Area of Square	3. $l \times b$
3. Area of Square	c. $l \times b$	3. Circumference of circle	4. πr^2
4. Circumference of circle	d. $2\pi r$	4. Area of Triangle	5. $\frac{1}{2} \times b \times h$

Q2. Fill in the blanks. (10)

- Light is an example of _____.
- A solid object moves when the _____ between the feet and the _____.
- A solid object moves only on _____.
- A solid object moves only on _____.

Q3. Answer in one sentence. (10)

- How does a light travel?
- What are transparent material?
- Write the types of forces of light?

Q4. Answer in brief. (10)

- What are opaque materials? Write two examples of it.
- Write the conditions that are required for the formation of shadow?
- What is the difference between 1 opaque object and 2 semi opaque object?

Q5. Write a note. (10)

- Solar Eclipse (Definition and characteristics)
- Lunar Eclipse (Definition and characteristics)

Q6. Long Answer Questions (10)

- Write any three differences between a shadow image and a Mirror.

BLUE PRINT AND ANSWER KEYS

• Mathematics -VII

Blue Print of Unit Test topic perimeter and area

Q. No.	Type of Q.	Q1. Knowledge			Q2. Comprehension			Q3. Application			Q4. Skill			Q5. Total		
		MCQ	SA	LA	MCQ	SA	LA	MCQ	SA	LA	MCQ	SA	LA	MCQ	SA	LA
1	A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	B	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	C	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	D	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

• Science - VI

Blue Print of Unit Test topic shadow and light

Q. No.	Type of Q.	Q1. Knowledge			Q2. Comprehension			Q3. Application			Q4. Skill			Q5. Total		
		MCQ	SA	LA	MCQ	SA	LA	MCQ	SA	LA	MCQ	SA	LA	MCQ	SA	LA
A	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
C	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
D	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Tilak College of Education, Pune
Science Achievement Test

Time: 10 Minutes

Maximum Marks: 10

Standard: VIII

Div. _____

Name of the student: _____ Male/ Female _____

Date: / / 2022

Instructions: In this test, there are 10 multiple choice questions with four options to each question. Read each question carefully and choose the best answer and make a tick mark (✓) on the letter of your answer. Each question carries one mark.

1. What is the basic unit of life?
a) Cell
b) Tissue
c) Organ
d) System
2. What is the function of the cell membrane?
a) To control what enters and leaves the cell
b) To store genetic information
c) To produce energy for the cell
d) To support and protect the cell
3. What is the difference between a plant cell and an animal cell?
a) A plant cell has a cell wall and chloroplasts, while an animal cell does not
b) An animal cell has a nucleus and mitochondria, while a plant cell does not
c) A plant cell has a large vacuole and a small cytoplasm, while an animal cell has a small vacuole and a large cytoplasm
d) All of the above
4. What are the two types of cell division?
a) Mitosis and meiosis
b) Fusion and fission
c) Photosynthesis and respiration
d) Digestion and excretion
5. What is the name of the process by which cells use oxygen and glucose to produce energy, carbon dioxide, and water?
a) Photosynthesis
b) Respiration
c) Fermentation
d) Transpiration
6. What are the four main types of tissues in the human body?
a) Epithelial, connective, muscle, and nervous
b) Skeletal, cardiac, smooth, and blood
c) Brain, heart, lungs, and liver
d) Skin, bone, muscle, and nerve
7. What are the three main parts of the circulatory system?
a) Heart, blood vessels, and blood
b) Lungs, bronchi, and alveoli
c) Mouth, esophagus, and stomach
d) Kidneys, ureters, and bladder
8. What are the functions of the respiratory system?
a) To transport oxygen and carbon dioxide between the cells and the environment
b) To filter, warm, and moisten the air that enters the body
c) To allow gas exchange between the air and the blood in the lungs
d) All of the above
9. What are the three types of muscles in the human body?
a) Voluntary, involuntary, and cardiac
b) Biceps, triceps, and quadriceps
c) Smooth, rough, and striated
d) Flexors, extensors, and rotators
10. What are the functions of the nervous system?
a) To receive sensory information from the environment and the body
b) To process and interpret the information in the brain and spinal cord
c) To send commands to different parts of the body through nerves
d) All of the above



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2. Observation modes for Individual and Group activities

Observation modes are introduced to assess individual and group activities effectively. Students learn to observe and record students' behaviors, interactions, and performance during various learning engagements, providing valuable insights into their progress.

The students are enabled to evolve the tools of assessment- Observation modes for individual and group activities for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses.

1. Planning the observation: The students need to identify the purpose, scope, and objectives of the observation, and decide on the type, format, and frequency of the observation.
2. They also need to prepare an observation checklist or a rubric that shows the criteria and indicators of the expected performance or behaviour.
3. Preparing the observation: The students need to obtain consent and permission from the participants and stakeholders of the observation. They also need to ensure that they have the necessary equipment, materials, and resources for conducting the observation.
4. Conducting the observation: The students need to follow the ethical and logistical guidelines for conducting the observation. They need to ensure that they are objective, unobtrusive, and respectful during the observation. They need to record and document their observations using the checklist or rubric, and supplement them with notes, photos, videos, or audio recordings as appropriate.

5. Analyzing the observation: The students need to use various techniques and tools to analyze the observation data. They need to organize, categorize, code, and summarize the data. They also need to identify any patterns, trends, or anomalies in the data.
6. Interpreting the observation: The students need to use various methods and tools to interpret the observation data. They need to compare the data with the objectives, standards, or norms. They also need to provide feedback and recommendations for improvement to the participants and stakeholders of the observation. They need to report their findings and conclusions in a clear and meaningful way.

Tilak College of Education, Pune <u>Observation schedule for Individual activity of students</u> Subject: Mathematics Activity: Solving word problems on fractions					
Standard: VII		Div. _____			
Name of the student: _____		Male/ Female _____			
Date: / / 2022					
Time:					
Sr. No.	Observation criteria	1 Poor	2 Fair	3 Good	4 Excellent
1	Shows understanding of the problem				
2	Applies appropriate strategies and methods				
3	Checks the accuracy & reasonableness of the solution				
4	Explains the solution clearly and logically				
Comments:					

<i>(Struggled with some problems that involved mixed numbers, Used diagrams and models to help solve the problems, Sometimes made calculation errors, Could explain the solution in simple words)</i>					
				Signature of the teacher Name of the teacher	

Tilak College of Education, Pune
Observation schedule for Group activity of students
Subject: Mathematics

Experiment: Testing the amount of vitamin C in fruit juices using titration.

Standard: _____

Group: A/ B/ C/ D

Date: / / 2022

Time: _____

Div. _____

Male/ Female _____

Sr. No.	Observation criteria	1 Poor	2 Fair	3 Good	4 Excellent
1	Shows understanding of the aim and procedure of the experiment				
2	Works cooperatively and respectfully with other group members				
3	Follows safety rules and ethical guidelines				
4	Uses appropriate equipment and materials correctly and accurately				
5	Collects, records, and displays data systematically and clearly				
6	Analyzes and interprets data to draw conclusions				
7	Communicates findings effectively using scientific language and conventions				

Comments:

*(Measured the volume of juice and iodine solution using burettes and pipettes accurately
Recorded data in a table and calculated the concentration of vitamin C using a formula
Explained how different factors affect the amount of vitamin C in fruit juices using the concept of oxidation
Presented findings in a report with clear labels, captions, and references)*

Signature of the teacher

Name of the teacher



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3. Performance tests

The students are enabled to evolve Performance test as a tool of assessment for learning suited to the kinds of learning engagement provided to learners, to analyse and interpret responses.

- Planning the performance test: The students need to identify the purpose, scope, and objectives of the performance test, and decide on the type, format, and criteria of the performance task. They also need to prepare a rubric or a scoring guide that shows the standards and indicators of the expected performance or product.
- Preparing the performance test: The students need to obtain consent and permission from the participants and stakeholders of the performance test. They also need to ensure that they have the necessary equipment, materials, and resources for conducting the performance test.
- Conducting the performance test: The students need to follow the ethical and logistical guidelines for conducting the performance test. They need to ensure that they are objective, unobtrusive, and respectful during the performance test. They need to observe and document the performance or product using the rubric or scoring guide, and supplement them with notes, photos, videos, or audio recordings as appropriate.
- Scoring the performance test: The students need to use the rubric or scoring guide to score the performance or product objectively and consistently. They need to record and organize the scores in a systematic way, such as using a spreadsheet or a database.
- Analyzing the performance test: The students need to use various techniques and tools to analyze the performance test results. They need to organize, categorize, code, and summarize the data. They also need to identify any patterns, trends, or anomalies in the data.

- Interpreting the performance test: The students need to use various methods and tools to interpret the performance test results. They need to compare the data with the objectives, standards, or norms. They also need to provide feedback and recommendations for improvement to the participants and stakeholders of the performance test. They need to report their findings and conclusions in a clear and meaningful way.

Performance tests are designed to evaluate practical skills and abilities. Students in the B.Ed. programme learn how to develop performance-based assessments that measure their learners' competency in specific tasks or activities.



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Pune-411030.

Tilak College of Education, Pune
Performance test for speaking skill
Subject: English

Standard: _____ Div. _____
Name of the student: _____ Male/ Female _____
Date: / / 2022
Time: _____

Sr. No.	Criteria	1 Poor	2 Fair	3 Average	4 Good	5 Excellent
1	Comprehension					
2	Body Language					
3	Tone					
4	Vocabulary					
5	Context					
6	Novelty					
7	Fluency					
8	Communication					
9	Inference					
10	Summarizing					

Comments:

Signature of the teacher
Name of the teacher



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4. Oral assessment

The students are enabled to evolve the tools of assessment- Oral assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse & interpret responses.

- Planning the oral assessment: The students need to identify the purpose, scope, and objectives of the oral assessment, and decide on the type, format, and criteria of the oral task. They also need to prepare a rubric or a scoring guide that shows the standards and indicators of the expected performance or behaviour.
- Preparing the oral assessment: The students need to obtain consent and permission from the participants and stakeholders of the oral assessment. They also need to ensure that they have the necessary equipment, materials, and resources for conducting the oral assessment.
- Conducting the oral assessment: The students need to follow the ethical and logistical guidelines for conducting the oral assessment. They need to ensure that they are objective, unobtrusive, and respectful during the oral assessment. They need to observe and document the performance or behaviour using the rubric or scoring guide, and supplement them with notes, photos, videos, or audio recordings as appropriate.
- Scoring the oral assessment: The students need to use the rubric or scoring guide to score the performance or behaviour objectively and consistently. They need to record and organize the scores in a systematic way, such as using a spreadsheet or a database.
- Analyzing the oral assessment: The students need to use various techniques and tools to analyze the oral assessment results. They need to organize, categorize, code, and summarize the data. They also need to identify any patterns, trends, or anomalies in the data.
- Interpreting the oral assessment: The students need to use various methods and tools to interpret the oral assessment results. They need to compare the data with the objectives, standards, or norms. They also need to provide feedback and recommendations for improvement to the participants and stakeholders of the oral assessment. They need to report their findings and conclusions in a clear and meaningful way.

Oral assessment methods are explored to assess students' verbal communication, comprehension, and presentation skills. Students are trained to use structured interviews, oral examinations, and discussions as assessment tools.



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Tilak College of Education, Pune					
Oral assessment for English- Evaluation Rubric					
Standard:		Div. _____			
Name of the student: _____		Male/ Female _____			
Date: / / 2022					
Time:					
Instructions:					
<ul style="list-style-type: none"> • You will have a 10-minute conversation with your partner on a given topic. • You will be assessed on your speaking skills based on the criteria above. • Use the rubric above to score your own and your partner's performance. Each criterion is worth 5 points. The total score is 20 points. Compare your score with the feedback provided by your teacher. 					
Sr. No.	Criteria	Excellent	Good	Fair	Poor
1	Fluency	Speaks with ease and confidence, without hesitation or repetition	Speaks with some ease and confidence, with occasional hesitation or repetition	Speaks with difficulty and uncertainty, with frequent hesitation or repetition	Speaks with great difficulty and insecurity, with constant hesitation or repetition
2	Accuracy	Uses correct grammar, pronunciation, and intonation, without any errors or mistakes	Uses mostly correct grammar, pronunciation, and intonation, with few minor errors or mistakes	Uses partially correct grammar, pronunciation, and intonation, with some major errors or mistakes	Uses incorrect grammar, pronunciation, and intonation, with many errors or mistakes
3	Vocabulary	Uses a wide range of appropriate and varied vocabulary to express ideas clearly and precisely	Uses a good range of appropriate and varied vocabulary to express ideas adequately and reasonably	Uses a limited range of appropriate and varied vocabulary to express ideas partially or vaguely	Uses a poor range of inappropriate and repetitive vocabulary to express ideas illogically or incomprehensibly
4	Interaction	Initiates and maintains the conversation effectively, using appropriate strategies such as turn-taking, questioning, clarifying, etc.	Participates and contributes to the conversation adequately, using some appropriate strategies such as turn-taking, questioning, clarifying, etc.	Attempts to participate and contribute to the conversation poorly, using few appropriate strategies such as turn-taking, questioning, clarifying, etc.	Fails to participate or contribute to the conversation or uses inappropriate strategies such as interrupting, dominating, ignoring, etc.



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5. Rating Scales

The students are enabled to evolve the tools of assessment- Rating Scales for learning suited to the kinds of learning engagement provided to learners, and to analyse and interpret the response.

- Planning the rating scale: The students need to identify the purpose, scope, and objectives of the rating scale, and decide on the type, format, and criteria of the rating scale. They also need to prepare a table of specifications or a blueprint that shows the alignment of the rating scale items with the content and the cognitive domains.
- Preparing the rating scale: The students need to write clear, valid, reliable, and fair rating scale items that match the objectives and the blueprint. They also need to provide clear instructions, scoring criteria, and answer keys for each item. They need to review and revise their rating scale items for any errors or ambiguities.
- Administering the rating scale: The students need to follow the ethical and logistical guidelines for administering the rating scale to their learners. They need to ensure that the rating scale environment is conducive for rating, that the rating scale materials are distributed and collected properly, and that the rating scale time is managed effectively.
- Scoring the rating scale: The students need to use the answer keys and scoring criteria to score the rating scale items objectively and consistently. They need to record and organize the scores in a systematic way, such as using a spreadsheet or a database.
- Analyzing the rating scale: The students need to use various statistical techniques and tools to analyze the rating scale results. They need to calculate measures of central tendency, variability, and distribution for the rating scale scores. They also need to calculate measures of difficulty, discrimination, and reliability for the rating scale items. They need to identify any patterns, trends, or anomalies in the data.
- Interpreting the rating scale: The students need to use various methods and tools to interpret the rating scale results. They need to compare the rating scale scores with the

objectives, standards, or norms. They also need to provide feedback and recommendations for improvement to their learners. They need to report their findings and conclusions in a clear and meaningful way.

Rating scales are introduced as a means to assess and evaluate learners' performance and behaviours. Students learn to design and use rating scales effectively to provide quantitative and qualitative feedback on various aspects of their learners' engagement.

Rating scales are introduced as a means to assess and evaluate learners' performance and behaviors. Students learn to design and use rating scales effectively to provide quantitative and qualitative feedback on various aspects of their learners' engagement.



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Pune-411030.

Tilak College of Education, Pune					
A rating scale for assessing students' technology integration skills					
Name of the student: _____ Male/ Female _____					
Date: / / 2022					
Time: _____					
Sr. No.	Criteria	Advanced	Proficient	Basic	Unsatisfactory
1	Selecting appropriate technology tools				
2	Using technology tools effectively				
3	Enhancing learning outcomes with technology				
4	Demonstrating digital citizenship				
Comments:					

Signature of the teacher					
Name of the teacher					

S.P. Annabell's
Tilak College of Education, Pune 411030
BED 104: Advance Pedagogy and Application of ICT

Name of the Student- Teacher: _____
Roll No. _____ Exam Seat No. _____ Batch Year _____

Evaluation Rubric for Innovative Tutorial Model

Sr. No.	Criteria	5	4	3	2	1
1	Title, Abstract, Key words, and Introduction 1. Title must be academic, include different variables, include your topic, its application, area or end user (1 Mark) 2. Abstract must be brief about your topic, learning procedure, use of apps, reflection on learning (all in only one page) (abstract with Key words 1 Mark) Key words, Key phrases, Key concepts in short form. 3. Introduction must be relevant, overarching, linking with your topic (2 Marks)					
2	Use of various apps, GC, and Data sources, etc 1. List of apps useful for the graduate and post graduate students (1 Mark) 2. List of apps useful for the trainee teachers and teachers (1 Mark) 3. Classification of apps as per their uses or different criteria (1 Mark) 4. Filling of Google forms and submitting it on the GC (1 Mark) 5. List of different search engines and data sources such as Scopus (1 Mark)					
3	Reviews of related literature & researches 1. Searching the articles on various data sources, 2. Downloading the high relevant articles, 3. Adding them into Mendeley, 4. Use of Annotations, 5. Analysis and then synthesis in your word.					

1

B. ED - 091 - B- TEAM TEACHING Roll No. _____

EVALUATION SCHEME

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

No	Step	Criteria	1	2	3	4	5
1	Lesson Note	Short, clear and complete					
2	Introduction	Relevant and stimulating					
3		Revel of previous knowledge and linking with the topic					
4		Statement of Aims and Life writing					
5	Presentation	Clarity and Fluency in Narration / Discussion					
6		Questions – Clear, concise and grammatically correct					
7		Questions - Logical and thought Provoking					
8		Distribution of questions and Reinforcement					
9		Black Board Work					
10		Clarity in Reading / Ease in Demonstration					
11		Use of Teaching Aids / Use of Examples					
12		Mastery over the content					
13		Reduction of time wastage					
14		Role and Co ordination among team members					
15		Equal participation of team members					
16		Classroom management and Time Management					
17	Evaluation	Reorganization as per objectives					
18		Application – Appropriate – creative					
19		Homework – Appropriate – actual based					
20		Efficacy of team teaching					
Total Marks - 100							

Date _____ Signature of Professor In-charge _____

The B.Ed. programme at Tilak College of Education takes a comprehensive approach to assessment. Students are enabled to evolve a variety of assessment tools, including teacher-made written tests, observation modes, performance tests, oral assessments, and rating scales, to suit different learning engagements. Moreover, they are equipped with the skills to analyze and interpret assessment responses meaningfully. This ensures that our graduates are well-prepared to assess their learners effectively and support their educational progress.

Students are empowered to evolve a variety of assessment tools, including teacher-made written tests, observation modes, performance tests, oral assessments, and rating scales, through the following theory courses and Practicals.

Compulsory Course

BED 104: Assessment and Evaluation for Learning

Unit 1 – Process of Evaluation

1.1 Measurement, Assessment and Evaluation in Education – Concept & Relationship

1.2 Taxonomy of instructional objectives (Revised Blooms Taxonomy and R. H. Dave) and its importance.

1.3 Principles of Evaluation

1.4 Educational objectives and learning outcomes

1.5 Criteria for selection of a good learning experiences and types

1.6 Relationship between educational objectives, learning experiences, content and evaluation.

Unit 2 Tools and techniques of evaluation

2.1 Characteristics of measuring tools: Validity, Reliability, Objectivity, Usability, Adequacy and Discrimination Power (Concepts and factors affecting them)

2.2 Evaluation Techniques and Tools:

Observation Technique: Rating Scale and Check List

Self-Reporting Technique: Interview and Questionnaire

Projective Technique: Thematic Apperception Test (TAT) and Sentence Completion Test

Sociometric Technique: Sociogram and Guess Who?

2.3 Quantitative Tools of Evaluation

(a) Construction of achievement test with special reference to Content area, Objectives and Types of Questions (Blue Print)

(b) Diagnostic Test

(c) Performance Test: Jigsaw and Puzzle

(d) Oral Test and Practical Test

Unit 3 -Assessment for Learning

3.1 Significance of assessment for learning

3.2 Self-assessment and peer assessment

3.3 Records used in Assessment:

Profiles: Meaning, Steps involved and criteria for developing and maintaining a comprehensive learner profile.

Evaluation rubric: Meaning , Construction and Uses

Cumulative records : Meaning, Significance

a. Continuous and Comprehensive Evaluation (CCE)

b. Choice Based Credit System (CBCS)

c. Open Book Examination

Importance of Feedback in learning

Types of Feedback : Constructive feedback, Oral and Written, Individual & Group

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
- Preparing any four evaluation tools for Formative Assessment.

Compulsory Course

BED 210:- Basics of Research: 2 credits (50 marks)

This course will enable the student teacher to know the basic research methodology, to identify the school based research problem and to solve them scientifically. In the course student teacher will do the research and write the report using the following points:-

- Identification of an educational problem.
- Formulation of various solutions.
- Selection of the most probable solution
- **Developing a tool for data collection**
- Data collection
- Data analysis
- Reporting findings

Optional Course

BED 204-09 Introduction to Educational Research

Unit- 4- Tools and techniques of Educational Research 1 Credit

- 4.1 Observation- concept, characteristics, need, types, merits and limitations.
- 4.2 Questionnaire- Definition, characteristics, need, types, merits and limitations.
- 4.3 Rating Scale- concept, characteristics, need, types, merits and limitations.
- 4.4 Achievement Test- concept, characteristics, need in research, merit and limitations.

Practical

- **Preparation of any one tool for data collection**

**BED - 109 : C - MODELS OF TEACHING
I : ADVANCE ORGANIZER MODEL**

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

EVALUATION SCHEME

No.	Steps	Criteria	Rating Scale				
			1	2	3	4	5
1	Lesson Note	Neat, Correct and complete.					
2	Phase I	Clarification of the aim					
3		Presentation of the organizer					
4		Use of examples and references					
5		Use of repetition					
6		Revival of previous knowledge / experiences					
7	Phase II	Presentation of content / learning material					
8		Logical order of content / learning material					
9		Maintenance of attention					
10	Phase III	Use of principle of integration					
11		Encouraged active reception learning					
12		Development of critical approach towards content					
13		Clarification of doubts					
14	Teaching Skills	Mastery over content					
15		Achievement of objectives as per the phases					
16		Role of teacher students					
17		Ease in using model					
18		Classroom Management					
19		Time Management					
20		Effectiveness in teaching overall impression					
Total Marks - 100							

Date _____



Signature of Professor In-charge _____

Pudhanda



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



S. P. Mandali's

Mobile No. 8263838388

टिळक शिक्षण महाविद्यालय, पुणे - ४११०३०.

Tilak College of Education, Pune 411030

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

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

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

Website: www.tilakcollegeofeducation.org

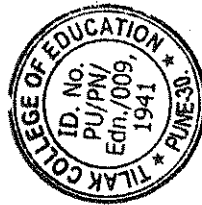
E-mail: tilakcollege1941@gmail.com

Date: 23.11.2022

Evaluation tools development workshop Second Year B.Ed. 2022- 23

Second Year B.Ed. students (Elective- Introduction to Educational Research) are informed that the Evaluation tools development workshop 2022-23 will be held from 28.11.2022 to 29.11.2022 in our college. Following activities will be conducted in this workshop.

1. Evaluation tools- Concept, types, Characteristics, advantages, Limitations
2. Written Examination
 - i. Content Test/ Unit Test
 - ii. Performance Test- MCQ Test
 - iii. Rating Scale
 - iv. Questionnaire
 - v. Observation Schedule
3. Oral Examination
4. Development of any one tool



P. Mandali

Principal
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टिळक शिक्षण महाविद्यालय, पुणे - ४११०३०.

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Website: www.tilakcollegeofeducation.org

E-mail: tilakcollege1941@gmail.com

Date: 07.12.2022

Evaluation tools development workshop Second Year B.Ed. 2021-22

are informed that the Evaluation tools development workshop 2022-23 for Second Year B.Ed. students (Elective- Introduction to Educational Research) was held from 28.11.2022 to 29.11.2022 in our college. Following activities were conducted in this workshop.

1. Evaluation tools- Concept, types, Characteristics, advantages, Limitations
2. Written Examination
 - i. Content Test/ Unit Test
 - ii. Performance Test- MCQ Test
 - iii. Rating Scale
 - iv. Questionnaire
 - v. Observation Schedule
3. Oral Examination
4. Development of any one tool



S. P. Mandali

Principal

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Tilak College of Education, Pune 411 030.

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

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

Ref.No.

Tilak College of Education, Pune

Date :

F.Y. B. Ed.

BED 104

2020-21

EVALUATION TOOL DEVELOPMENT ACTIVITY

Every year Tilak College of Education conducted an activity for designing the evaluation tool. During the academic year 2020-21 we conducted an activity to evaluate the students' performance in different aspect. Theoretical perspective of this activity was given and oriented by Prof. Vijay Dhamane, who is the in-charge of this course. It was explained that if we want to evaluate the students' performance in the readers theatre, what should be the preparation, the objectives and the development stages of the tool and how to use this tool for the evaluation of performance of the students.

Considering all above points, the student teachers were oriented on 8th July 2021. The performance of the student can be evaluated by different tools may be by rating scale, rubrics or the performance test. Considering the readers theater presentation rubrics is most convenient tool for the evaluation. The main feature of this tool is that, it can be used for the self-assessment as well as peer or by the teacher also. So this activity was conducted. The criteria for the evaluation and the level of performance was explained by the in-charge and according the one sample rubric was presented in front of the students. As per the given guidelines, the task was given to the students to prepare the rubrics for any performance of the students and then sample tool was presented among the group. In this way, this activity was conducted with an active participation of the students. the details are given as follows:

1. Readers' Theatre: Concept

Readers' Theatre is a fun, interactive way to help students to improve their reading fluency and oral speaking skills. Readers Theatre also gives students a chance to work cooperatively in groups and helps build their confidence, especially for reluctant readers.



2. Objectives:

- i. To improve reading fluency and oral speaking skills
- ii. To get exposure to a wide variety of texts/e-texts
- iii. Engage with these texts/e-texts interactively – individually as well as in small groups
- iv. Enhance their capacities as readers and writers.
- v. To build the confidence

3. Preparation:

- Orientation: Concept, Objectives, Procedure
- Handover the rubric to the students ahead of time, so they know and understand what they will be scored on.
- Discuss each of the major areas and how they relate to the Readers Theatre presentation.
- Provide students with several examples of Readers Theatre presentations before they plan and execute their own Readers Theatre.
- Ask students to evaluate and assess the example presentations using the same rubric.

4. Presentation: Present the activity as per the guidelines given.

5. Evaluation:

The rubric assesses students both individually in two major areas, delivery and cooperation, and as a group in the area of on-task participation.

Delivery includes eye contact, expression, gestures, and use of props.

Cooperation assesses students on how well they worked individually in a group and how well the group worked together overall.

The rubric is flexible and can be used individually, for the whole group, or both.

After students have completed their Readers Theatre presentations, ask them to do a self-assessment with the same rubric and conference with them to compare their self-assessment with your own assessment.

Students can do peer evaluations of the Readers Theatre using this rubric. Students can meet with a partner or in small groups to give each other feedback and explain their scoring.

A) Modes of Evaluation:

1. Individual
2. 2. Peer
3. 3. By peer group
4. 4. By Teacher



B) Tool for Evaluation:

Readers' Theater Presentation Rubric

Name of the Student: _____

Roll No: _____

Criteria	Excellent	Good	Needs works
Oral Delivery Volume	Consistently speaks loudly enough for audience to hear 5 pts.	Usually speaks loudly enough for audience to hear 3 pts.	Speaks too soft or loud to hear. 1 pt
Oral Deliver Clarity	Words are pronounced correctly and easily understood 5 pts.	Most words are pronounced correctly and easily understood 3 pts.	Many words pronounced incorrectly, too fast or slow, mumbles 1 pt
Oral Delivery Reads with expression	Consistently reads with appropriate expression 5 pts.	Usually reads with appropriate expression. 3 pts.	Reads with little or no expression 1 pt
Oral Delivery Reads in turn	Takes turns accurately on a consistent basis. 5 pts.	Takes turns accurately on a somewhat consistent basis 3 pts.	Takes turns rarely on a consistent basis 1 pt.
Cooperation with group Works well with group members	Consistently works well with others 5 pts.	Sometimes work well with others. 3 pts.	Difficulty in working with others 1 pt.

Total points: 25

Points earned: _____ **Percentage** _____%

Date

Signature of a Teacher



कथाकथन गुण विभागणी

Name of a Student : ----- Roll No :

निकष गुण →	५	४	३	२	१
सर्जनशीलता	कल्पनारम्य, सर्जनशील कथा. सुस्पष्ट सुरुवात, मध्य व शेवट. आकर्षक व लक्षवेधक कथानक	सर्जनशील व रचनात्मक कथा. मनोरंजक कथानक परंतु काल्पनिक घटकांची आवश्यकता.	थोडीसी विसंगत कथा, स्पष्ट रचना आवश्यक, लक्षवेधक कथानकाची गरज, सर्जनशीलता आवश्यक	कथेतील घटक विसंगत, सर्जनशीलतेची गरज	अस्पष्ट, गोंधळात टाकणारी कथा, सर्जनशीलतेचा अभाव, कथानकाचे अनुकरण कठीण
शब्दसंग्रह	समृद्ध, वैविध्यपूर्ण व वयोगटानुसार भाषेचा वापर, वर्णनात्मक शब्द व वाक्प्रचारांचा प्रभावी वापर	योग्य व वर्णनात्मक भाषा, अधिक वैविध्यपूर्ण शब्दांचा वापर आवश्यक	मुलभूत भाषा, वर्णनात्मक घटकांचा अभाव, मर्यादित शब्दसंग्रह	अतिशय सोपी भाषा, कथा प्रभावीपणे सांगण्याची धडपड व मर्यादित शब्दसंग्रह	अतिशय सोपी भाषा, कथा समजण्यास कठीण व मर्यादित शब्दसंग्रहामुळे आकलन कठीण
सादरीकरण	स्पष्टपणे व उत्साहात कथेचे सादरीकरण. बोलताना आवाजात योग्य चढ-उतार व अचूक हावभाव	स्पष्टपणे व उत्साहात कथेचे सादरीकरण. बोलताना आवाजात काही ठिकाणी योग्य चढ-उतार व अचूक हावभाव	अस्पष्ट सादरीकरण, आवाजातील चढ उतार व हावभाव कथेशी न जुळणे	अस्पष्ट सादरीकरण, योग्य स्वर व अभिव्यक्तीचा अभाव, कथेचे अनुकरण आव्हानात्मक	सादरीकरण अतिशय अस्पष्ट, कथा समजण्यास कठीण
परस्पर संवाद	नजरेला नजर भिडवली, प्रेक्षकांना गुंतवून ठेवणारी कथा व प्रेक्षकांशी प्रभावी परस्पर संवाद	बऱ्याच वेळेस नजरेला नजर भिडवली, प्रेक्षकांना गुंतवून ठेवणारी कथा, संवादात सुधारणा आवश्यक	काही ठिकाणी प्रेक्षकांना गुंतवून ठेवले, नजरेला नजर भिडवण्यात व परस्पर संवाद साधण्यात संघर्ष	क्वचित ठिकाणी प्रेक्षकांना गुंतवून ठेवले व परस्पर संवादाचा अभाव	प्रेक्षकांना गुंतवून ठेवणे कठीण, परस्पर संवादाचा अभाव

Marks: -----/ Out of 20

Vijay Dhamane
Prof. Vijay Dhamane
In-charge

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



TILAK COLLEGE OF EDUCATION, PUNE 30

BED 106-08 General Science

Report of Entry Level Test- 2023

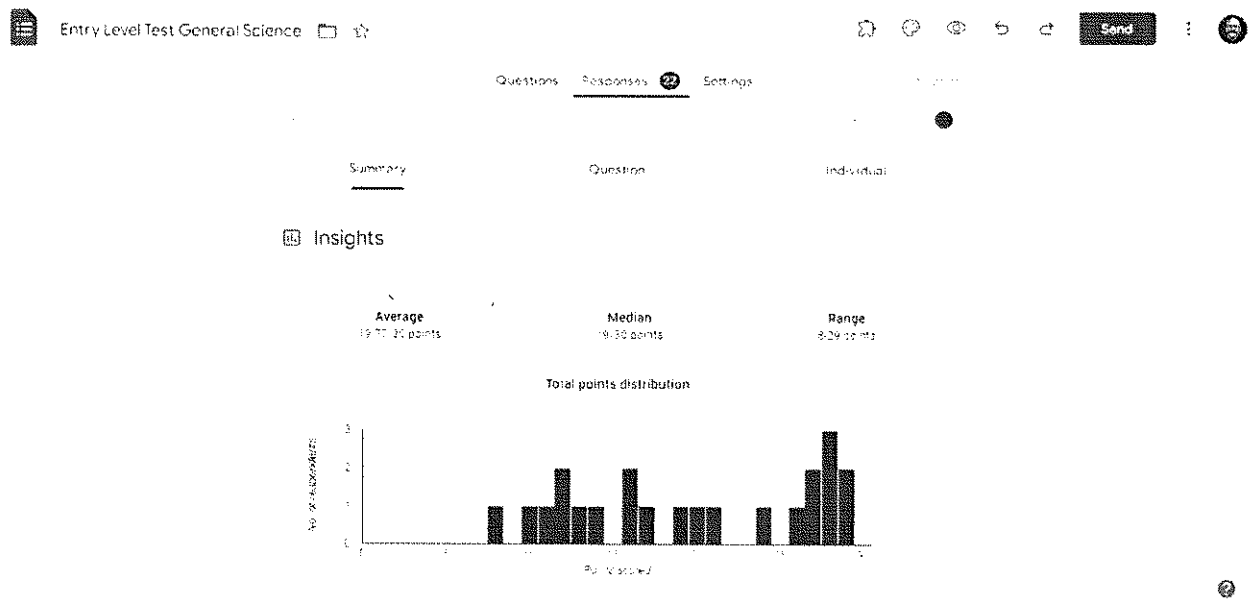
The academic year 22-23 of the College started on 26th December 2022, on the very first day, after the welcome ceremony the college conducted entry level test of the student-teachers who were admitted for general science as their method, for the same a Google Form was created and the link is provided in the Google Classroom BED 106-08 General Science, the link of Google Classroom is then provided to the student-teachers on the Whatsapp Group created by the College for the announcements, notices, circulars and effective communication, thus it was made mandatory to the student-teachers to join the Google Classroom compulsory. The first objective of this entry level test was to check the content knowledge of the student-teachers who are going to be the teachers in near future as well as these student-teachers have to conduct various lessons, practice lessons and internship lessons during these two years, so whether their general science knowledge is updated or not that was the main objective. The second objective was, if their knowledge is not update or some students found weak in the content knowledge, then college has to plan and implement some measures or remedial program to improve their content knowledge. The secondary objective of this entry level was if the student-teacher scored below the expectations then they would realize the reality, they will be aware in the future and show concern related to content, this will motivate them to learn more regarding content knowledge of science, most of the time it is assumed that the student's assume that they are graduate or post-graduate so they are having good content knowledge of school subjects, but that is not the reality, for instance a physics graduate can score minimum in the biology section or a vice a versa. So that they should not estimate themselves under any prejudice and start learning content knowledge immediately, another aspect is about the university examination. In Savitribai Phule University (SPPU) 80 marks content-knowledge paper is conducted by SPPU, so university is going to conduct the paper, there are 40 marks for one school subject method and 40 marks for other, and 20 marks are for practical and assignments, so the grades are depend up on university examination. Out of 40 marks 10 marks are for objective type questions, so if student-teacher is not choosing proper answer then they will get zero for the same, so practice of objective type questions is also one of the aims.



Nature of the Entry Level Test:

There were 30 multiple choice questions on General Science, these questions were divided into three subjects such as Physics, Chemistry and Biology. Each branch of science got the credit of 10 marks.

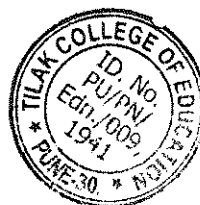
Analysis of the Test: The 21 student-teachers attended this entry-level test, passing criteria for this test is 11 out of 30. Out of 21 student-teachers, two scored only 8 marks, rest 19 student-teachers are passed in the entry-level test.



Action Taken:

The faculty decided to take some remedial measures to improve the class of the student-teachers, for the same

1. The learning resources were searched on the net and links are provided to the student-teachers on Google Classroom.
2. The topics from BED 106-08 General Science were distributed among the student-teachers for the self-learning.
3. The content enrichment program was designed under which the student-teacher has to develop the lesson note, with questions at the end, on that topic, as well as power point presentations for conducting the seminar on peer learners in the classroom setting.



4. The student-teacher has to conduct the seminar cum power- point presentation in the classroom as per the time-table, the participants have to ask questions to the presenter as well as there is Q and A session on the topic.
5. Before conducting the seminar student-teacher has to take the guidance from the faculty, after seminar he has to upload lesson note and PPT on the Google Classroom in the class work section.
6. The faculty shares the links of all the PPTs to all the student-teachers for study purpose.
7. The faculty also developed Science Quiz Google form and shared the link at the time of Science Day.
8. The student-teachers are made compulsory to observe more practice teaching lessons of various peer learners, so that they will get thorough knowledge of the secondary school level science.
9. The number of sample question papers is shared with the student-teachers on BED 106-08 General Science Google Classroom for the practice.

Rajendra Thigale

Dr. Rajendra Thigale
Science Content Faculty



Radhika Inamdar

Dr. Radhika Inamdar
Principal

PRINCIPAL
Tilak College of Education
Pune-411030.



TILAK COLLEGE OF EDUCATION, PUNE 30

BED 106-08 General Science

Mark- List of Entry Level Test-2023

Sr. No.	Name of the student	Marks
1	BHONG HARSHA SURESH	17
2	VINAY DHUMAL	28
2	MANISHA VAIDYA	13
3	RAVIKIRAN JADHAV	16
4	JADHAV SNEHA SUNIL	8
5	RATHOD MANSI RATHOD	24
6	PANSE RUTUJA RAMESH	16
7	LAKHE SHIWANI PANDURANG	29
8	IDRISH SADIKOT	20
9	SHINDE NEHA BABAN	12
10	KUKREJA BHUMIKA DHEERAJ	12
11	LAXMIKANT A PATIL	21
12	TALEKAR ROHIT SHIVAJI	28
13	RUTUJA SASANE	8
14	NIKAM MAMTA SURESH	27
15	KOLEKAR GIRISH DHULAPPA	27
16	KSHIRSAGAR PRITI NARSING	28
17	JAGTAP RUTUJA RAJARAM	



		29
18	GAIKWAD SAURABH LAXMAN	19
19	GAIKWAD KAMESH SANJAY	14
20	POOJA MARUTI VYAVAHARE	11
21	DANGE NAJNEEN DAGADU	26

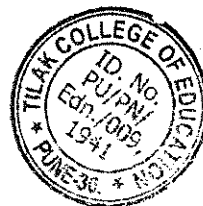
Rajendra Thigale

Dr. Rajendra Thigale
Science Content Faculty



Radhika Inamdar

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



Tilak College of Education, Pune-30

F.Y.B.Ed.2019-20

Geography Content Test (Baseline)

Time : 20 mins.

Marks :15

Instructions :

- All questions are compulsory.
- Each question one mark each.
- Tick mark on the most appropriate option.

Q1. Write the meaning of the given Geographical terms :

i) Altitude-

ii) Cyclonic wind -

iii) equator-

iv) food chain-

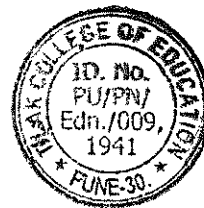
v) latitude-

vi) population explosion –

vii) light year-

viii) weathering -

xi) Meander –



x) international date line --

Q2. Write the full form of the following Geographical terms :

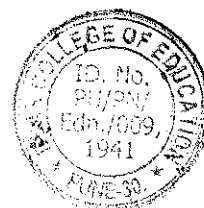
i) IST-

ii) GPS-

iii) mb -

iv) MSL -

v) KPH-



Tilak College of Education, Pune

B.Ed.2020-21

Classroom Objectives and specifications

Guidelines of 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 Hardware
	Student makes a list of functions of gram panchayat.
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 Internet.
	Student classifies software.
Application	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.
	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 insert table in MS word.
Skill	Student draws a neat diagram of the structure of Parliament.
	Student shows process of editing shapes in MS paint.
	Student visits geographical places.
Interest	Student collects old devices of hardware.

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

स्पष्टीकरणे - एकवचनी आणि वर्तमान काळात असावे.

खालील प्रमाणे क्रियापद वापरा :

ज्ञान - विद्यार्थी नावे/ व्याख्या यादी सांगतो,

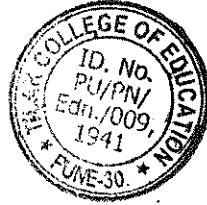
आकलन - स्पष्ट करतो, तुलना, कारणे , सह संबंध वर्णन सांगते,

उपयोजन - चर्चा, विशद, उपाय सांगतो, रिकाम्या जागा भरतो, जोड्या जुळवतो,

कौशल्य - चित्र आकृती नकाशा काढतो, नावे देतो सॉफ्टवेअर वापरतो

Guidance group in charge

(Dr. Suresh G. Isave)



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Tilak College of Education
Pune-411030.

TILAK COLLEGE OF EDUCATION, PUNE 30

Report of SET, NET coaching 2022-23

During the academic year 2022-23 IQAC has taken an initiative regarding SET, NET exam coaching, for the same IQAC created Google Classroom on 10th December 2022, there are 118 participants joined this activity. The faculties shared learning material for the student-teachers. This has helped the student-teachers to clear the SET exam, our 4 student-teachers of First year B.Ed. cleared.

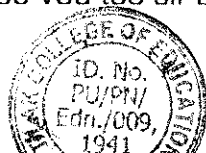
Dr. Rajendra Thigale
IQAC Coordinator

Dr. Radhika Inamdar
Principal

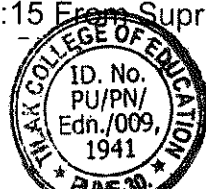


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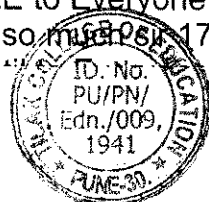
16:01:41 From 193_Seema Triveni Upadhyay to Everyone: 193_Seema Upadhyay 16:02:01 From 144 Deepali Davane to Everyone: 144_Deepali Davane 16:02:14 From Ram Ingole to Everyone: 110 Ram Ingole 16:02:23 From 154- Amruta Haribhakta to Everyone: 154- Amruta Haribhakta 16:02:25 From akshada kulkarni to Everyone: 168- Akshada Kulkarni 16:02:39 From Amol Gore to Everyone: Amol gore 16:02:39 From RADHIKA INAMDAR to Everyone: Type - Name course and year 16:02:57 From Sonal Lone to Everyone: 173 Sonal Lone FYBED 16:03:00 From Amol Gore to Everyone: SY M.ED AMOL GORE 16:03:12 From akshada kulkarni to Everyone: FY.BEd 168 akshada kulkarni 16:03:15 From 144 Deepali Davane to Everyone: 144_Deepali Davane FyBED TCE 16:03:31 From 195-Shruti Verma to Everyone: 195-SHRUTI VERMA FY B.Ed. 16:03:32 From Supriya Game Roll No - 234 to Everyone: 234 - Game Supriya (S.Y.B.Ed) 16:03:34 From Kalyani Nalnikar to Everyone: Kalyani Nalnikar B.ed Second year(TCE) 16:03:34 From Nikita Deshmukh to Everyone: 146 Nikita Deshmukh F.Y. B.ed 16:03:38 From ashwini chandakkar to Everyone: 140 Ashwini Chandakkar Fy.B.ed 16:03:40 From Bharati Nilesh Kawale to Everyone: Bharati Nilesh Kawale DSM 16:03:42 From 190.Sonkamble Bhakti to Everyone: Bhakti Sonkamble 190 FYBED 16:03:42 From Sandip Jadhav to Everyone: sandip jadhav 16:03:48 From 171 manasi kumbhar to Everyone: 171 Manasi Kumbhar FY.BED 16:03:55 From payal's Galaxy M51 to Everyone: Payal Luniya completed B. ed from TCE 16:03:56 From 147 Sangeeta Dhallod to Everyone: 147 Sangeeta Dhallod FY.BED 16:04:04 From VISHWAJEET JAMDAR to Everyone: 160 - Vishwajeet Dattatray Jamdar (F.Y.B.ed) 16:04:06 From Sarang Patil to Everyone: Sarang Patil SY B.Ed 16:04:09 From Sandip Jadhav to Everyone: sandip jadhav FY MEd 16:04:21 From 165 - Raj Khade to Everyone: FY 165 - Raj Khade 16:04:25 From Sayali Pawar to Everyone: S. Y B.ed (255_Sayali pawar and 252_ ankita pandey) 16:04:29 From sonal karkare to Everyone: sonal karkare fy med 16:04:33 From shailly gupta to Everyone: shailly gupta m.ed 2nd year 16:04:54 From RADHIKA INAMDAR to Everyone: Alumni, please mention your batch year 16:04:56 From Dipali Deokar to Everyone: Dipali Deokar Completed B.ed from TCE in 2019 16:04:59 From Samadhan Jadhav to Everyone: Samadhan Jadhav S.Y.Bed 16:05:07 From Shekhar Kharat to Everyone: 166 Shekhar Kharat F.Y B.Ed 16:05:09 From Asawari Kulkarni to Everyone: S.Y B.ed Asawari Kulkarni 16:05:10 From Devayani jawale to Everyone: B.ed 2015 Devayani Zope 16:05:12 From Saima Ansari to Everyone: Saima from 2013batch 16:05:16 From Shweta Nijasure to Everyone: 250 - Shweta Nijasure (S.Y. B.Ed) 16:05:22 From Saima Ansari to Everyone: BEd 16:05:34 From Anuja Nogueira to Everyone: Anuja Nogueira-passed out 2019-2020 16:05:36 From aditi chandel to Everyone: Aditi Chandel:2016-2018 16:05:57 From Kumar Khunte to Everyone: kumar Khunte BEd 2017-19 16:06:03 From Bhushan Patil to Everyone: BHUSHAN PATIL F.Y. M.E.D SPPU 16:06:08 From Rajashree Chutke to Everyone: Rajashree Chutke M .Ed First year (20-22) 16:06:10 From Ashwini mane to Everyone: Ashwini Mane..B.Ed.batch of 2014 16:06:17 From Nishigandha Bendre to Everyone: Nishigandha Bendre completed B Ed 2018-2020 from TCE 16:06:34 From Narendra Shimpi to Everyone: 130 Narendra Shimpi 16:06:34 From Neeru Bhagat to Everyone: 251 Pal Neeraj kumari sy B.Ed 16:07:07 From Leena Bagalkar to Everyone: 137 Leena Bagalkar 16:07:17 From Mete Shubhangi to Everyone: Mete Shubhangi - passed out , 2019-2020 16:07:19 From Akash Rathod to Everyone: Akash Rathod (S.Y B.ed) 16:07:31 From Ashwini Shete to Everyone: 220 Ashwini shete (S Y B.ED) 16:07:50 From 113 Jondhale Dipali to Everyone: 113Jondhale Dipali FYBED 16:07:50 From Pushpalata Dhanokar to Everyone: Pushpalata Ghatol completed MEd 2009-2010 batch from TCE 16:07:50 From aamina khan to Everyone: ameena 2013 16:08:20 From Asha Tangade to Everyone: Asha Tangade 16:08:21 From iPhone to Everyone: Good evening respected Ma'am 🙏, 16:08:28 From Rupali Avhad to RADHIKA INAMDAR(Direct Message): Rupali Gite-Avhad MSC BEd 2014 16:08:43 From Rutuja Gawande to Everyone: Rutuja Gawande M.Ed 2 nd year.. 16:09:04 From Saima Ansari to Everyone: a very good afternoon sir 16:09:06 From iPhone to Everyone: Good afternoon Sir 16:09:12 From yasmee2179@gmail.com to Everyone: good afternoon sir 16:09:31 From Shraddha kunte to Everyone: hello sir.. 16:09:31 From aamina khan to Everyone: good afternoon 16:10:28 From Vaishnavi Kulkarni to Everyone: hello sir 16:11:14 From देवा शिंदे to Everyone: hi 16:11:43 From Saima Ansari to Everyone: nice to see you too sir after a long time 16:12:48 From Mavuresh



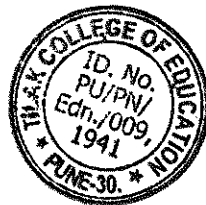
153 Pooja Ghatage 16:13:32 From Hanumant Deshmukh to Everyone: Hanumant Deshmukh 2005 B.Ed. 16:13:33 From Sana Surve to Everyone: SYBEd- 272- Sana Surve 16:13:34 From Ilahi Shaikh to Everyone: Ilahi Shaikh Bed 2011 16:13:37 From Kalyani Kulkarni to Everyone: Kalyani Kulkarni FY B.Ed 16:13:43 From 151 Vrushali Gadekar to Everyone: 151 Vrushali Gadekar F.Y.B.Ed. 16:13:44 From Rupali Avhad to Everyone: Rupali Gite Avhad 2014 BEd 16:13:44 From Dushyanta Kadam to Everyone: Dushyanta Kadam 2018 16:13:44 From Nilam Devare to Everyone: Nilam Devare 2018-20 B.Ed 16:13:45 From Shriya Gadgil to Everyone: Shriya Gadgil: B.Ed 2021 16:13:46 From Dipali Deokar to Everyone: Dipali Deokar B.ed 2017-2019 16:13:48 From Priyanka mane to Everyone: Mane priyanka B. ed 2018- 2020 16:13:50 From Kedar Kabade to Everyone: Kedar kabade B.ed.2021 16:13:53 From Vrushali Sakharkar to Everyone: vrushali sakharkar 2009 b.ed now m.ed 2 nd sem 16:13:56 From Vidyulata Magdum to Everyone: Vidyulata Magdum M.Ed 2019-2021 16:13:57 From Shweta Punjabi to Everyone: Shweta Punjabi B.Ed 2020 16:13:57 From 193_Seema Triveni Upadhyay to Everyone: Seema Upadhyay 2020-22 FY BEd 16:13:58 From Renuka P to Everyone: Renuka Pattanshetty. B .Ed 2014-15 16:13:58 From Amol Gore to Everyone: Amol Gore B.Ed student 2017-2019 16:13:58 From Rupali Jadhav to Everyone: Rupali Jadhav B.ed 2021 16:13:59 From Sonali Pardeshi to Everyone: Sonali Pardeshi SY bed 2021 16:13:59 From Ilahi Shaikh to Everyone: B.Ed 16:14:01 From Sarita Tupalli to Everyone: Sarita Tupalli....B.Ed 2021 16:14:03 From Saima Ansari to Everyone: Saima BEd. 2013 16:14:03 From देवा शिंदे to Everyone: shinde devaa 16:14:04 From komal Tobare to Everyone: Komal Tobaren Bed 2018-20 16:14:05 From Suvarna Nankhile to Everyone: Suvarna Nankhile BEd 2021 16:14:05 From payal's Galaxy M51 to Everyone: Payal Luniya completed B.ed from TCe 2020 16:14:05 From Yashovardhan Phadtare 49 to Everyone: Manisha Shitole. B.ed 2021 16:14:05 From Prajakta Dange to Everyone: prajakta Dange B.ed 2015 16:14:06 From Mayuresh Jagtap to Everyone: 159 Mayuresh Shivaji Jagtap FY B. Ed. 2020 16:14:09 From Soniya Nagre to Everyone: Soniya Nagre B.Ed. 2019-2021 16:14:17 From 143Subhash Darkunde to Everyone: 143Subhash Darkunde fy.bed 2021 16:14:18 From Narendra Shimpi to Everyone: Narendra Rajendra Shimpi roll no.130 FyBed2021 16:14:18 From Nivedini to Everyone: 235_Nivedini_SY BEd 16:14:18 From Sandip Jadhav to Everyone: sandip jadhav FY M.Ed 2021-23 16:14:20 From Swati Bhegde to Everyone: Swati Bhegde B.Ed 2020 16:14:20 From 191-Suman Rani to Everyone: Suman rani- F Y Bed- 2020-2021 16:14:20 From Lalit Bagal to Everyone: Lalit Bagal B.ed 2018-2020 16:14:20 From yasmee2179@gmail.com to RADHIKA INAMDAR(Direct Message): Yasmeen...i hv done BEd from Aurangaba and MEd from Yeola...I am New and unknown person for u 16:14:31 From sandeep bhusare to RADHIKA INAMDAR(Direct Message): Sandeep Ananda Bhusare B.Ed 2014 -15 16:14:31 From Reshma Dhopare to Everyone: Reshma Dhopare sybed 2021 16:14:31 From Karuna palkar to Everyone: karuna palkar , B.Ed 2020 16:14:34 From Asha Deokate to Everyone: ASHA shingade 2015 bed 16:14:35 From Shraddha kunte to Everyone: shraddha natu kunte B.ed 2015 16:14:36 From 302b2530 to Everyone: Akanksha Birajdar B.ed completed. 2020 pass out. 16:14:40 From Asha Tangade to Everyone: Asha Tangade bed FY bed 2020-22 16:14:42 From khola khaton to Everyone: sir my login is with different name "ameena" B.ed 2013 16:14:44 From Kalyani Nalnikar to Everyone: Kalyani Nalnikar 2021 16:14:48 From Ujwala Kumbhar to Everyone: Narendra Kumbhar 2007 Bed 16:14:49 From Vaishnavi Kulkarni to Everyone: Vaishnavi Kulkarni D.ed. 2014-2015 16:14:49 From Devayani jawale to Everyone: B.ed 2015 Devayani Zope 16:15:04 From Vrushali Galinde to Everyone: vrushali galinde m.ed 2020 16:15:10 From Sneha Misar to Everyone: Sneha Misar b.ed 19-21 batch 16:15:12 From Android Bluedroid to Everyone: Shubham Mahajan B.ed 2019-2021 16:15:13 From Anwita Sonawane to Everyone: Preeti Mundhe SY B.Ed 16:15:30 From Asst. Prof. Y. K. JOPALE to Everyone: Yashvant Kashinath Jopale B.Ed. 2010-2011 16:15:46 From Shubhangi Bhosale to Everyone: Shubhangi Bhosale B ed 2019-2021 16:15:51 From Rameshwari thakur to Everyone: rameshwari thakur 16:15:52 From Ashwini Shete to Everyone: Ashwini shete SY B.ED 2019-2021 16:15:57 From Deepali Bhosale to Everyone: Deepali Bhosale 2020-22 16:16:05 From Redmi Note 9 Pro to Everyone: Kavita Visave MED 2020 16:16:09 From Rameshwari thakur to Everyone: b.ed 2019-21 16:16:10 From Amar K to Everyone: Amar Kambale 2009-10 16:16:15 From Supriya Mundhe 121 to Everyone: Supriya



Ed 16:16:48 From Rameshwari thakur to Everyone: rameshwari thakur 2019 -2021 16:17:01
From Rupali Jadhav to Everyone: yes 16:17:06 From Saima Ansari to Everyone: yes sir
16:18:21 From Bharati Nilesh Kawale to Everyone: Bharati Rane Kawale DSM...B.ed.2012-13
16:22:25 From Pranket Suryawanshi to Everyone: which exam needed for national level for 9th
to 12 th std? 16:23:37 From Nivedini to Everyone: If we clear CTET then is it needed to do Mah
TET? 16:32:03 From Rupali Avhad to RADHIKA INAMDAR(Direct Message): network issues at
my end. can u please repeat 1st language for paper1 16:50:29 From Hanumant Deshmukh to
Everyone: Sir, I passed TET Twice and CTET once. You may ask about Internal Question Paper
and Study Methodology. 16:55:57 From Hanumant Deshmukh to Everyone: CTET-
www.ctet.nice.in and for TET mahatet.in website. If earlier 5 Years Question papers studied, that
will be also enough. For TET, Balbharati, SCERT books are good enough to refer. 17:02:21
From Hanumant Deshmukh to Everyone: But still they insist CTET or TET 17:02:33 From
Shraddha kunte to Everyone: thank you sir!! waiting for details about TAIT Exam 17:02:59 From
sandeep bhusare to RADHIKA INAMDAR(Direct Message): Sir, CTET paper 1 ,2 pass असेल तर
TET exam देणे गरजेचे आहे का? 17:03:09 From Rupali Avhad to Everyone: is is like choosen
medium of answer will automatically selects our language 1? 17:03:30 From Kiran Aarya to
Everyone: ctet any notification has come? 17:03:36 From sandeep bhusare to RADHIKA
INAMDAR(Direct Message): thank you Sir 17:04:38 From sandeep bhusare to RADHIKA
INAMDAR(Direct Message): CTET exam chi validity life time ahe ka TET pramane. 17:05:23
From 302b2530 to Everyone: thank you so much for all the information sir. ☺ 17:06:05 From
iPhone karkare supriya to Everyone: Sir open category students have to pay 500 17:07:16 From
iPhone karkare supriya to Everyone: Thank you ☺, Sir given us important information on tet ☺,
17:07:43 From Amar K to Everyone: Thank you Sir ☺, ☺ 17:08:05 From Supriya Game Roll No
- 234 to Everyone: Thank you very much Sir ☺, ☺ 17:08:26 From Deepa Kulkarni to Everyone:
Thank you Sir 17:08:40 From 190.Sonkamble Bhakti to Everyone: thank you sir Informative
lecture by you..☺, so many doubts cleared 17:08:49 From Rupali Avhad to Everyone: while
studying for language 1, if one has selected/ choosen language 1 as English which SSC borad
book we need to refer.? SSC English medium higher level text book or SSC Marathi medium
lower level text book 17:09:21 From Nishigandha Bendre to Everyone: Thank you very much sir
for very informative session! 17:09:49 From Hanumant Deshmukh to Everyone: MSCE 17:09:55
From vasudha waykole to Everyone: Thank you sir and madam for such a informative session
17:10:18 From khola khatoon to Everyone: thank you sir.... for such a informative session
17:10:29 From Aaryan Khairnar to Everyone: Thank you very much Sir .Very informative
session. 17:11:09 From Kiran Aarya to Everyone: please share 17:12:24 From Dr. Ramdas Bite
SCA, Mirajgaon to Everyone: Send old Question Papers on Mail ramdasbite@gmail.com. or
Whts App 9423830088 17:12:30 From sandeep bhusare to RADHIKA INAMDAR(Direct
Message): सर, सत्र खूपच छान व ज्ञानवर्धक झाले. धन्यवादा:!!! 17:12:35 From Saima Ansari to
Everyone: thanks a lot sir 17:13:10 From Devayani jawale to Everyone: thnku sir ☺, 17:13:11
From Dr. Ramdas Bite SCA, Mirajgaon to Everyone: Thank You For Informative Session
17:13:28 From Ujwala Kumbhar to Everyone: thank you sir 17:13:30 From Rohini Ghongade to
Everyone: Thank you Sir ☺, 17:13:34 From Archana to Everyone: thanks sir 17:13:35 From
Asha Deokate to Everyone: thank u sir 17:13:38 From iPhone karkare supriya to Everyone: ☺,
☺,☺,☺,☺, 17:13:38 From Pushpalata Ghatol to Everyone: Thank you so much Sir for this session
which is very useful for us 17:13:43 From Dushyanta Kadam to Everyone: Thank you
sir. 17:13:43 From Prajakta Dange to Everyone: thank u sir 17:13:45 From Bharati Nilesh
Kawale to Everyone: thank you sir for your guidance ☺ 17:13:45 From Shankar Sonawane to
Everyone: Thank U Sir 17:13:45 From Swati Bhegde to Everyone: Thank you sir 17:13:47 From
Sonal Pardeshi to RADHIKA INAMDAR(Direct Message): Thanks a lot Sir ☺, ☺, 17:13:50 From
Sneha Misar to Everyone: thankyou sir for your valuable guidance. 17:13:53 From smita lohar to
Everyone: Thank you Sir 17:14:06 From 147 Sangeeta Dhalod to Everyone: Thank you Sir
17:14:22 From Asst. Prof. Y. K. JOPALE to Everyone: nice and thanks sirji 17:14:23 From
Ashwini mane to Everyone: thank you so much sir 17:14:24 From Sarang Patil to Everyone:
Thank you sir 17:14:24 From Sarang Patil to Everyone: Thank you sir!! It was a helpful session



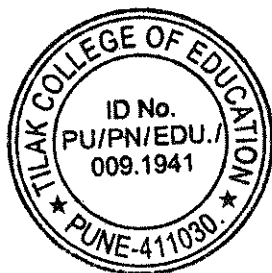
valuable response 17:14:53 From VISHWAJEET JAMDAR to Everyone: Thank you so much sir
😊 17:15:01 From Nikita Deshmukh to Everyone: thankyou sir for your guidance 17:15:09 From Zaima Dalal to Everyone: Thank you so much sir! 17:15:12 From Preeti Mundhe to Everyone: thank you sir 17:15:18 From 143Subhash Darkunde to Everyone: thank you sir 17:15:34 From Nilam Patke to Everyone: Thank you so much Sir 17:15:44 From 154- Amruta Haribhakta to Everyone: thank you sir 17:16:03 From Lalit Bagal to Everyone: Thank u sir 17:16:08 From Rajashree Chutke to Everyone: Thankyou Sir 17:16:25 From Saima Ansari to Everyone: Saima 2013batch BEd 17:16:34 From Mahima Mckenzie to Everyone: 175 Mahima Mckenzie (B.ed 1st year) 17:16:37 From Pranket Suryawanshi to Everyone: pranket suryawanshi f.yb.ed 17:16:40 From Rohini Ghongade to Everyone: Rohini Ghongade Bed DSM 2018-2020 17:16:43 From Amar K to Everyone: Amar Kambale 2009-2010 17:16:44 From 178 - Aishwarya Morale to Everyone: Aishwarya Morale 178 2021- FYBED 17:16:45 From vasudha waykole to Everyone: vasudha waykole 2001 batch 17:16:49 From Zaima Dalal to Everyone: Zaima Dalal: B.ed(Math, Science) 2015-17.... 17:16:50 From Soniya Nagre to Everyone: Soniya Nagre B.Ed. 2019-2021 17:16:52 From 174 - Priyanka Mahajan to Everyone: Priyanka Mahajan bed 1st year Tilak college pune 17:16:59 From Aayush Guldeokar to Everyone: Aayush Guldeokar BEd batch 2018-2020 17:17:00 From Preeti Mundhe to Everyone: 247 Preeti Mundhe B.Ed 2019-21 17:17:08 From Dhanashri Auchare to Everyone: Auchare Dhanashri sy bed 2019-2021 17:17:09 From Deepa Kulkarni to Everyone: Deepa Kulkarni- B. Ed. 20-21 batch 17:17:10 From Ujwala Kumbhar to Everyone: Narendra Kumbhar B.Ed 2007 17:17:13 From Prajakta Dange to Everyone: prajakta Dange M.ed 1st year 17:17:21 From Shweta Punjabi to Everyone: Shweta Punjabi B.Ed 2020 17:17:28 From Sayali Tanpure to Everyone: Sayali Tanpure 2020-2022 FYBED 17:17:31 From iPhone karkare supriya to Everyone: supriya s Karkare Studnt Med 2020 22 17:17:45 From iPhone karkare supriya to Everyone: Thank you , Sir 17:17:47 From VARSHA GOSAVI to Everyone: 109 Varsha Gosavi B.ed 1st year 17:17:47 From Pushpalata Ghatol to Everyone: Pushpalata Ghatol MEd 2009-2010 17:17:50 From vandana Jamdade to Everyone: jamdad Vandana BEd 2009 17:17:51 From Gunjan Dayal to Everyone: Gunjan Dayal B.Ed 2019-2021 17:18:02 From Rutuja Gawande to Everyone: Rutuja Vilasrao Gawande M Ed 2 nd year 2019-2021 TCE 17:18:10 From Archana Kumari to Everyone: Archana Kumari B.Ed 2020-22 17:18:33 From Karuna palkar to Everyone: thank you so much. leaving the class 17:18:36 From Supriya Game Roll No - 234 to Everyone: Game Supriya B.Ed 2019-2021 17:18:47 From Kalyani Nalnikar to Everyone: Kalyani Nalnikar B.ED 2019-2021 Batch 17:18:54 From Anagha Kulkarni to Everyone: Anagha kulkarni (M.ed) TCE 2019-2021 17:18:57 From Saima Ansari to Everyone: such an interesting session doesn't let us leave, we feel like listening to you for a longer time kindly arrange the sessions like this on important topics and do bestow us your knowledge and wisdom thanks



B.ED.107 (Practical): Interview of an experienced mathematics teacher

Interview Schedule

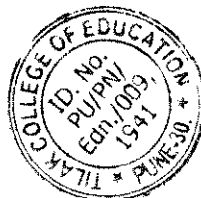
1. What made you to come in this field?
2. How did you get interest in mathematics?
3. Why did you wanted to be a mathematics teacher?
4. What are your strengths?
5. What are your weaknesses?
6. How was your experience as a student teacher?
7. How did you prepare yourself to face the students first time?
8. How was your experience of in service training?
9. Which difficulties did you face?
10. How did you tackle them?
11. Describe your teaching methods -How did they help students to get grip on mathematics?
12. What is the difference between students in initial phase of your career and student of present days?
13. How did you boost students self confidence if they struggled with basic mathematics skills?
14. How did you plan to get student interest in mathematics?
15. How did you use technology in a typical mathematics lesson?
16. In what type of lessons shall we use technology?
17. How did you encourage your students to apply mathematical thinking in everyday life?
18. What can you say about student teachers now days?
19. What message you will give to the upcoming maths teachers?



P. Chaudhari
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Tilak College of Education
Pune-411030.

Tilak College of Education, Pune
Questions for Interview of an experienced Mathematics Teacher

1. Inspiration:
 - What inspired you to become a mathematics teacher? What do you find most rewarding about teaching this subject?
2. Teaching Methods/ Strategies/ Approaches:
 - How do you incorporate different teaching methods, strategies, and approaches to make mathematics more engaging and accessible to students with varying learning styles?
 - How do you differentiate your teaching to meet the needs of both struggling and advanced students in the mathematics classroom?
 - What collaborative activities or group work strategies do you use to encourage peer learning and cooperation among your students?
3. Interdisciplinary approach
 - How do you incorporate interdisciplinary connections in Mathematics teaching?
 - How do you incorporate cross-curricular connections with other subjects to reinforce mathematical concepts?
4. Integration of Technology:
 - How do you integrate technology into your mathematics lessons to enhance learning?
 - What are the specific ICT tools or applications that you use and their impact on student engagement and understanding?
5. Student Engagement:
 - What strategies do you employ to engage students and create a positive learning environment in your mathematics classroom?
 - How do you make mathematics relevant and meaningful to your students' lives and future careers?
 - How do you encourage student participation and active engagement during mathematics lessons?
6. Challenges faced by Mathematics teacher:
 - What are the most significant challenges in teaching mathematics, and how do you overcome them?
 - How do you promote a growth mindset and resilience among students to help them overcome the fear or negative perceptions associated with mathematics?
 - How do you handle behavioral issues or conflicts in the mathematics classroom, and what steps do you take to maintain a positive and respectful learning environment?
7. Professional Development:
 - How do you stay updated with the latest trends, research, and best practices in mathematics education and how do you apply that knowledge to your teaching?
 - Which professional development activities or workshops you have participated in recently and how they have influenced your teaching practice?
 - How do you share your knowledge and expertise with other teachers in your school or community?



8. Resources:
 - How do you utilize available resources, such as textbooks and other offline materials, online materials, or teacher networks, to enhance your mathematics instruction?
 - How do you collaborate with other teachers, parents, or community members to provide additional support and resources for your students' mathematical learning?
9. Future Goals:
 - What are your aspirations for the future of mathematics education, both for yourself and your students?
 - How do you plan to integrate emerging technologies or educational trends into your future mathematics instruction?
 - What efforts will you take to develop interest in mathematics and developing mathematical literacy among your students in the coming years?
10. Assessment Practices:
 - How do you assess student progress and understanding in mathematics? What types of assessments do you use?
 - How do you assess and monitor student progress in mathematics? What role do formative and summative assessments play in your teaching?
 - How do you provide constructive feedback to students to help them improve their mathematical skills and conceptual understanding?
11. Perception of Mathematics among students:
 - How do you address students' negative attitudes or misconceptions about mathematics and promote a positive perception of the subject?
 - Which strategy or activity that you have used to help students understand the relevance and importance of mathematics in their everyday lives?
12. State of Mathematics Education in India:
 - What are your thoughts on the current state of mathematics education in India? Are there any specific strengths or areas of improvement that you have observed?
 - How do you think the mathematics education system can better prepare students for future challenges and opportunities?
13. Government Initiative and Curriculum:
 - How do you ensure that your mathematics instruction aligns with the government curriculum and educational policies?
14. Expectations of Mathematics teachers from Teacher Education Institutes
 - What change would you suggest in the curriculum of existing Teacher Education Programme to enhance the quality of mathematics teacher education?
15. Message for Mathematics teacher:
 - What advice or message would you like to give to aspiring mathematics teachers who are just starting their careers?



अनुभवी गणित शिक्षकांच्या मुलाखतीसाठी सूचना

- शिक्षकाचा गणित शिकवण्याचा अनुभव 10 वर्षांपेक्षा जास्त असावा
- मुलाखतीसाठी शिक्षकांची पूर्वपरवानगी घ्यावी .
- मुलाखत शिक्षकांच्या पूर्वपरवानगीनंतर तुम्ही मुलाखत ऑडिओ/व्हिडिओ रेकॉर्ड करू शकता.
- मुलाखतीपूर्वी तुम्ही शिक्षकांना मुलाखतीचे प्रश्न देऊ शकता.
- मुलाखती दरम्यान मुलाखतीचे प्रोटोकॉल आणि नैतिकता पाळा.
- हस्तलिखित मुलाखत अहवाल तयार करा व तो २४ जुलै २०२३ रोजी किंवा त्यापूर्वी आपल्या Google वर्गावर अपलोड करा.
- 24 जुलै 2023 रोजी किंवा त्यापूर्वी आमच्या Google वर्गावर ऑडिओ/व्हिडिओ रेकॉर्ड केलेली मुलाखत अपलोड करा.
- 25 जुलै 2023 रोजी प्रा. दीपक चव्हाण यांना मूल्यमापन सूची सह हस्तलिखित मुलाखत अहवाल सादर करा.
- तुम्हाला दिलेल्या मुलाखतीच्या प्रश्नांनुसार मुलाखत घ्या.
- तुम्हाला दिलेल्या मुद्द्यांनुसार मुलाखतीचा अहवाल लिहा

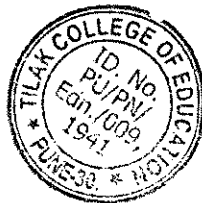
अनुभवी गणित शिक्षकांच्या मुलाखतीचा अहवाल (मुद्दे)

- मुलाखतीचा दिनांक :
- अनुभवी गणित शिक्षकाचे नाव :
- अध्यापनाचा अनुभव: [वर्षे]
- शाळेचे नाव:
- मुलाखतकार: [तुमचे नाव]
- महाविद्यालयाचे नाव: टिळक शिक्षण महाविद्यालय, पुणे
 1. प्रास्ताविक:
 2. मुलाखतीची उद्दिष्टे:
 - 1) प्रभावी अध्यापन पद्धती, धोरणे आणि दृष्टीकोनांची अंतर्दृष्टी प्राप्त करणे.



- 2) वर्ग व्यवस्थापन तंत्र शिकणे
 - 3) तंत्रज्ञान आणि संसाधनांचा प्रभावी वापर शोधणे.
 - 4) प्रभावी मूल्यमापन आणि प्रत्याभरण नीतीवर चर्चा करणे .
 - 5) व्यावसायिक वाढ आणि विकासासाठी सल्ला घेणे.
3. मुलाखतीचे नियोजन
 4. गणित शिक्षकाची तज्ज्ञता आणि योगदान
 5. मुलाखतीची अंमलबजावणी
 6. मुलाखतीचे विश्लेषण आणि अर्थनिर्वचन
 - i. प्रेरणा:
 - ii. अध्यापनाच्या पद्धती/नीती/ उपागम:
 - iii. आंतरविद्याशाखीय उपागम:
 - iv. ज्ञानाशी एकीकरण:
 - v. विद्यार्थी सहभाग:
 - vi. शिक्षकांसमोरील आव्हाने:
 - vii. व्यावसायिक विकास:
 - viii. संसाधने:
 - ix. भविष्यातील ध्येय:
 - x. मूल्यमापन पद्धती:
 - xi. विद्यार्थ्यांमध्ये गणिताच अवबोध:
 - xii. भारतातील गणित शिक्षणाची स्थिती:
 - xiii. शासकीय उपक्रम आणि अभ्यासक्रम:
 - xiv. शिक्षक शिक्षण संस्थांकडून गणिताच्या शिक्षकांच्या अपेक्षा
 - xv. गणित शिक्षकांसाठी संदेश:
 7. मुलाखतीचे निष्कर्ष
 8. मुलाखतीची शैक्षणिक उपयुक्तता

प्रा.दिपक चव्हाण, टिळक शिक्षण
महाविद्यालय, पुणे



टिळक शिक्षण महाविद्यालय, पुणे
अनुभवी गणित शिक्षकांच्या मुलाखतीसाठी प्रश्न

1. प्रेरणा:

- तुम्हाला गणिताचे शिक्षक बनण्याची प्रेरणा कशामुळे मिळाली? • हा विषय शिकवताना तुम्हाला सर्वात अभिमानास्पद असे काय वाटते?

2. अध्यापन पद्धती/नीती/उपागम :

- वेगवेगळ्या अध्ययन शैली असलेल्या विद्यार्थ्यांसाठी गणित विषय अधिक आकर्षक आणि सुलभ बनवण्यासाठी तुम्ही विविध अध्यापन पद्धती/नीती/उपागम यांचा तुमच्या अध्यापनात कसा समावेश करता?
- तुमच्या गणिताच्या वर्गात धडपडणाऱ्या आणि प्रगत विद्यार्थ्यांच्या गरजा पूर्ण करण्यासाठी तुम्ही तुमच्या अध्यापनात कसा फरक करता?
- तुमच्या विद्यार्थ्यांमध्ये सहाध्यायी अध्ययन आणि सहकार्याला प्रोत्साहन देण्यासाठी तुम्ही कोणत्या सहयोगी कृती किंवा गटकार्य नीती वापरता?

3. आंतरविद्याशाखीय उपागम

- तुम्ही गणिताच्या अध्यापनामध्ये आंतरविद्याशाखीय संबंध कसे समाविष्ट करता?
- गणिताच्या संकल्पनांना बळकटी देण्यासाठी तुम्ही तुमच्या अध्यापनात अभ्यासक्रमातील इतर विषयांशी गणिताचा असणाऱ्या संबंधांचा समावेश कसा करता?

4. तंत्रज्ञानाशी एकीकरण

- अध्ययन प्रभावी होण्यासाठी तुम्ही तुमच्या गणिताच्या पाठांमध्ये मध्ये तंत्रज्ञान कसे वापरता?
- विद्यार्थ्यांच्या सहभाग आणि आकलन यावर सकारात्मक परिणाम होण्यासाठी तुम्ही वापरत असलेली विशिष्ट ICT साधने किंवा ॲप्लिकेशन्स कोणती आहेत?

5. विद्यार्थी सहभाग:

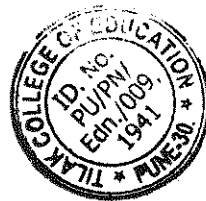
- विद्यार्थ्यांना अध्ययनात गुंतवून ठेवण्यासाठी आणि तुमच्या वर्गात सकारात्मक शिक्षणाचे वातावरण निर्माण करण्यासाठी तुम्ही कोणती नीती वापरता?
- तुम्ही तुमच्या विद्यार्थ्यांच्या जीवनासाठी आणि भविष्यातील करिअरसाठी गणिताला संबंधित आणि अर्थपूर्ण कसे बनवाल?
- गणिताच्या अध्ययनात विद्यार्थ्यांचा सक्रिय सहभागासाठी तुम्ही कसे प्रोत्साहन देता?

6. गणिताच्या शिक्षकासमोरील आव्हाने:

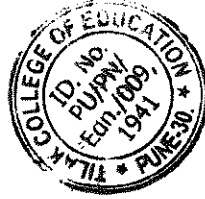
- गणित अध्यापन करताना सर्वात महत्त्वाची आव्हाने कोणती आहेत आणि तुम्ही त्यावर कशी मात करता?
- गणिताबाबतची भीती किंवा नकारात्मकता दूर करण्यासाठी आणि विद्यार्थ्यांमध्ये सकारात्मक मानसिकता आणि लवचिकता तुम्ही कशी वाढवता?



- गणिताच्या वर्गात तुम्ही विद्यार्थ्यांच्या वर्तणुकीशी संबंधित समस्या तुम्ही कशा हाताळता आणि सकारात्मक आणि आदरयुक्त अध्ययन वातावरण राखण्यासाठी तुम्ही कोणती पावले उचलता?
7. व्यावसायिक विकास:
- गणित- शिक्षणातील नवप्रवाह, संशोधन आणि सर्वोत्तम पद्धतींबद्दल तुम्ही कसे अद्ययावत राहता आणि हे ज्ञान तुम्ही तुमच्या अध्यापनामध्ये कसे वापरता?
 - तुम्ही अलीकडे कोणत्या व्यावसायिक विकास उपक्रमांमध्ये किंवा कार्यशाळांमध्ये सहभाग घेतला आहे आणि त्यांचा तुमच्या शिकवण्याच्या पद्धतीवर त्याच कसा प्रभाव पडला आहे?
 - तुमचे व्यावसायिक ज्ञान आणि कौशल्य तुमच्या शाळेतील किंवा समुदायातील इतर शिक्षकांसोबत तुम्ही कसे शेअर करता?
8. संसाधने:
- तुमच्या गणिताच्या अध्यापनासाठी उपलब्ध संसाधने, जसे की पाठ्यपुस्तके आणि इतर ऑफलाइन साहित्य, ऑनलाइन साहित्य किंवा शिक्षकांचे नेटवर्क तुम्ही कसे वापरता?
 - विद्यार्थ्यांच्या गणित अध्ययनासाठी अतिरिक्त सहाय्य आणि संसाधने प्रदान करण्यासाठी तुम्ही इतर शिक्षक, पालक किंवा समुदाय सदस्यांसोबत कसे सहकार्य करता?
9. भविष्यातील ध्येय:
- गणिताच्या शिक्षणाच्या भविष्यासाठी तुमच्या आणि तुमच्या विद्यार्थ्यांसाठी काय आकांक्षा आहेत?
 - तुमच्या भविष्यातील गणिताच्या अध्यापनामध्ये तुम्ही उदयोन्मुख तंत्रज्ञान किंवा शैक्षणिक नवप्रवाह कसे समावेशित करणार?
 - नजीकच्या काळात विद्यार्थ्यांमध्ये गणिताविषयी अभिरुची वाढवणे आणि गणिती साक्षरता विकसित करणे याविषयी तुम्ही कोणते प्रयत्न कराल?
10. मूल्यमापन पद्धती:
- विद्यार्थ्यांच्या प्रगतीचे आणि गणितातील आकलन यांचे मूल्यमापन तुम्ही कसे करता? तुम्ही कोणत्या प्रकारच्या मूल्यमापन पद्धती वापरता ?
 - तुम्ही गणितातील विद्यार्थ्यांच्या प्रगतीचे मूल्यमापन आणि नियमन कसे करता? तुमच्या अध्यापनामध्ये आकारिक आणि संकलित मूल्यमापन कोणती भूमिका बजावतात?
 - विद्यार्थ्यांना त्यांची गणिती कौशल्ये आणि संकल्पनात्मक आकलन सुधारण्यात मदत करण्यासाठी तुम्ही त्यांना रचनात्मक प्रत्याभरण कसा देता?
11. विद्यार्थ्यांमध्ये गणिताचा अवबोध:
- विद्यार्थ्यांची गणिताबद्दल नकारात्मक वृत्ती किंवा गैरसमज तुम्ही कसे दूर करता आणि विद्यार्थ्यांमध्ये गणित विषयाची सकारात्मक धारणा कशी वाढवता?



- विद्यार्थ्यांना त्यांच्या दैनंदिन जीवनात गणिताची प्रासंगिकता आणि महत्त्व समजून सांगण्यासाठी तुम्ही कोणती पध्दत किंवा उपक्रम राबवता?
12. भारतातील गणित शिक्षणाची स्थिती:
- भारतातील गणिताच्या शिक्षणाच्या सद्यस्थितीबद्दल तुमचे काय मत आहे? तुम्ही निरीक्षण केलेले काही विशिष्ट सामर्थ्य किंवा सुधारणा क्षेत्रे आहेत का?
 - गणिताची शिक्षण प्रणाली विद्यार्थ्यांना भविष्यातील आव्हाने आणि संधींसाठी चांगल्या प्रकारे कशी तयार करू शकते असे तुम्हाला वाटते?
13. शासकीय उपक्रम आणि अभ्यासक्रम:
- अभ्यासक्रम आणि शैक्षणिक धोरण यांच्याशी तुमचे गणिताचे अध्यापन मिळतेजुळते राहिल यासाठी तुम्ही काय करता?
14. शिक्षक शिक्षण संस्थांकडून गणिताच्या शिक्षकांच्या अपेक्षा
- गणित शिक्षकांच्या शिक्षणाची गुणवत्ता वाढवण्यासाठी सध्याच्या शिक्षक शिक्षण कार्यक्रमाच्या अभ्यासक्रमात तुम्ही कोणता बदल सुचवाल?
15. गणित शिक्षकांसाठी संदेश:
- गणित शिक्षक म्हणून करिअर सुरू करणाऱ्या शिक्षकांना तुम्ही कोणता सल्ला किंवा संदेश देऊ इच्छिता?



पूर्व चाचणी

तोंडी परीक्षा Oral Examination.

प्रश्न १ ला शब्दांचे वाचन करा शब्दवाचन घेण्यासाठी प्रत्येकी दहा शब्द लिहिलेले फ्लॅश कार्ड तयार करण्यात आली आहे. (उपक्रम- उच्चारण). (वेळ- प्रति विद्यार्थी एक मिनिट) (गुण २५)

सूचना- दिलेल्या फ्लॅश कार्ड वरील एका फ्लॅश कार्ड मधील दहा शब्द वाचा.

फ्लॅशकार्ड १	फ्लॅशकार्ड २	फ्लॅशकार्ड ३	फ्लॅशकार्ड ४
वर्ग	स्वर्ग	मूर्ख	सूर्य
क्रमांक	संक्रात	विक्रम	चक्रम
भास्कर	नमस्कार	मस्करी	लशकर
यात्रा	जत्रा	चैत्र	पुत्र
म्हातारा	तुम्ही	म्हैस	म्हादबा
उन्हाळा	कान्हा	पान्हा	चिन्ह
अन्न	प्रसन्न	जगन्नाथ	पन्नास
प्रभात	प्रवास	प्रदीप	प्रशांत
लठ्ठ	मठ्ठ	घट्ट	पट्टा
महाराष्ट्र	सौराष्ट्र	धृतराष्ट्र	राष्ट्रगीत

(वरील प्रमाणे ४० शब्दांचे चार कार्ड तयार केली आहे सुस्पष्ट उच्चारण या वाचन निकषानुसार गुणदान करायचे आहे.)

शब्दवाचन

अ. क्र.	निकष	१	२	३	४	५
१	सुस्पष्ट उच्चारण					
२	जोडाक्षरांचे उच्चारण					
३	एका दृष्टीक्षेपात वाचन					
४	शब्द वाचनगती					
५	शब्दांचे आकलन					

२५ पैकी गुण तर ५ पैकी गुण



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प्रश्न २ रा खालील उताऱ्याचे वाचन करा- (उपक्रम- वाचन गती वृद्धी) (प्रति विद्यार्थी सात मिनिटे) (गुण २५)

उतारा क्रमांक

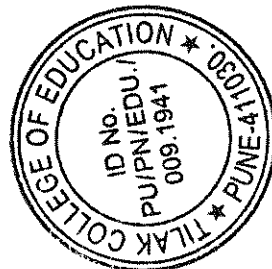
एक समाजसेवक समाजसेवेचे धडे घेण्यासाठी गाडगेबाबांकडे गेला. त्याने बाबांना सांगितले, "मला समाजातील गरिबांची सेवा करायची आहे. मला मार्ग दाखवा." बाबा म्हणाले, "रहा माझ्याबरोबर." तो बाबांचे निरीक्षण आणि अनुकरण करू लागला. बाबांनी झाडू घेऊन झाडायला सुरुवात केली की, तोही तसेच करायचा. एकदा बाबांकडे एक कुष्ठरोगी आला. बाबांनी समाजसेवकाला गरम पाणी आणायला सांगितले. त्याने पाणी आणले. बाबांनी कुष्ठरोग्याना आंघोळ घाललेला सुरुवात केली. थोडा वेळ जाताच बाबा समाजसेवकाला म्हणाले, "आता तू याचे हात स्वच्छ धुऊन काढ." तो घाबरला. त्याने चेहरा वाकडा केला. म्हणाला, "बाबा, थोडेच तर काम आहे. तुम्ही करून टाका. मी परत कधी तरी असले काम करेन." असे म्हणून तो निघाला. बाबा काही म्हणाले नाहीत. त्यांनीच त्याचे हात साफ केले. बाहेर येऊन पाहतात, तर समाजसेवक गायब!

तात्पर्य:- मोठ्यांचे अनुकरण करणे सोपे नसते.

उताऱ्यावर आधारित प्रश्न विचारतात.

- १) गाडगेबाबांकडे समाजसेवक कशासाठी गेला?
- २) समाजसेवकाने गाडगेबाबांना काय सांगितले?
- ३) कोणते काम करायला समाजसेवक कचरला?
- ४) या उताऱ्या वरून कोणती गोष्ट कठीण असल्याचे लक्षात येते?
- ५) या उताऱ्याला योग्य शीर्षक द्या.

अ. क्र.	निकष	१	२	३	४	५
१	सुस्पष्ट उच्चारण					
२	आरोह-अवरोह					
३	आवाजातील चढ-उतार					
४	वाचनाची गती					
५	आकलन युक्त वाचन					



२५ पैकी गुण तर ५ पैकी गुण

प्रश्न ३ रा खालील संवादाचे वाचन करा (उपक्रम- आरोह-अवरोह युक्त वाचन) (प्रति विद्यार्थी सात मिनिटे) (गुण २५)

संवाद

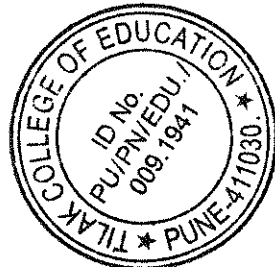
सोनार म्हणाला, "धनी ही घ्या जांभळं, पण त्याचा काही उपयोग नाही." आश्चर्याने रामराव म्हणाले, "का रे बाबा उपयोग का नाही?" सोनार म्हणाला, "काल रात्रीच आईसाहेब माझ्या स्वप्नात आले होत्या. त्या मला म्हणाल्या "माझी कंबर फार दुखते त्यावर आधी औषध पाठवा. मी अन्नपाणी सोडलयं. मला जांभळं नकोत. आधी औषधाने माझ्यावर उपाय करा."

खालील प्रश्नांची उत्तरे द्या

१. हा संवाद कोणाकोणांमध्ये झाला?
२. सोनार रामरावकडे काय देण्यासाठी आला होता?
३. आईसाहेब कोणाच्या स्वप्नात आल्या?
४. "मला जांभळं नकोत, आधी औषधाने माझ्यावर उपाय करा." असे कोणकोणास म्हणाले.
५. 'धनी' या शब्दासाठी समानार्थी शब्द सांगा.

अ. क्र.	निकष	१	२	३	४	५
१	सुस्पष्ट उच्चारण					
२	आरोह-अवरोह					
३	आवाजातील चढ-उतार					
४	वाचनाची गती					
५	आकलन युक्त वाचन					

२५ पैकी गुण तर ५ पैकी गुण



लेखी चाचणी

प्रश्न क्र १ खालील उतारा दिला आहे उताराच्या खाली दिलेल्या प्रश्नांच्या उत्तरांचा योग्य पर्याय क्रमांक चौकटीत लिहा. (उपक्रम- वाचनगती वृद्धी उपघटक- वेगवान गती व आकलनयुक्त वाचन) (गुण ५).

एक साधू होता. एकदा त्याच्या अंगात एक बाण रुतला. त्याला असह्य वेदना होऊ लागल्या त्याचा शिष्य परिवार खूप मोठा होता. शिष्य साधूच्या अंगातील बाण काढायचा प्रयत्न करत होते; पण साधूच्या वेदना वाढतच होत्या; शिष्यांना वेदनाशामक वनस्पतींची माहिती होती; परंतु ती जवळपास नव्हती व दुरून आणीपर्यंत बराच वेळ लागला असता. शेवटी शिष्यांनी आसपासच्या लोकांना हाका मारल्या. त्यापैकी एक जण त्या साधूचे प्रवचन ऐकण्यासाठी रोज येत असे तो म्हणाला, "मी एक उपाय सांगतो, महाराज प्रार्थनेला बसले, की त्यांच्या अंगातील बाण काढा." हा कसला उपाय, कोणाला कळेना. पण तो म्हणाला "मी जो म्हणतो, तोच रामबाण उपाय आहे." शेवटी सर्वांनी त्याचे म्हणणे मान्य केले. संध्याकाळी नेहमीप्रमाणे प्रार्थना सुरू झाल्यावर काही क्षणातच साधू एकाग्र चित्ताने बसला आणि हे पाहून शिष्यांनी त्याच्या शरीरातील रुतलेला बाण बाहेर काढला. साधूला वेदना जाणवल्यास नाहीत. बाण कधी काढला हेच त्याला कळलेच नाही.

तात्पर्य:- एकाग्रतेचे सामर्थ्य मोठे असते

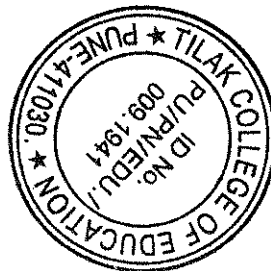
प्र.१ साधूला कशामुळे असे हे वेदना होऊ लागल्या?

अ. पायाला इजा झाल्यामुळे

ब. विषबाधा झाल्यामुळे

क. अंगात बांधल्यामुळे

ड. पोटात दुखत असल्यामुळे



प्र.२ साधूच्या वेदना कमी होण्यासाठी कोण प्रयत्न करत होते?

अ. आसपासचे लोक

ब. त्याचा खूप मोठा शिष्यगण

क. त्याचे मित्र

ड. साधूचे गुरु

प्र.३ बाण काढण्यासाठी कोणता रामबाण उपाय सांगितला?

अ. औषधी वनस्पती लावणी

ब. वेदनाशामक वनस्पती लावणी

क. बाण ओढून काढणे

ड. प्रार्थनेला एकाग्रतांनी बसल्यावर काढणे

प्र. ४ साधूला बाण काढताना वेदनानं न जाणवण्याचे कारण काय असावे?

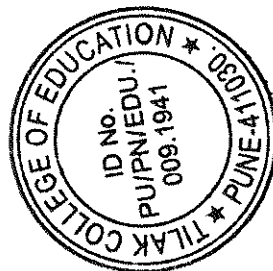
अ. परमेश्वराची पूर्णपणे एकाग्र झाल्यामुळे

ब. जाणीव नष्ट झाल्यामुळे

क. प्रवचन करीत असल्यामुळे

ड. अतिवेदनांमुळे बेहोश झाल्याने

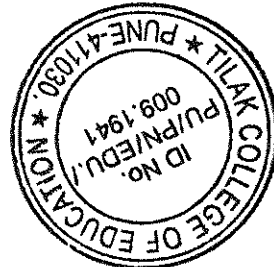
प्र. ५ या उताऱ्याला योग्य शीर्षक द्या.



प्र. २ कवितेचे वाचन करून खाली दिलेल्या प्रश्नांच्या उत्तरांचा पर्याय क्रमांक चौकटीत लिहा
(उद्देश- आकलनयुक्त वाचन) (गुण ५)

कविता:-

चंद्र पहा उगवे, मनोहर
प्रकाश झाला पूर्व दिशेला
पसरित आला तेज नभिं नवें ||धृ||
गगनी हळुहळु येई वरती
दे नयनांना तोष पहा किती
जमवुनि सारे संवगडी भवती
खेळायाला येई सर्वे !
आनंदाचा उत्सव म्हणूनी
गगनाचा ही मांडव घालुनि
लहान मोठे गोलक आणूनि
कुणी विजेचे लावी दिवे
आकाशाचे उपवन फुलले
ग्रहताऱ्यांनी नटले, खुलले
गम फुलांच्या मधे उमलले
शुभ्र कमल ते किती बरवे !



१. चंद्रासाठी कोणते विशेषण वापरले आहे?

अ. तेजस्वी ब. मनोहर क. तोष ड. शुभ

२. चंद्राचे सवंगडी कोणते?

अ. फुले ब. दिवे क. तारे ड. उपवन

३. आकाश हा अर्थ नसल्यास कोणता शब्द आकाशासाठी वापरला आहे ते ओळखा?

अ. गोलक ब. सवंगडी क. उपवन ड. फुल

४. शुभ कमल कोणाला म्हटले आहे?

अ. चंद्राला ब. तारकांना क. आकाशाला ड. गोलकांना

५. गगनाच्या मांडवात लावलेले दिवे कोणते?

अ. झुंबरे ब. लोलक क. शुभ कमल ड. आकाशातील ग्रह गोल

प्र. ३ अ. अर्थपूर्ण शब्द तयार करा (कोणतेही २) (२ गुण)

अ. तो, क, री, पा, शी- _____

ब. र, दा, स, चा- _____

क. क, द, पा, श, र- _____

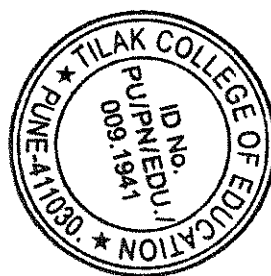
ब. रिकाम्या जागी कोणता योग्य शब्द लिहिल्यास उजवीकडील शब्द अर्थपूर्ण होतील? (गुण १)

१ _____ बत

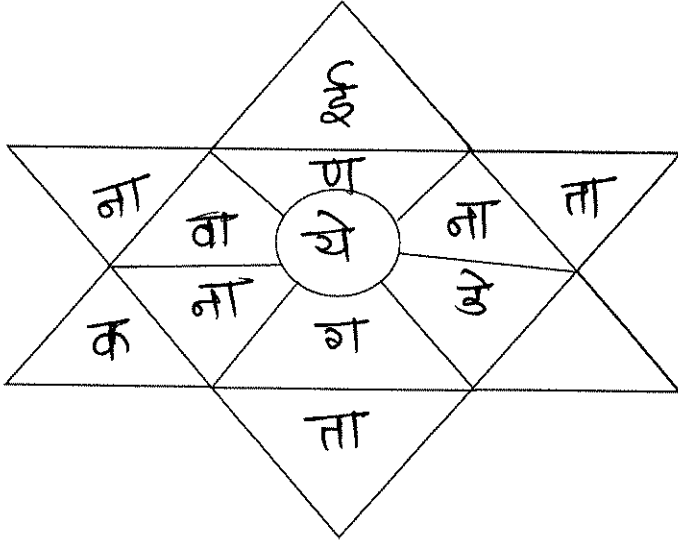
२ _____ दार

३ _____ कार

४ _____ पंच



क. कोष्टकातील अक्षरापासून म्हण तयार करा. (गुण १)



ड. पुढीलपैकी विरुद्धार्थी शब्दांची चुकीची जोडी ओळखा व पर्यायाला गोल करा. (गुण १)

१. यश × अपयश	२. सतेज × निस्तेज
३. काळजी × चिंता	४. स्वातंत्र्य × पारतंत्र

इ. खालील वाक्य गुहांमध्ये लपलेले प्राणी शोधा (गुण ५)

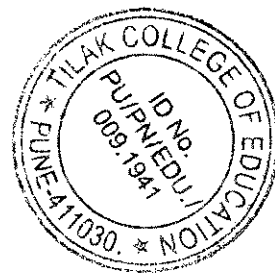
अ. झोपडी असो वाघर आपलं ते आपलंच-

ब. मुलगा ठेव व मुलगी हुशार असली तरी चालेल-

क. आधी काम कर मग रड-

ड. तू कामाकडची सगळी पुस्तकं आण-

इ. तो उंच मुलगा यमुचा भाऊ आहे-



प्र.४ अ खालील वाक्यांचा क्रम लावा व त्यांचा पर्याय क्रमांक चौकटीत लिहा. (गुण ३)

१. घोड्याच्या पिलाला _____ म्हणतात.

अ. शिंगरू ब. वासरू क. पारडू ड. कडू

२. घोडा हा प्राणी आहे.

अ. क्रूर ब. हिंसक क. पाळीव ड. रानटी

३. घोड्याला राहण्यासाठी असतो.

अ. गोठा ब. खुराडे क. पिंजरा ड. तबला

ब. खालील गटातील शुद्ध शब्द ओळखा व पर्यायाला गोल करा. (गुण २)

अ. मैत्रिणी ब. मैत्रिणीनो क. मैत्रीण ड. मैत्रीण

अ. दुर्गंध ब. दुरगणध क. दुर्गंध ड. दुगंध

प्रश्न ५ वा अ. खालील दिलेले शब्द प्रमाण भाषेत लिहा (कोणतेही दहा) . (गुण ५)

१. न्हाई-

५. म्हन्ते-

९. यवढंच-

२. सौसाराला-

६. माजी-

१०. हाय-

३. म्हंजी-

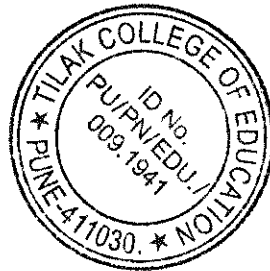
७. त्येच्यासाठी-

११. व्हय-

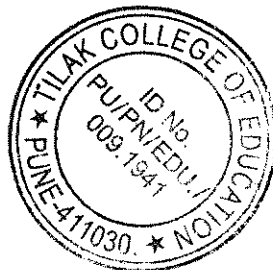
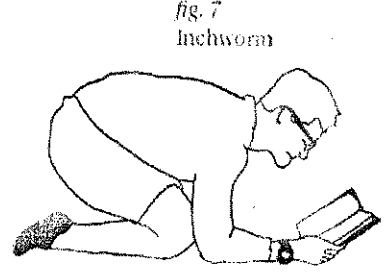
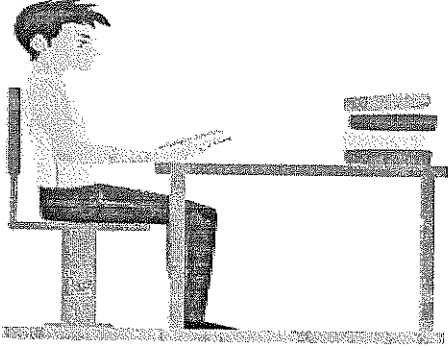
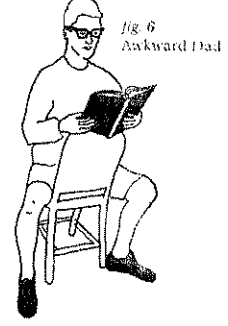
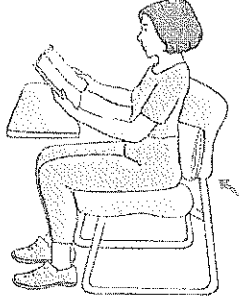
४. समद्या-

८. डोल्यातून-

१२. त्यो-



ब. वाचन करण्याच्या सवयीचे चित्र पाहून चित्रा खाली योग्य व अयोग्य लिहा. (कोणतेही ५)
(गुण ५)



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उद्दिष्टानुसार गुण विभागणी

अनु क्र	उद्दिष्टे	गुणविभागणी	सारांश टक्केवारी
१	ज्ञान	५	१०
२	आकलन	२५	५०
३	उपयोजन		
४	कौशल्य	२०	४०
		५०	१००

प्रश्नप्रकारानुसार गुण विभागणी

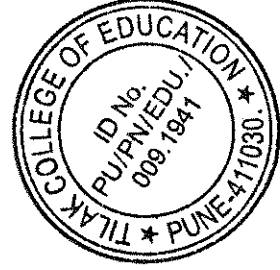
अनु क्र	प्रश्नप्रकार	प्रश्नसंख्या	गुण	सारांश टक्केवारी
१	निबंधवजा	४	२०	४०
२	लघुत्तरी	३	१५	३०
३	वस्तु निष्ठ	३	१५	३०
		१०	५०	१००



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संविधान तक्ता

अनु. क्र.	उपघटक	उद्दिष्टानुसार												कोशल्य						एकूण							
		मान				आकलन				उपयोजन				वस्तु निष्ठ		निबंध		लघु		निबंध		एकूण					
		वस्तु निष्ठ	लघु	निबंध	वस्तु निष्ठ	लघु	निबंध	वस्तु निष्ठ	लघु	निबंध	वस्तु निष्ठ	लघु	निबंध	वस्तु निष्ठ	लघु	निबंध	वस्तु निष्ठ	लघु	निबंध	वस्तु निष्ठ	लघु	निबंध	वस्तु निष्ठ	लघु	निबंध		
१	शब्दउच्चारण																										
२	वाचनवेग / वाचनगती																										
३	आकलन / अर्थपूर्ण																										
४	शब्दसंपत्ती																										
५	बोलीभाषा व प्रमाणभाषा																										
६	अयोग्य शारीरिक हालचाली																										
	एकूण																										



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22-6



TILAK COLLEGE OF EDUCATION, PUNE
S. Y. B. ED.
B. ED 204 -09
INTRODUCTION TO EDUCATIONAL RESEARCH

Roll No.

Exam. No.

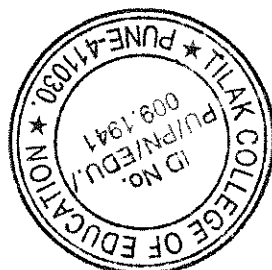
CCE ACTIVITY- SEMINAR

Name of the Student: Mr. /Mrs. _____

EVALUATION SCHEME

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

No	Criteria	1	2	3	4	5
1	Selection of Theme					
2	Selection of Relevant Material					
3	Presentation					
4	Proper use of resources					
5	Scope for the discussion					
6	Defense					
7	Openness to Ideas					
8	Confidence					
9	Time Management					
10	Overall Impression					
	Total marks-50					



Signature of Professor In-charge

Inquiry Training Model (ITM) Evaluation Scheme

पृच्छा प्रशिक्षण प्रतिमान आधारित मूल्यमापन योजना

Rating Scale
पदनिश्चयन श्रेणी

1

Unsatisfactory
असमाधानकारक

2

Average
बरा

3

Satisfactory
समाधानकारक

4

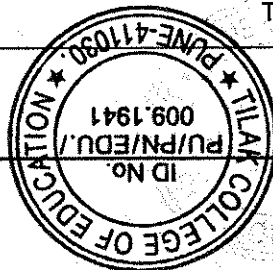
Good
चांगला

5

Excellent
उत्कृष्ट

		1	2	3	4	5
1) Lesson Note - पाठटाचण	1) Neat, correct & complete नीटनेटके, अचूक आणि परिपूर्ण					
Phase I पायरी १	2) Selection of the issue समस्येची निवड					
	3) Explanation of Rules for enquiry पृच्छापद्धतीच्या नियमांचे स्पष्टीकरण					
	4) Clarity in Presentation of discrepant events घटनेचे स्पष्ट सादरीकरण					
Phase II पायरी २	5) Encourage students to ask questions विद्यार्थ्यांना प्रश्न विचारण्यासाठी उद्युक्त करणे					
	6) Accepted only Yes / No questions and rejected invalid questions केवळ होय/नाही प्रश्नांना प्रतिसाद व अप्रस्तुत प्रश्नांना नकार					
	7) Insist students to clarify terms and conditions of their questions प्रत्येक गटासाठी आव्हानात्मक प्रश्न					
Phase III पायरी ३	8) Encourage, observation and experimentation wherever necessary आवश्यक तेथे निरीक्षण व प्रयोगास प्रोत्साहन					
	9) Use of appropriate language for the enquiry process पृच्छेसाठी योग्य शब्दयोजना/भाषा वापरली					
Phase IV पायरी ४	10) Encouraged students to formulate a rule and explain a discrepant event. विरोधात्मक घटनेसंबंधी नियम व स्पष्टीकरण तयार करण्यास प्रोत्साहित केले.					
Phase V पायरी ५	11) Analysis of the enquiry process and recapitulation पृच्छाप्रक्रियेचे विश्लेषण व संकलन					
	12) Proper direction to the students thinking process विद्यार्थ्यांच्या विचारप्रक्रियेला योग्य दिशा देण्याचा प्रयत्न					
	13) Encouraged interaction between students विद्यार्थ्यांमधील आंतक्रियेला प्रोत्साहित केले					
	14) Implementation of the syntax पदबंधसाठी अंमलबजावणी					
	15) Ease in using the model प्रतिमान वापरण्यातील सहजता					
	16) Use of Blackboard फलकाचा वापर					
	17) Classroom management वर्ग व्यवस्थापन					
	18) Time Management वेळेचे व्यवस्थापन					
	19) Preparation for the lesson पाठासाठी तयारी					
	20) Overall impression एकंदरीत प्रभाव					
	Total Marks एकूण गुण					

Date:



Sign. of Observer
Date:

Roll No.

Tilak College of Education, Pune
BED 107
PEDAGOGY OF THE SCHOOL SUBJECT
MATHEMATICS

Practical: Organize an Exhibition of mathematics models/ projects and prepare a report.

EVALUATION SCHEME

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

No.	Criteria	1	2	3	4	5
1	Selection of teaching aids					
2	Size and Colour scheme of teaching aids					
3	Ease in handling					
4	As per content requirement					
5	Durability of teaching aids					
6	Proper reflection of content					
7	Attractive and economical					
8	Exhibition and Presentation					
9	Report writing					
10	Overall impression					
Total marks- 50						



Signature of Professor In-charge



TILAK COLLEGE OF EDUCATION, PUNE
S. Y. B. ED.
B. ED 204 -09
INTRODUCTION TO EDUCATIONAL RESEARCH

Roll No.

Exam. No.

CCE ACTIVITY- SEMINAR

Name of the Student: Mr. /Mrs. _____

EVALUATION SCHEME

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

No	Criteria	1	2	3	4	5
1	Selection of Theme					
2	Selection of Relevant Material					
3	Presentation					
4	Proper use of resources					
5	Scope for the discussion					
6	Defense					
7	Openness to Ideas					
8	Confidence					
9	Time Management					
10	Overall Impression					
	Total marks-50					



Signature of Professor In-charge

Tilak College of Education Pune-30

B.Ed-First Year [Batch 2021-22]

BED 108: [b] Integration Lesson

Roll No: _____

Name of the Student-Teacher:- _____

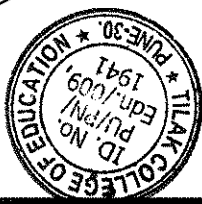
Name of Integration _____

Title of the Unit:- _____

Table of Check list of Integration Lesson Note

S.N.	Particulars	Check Box
1.	Lesson No	
2.	Roll No	
3	Date	
4	Subject	
5	Name of Topic	
6	Previous Knowledge	
7	Apparatus	
8	Three columns	
9	Matter	
10	Method	
11	Skills [Total 6 Micro-Skills]	
12	Introduction/ Preparation	
13	Statement of Aim	
14	Presentation	
15	Questions in method column	
16	Text, images, figures, diagrams, charts, tables etc in Matter column	
17	Closure:- [wherever necessary]	
18	Black board Planning	
19	Evaluation Scheme	
20	Proper handwriting/neatness	

Name of the Intern:-



Sign of M.Ed. Intern

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

Tilak College of Education Pune-30

B.Ed-First Year [Batch 2021-22]

BED 110: [a] Practice Lesson

Roll No: _____

Name of the Student-Teacher:- _____

Title of the Unit:- _____

Table of Check list of Practice Lesson Note

S.N.	Particulars	Check Box
1.	Standard, Division	
2.	Time, Day, Date	
3	School Name	
4	Previous Knowledge	
5	Aim of the Lesson	
6	Apparatus	
7	Objectives and Specifications:-	
8	Knowledge	
9	Understanding	
10	Application	
11	Core Elements	
12	Core Values	
13	Life Skills	
14	Steps of Lesson	
15	Introduction/ Preparation	
16	Statement of Aim	
17	Presentation:-	
18	Questions in method column	
19	Text, images, figures, diagrams, charts, tables etc in Matter column	
20	Closure:-	
21	Recapitulation and Evaluation [4/5 W, H questions]	
22	Application [Only one format of questions]	
23	Home work	
24	Black Board Plan	
25	Evaluation Scheme	

Name of the Intern:-

Pratishtha



Sign of M.Ed. Intern

S. Handa
PRINCIPAL

Tilak College of Education
Pune-411030.

Tilak College of Education Pune-30

B.Ed-First Year [Batch 2021-22]

BED 110: [a] Practice Lesson

Roll No: _____

Name of the Student-Teacher:- _____

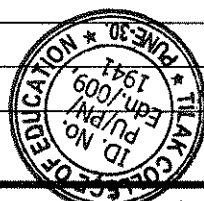
Title of the Unit:- _____

Table of Check list of Practice Lesson Note

S.N.	Particulars	Check Box
1.	Standard, Division	
2.	Time, Day, Date	
3	School Name	
4	Previous Knowledge	
5	Aim of the Lesson	
6	Apparatus	
7	Objectives and Specifications:-	
8	Knowledge	
9	Understanding	
10	Application	
11	Core Elements	
12	Core Values	
13	Life Skills	
14	Steps of Lesson	
15	Introduction/ Preparation	
16	Statement of Aim	
17	Presentation:-	
18	Questions in method column	
19	Text, images, figures, diagrams, charts, tables etc in Matter column	
20	Closure:-	
21	Recapitulation and Evaluation [4/5 W, H questions]	
22	Application [Only one format of questions]	
23	Home work	
24	Black Board Plan	
25	Evaluation Scheme	

Name of the Intern:- _____

Sign of M.Ed. Intern



[Signature]
PRINCIPAL

Tilak College of Education
Pune-411030.

[Handwritten signature]

Tilak College of Education Pune-30

B.Ed-First Year [Batch 2021-22]

BED 108: [a] Micro Lesson

Roll No: _____

Name of the Student-Teacher:- _____

Name of Micro skill _____

Title of the Unit:- _____

Table of Check list of Practice Lesson Note

S.N.	Particulars	Check Box
1.	Lesson No:- [Teach/Reteach]	
2.	Roll No	
3	Name of the Skill	
4	Date	
5	Subject	
6	Previous Knowledge	
7	Apparatus	
8	Three columns	
9	Matter	
10	Method	
11	Sub-skills [Total 8 sub-skills of that micro-skill]	
12	Introduction/ Preparation	
13	Statement of Aim	
14	Presentation	
15	Questions in method column	
16	Text, images, figures, diagrams, charts, tables etc in Matter column	
17	Closure:- [wherever necessary]	
18	Black board Planning	
19	Evaluation Scheme	
20	Proper handwriting/neatness	

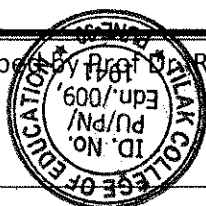
[In questioning skill lesson note, student teacher should write lower order, middle order and higher order level of questions in sub-skill column. In blackboard writing skill- Teach and Re-teach lesson note is only one, bb plan should contain rough figure, fair figure at one part and writing in one part]

Name of the Intern:-

Sign of M.Ed. Intern

Sahandaa

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M.S.India



Rajendra Thigale, Tilak College of Education, Pune

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Tilak College of Education
Pune-411030.