



S. P. Mandali's

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टिळक शिक्षण महाविद्यालय, पुणे – ४११०३०.

Tilak College of Education, Pune 411030

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

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

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

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2.4.5 Adequate skills are developed in students for Effective use of ICT for teaching learning process

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Pudhanda

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1. Adequate Skills are development for effective use of ICT for Preparation of lesson plans

The effective use of Information and Communication Technology (ICT) in teaching and learning is an important aspect of modern education. In order to use ICT effectively for the preparation of lesson plans, student-teachers need to develop a range of skills. These skills include:

1. **Technical skills:** Student-teachers need to be proficient in using various ICT tools such as word processors, spreadsheets, presentation software, and learning management systems (LMS). They should also be able to troubleshoot common technical issues that may arise.
2. **Pedagogical skills:** Student-teachers need to understand how to use ICT tools to enhance the teaching and learning process. They should be able to design lesson plans that incorporate ICT tools in a meaningful way and evaluate the effectiveness of these tools.
3. **Collaboration skills:** Student-teachers should be able to collaborate with other teachers and students using ICT tools. They should be able to work together on projects, share resources, and provide feedback to one another.
4. **Digital literacy skills:** Student-teachers should be able to locate, evaluate, and use digital resources effectively. They should also be aware of issues related to digital citizenship such as online safety, privacy, and security.

Tilak College of Education, Pune help the student-teachers develop these skills by providing training programs that focus on the effective use of ICT in teaching and learning. These programs include hands-on training sessions, workshops, and online courses. By developing these skills, student-teachers prepare lesson plans that are engaging, effective, and relevant to the needs of their students.

Report on developing ICT skills for Teaching- Learning

In today's digital age, the integration of Information and Communication Technology (ICT) in education is paramount. The B.Ed. programme at Tilak College of Education, Pune, is dedicated to equipping students with the necessary skills to effectively use ICT for teaching and learning processes.

In our syllabus following compulsory and optional course are provided to the students for developing Information and Communication Technology (ICT) skills for Teaching and learning-

- **Compulsory Courses**

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

Technology based teaching: (2 lessons) – 50 marks

Student teacher will conduct two lessons using technology on the peer group. Marks calculated out of 50 are to be given.

BED 111: A) Critical Understanding of ICT- Practical (1 credit) – 25 marks

The student teachers will work alone or in pairs for the practical. S/He will complete the modules as enlisted in the INTEL programme approved by the Savitribai Phule Pune University. The student teacher will keep a hard and soft copy of his/her practical work.

BED 105: Advanced Pedagogy and Application of ICT

- **Optional Courses**

BED 106-11: Understanding disciplines and school subjects- Information and Communication Technology (ICT)

BED 107-11: Pedagogy of the school subject- Information and Communication Technology (ICT)

- 1. Preparation of lesson plans**

The B.Ed. programme recognizes the importance of utilizing technology in lesson planning. Students are trained to use digital tools and software for creating engaging and interactive lesson plans that cater to diverse learning styles.

- 2. Developing assessment tools for both online and offline learning**

Assessment is a critical aspect of education, whether in online or offline settings. Students are taught to develop a range of assessment tools that are suitable for both traditional classroom instruction and online learning environments.

3. Effective use of social media/learning apps/adaptive devices for learning

The programme emphasizes the effective use of various digital platforms, including social media, learning apps, and adaptive devices, to enhance the learning experience. Students learn to leverage these tools for communication, collaboration, and resource sharing.

4. Identifying and selecting/ developing online learning resources

In the digital landscape, access to quality online learning resources is crucial. Students are trained to identify, evaluate, and select appropriate online resources for their teaching needs. Additionally, they are encouraged to develop their own digital learning materials when necessary.

5. Evolving learning sequences (learning activities) for on line as well as face to face situations

Designing effective learning sequences that accommodate both online and face-to-face learning situations is a vital skill. Students learn to create structured and engaging learning activities that facilitate active participation and knowledge acquisition in various settings.

The B.Ed. programme at Tilak College of Education recognizes that ICT skills are essential for educators in the modern education landscape. By developing skills in the preparation of lesson plans, creating assessment tools, using social media and learning apps, selecting or developing online resources, and designing adaptable learning sequences, students are prepared to harness the power of technology to enhance the teaching and learning process. These skills empower our graduates to be versatile educators who can effectively engage and educate students in both traditional and digital learning environments, ensuring that they remain at the forefront of educational innovation.

Digital Lesson Plans

Digital Lesson Plans used by our students during Technology Based Teaching in BED 111 course of First Year B.Ed. Programme.

Unit Plan Template

Click on any descriptive text, then type your own.

Unit Author	
Name & Roll No of Student	
College Name	
College Address	
State	
Name of Prof. in-charge	
Title of the project	
Subject and Standard	
Unit Overview	
Unit Title	
<i>A descriptive or creative name for your unit</i>	
Unit Summary	
In 3-5 sentences, briefly describe the topics, key activities, student products, and possible roles students assume in a project scenario.	
Subject Area	
<i>The subject area you are specifically targeting for the unit (addressed in the standards, objectives, and instructional procedures)</i>	
Grade Level	
<i>The targeted grade level(s) for the unit</i>	

Approximate Time Needed

Example: 8 50-minute class periods, 6 weeks, 3 months, and so forth

Unit Foundation

Targeted Content Standards and Benchmarks

Paste your standards here. After refining and reducing the list of standards for this specific unit, the resulting standards in this section should include prioritized, targeted standards that your students are expected to meet (not just lightly address) and which you will assess by the end of this unit.

Student Objectives/Learning Outcomes (Specifications)

Enter a prioritized list of content objectives that are assessed and students are expected to master by the end of your unit.

(Knowledge, Comprehension, Application, Skill, Interest, Attitude etc. Whichever are applicable.)

Curriculum-Framing Questions

(First Question in Introduction)

Q.

**Essential
Question**

Unit Questions	(Questions in Application targeting higher order thinking skills)
	Q1. Q2.
Content Questions	(Questions from recapitulations)
	Q1.
	Q2.
	Q3.
	Q4. Q5.

Assessment Plan

Assessment Timeline (Specify the names of Tools from the list given below)

Before project work begins		Students work on projects and complete tasks		After project work is completed	
<i>Enter assessments that help determine a student's background, skills, attitude, and</i> <ul style="list-style-type: none"> • <i>misconceptions</i> 	<i>Enter assessments that help determine a student's background, skills, attitude, and</i> <ul style="list-style-type: none"> • <i>misconceptions</i> 	<i>Enter assessments that gauge student needs, monitor progress, check for understanding, and encourage metacognition, self-direction, and</i> <ul style="list-style-type: none"> • <i>collaboration</i> 	<i>Enter assessments that gauge student needs, monitor progress, check for understanding, and encourage metacognition, self-direction, and</i> <ul style="list-style-type: none"> • <i>collaboration</i> 	<i>Enter assessments that assess students' understanding and skills, encourage metacognition, and gauge student needs for future instruction</i> <ul style="list-style-type: none"> • <i>Enter assessments that assess students' understanding and skills, encourage metacognition, and gauge student needs for future instruction</i> 	<ul style="list-style-type: none"> • <i>Enter assessments that assess students' understanding and skills, encourage metacognition, and gauge student needs for future instruction</i>

Assessment Summary

Describe the assessments that you and your students use to gauge needs, set goals, monitor progress, provide feedback, assess thinking and processes, and reflect on learning throughout the learning cycle. These might include graphic organizers, journal prompts, anecdotal notes, checklists, conferences, questioning, and rubrics. Also describe the artifacts of student learning that you assess, such as products, presentations, written documents, or performances and the assessments you use. Describe in the Instructional Procedures section who uses the assessments, how they are used, and where they occur.

Unit Details

Prerequisite Skills (Previous Knowledge)

Conceptual knowledge and technical skills that students must have to begin this unit

Instructional Procedures (as per the Steps of Project based Learning)

A clear picture of the instructional cycle—a description of the scope and sequence of student activities and an explanation for how students are involved in planning their own learning

Accommodations for Differentiated Instruction

**Special Needs
Students**

Describe accommodations and support for students, such as extra time for study, adjusted learning objectives, modified assignments, grouping, assignment calendars, adaptive technologies, and support from specialists. List specific resources you will use. Also describe modifications in how students express their learning (for example, oral interview instead of a written test).

Nonnative Speakers	<p><i>Describe language support, such as English Language Learner (ELL) instruction and tutoring from more able bilingual students or community volunteers. Describe adaptive materials, such as first-language texts, graphic organizers, illustrated texts, dual-language dictionaries, and translation tools. List specific resources you will use. Describe modifications in how students express their learning, such as first language rather than English or an oral interview instead of a written test.</i></p>
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Gifted/Talented Students	<p><i>Describe the various ways students may explore curriculum content, including independent study, and various options through which students can demonstrate or exhibit what they have learned, such as more challenging tasks, extensions that require in-depth coverage, extended investigation in related topics of the learner's choice, and open-ended tasks or projects. List specific resources you will use.</i></p>
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Materials and Resources Required For Unit

Technology – Hardware (Click boxes of all equipment needed)

- | | | |
|--|--|--|
| <input type="checkbox"/> Camera | <input type="checkbox"/> Laser Disk | <input type="checkbox"/> VCR |
| <input type="checkbox"/> Computer(s) | <input type="checkbox"/> Printer | <input type="checkbox"/> Video Camera |
| <input type="checkbox"/> Digital Camera | <input type="checkbox"/> Projection System | <input type="checkbox"/> Video Conferencing Equip. |
| <input type="checkbox"/> DVD Player | <input type="checkbox"/> Scanner | <input type="checkbox"/> Other |
| <input type="checkbox"/> Internet Connection | <input type="checkbox"/> Television | |

Technology – Software (Click boxes of all software needed.)

- | | | |
|---|---|---|
| <input type="checkbox"/> Database/Spreadsheet | <input type="checkbox"/> Image Processing | <input type="checkbox"/> Web Page Development |
| <input type="checkbox"/> Desktop Publishing | <input type="checkbox"/> Internet Web Browser | <input type="checkbox"/> Word Processing |
| <input type="checkbox"/> E-mail Software | <input type="checkbox"/> Multimedia | <input type="checkbox"/> Other |
| <input type="checkbox"/> Encyclopedia on CD-ROM | | |

Printed Materials	<i>Textbooks, curriculum guides, story books, lab manuals, reference materials, and so forth</i>
Supplies	<i>Essential items that have to be ordered or gathered to implement your unit and are specific to the course of study. It is not necessary to include everyday items that are common to all classrooms.</i>
Internet Resources	<i>Web addresses (URLs) that support the implementation of your unit</i>
Other Resources	<i>Field trips, experiments, guest speakers, mentors, other students/classrooms, community members, parents, and so forth</i>

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2. Developing assessment tools for online and offline learning

Developing assessment tools for both online and offline learning requires student-teachers to have a range of ICT skills. These skills developed through a variety of methods, including:

1. **Training programs:** Tilak Colleges of Education provide training programs that focus on the effective use of ICT in teaching and learning. These programs can include hands-on training sessions, workshops, and online courses that cover topics such as the use of learning management systems (LMS), online assessment tools, and digital portfolios.
2. **Collaborative learning:** Collaborative learning activities such as group projects and peer-to-peer learning help student-teachers to develop their ICT skills. By working together, they share knowledge and expertise and learn from one another.
3. **Self-directed learning:** Student-teachers can also develop their ICT skills through self-directed learning. They can explore online resources such as tutorials, blogs, and forums to learn about new tools and techniques.

Overall, developing assessment tools for both online and offline learning requires student-teachers to have a range of ICT skills. By utilizing training programs, collaborative learning opportunities, professional development opportunities, and self-directed learning effectively, student-teachers can develop these skills with greater ease and confidence.

There are several online and offline assessment tools that have been developed using ICT skills. These tools can be used to assess student learning in a variety of ways, including formative and summative assessments.

1. **Kahoot!:** It is a game-based learning platform that allows teachers to create quizzes, surveys, and games for their students. It is a fun and engaging way to assess student learning and provide feedback.

2. **Google Forms:** It is a free online tool that allows teachers to create surveys, quizzes, and assessments. It is easy to use and provides a variety of question types, including multiple choice, short answer, and essay questions.
3. **Quizlet:** It is an online learning tool that allows teachers to create flashcards, quizzes, and games for their students. It is a great way to assess student learning and provide feedback in a fun and engaging way.
4. **Socrative:** It is an online assessment tool that allows teachers to create quizzes, polls, and exit tickets for their students. It is easy to use and provides real-time feedback on student learning.
5. **Edmodo:** It is an online learning platform that allows teachers to create quizzes, polls, and assessments for their students. It is a great way to assess student learning and provide feedback in a collaborative environment.
6. **Blackboard:** It is a learning management system that allows teachers to create quizzes, tests, and assessments for their students. It provides a variety of question types and allows for automatic grading.

These online and offline assessment tools can be used to assess student learning in a variety of ways. By utilizing these tools effectively, teachers can provide feedback on student progress and help them to achieve their learning goals.



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3. Effective use of social media/learning apps/ adaptive devices for learning

1. Development of skills in student-teachers for Effective use of social media

The skills for effective use of social media a challenging but rewarding task. Social media can offer many benefits for education, such as enhancing engagement, collaboration, communication, and creativity. However, it also requires teachers to be aware of the potential pitfalls and risks of using social media in the classroom, such as privacy, security, cyberbullying, misinformation, and distraction.

- **Build social presence with a strategy.** Before start using social media in your teaching, you need to have a clear purpose and goal for what you want to achieve. It also need to choose the right platform and tools that suit your needs and preferences. For example, one can use Twitter for microblogging, Instagram for visual storytelling, YouTube for video sharing, or Facebook for creating groups and pages.
- **Attract new students with a campaign.** Social media can be a powerful way to promote your courses and programs to potential students. One can create engaging and informative content that showcases your expertise, curriculum, learning outcomes, and student testimonials. One can also use hashtags, keywords, and tags to increase your visibility and reach.
- **Build a community.** Social media can help you create a sense of belonging and connection among your students and colleagues. One can use social media to share updates, announcements, resources, feedback, and praise and can also encourage your students to interact with each other and with you through comments, likes, shares, polls, quizzes, and live chats.

- **Broadcast updates and alerts.** Social media can be a convenient and effective way to communicate important information to your students and parents. One can use social media to send reminders, deadlines, assignments, grades, or emergency notifications and can also use social media to inform your students about changes in the schedule, syllabus, or policies.
- **Livestream the lectures.** Social media can help you deliver your lectures in a more interactive and accessible way. One can use platforms like Facebook Live or YouTube Live to stream your lectures live or record them for later viewing. One can also use features like captions, subtitles, or translations to make your lectures more inclusive and diverse.
- **Focus on increasing digital literacy.** Social media can help you teach your students the essential skills they need to navigate the digital world. One can use social media to teach your students how to find, evaluate, use, and create information online and can also teach them how to protect their privacy, security, identity, and reputation online.
- **Generate UGC (user-generated content).** Social media can help you foster creativity and innovation among your students. You can use social media to assign projects that require your students to create their own content using various media formats such as text, images, audio, video, or animation. You can also use social media to showcase your students' work and celebrate their achievements.
- **Create opportunities for active and passive learning.** Social media can help you provide different modes of learning for your students. One can use social media to create opportunities for active learning where your students participate in activities that involve problem-solving, critical thinking, or inquiry-based learning.

2. Development of skills in student-teachers for Effective use of Learning apps

Learning apps are applications that use digital technology to enhance or support learning. They can be used by teachers and students for various purposes, such as accessing content, practicing skills, assessing progress, providing feedback, or collaborating with others. Learning apps can offer many benefits for education, such as increasing motivation, engagement, personalization, differentiation, and accessibility. However, learning apps also require teachers to develop certain skills to use them effectively and appropriately.

- **Evaluating learning apps.** Teachers need to be able to select and review learning apps that are suitable for their learning objectives, curriculum standards, and students' needs and preferences. They need to consider factors such as the quality, relevance, accuracy, reliability, usability, and safety of the learning apps.
- **Integrating learning apps into instruction.** Teachers need to be able to plan and implement learning activities that incorporate learning apps in meaningful and pedagogically sound ways. They need to align the learning apps with the learning outcomes, content, methods, and assessments of their lessons.
- **Managing learning app use in the classroom.** Teachers need to be able to monitor and control the use of learning apps in the classroom. They need to establish and enforce rules and expectations for appropriate and responsible behavior when using learning apps.
- **Evaluating the impact of learning app use on student learning.** Teachers need to be able to measure and analyze the effects of learning app use on student learning. They need to collect and interpret data from various sources, such as learning app analytics, student feedback, observations, or assessments. They also need to reflect on their own practice and make adjustments or improvements based on the data.

3. Development of skills in student-teachers for Effective use of adaptive devices for learning

Adaptive devices for learning are tools that can help students with different learning needs and preferences to access, process, and demonstrate their learning. Adaptive devices can include hardware, software, or online platforms that can adjust to the level, pace, and style of each learner. Some examples of adaptive devices are tablets, laptops, headphones, keyboards, mice, speech-to-text software, text-to-speech software, screen readers, magnifiers, adaptive learning systems, and learning apps.

Developing skills in student-teachers for effective use of adaptive devices for learning is important for preparing them to teach in diverse and inclusive classrooms. The steps to develop these skills are:

- **Conduct a needs assessment.** Student-teachers should identify the learning needs and preferences of their students and themselves. They should also consider the availability, accessibility, and affordability of adaptive devices in their context.

- **Learn how to use the adaptive devices.** Student-teachers should familiarize themselves with the features, functions, and benefits of the adaptive devices they choose. They should also learn how to troubleshoot any technical issues or challenges that may arise when using the adaptive devices. They should seek training, guidance, or support from experts, mentors, or peers if needed.
- **Integrate the adaptive devices into their teaching.** Student-teachers should plan and implement learning activities that incorporate the adaptive devices in meaningful and pedagogically sound ways. They should align the adaptive devices with the curriculum standards, content, methods, and assessments of their lessons. They should also provide clear instructions, guidance, and feedback for their students when using the adaptive devices.
- **Evaluate the impact of the adaptive devices on student learning.** Student-teachers should measure and analyze the effects of the adaptive devices on student learning. They should collect and interpret data from various sources, such as adaptive device analytics, student feedback, observations, or assessments. They should also reflect on their own practice and make adjustments or improvements based on the data.



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4. Identifying and selecting/ developing online learning resources

Identifying and selecting online learning resources is a skill that student-teachers need to develop in order to design and deliver effective online courses. Online learning resources are materials that can support or enhance student learning in an online environment, such as texts, videos, podcasts, simulations, games, quizzes, or interactive modules. Student-teachers need to be able to evaluate, select, and integrate online learning resources that are relevant, reliable, engaging, and aligned with the learning objectives and outcomes of their courses. The steps to develop this skill are:

- **Explore various sources of online learning resources** - Student-teachers can use search engines, databases, repositories, or platforms that offer a variety of online learning resources for different disciplines, topics, and levels. For example, they can use Bing to search for web pages, images, videos, news, or academic articles related to their subject matter. They can also use platforms like Khan Academy, Coursera, or edX to access free or low-cost online courses and modules from reputable institutions and organizations.
- **Evaluate the quality and suitability of online learning resources.** Student-teachers can use criteria such as accuracy, currency, authority, relevance, diversity, accessibility, and interactivity to assess the quality and suitability of online learning resources for their courses. They can also check the reviews, ratings, or feedback from other users or experts to get an idea of the strengths and weaknesses of the online learning resources. They can also compare and contrast different online learning resources to find the best ones for their purposes.
- **Select the most appropriate online learning resources for their courses.** Student-teachers can choose the online learning resources that match their learning objectives and

outcomes, content, methods, and assessments of their courses. They can also consider the needs and preferences of their students, such as their prior knowledge, learning styles, interests, motivations, and goals. They can also consider the technical requirements and limitations of their online environment, such as the bandwidth, devices, software, or platforms available for their students.

- **Integrate the online learning resources into their courses.** Student-teachers can use various strategies to integrate the online learning resources into their courses in meaningful and pedagogically sound ways. They can use online learning resources to supplement or replace their lectures, demonstrations, or explanations. They can also use online learning resources to provide examples, illustrations, or applications of the concepts or skills they teach. They can also use online learning resources to create opportunities for practice, feedback, reflection, or collaboration among their students.

Tilak College of Education can help student-teachers develop these skills by providing training programs that focus on the effective use of ICT in teaching and learning. These programs can include hands-on training sessions, workshops, and online courses. By developing these skills, student-teachers can identify and select/develop online learning resources that are engaging, effective, and relevant to the needs of their students.



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5. Evolving learning sequences (learning activities) for on line as well as face to face situations

Evolving learning sequences (learning activities) for online as well as face to face situations is a skill that student-teachers need to develop in order to design and deliver effective and engaging learning experiences for their students. Learning sequences are the planned and structured arrangements of learning activities that aim to achieve specific learning objectives and outcomes. Learning sequences can vary depending on the subject, topic, level, mode, and context of teaching and learning. Steps to develop this skill are:

- **Analyze the learning objectives and outcomes.** Student-teachers should identify and clarify the learning objectives and outcomes that they want their students to achieve by the end of the learning sequence. They should also consider the prior knowledge, skills, interests, and needs of their students, as well as the curriculum standards and expectations of their discipline or institution.
- **Select the appropriate mode of delivery.** Student-teachers should decide whether they want to deliver their learning sequence online, face to face, or in a blended or hybrid format. They should consider the advantages and disadvantages of each mode, as well as the availability, accessibility, and affordability of the resources and technologies required for each mode.
- **Choose the relevant content and materials.** Student-teachers should select the content and materials that are relevant, reliable, engaging, and aligned with the learning

objectives and outcomes of their learning sequence. They should also consider the diversity, inclusivity, and accessibility of the content and materials for their students.

- **Design the learning activities.** Student-teachers should design the learning activities that are meaningful, pedagogically sound, and suitable for the mode of delivery they have chosen. They should also consider the variety, interactivity, feedback, and assessment of the learning activities for their students.
- **Sequence the learning activities.** Student-teachers should sequence the learning activities in a logical, coherent, and progressive order that facilitates student learning. They should also consider the timing, pacing, transitions, and connections between the learning activities for their students.
- **Implement and evaluate the learning sequence.** Student-teachers should implement and evaluate the learning sequence in their teaching practice. They should also collect and analyze data from various sources, such as observations, feedback, reflections, or assessments, to measure the effectiveness and impact of their learning sequence on student learning. They should also make adjustments or improvements based on the data.

Evolving learning sequences (learning activities) for online as well as face-to-face situations is an important aspect of modern education. It involves designing learning activities that are engaging, effective, and relevant to the needs of students in both online and offline environments.

To develop ICT skills for evolving learning sequences (learning activities) for online as well as face-to-face situations, student-teachers need to have a range of skills. These skills include digital literacy, collaboration skills, technical skills, and pedagogical skills. Colleges of Education can help student-teachers develop these skills by providing training programs that focus on the effective use of ICT in teaching and learning. These programs can include hands-on training sessions, workshops, and online courses.

By developing these skills, student-teachers can design learning sequences that incorporate ICT tools in a meaningful way. For example, they can use online resources such as videos, podcasts, and interactive simulations to supplement face-to-face instruction. They can also use learning

management systems (LMS) to create online discussion forums, quizzes, and assignments that engage students in active learning.

Overall, evolving learning sequences (learning activities) for online as well as face-to-face situations requires student-teachers to have a range of ICT skills. By utilizing training programs effectively, student-teachers can develop these skills with greater ease and confidence.



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TILAK COLLEGE OF EDUCATION, PUNE 30

Report on E-Content Development 2022-23

During the academic year 2022-23, the faculty decided to assign E-Content Development Project to the First-Year B. Ed. Student-teachers. This project was specifically assigned to the compulsory course BED 105 Advanced Pedagogy and Application of ICT. All the student-teachers participated in this project, the faculty organized two day workshop for the E-Content Development and at the end of the year student-teacher uploaded their content on the Google Classroom, later on the links of learning material were shared to the student-teachers for the study purpose. That was published on the blogs simultaneously; the learning material was translated into both the languages such as English and Marathi. The college decided to publish the same in E-form and to make it available on college website.

Rajendra Thigale

Dr. Rajendra Thigale
Techno-Pedagogy Committee



Dr. Radhika Inamdar

Dr. Radhika Inamdar
Principal

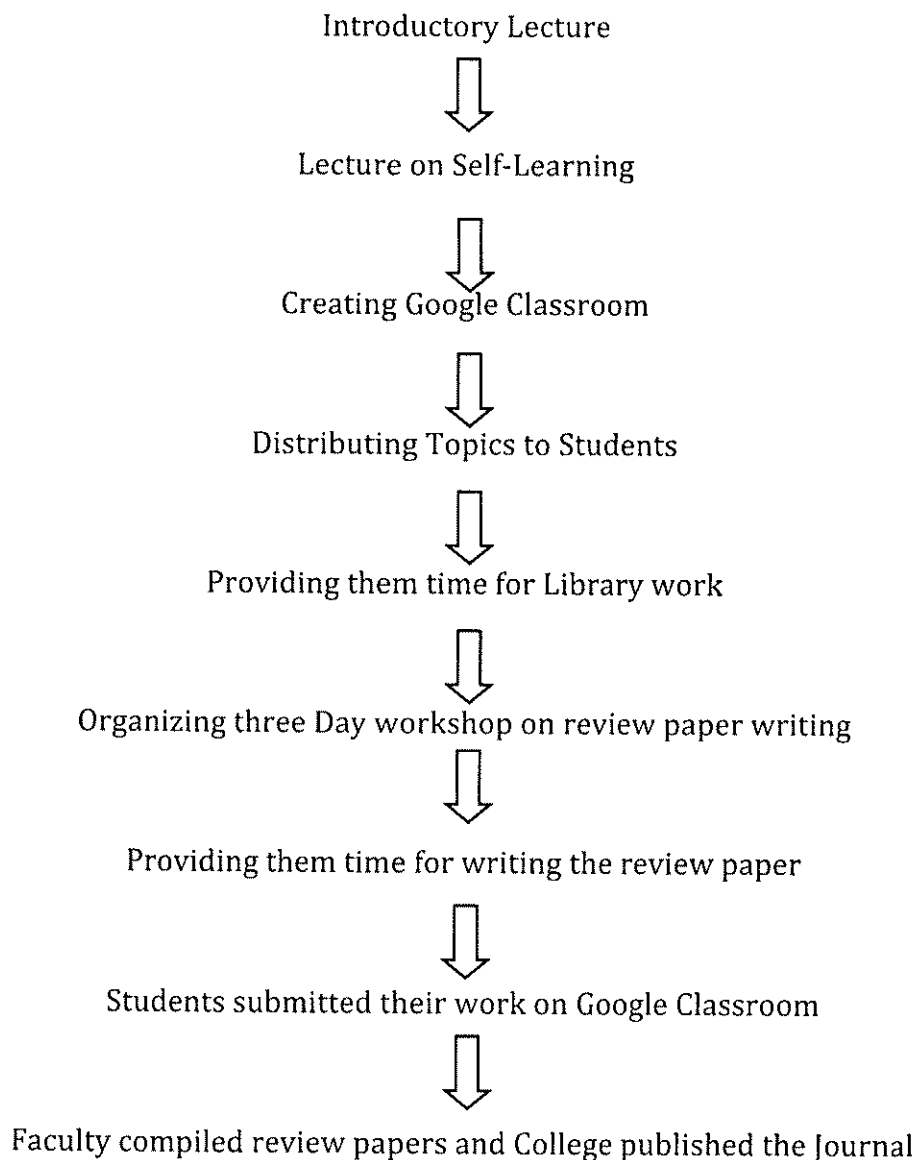
PRINCIPAL
Tilak College of Education
Pune-411030.

TILAK COLLEGE OF EDUCATION, PUNE 30

Report on Novel Idea 2022-23

During the academic year 22-23 the IQAC coordinator and Techno-pedagogy Committee decided to use the Novel idea in Tilak College of Education, that idea was related to using integrated approach to teach BED 105 Advanced pedagogy and Application of ICT, at the end of the academic year First Year B.Ed. student-teacher submitted their contribution in the form of review papers, published Journal and E-content product.

The steps of the execution of Novel idea is shown in the flow-chart

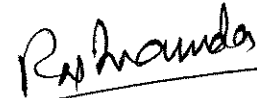


In this way the College invented Novel idea, executed it in a systematic way and due to the response of student-teachers and collective efforts the college succeed to publish the review paper written by the students in the Journal: a special issue on "Advanced pedagogy and Application of ICT" Volume 2

The CDC committee, Principal inspired to undertake this project and all the staff members supported this Novel idea.



Dr. Rajendra Thigale
Techno-Pedagogy Committee
IQAC In-Charge



Dr. Radhika Inamdar
Principal

PRINCIPAL
Tilak College of Education
Pune-411030.

S.P.Mandali's

Tilak College of Education, Pune

B.Ed. 2022-23

Report of BED111. Intel Practical


In the 2015 curriculum of Savitribai Phule Pune University's B.Ed. program, BED111 plays a crucial role in the practical component of the first year, earning a month's worth of credits. This course is founded on the Intel Teach to the Future Program. The Intel® Teach Getting Started Course serves as a professional development opportunity designed to help educators with limited or no computer background gain fundamental technology skills and become acquainted with modern teaching and learning techniques suitable for the 21st century classroom.

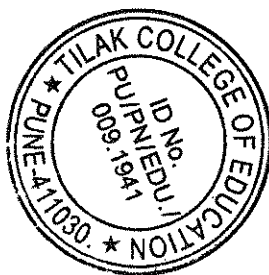
The course:

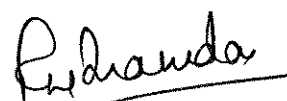
- Introduces 21st century approaches such as student-centered instruction, critical thinking, and collaboration.
- Introduces technology skills in a practical way that results in the creation of tools and documents that can help increase your teacher productivity.
- Includes the development of an individual action plan detailing how you will apply your new skills and approaches to enhance your productivity and professional practice over time

The course incorporates computer usage extensively, offering numerous opportunities for hands-on exercises and activities utilizing computer software. The instructional approach encompasses a blend of direct teaching, group discussions, collaborative work, self-reflection, and individual engagement with course exercises, activities, and action plans. All these elements are intentionally designed to equip you with the tools necessary to enhance your effectiveness and productivity as a subject-matter teacher.

The course is executed over the span of a year, with the total student body divided into five groups, each overseen by a dedicated faculty member. Each group has a designated day for discussions and computer-related tasks. Students are provided with workbooks in which they are expected to record their work and subsequently engage in discussions with their assigned faculty mentor. Following these discussions, a finalized hard copy document is produced, and a corresponding soft copy is generated. This soft copy is also shared with the faculty for further pedagogical discussions. After thorough deliberation, all the completed products are prepared for presentation within the group, and final assessments are conducted.


(Dr. Suresh Isave)
In-Charge




(Dr. Radhika Inamdar)

Principal
PRINCIPAL
Tilak College of Education
Pune-411030

S.P.Mandali's

Tilak College of Education, Pune 30

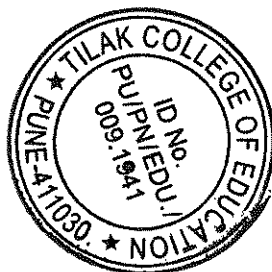
F.Y.B.Ed. 2022-23

BED111.A. Critical Understanding of ICT-Intel : Marking Scheme

- 2 Credits and 25 Marks
- Name of the Student : Roll No.- Exam
No.-
- Name of the Paired Student : Roll No.- Exam
No.-
- Computer No :
- Subject : Topic :

Sr. No	End Product	Folder	Marks					
			1	2	3	4	5	
1	Unit Plan Template	Unit Plan						
2	Newsletter/Brochure on Project based learning in MS Publisher software	Unit Support						
3	Teacher's Presentation to Gauge Students' Need	Assessment						
4	Student's Presentation (Power Point/Blog/Wiki etc.)	Student_Sample						
5	Evaluation Tool for Students Presentation (Power Point/Blog/Wiki etc.)	Assessment						
6	Exploration (Images, video, audio clips etc. collection for the project)	Images_Sounds						
7.	Folder Management (All documents saved properly in the folder and proper naming to the files and folders)							
8.	Showcasing (Computer skills, Presentation skills, and Project skills)							
9.	E skills							
10.	Overall impression							
			Marks out of - 50					
			Marks converted out of 25					

- 1 is lowest and 5 is highest marks. * Tick mark (v) for the marks.



Signature of Group in-charge Professor

S.P.Mandali's

Tilak College of Education, Pune

F.Y.B.Ed. 2022-23

Time Table for BED111A. Critical Understanding of ICT

Sr. No.	Day	Time	Group
1	Monday	11:00-12:00	Dr. Madhuri Isave
2	Tuesday	11:00-12:00	Dr. Dipak Chavan
3	Wednesday	11:00-12:00	Dr. Namita Sahare
4	Thursday	11:00-12:00	Dr. Suvarna Shikare
5	Friday	11:00-12:00	Dr. Suresh Isave
6	Saturday	12:15-1:00	Remedial session



(Dr. Suresh Isave)

In-Charge





(Dr. Radhika Inamdar)

Principal

PRINCIPAL

Tilak College of Education
Pune-411030.

Tilak College of Education, Pune

B.Ed. 2022-23

Digital Unit Plan Development

In the dynamic landscape of education, preparing B.Ed. students for effective teaching involves equipping them with diverse skills, including crafting digital lesson plans. An exemplary instance of this is the BED111 Intel Practical, where students are guided to design comprehensive digital lesson plans that integrate technology, cater to students with special needs, and embrace an inclusive teaching approach.

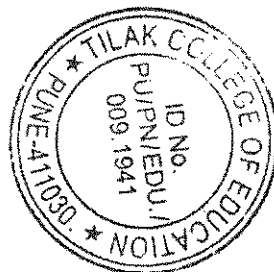
In this endeavor, B.Ed. students are encouraged to harness the power of technology to enhance their lesson plans. By seamlessly integrating digital tools, multimedia resources, and interactive platforms, these aspiring educators can create engaging learning experiences that resonate with tech-savvy learners. Incorporating videos, online simulations, and collaborative tools fosters an environment where students actively participate and absorb concepts more effectively.

Furthermore, the focus on catering to students with special needs underscores the commitment to creating an inclusive classroom environment. The digital lesson plans crafted in BED111 Intel Practical provide strategies to accommodate diverse learning styles, abilities, and needs. This might involve incorporating alternative formats for content delivery, implementing assistive technologies, or employing adaptable assessment methods, ensuring that every student has an equitable opportunity to succeed.

In conclusion, the BED111 Intel Practical serves as a cornerstone for B.Ed. students to develop digital lesson plans that encapsulate the convergence of technology integration, support for students with special needs, and an inclusive pedagogical philosophy. This holistic approach not only equips future educators with the essential skills for modern teaching but also fosters a compassionate and innovative teaching mindset that can make a profound impact on the educational landscape.

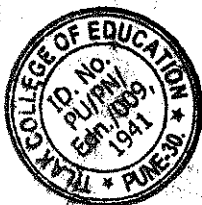
(Dr. Suresh G. Isave)

BED111. Intel Practical In-charge



(Dr. Radhika Inamdar)

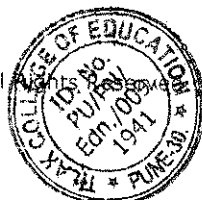
Principal
PRINCIPAL
Tilak College of Education
Pune-411030.



Unit Plan Template

Click on any descriptive text, then type your own.

Unit Author	
Name and Roll No. of Student 1	JYOTI KALURAM HANWATE - 120
Name and Roll No. of Student 2	AKSHADA VIVEK INAMDAR-121
College Name	TILAK COLLEGE OF EDUCATION
College Address	SADASHIV PETH, PUNE
College State	MAHARASHTRA
Name of Prof. In-charge	PROF. DR. NAMITA SAHARE
Title of the Project	WATER POLLUTION
Subject and Standard	SCIENCE - VIII
Unit Overview	
Unit Title	WATER POLLUTION
Unit Summary	WHAT IS WATER POLLUTION? SOURCES OF WATER POLLUTION WHAT ARE THE TYPES OF WATER POLLUTION? WATER POLLUTANTS EFFECTS OF WATER POLLUTION CONTROL OF WATER POLLUTION
Subject Area	CONCEPT, SOURCES, TYPES, EFFECTS & CONTROL OF WATER POLLUTION SCIENCE
Grade Level	CLASS VIII
Approximate Time Needed	4 WEEKS
Unit Foundation	
Targeted Content Standards and Benchmarks	AIM: TO ENABLE STUDENTS TO UNDERSTAND CONCEPT OF WATER POLLUTION, CAUSES, EFFECTS & NEED OF CONTROL WATER POLLUTION.
Student Objectives/Learning Outcomes	



Technology - Software (Click boxes of all software needed.)

- | | | |
|--|--|---|
| <input type="checkbox"/> Database/Spreadsheet | <input type="checkbox"/> Image Processing | <input type="checkbox"/> Web Page Development |
| <input checked="" type="checkbox"/> Desktop Publishing | <input checked="" type="checkbox"/> Internet Web Browser | <input checked="" type="checkbox"/> Word Processing |
| <input type="checkbox"/> E-mail Software | <input checked="" type="checkbox"/> Multimedia | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Encyclopedia on CD-ROM | | |

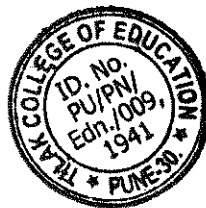
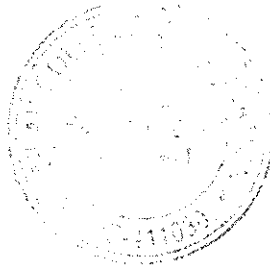
Printed Materials TEXT BOOK, PICTURES

Supplies COMPUTER, LAPTOP, PRINTER, A-4 PRINTING SHEETS.

Internet Resources WIKIPEDIA AND OTHER SITE

Other Resources MHSCERT 8th Class Textbook

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Assessment Plan

Assesment Timeline

Before project work begins

Students work on projects and complete tasks

After project work is completed

- Knowledge
- Discussion
- Multiple Choice Quiz

- Discussion

- Knowledge Test
- Monitoring
- Check list
- Rating scale

Discussion on all sub points.

- Evaluation of brochures.
- PPT on Science

- Post test
- Knowledge test
- Checklist
- Rating scale
- Seminar
- Presentation

Assessment Summary

TEACHER WILL USE BOTH SUMMATIVE & FORMATIVE EVALUATION FOR THE PROJECT.

Unit DetailsU

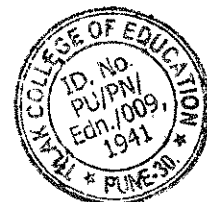
Unit Details

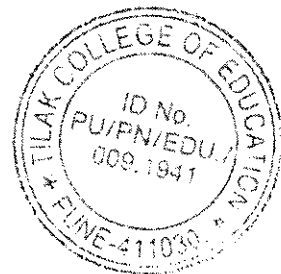
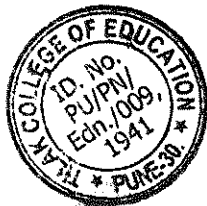
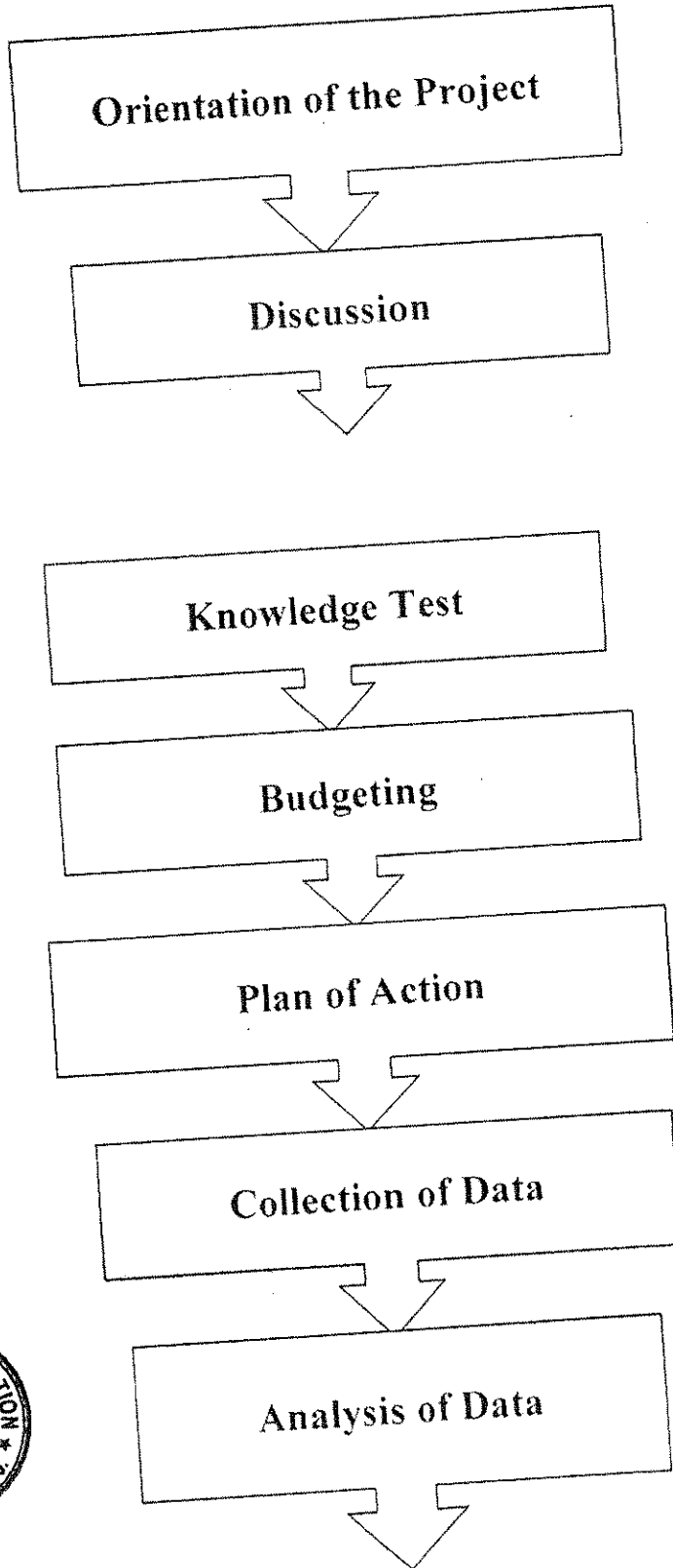
Prerequisite Skills

TEACHER WILL USE BOTH SUMMATIVE & FORMATIVE EVALUATION FOR THE PROJECT.

Instructional Procedures

Introduction





Presentation

Accommodations for Differentiated Instruction

Special Needs Students

- EXTRA TIME FOR STUDYING
- ADJUSTED LEARNING OBJECTIVES.
- MODIFIED ASSIGNMENTS.
- GROUPING.
- SUPPORT FROM SPECIALIST.
- TALKING COMPUTERS (FOR VISUALLY IMPAIRED STUDENTS)
- SPECIAL PRINTS (FOR VISUALLY IMPAIRED STUDENTS)
- PREPARATION OF PRESENTATIONS (FOR HEARING IMPAIRED STUDENTS)

Nonnative Speakers

TEACHER IS BILINGUAL WHILE EXPLAINING THE CONCEPTS.

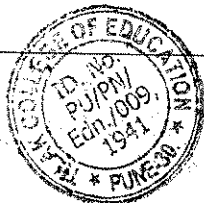
Gifted/Talented Students

- INTERVIEW
- DEBATES
- PROJECTS
- SEMINARS / PRESENTATIONS

Materials and Resources Required For Unit

Technology – Hardware (Click boxes of all equipment needed)

- | | | |
|---|---|--|
| <input type="checkbox"/> Camera | <input type="checkbox"/> Laser Disk | <input type="checkbox"/> VCR |
| <input checked="" type="checkbox"/> Computer(s) | <input checked="" type="checkbox"/> Printer | <input type="checkbox"/> Video Camera |
| <input type="checkbox"/> Digital Camera | <input checked="" type="checkbox"/> Projection System | <input type="checkbox"/> Video Conferencing Equip. |
| <input type="checkbox"/> DVD Player | <input checked="" type="checkbox"/> Scanner | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Internet Connection | <input type="checkbox"/> Television | |



AFTER THE COMPLETION OF PROJECT STUDENTS WILL BE ABLE TO UNDERSTAND THE CONCEPT OF WATER POLLUTION AND WORK.

OBJECTIVES	SPECIFICATIONS
KNOWLEDGE	STUDENT TELLS WHAT IS WATER POLLUTION AND SOURCES OF WATER POLLUTION
COMPREHENSION	STUDENT IS ABLE TO TELL THE NEED OF STUDY CAUSES EFFECTS AND CONTROL OF WATER POLLUTION
SKILL	STUDENT IS ABLE TO SUGGEST SOLUTIONS TO CONTROL WATER POLLUTION

Curriculum-Framing Questions

Essential Question

- WHY SHOULD WE STUDY WATER POLLUTION?

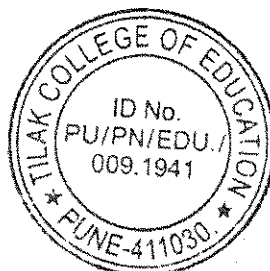
Unit Questions

- WHAT IS WATER POLLUTION?
- WHAT ARE EFFECTS OF WATER POLLUTION?
- HOW WE CAN CONTROL THE WATER POLLUTION?

Content Questions

- WHAT ARE THE TYPES OF WATER POLLUTION?
- WHAT IS SURFACE WATER POLLUTION?
- HOW DOES WATER POLLUTION EFFECTS TO HEALTH?
- HOW OIL SPILLAGE EFFECTS THE LIFE OF MARINE ANIMALS?
- HOW WE CAN CONTROL THE WATER POLLUTION?

Assessment Plan



TILAK COLLEGE OF EDUCATION, PUNE 30

Report of Computer Skill Enhancement Program 2022-23

During the academic year 2022-23 IQAC has taken an initiative regarding Computer Skill Enhancement Program, especially for the use of internet effectively and cyber security, The faculties also tried to give inputs regarding AI and Machine Learning which is the hot topic in the teacher education field, for the same IQAC created Google Classroom on 10th December 2022, there are 67 participants joined this activity. The faculties shared learning material for the student-teachers. This has helped the student-teachers to get an insight regarding AI and Machine Learning.



Dr. Rajendra Thigale
IQAC Coordinator



Dr. Radhika Inamdar
Principal

PRINCIPAL
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Pune-411030.

TILAK COLLEGE OF EDUCATION, PUNE 30

TCE STAFF ACADEMY AND STAFF WELFARE 2022-23

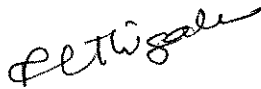
Report on Launching of Classplus app- 2023

Date: 5th September 2023

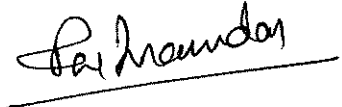
On Tuesday, 5th September 2023, with the initiative of IQAC the college has successfully launched the Classplus app which is a "Learning Management System," this good news is shared by Dr. Radhika Inamdar. The LMS of Tilak College of Education will be updated and maintained by Classplus.com; from the academic year 2023-24 for 30 months.

The IQAC organized one demonstration cum lecture on 22nd July 23 for teaching faculty and now this kind of orientation will be given to the faculty members and student-teachers also.

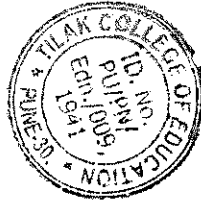
How does Classplus app work? Installing the app in the mobile phones, creating own profile, uploading essential documents on the app, how to join the class and batch? How to access the learning material? How to upload the assignments? Notifications, chats, live classes, video-lectures, automate daily tasks, online tests, online assessment, evaluation, one click student report card, completion certificates, security of data, etc.



Dr. Rajendra Thigale
IQAC coordinator,
Techno-pedagogy committee



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



TILAK COLLEGE OF EDUCATION, PUNE 30

Hello friends,

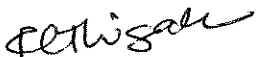
I am happy to inform you all that, our College launched the Learning App successfully on 5th September 2023 on the auspicious occasion of "Teachers' Day" Yesterday on the 8th September occasion of "International Literacy Day" our Principal Dr. Radhika Inamdar handed over the responsibility of this app to Dr. Rajendra Thigale as the convener of Techno-Pedagogy Committee.

During the academic year 2022-23, our Techno-pedagogy Committee and IQAC decided to purchase the (LMS) Learning Management System or (CMS) Content Management System, in short, an app (application software), that will help us to manage the content of our faculty members and learning of our student-teachers, so everything will be at the tip of your finger in the Smartphone. I am thankful to our CDC Chairman Shri Keshav Vaze, and Principal Dr. Radhika Inamdar for providing this app to our Teaching-Learning system. Tilak College of Education is the first college in Savitribai Phule Pune University to use such a Learning platform, We were using Google Classrooms, YouTube, WhatsApp, Podcasts, Zoom, Google Meet, blogs, Slide share or other applications, tools, etc. Now we will use one app along with and without these apps.

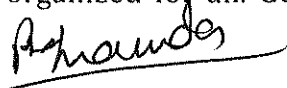
Features of this app:

All types of content can be uploaded on this platform, for instance, text (PDF), PPT, images, videos, etc.; Online Live Classes, Assignments and submissions, Submission Dates, Timetable, Notices, circulars, Chats: personal chat with faculty for resolving queries, Group chat for administration or group discussion, Online Test, Online attendance for live class, of course you have to present physically in the College only 40 % teaching-learning will be online as per the UGC guidelines. Etc.

Now the faculty members will start creating their classes/ courses and uploading their content on the app. The Student-teachers will get access to the app. For this purpose, you have to provide your Name and valid Phone number (only one SIM number), and you have to install the same app and be alert always. The training will be organized for all. Good Luck.


Dr. Rajendra Thigale
IQAC coordinator,
Techno-pedagogy committee




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

TILAK COLLEGE OF EDUCATION PUNE 30

Report on Google Classroom 2023

Hello friends,

During the academic year 2022-23 IQAC has taken initiative to provide extra inputs to our student-teachers through online learning platform such as Google classroom, under that we started following extra fields/ areas other than our regular subjects such as Innovative Teaching Methods, TAIT, SET, NET coaching, Computer Skill Enhancement, Language Skill Enhancement, Introduction to Special Lessons, TCE Research Forum, – which we could not able to teach in our regular subjects due to lack of time. The following table is containing Number of Google classrooms, their names, their links and number of beneficiaries.

Sr. No.	Name of the Classroom	Link	Number of beneficiaries
1	Innovative Teaching Methods	https://classroom.google.com/c/NTc40TUyMTA4OTky?cjc=zfbw64y	74
2	TAIT	https://classroom.google.com/c/NTQwNDk1OTg4MTUx?cjc=5qmz4mz	91
3	SET, NET coaching	https://classroom.google.com/c/NTc3NjQ5MzcwNDY3?cjc=s6u2xm2	108
4	Computer Skill Enhancement	https://classroom.google.com/c/NTA4NTIwNDExMzc1?cjc=5gpkpu7	62
5	Language Skill Enhancement	https://classroom.google.com/c/NTc4MjUwMzU1NTcw?cjc=opc4bgs	67
6	Introduction to Special Lessons	https://classroom.google.com/c/NTA5MTk3MDMwNDgy?cjc=zymdyx2t	61
7	TCE Research forum	https://classroom.google.com/c/NTEyMjYzMjQ3NTA1?cjc=tm2v4ru	66

Rajendra Thigale
Dr. Rajendra Thigale
Techno-Pedagogy Committee



Radhika Inamdar
Dr. Radhika Inamdar
Principal

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Tilak College of Education
Pune-411030.

TILAK COLLEGE OF EDUCATION, PUNE 30

Report on Online Social Media Training 2022-23

During the academic year 22-23, the IQAC, Social Media Department and Techno-pedagogy Committee of a college taken an initiative regarding use of social media for the learning and provided online training to the student-teachers regarding the use of Anchor podcaster and spotify. The IQAC, Social Media Department and Techno-pedagogy Committee motivate the student-teachers to use podcasting app, or YouTube for learning purpose.

Lesson No. 1

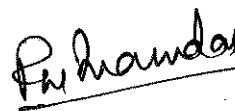
How to use Anchor podcaster or Spotify ?

1. As I have shared with you both the links either you click on any one link.
2. This link will take you to that app. Google playstore
3. Open that and install the app.
4. That will ask you to login
5. Either by mobile number or Google account or Facebook and send the verification code or OTP.
6. Verify the same and you will get the access to the app.
7. If you have any doubt or query you can WhatsApp me on my personal WhatsApp 8788117832

Good luck.



Dr Rajendra Thigale
Social Media Department
Techno- Pedagogy Committee
Tilak College of Education, Pune 30



PRINCIPAL
Tilak College of Education
Pune-411030.

धडा क्रमांक १

अँकर पॉडकास्टर किंवा स्पॉटिफाय कसे वापरावे?

1. मी तुमच्यासोबत दोन्ही लिंक शेअर केल्याप्रमाणे तुम्ही कोणत्याही एका लिंकवर क्लिक करा.
2. ही लिंक तुम्हाला त्या अँपवर घेऊन जाईल, गुगल प्लेस्टोअर
3. ते उघडा आणि अँप स्थापित करा.
4. ते तुम्हाला लॉगिन करण्यास सांगेल
5. एकतर मोबाईल नंबर किंवा Google खाते किंवा Facebook द्वारे आणि सत्यापन कोड किंवा OTP पाठवा.
6. ते सत्यापित करा आणि तुम्हाला अँपचा प्रवेश मिळेल.
7. तुम्हाला काही शंका किंवा प्रश्न असल्यास तुम्ही मला माझ्या वैयक्तिक WhatsApp 8788117832 वर WhatsApp करू शकता

शुभेच्छा.

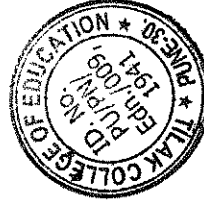


डॉ राजेंद्र थिगळे

सोशल मीडिया विभाग

टेक्नो- अध्यापनशास्त्र समिती

टिळक कॉलेज ऑफ एज्युकेशन, पुणे ३०



PRINCIPAL
Tilak College of Education
Pune-411030.

TILAK COLLEGE OF EDUCATION, PUNE 30

Report on Online Training of LMS 2022-23

During the academic year 22-23, the IQAC, Social Media Department and Techno-pedagogy Committee of a college took an initiative regarding the development and use of our College app for learning and provided online training to the student-teachers regarding its installation and its effective use. The IQAC, Social Media Department, and Techno-pedagogy Committee motivate the student-teachers to use LMS of our College, podcasting app, or YouTube for learning purpose. (For the faculty members)

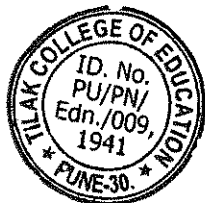
Lesson No. 3

How to use our app?

1. Open our app.
2. You can see Dashboard (image 1)
3. Click on home
4. After clicking on the home you can see attend product training (image 2)
5. Click on the arrow on attend product training
6. After clicking on the options of languages open.
7. Choose the language of training and submit.
8. After that you can see an extension to the YouTube channel of Classplus.
9. There are many videos related to the Classplus app.
10. Watch one by one and complete your training.
11. For any queries repeat the process.
12. If you have any questions you can WhatsApp me on my personal WhatsApp 8788117832

Rajendra Thigale
Dr Rajendra Thigale
Social Media Department
Techno-Pedagogy Committee
Tilak College of Education, Pune 30

R. D. Danda
PRINCIPAL
Tilak College of Education
Pune-411030.



धडा क्र. 3

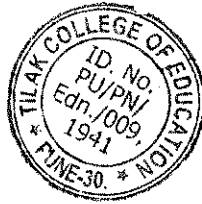
आपल्या महाविद्यालयाचे ॲप कसे वापरावे?

1. आपल्या महाविद्यालयाचे ॲप उघडा.
2. तुम्ही डॅशबोर्ड पाहू शकता (इमेज 1)
3. होम वर क्लिक करा
4. होम वर क्लिक केल्यानंतर तुम्ही उत्पादन प्रशिक्षणात सहभागी होताना पाहू शकता (इमेज 2)
5. उपस्थित उत्पादन प्रशिक्षणावरील बाणावर क्लिक करा
6. भाषांच्या पर्यायांवर क्लिक केल्यानंतर उघडा.
7. प्रशिक्षणाची भाषा निवडा आणि सबमिट करा.
8. त्यानंतर तुम्ही Classplus च्या YouTube चॅनेलचा विस्तार पाहू शकता.
9. Classplus ॲपशी संबंधित अनेक व्हिडिओ आहेत.
10. एक एक करून पहा आणि तुमचे प्रशिक्षण पूर्ण करा.
11. कोणत्याही प्रश्नांसाठी प्रक्रिया पुन्हा करा.
12. जर तुम्हाला काही प्रश्न असतील तर तुम्ही मला माझ्या वैयक्तिक WhatsApp 8788117832 वर WhatsApp करू शकता

Dr. Rajendra Thigale

डॉ राजेंद्र थिगळे
सोशल मीडिया विभाग
टेक्नो-पेडागॉजी समिती

टिळक कॉलेज ऑफ एज्युकेशन, पुणे ३०



Dr. Prakash

PRINCIPAL
Tilak College of Education
Pune-411030.



Tilak College of Education

Organisation Code : pyivl

Tilak College of Education, Pune 411030



Benefits Club

Free Material

Students Testimonial **New**

Help a Friend **New**

Help And Support

Archived Batches

Edit Profile

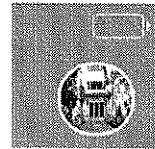
SMS Recharge **New**

App Downloads

G+ Email to Classplus's CEO **New**



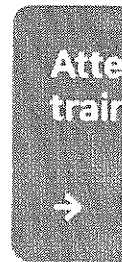
Pravara



Total Blocks

1

Conne



Grow t

Checko website

OPE



Home

Sushanda
PRINCIPAL
Tilak College of Education
Pune-411030.

Total Blocked Users



1

Total Student Base



58

Connect with Classplus

Attend product training

→

Talk to growth expert

→

Build your own Test Series

→

Request a callback

→

Grow big with your new Website!

Checkout your newly launched website & share it with just 1-click!

OPEN WEBSITE

SHARE WEBSITE



Home

Batch

Store



Handwritten signature

Handwritten signature

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Tilak College of Education
Pune-411030.

TILAK COLLEGE OF EDUCATION, PUNE 30

Report on Online Training of LMS 2022-23

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Lesson No. 4

How to use our app?

1. Open our app.
2. You can see Dashboard (image)
3. Click on how to use the app
4. Train yourselves as per the further instructions.
5. For any queries repeat the process.
6. If you have any questions you can WhatsApp me on my personal WhatsApp 8788117832

Dr Rajendra Thigale
Social Media Department
Techno-Pedagogy Committee
Tilak College of Education, Pune 30

Rajendra Thigale

P. Handan

PRINCIPAL
Tilak College of Education
Pune-411030.



धडा क्र. 4

आपल्या महाविद्यालयाचे ॲप कसे वापरावे?

1. आपल्या महाविद्यालयाचे ॲप उघडा.
2. तुम्ही डॅशबोर्ड पाहू शकता (प्रतिमा)
3. ॲप कसे वापरायचे यावर क्लिक करा
4. पुढील सूचनांनुसार स्वतःला प्रशिक्षित करा.
5. कोणत्याही प्रश्नांसाठी प्रक्रिया पुन्हा करा.
6. जर तुम्हाला काही प्रश्न असतील तर तुम्ही मला माझ्या वैयक्तिक WhatsApp 8788117832 वर WhatsApp करू शकता.

ethiga

डॉ राजेंद्र थिगळे

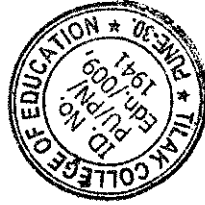
सोशल मीडिया विभाग

टेक्नो-पेडागॉजी समिती

टिळक कॉलेज ऑफ एज्युकेशन, पुणे ३०

Rm/mande

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Pune-411030.



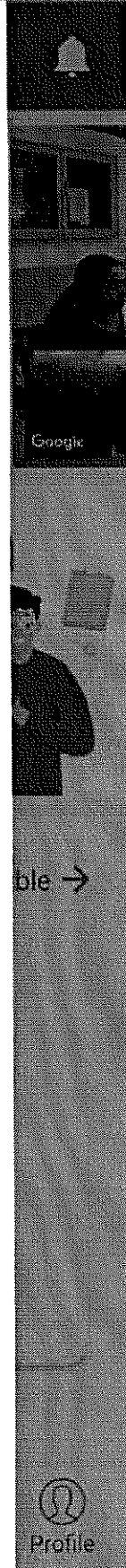


Namdeo Hatwar

Organization Code PYIVL

- Offline Downloads **NEW**
- Free Material
- Students Testimonial **NEW**
- Edit Profile
- Settings
- How to use the App **NEW**
- Payments

Share on facebook



Fahanda

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Pune-411030.

eltwisa

S.P.Mandali's

Tilak College of Education, Pune

ICT Skill Development Program

Theme – Augmented Reality App in Education

Date -24.02.2023 **Timing** – 12:00 to 12:40 **Venue**- Room No. 12

Participants – F.Y.B.Ed. Students


Resource Person – Dr. Suresh G. Isave

Learning Outcomes –

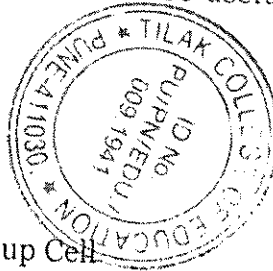
- Student-teacher describes the concept of Augmented Reality.
- Student-teacher skillfully uses the features of different mobile app.
- Student-teacher explains the educational uses of AR Apps.

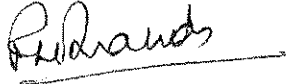
Activity –

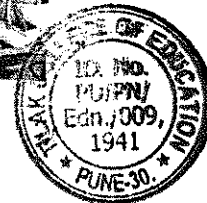
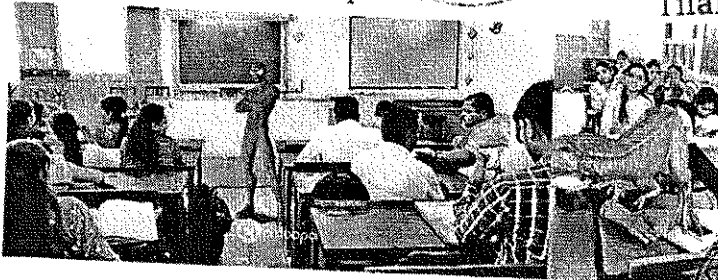
The resource person first discusses the concept of augmented reality with examples. Then he demonstrated the use of two AR apps i.e. *ARloopa* and *Safari Central*. Students downloaded the apps and got hands on experience. They made a fun and enjoy the photos with AR features like selfy with different animals, superheroes, live volcano, blood circulation system, solar system etc. The discussion was followed after the skillful use of the apps regarding how AR can be useful in Education. 68 students were present for the session.


(Dr. Suresh G. Isave)

Educational Technology Dept & Startup Cell




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



S.P.Mandali's

Tilak College of Education, Pune

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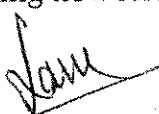
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Learning Outcomes –

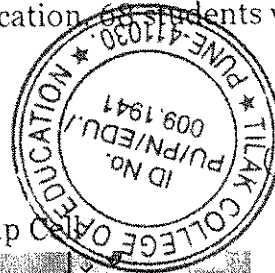
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Activity –

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(Dr. Suresh G. Isave)

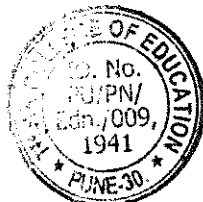
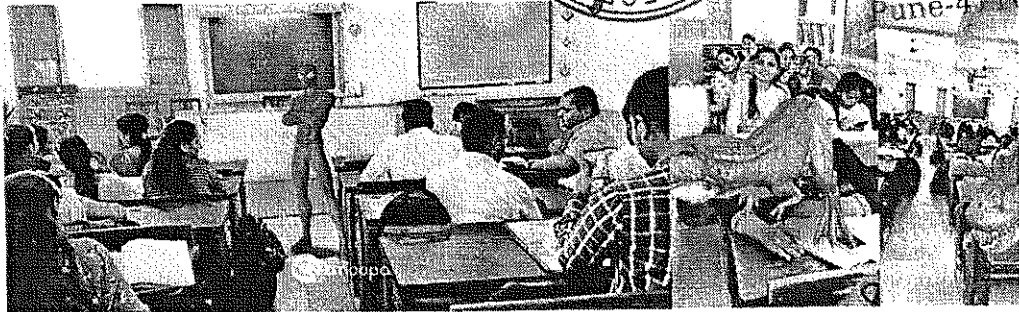
Educational Technology Dept & Startup Cell




Dr. Radhika Inamdar

PRINCIPAL

Tilak College of Education,
Pune-411030.



TILAK COLLEGE OF EDUCATION, PUNE 30

Report of Techno-pedagogy Committee 2022-23

During the academic year 2022-23, the faculty assigned a practical "on setting a school student's song with music to Music method student for the same the faculty first searched the resources on internet to find out the Sanskrit song singing competitions, Sanskrit songs, Patriotic Sanskrit Songs, School student's group songs, and shared the links to Google Classroom and Whatsapp (30th September 2022 and 5 students are benefitted) to motivate our BED 205 Music Method students, the Music Method students were by a chance having Sanskrit Method in first year.

Rajendra Thigale

Dr. Rajendra Thigale
Music Method In-Charge
Techno-Pedagogy Committee
IQAC coordinator



Radhika Inamdar

Dr. Radhika Inamdar
Principal

PRINCIPAL
Tilak College of Education
Pune-411030.

TILAK COLLEGE OF EDUCATION PUNE 30

Report on TCE Educational Research Forum Google Classroom 2023

During the academic year 2022-2023, the IQAC has taken an initiative to excel the activities of Educational Research Forum to create an environment of Educational Research for B.Ed. student-teachers, M.Ed. student-teachers, Ph.D. Scholars, guides and experts, thus decided to create a Whatsapp group and Google Classroom named TCE Research Forum.

The Group and Google Classroom were created on 14th January 2022 the links of these were shared on various Whatsapp groups, there are 135 participants on whatsapp group and 73 on the Google Classroom. Especially whatsapp group is for communication, conversation and raising the queries, links related to Educational Research, etc. while Google Classroom is created for sharing the bulky files, docs, PDFs, YouTube videos links, Podcasts links, and Class work also. One benefit of Classroom is creation of repository, the participants who joined later can see the posts shared during the academic year as well as retrieve many times. In whatsapp memory gets filled and so people sets the expiry to the previous messages.

From 22 Jan 23 to 22 July 23 we have shared more than 148 posts on the Google Classroom and many more on the Whatsapp also.

The Educational Research forum succeeded in raising awareness about the educational research and created conducive environment related to research.



Dr. Rajendra Thigale
IQAC Coordinator,
Techno-pedagogy Committee



Dr. Radhika Inamdar
Principal

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TILAK COLLEGE OF EDUCATION, PUNE 30

List of Participants joined the Google Classroom of Educational Research Forum

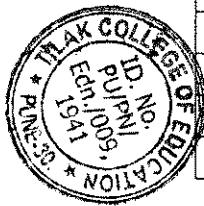
During the academic year 2022-23, IQAC has initiated various other Educational Research activities, among that creating Google Classroom is one, IQAC created one Whatsapp group for the conversation and communication regarding Educational Research, the neo-researchers can ask their doubts on the Whatsapp group and Google classroom for sharing big files and learning experiences. There are 72 participants in the Google Classroom.

List of the Participants

NO.	SURNAME	NAME
1	AGALE	AKASH
2	ANDHARE	ANURADHA
3	APTE	AMRUTA
4	BHAGWAT	DEEPASHRI
5	BHAGWAT	KRISHNAKANT
6	BHONG	HARSHA
7	BHUJBAL	ASHWINI
8	BISTA	ROBIN
9	BOMBILWAD	DIPAK SHIVDAS
10	DAS	JAYA
11	DERE	SANGITA
12	DESHMUKH	TEJASVI
13	DESHPANDE	VRUSHALI
14	DHUMAL	VINAY
15	DIVAKARA	VINSILA
16	FUNDE	BHAGWAN
17	GAIKWAD	PRIYANKA
18	GAIKWAD	SAURABH
19	GANDHI	KALPITA
20	GAWARI	SUNIL
21	GIRI	NEHA
22	GOKHALE	PRIYA
23	GOSAVI	MANISHA
24	HAMBARDE	OMKAR
25	JAAT	ANJU
26	JADHAV	SNEHA
27	JADHAV	SMITA



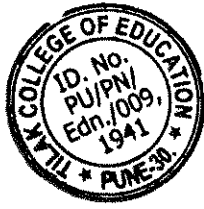
28	JAGTAP	RUTUJA
29	JAMALE	PRAYAG
30	JOSHI	DEEPA
31	KADBANE	ASHWINI
32	KALE	SURAJ
33	KALE	SUSMITA
34	KANGRALKAR	JYOTI
35	KARANDIKAR	MANASI
36	KARNIK	PALLAVI
37	KHAN	NAGMA
38	KHANDELWAL	RIDDHI
39	KSHIRSAGAR	PRITI
40	KUCHEKAR	MAYURI
41	KUDALE	SMITA
42	KULKARNI	SHRUTI
43	LONDHE	GOKUL
44	MAHAJAN	MAYURI
45	METE	APARNA
46	NIKHADE	DIKSHA
47	NILAKHE	SIDDHESHWAR
48	PACHALAG	SWAPNIL
49	PAGARE	PRIYANKA
50	PANCHAL	VIKAS
51	PARDAWALA	ZAINAB
52	PATIL	RUPALI
53	PATNI	PRATIKSHA
54	PAWAR	VRUNDA
55	RAHATE	ASHWINI
56	RAUT	SANDIP
57	RAYSONI	REKHA
58	RENUSE	RAJASHRI
59	SAVAI	ANJALI
60	SHAH	SARIKA
61	SHARMA	MANOJ
62	SHEKHARE	AMIT
63	SHETE	SONALI
64	SHEVKAR	SHAILENDRA
65	SHIKARE	SUVARNA
66	SHILWANT	SWATI
67	SUPE	LAXMAN
68	TALEKAR	ROHIT



69	TAMBE	GANESH
70	VAIDYA	MANISHA
71	VIBHANDIK	VASANTI
72	YEDKE	RAJ

Rajendra Thigale

Dr. Rajendra Thigale
IQAC coordinator



Dr. Radhika Inamdar
Principal

Radhika Inamdar
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Tilak College of Education
Pune-411030.

TILAK COLLEGE OF EDUCATION, PUNE 30

Report of Google form Links

Set Induction Skill Re-teach <https://forms.gle/ta7fSztQkXHc3CsWA>

Science Quiz 2023

Entry Level Test General Science

BED 106-08 General Science

Tutorial 1.

Option form for Second Method 2023

Exit Test General Science

Option form for Second Method 2022

Entry Level Test Science

Copy of Option form for Second Method 2022

Copy of Option form for Second Method 2022

Practice Lesson Evaluation Scheme 21-22

Work shop on Application Software

Work shop on Academic Writing with the Application of Technology

Work shop on Refinement of Article with the use of Application Software

Spoken English Classroom Admission

Lesson No. 4 Evaluation

Lesson No. 3 Evaluation

Lesson No. 2 Evaluation

Lesson No. 1 Evaluation धडा क्रमांक ?

Copy of Lesson No. 1 Evaluation धडा क्रमांक ?

Use of e-books by B.Ed. Students

BED 105 #6 Enlist the software useful for the teachers

BED 105 Enlist the software application

Feedback form 2022

MCQ 106-08 Physics

BED 106-08 CHEMISTRY MCQ

BED 108 MICRO TEACHING

BED 108 BLACKBOARD WRITING (RT)

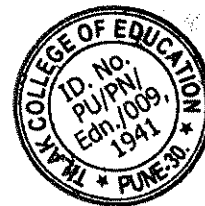
BED 108 BLACKBOARD WRITING (T)

BED 108 DEMONSTRATION (RT)

BED 108 DEMONSTRATION (T)

BED 108 QUESTIONING (RT)

BED 108 QUESTIONING (T)

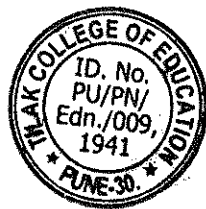


BED 108 ILLUSTRATION (RT)
BED 108 ILLUSTRATION (T)
Evaluation Scheme of Set Induction
BED 108 SET INDUCTION (RT)

BED 108 ILLUSTRATION (RT)
BED 108 ILLUSTRATION (T)
Evaluation Scheme of Set Induction
BED 108 SET INDUCTION (RT)
BED 108 STIMULUS VARIATION (RT)
BED 108 STIMULUS VARIATION (T)
BED 205 MUSIC METHOD
BED 205-17 BIOLOGY PRESENTATION
BED 205-17 BIOLOGY PRACTICAL
Copy of BED 106-08 General Science
Question bank NEP2020 spreadsheet
Concept Attainment Model
RSVP
Blank Quiz
Copy of BED 205-17 BIOLOGY

Devi

Rubrandar
PRINCIPAL
Tilak College of Education
Pune-411030.



BED 109: TEACHING COMPETENCY II:

A : TECHNOLOGY BASED TEACHING

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

EVALUATION SCHEME

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

No.	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct and complete.					
2	Introduction	Relevant and stimulating					
3		Revival of previous knowledge and linking with the topic					
4		Statement of Aim and Title writing					
5	Presentation	Clarity and Fluency in / Narration / Illustration					
6		Questions – Clear, concise grammatically correct with interrogative tone					
7		Question - Logical and thought Provoking					
8		Mastery over the content					
9		Selection of IT tools					
10		Use of Tools					
11		Quality of Presentation					
12		Co ordination between tools and teaching					
13		Ease and confidence in using technology					
14		Judicious use of technology					
15		Arrangement of Plan II					
16		Recapitulation as per objectives					
17		Application – appropriate / creative					
18	Evaluation	Homework – Appropriate / activity based.					
19		Classroom management					
20		Time Management					
		Total Marks 100					

Date



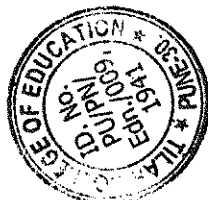
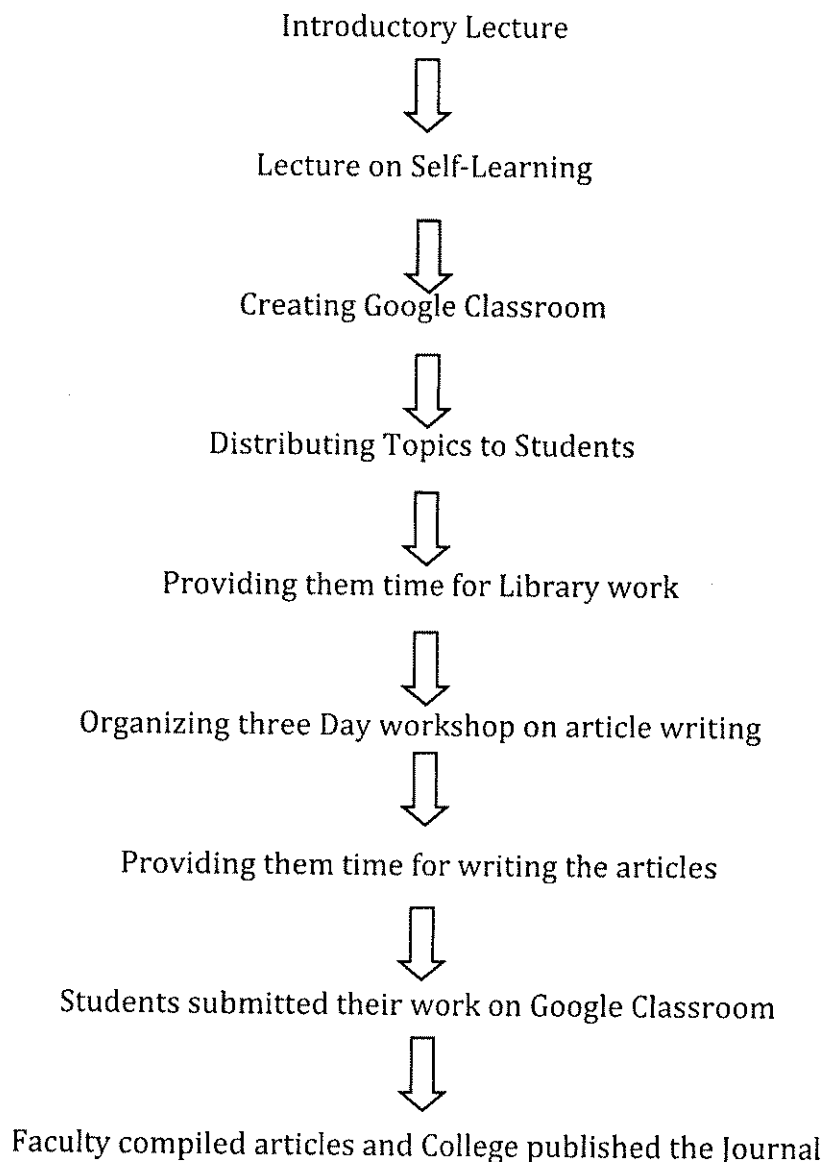
Signature of Professor In-charge

TILAK COLLEGE OF EDUCATION, PUNE 30

Report on Novel Idea 2021-22

During the academic year 21-22 the IQAC coordinator and Techno-pedagogy Committee decided to use the Novel idea in Tilak College of Education, that idea was related to using integrated approach to teach BED 105 Advanced pedagogy and Application of ICT, at the end of the year student-teacher submitted their contribution in the form of articles, (conceptual papers), published Journal and E-content product.

The steps of the execution of Novel idea is shown in the flow-chart



In this way the College invented Novel idea, executed it in a systematic way and due to the response of student-teachers and collective efforts the college succeed to publish the articles written by the students in the Journal: a special issue on "Advanced pedagogy and Application of ICT"

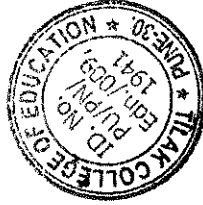
The CDC committee, Principal inspired to undertake this project and all the staff members supported this Novel idea.

Rajendra Thigale

Dr. Rajendra Thigale
Techno-Pedagogy Committee
IQAC In-Charge

Radhika Inamdar

Dr. Radhika Inamdar
Principal



TILAK COLLEGE OF EDUCATION, PUNE 30

Report of Techno-pedagogy committee 2021-22

Instructions regarding shooting and uploading video-lectures

1. The syllabus of BED 105 is divided into small units, henceforth is called as topics and topics are distributed among the Student-teachers well in advance.
2. The presentation will be held from 28th June to 30th June 2021 during 2 pm to 5 pm.
3. The Student-teachers have to remain present for the presentation
4. Absent Student-teachers will get Zero marks and there will be no special arrangement for absent Student-teachers
5. Detailed instructions will be shared time to time.
6. Read all the instructions shared on Google Classroom as well as on Whatsapp carefully.
7.
 1. A presentation must be full length of at least 30 minutes.
 2. ppt should consist at least 15 slides.
 - a. First slide Information about yourself: such as college name, Your Name, and Roll No.
 - b. Second Slide information about topic, such as title, Objectives or learning outcomes
 - c. Third Last Slide:- Questions, MCQ, short answer and long answer
 - e. Last slide:- Acknowledgement
 3. Student has to submit write up of at least 4 pages (A4 size)
 - a. First page Information about yourself and information about topic : such as college name, Your Name, and Roll No.
: Information about topic, such as title, Objectives or learning outcomes
 - b. Second Page: Index, such as content and page no.
 - c. Write should contain written material, figures with labels, tables, graphs where ever necessary
 - d. Last page:- Brief summary, Questions such as MCQ, short answer and long answer
MCQ will carry one mark, Short answer questions for 5 marks and Long answer Question for 15 marks. You can divide long answer question into 7 marks + 8 marks



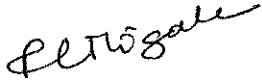
The Student-teachers have to upload both write up and ppt in pdf form on Google Classroom.

The student-teachers have to shoot their videos and upload them on the Google Classroom as well.

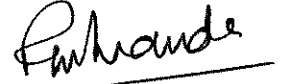
Evaluation of Power point Presentation, Seminar will be for 50 marks, this will be counted as continuous comprehensive evaluation (CCE)

*so this is compulsory activity.

* Evaluation Key will be shared to you on Google Classroom

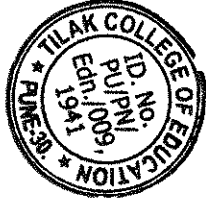


Dr. Rajendra Thigale
IQAC coordinator,
Techno-pedagogy committee



Dr. Radhika Inamdar
Principal

PRINCIPAL
Tilak College of Education
Pune-411030.



TILAK COLLEGE OF EDUCATION, PUNE 30

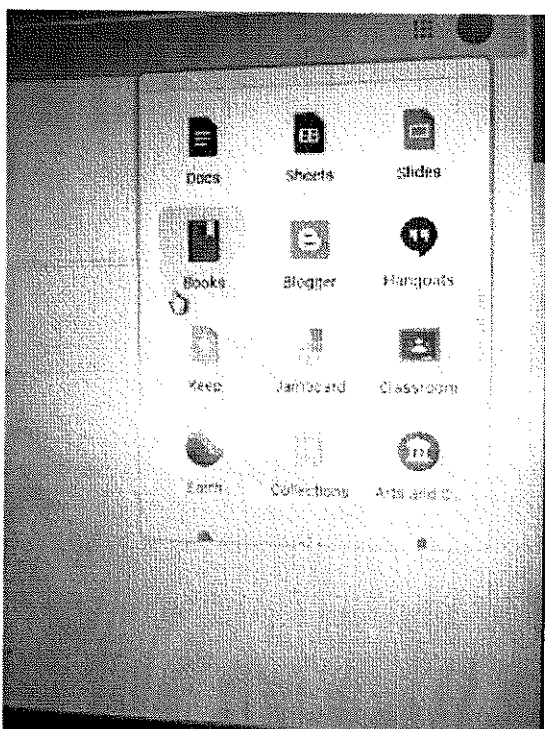
Report of Techno-pedagogy Committee

Information regarding E-books and Digital Library as a learning Resource

The faculty provides information about the e-books, free e-books and free digital library resources available on the internet and encourages downloading or purchasing the e-books, the student-teachers can create their own shelves of books and journals, the information as well as links are shared on Google Classroom and Whatsapp groups. The faculty organized subject wise offline book show in the library every year, where the student-teachers can touch and go through the books, journals, magazines etc. From the COVID 19 period the faculty tried to organize the online digital book show through the digital learning platform like Google Classroom for BED 106-08 General Science.

6 Jul 2022
Hello friends,

Do you use Google books? If yes, which books you read from Google books? How many books you downloaded? How many books you purchased from the Google?
How many books are there in your Google library? How many books are in your favourite? Share your library with Google classroom. Think that this activity which I have assigned you.



06-Jul-2022 at 11:52 AM.png



24 Jun 2022

Hello friends,

Good morning Class, I have uploaded the book written by Paulo Freire entitled "Pedagogy of the Oppressed" which is about critical pedagogy. Please go through it.

PEDAGOGY
of the
OPPRESSED

freire-pedagogy-of-the-oppressed.pdf
PDF

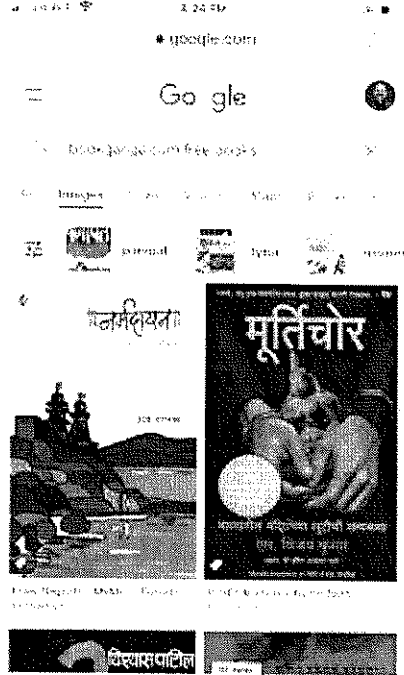
30 May 2022 (Edited 1 Jun 2022)

Hello friends,

You can download free books on Education and other Novels, Journals from Bookganga.com

नमस्कार मित्रांनो,

तुम्ही Bookganga.com वरून एज्युकेशन आणि इतर कादंबरी, जर्नल्सवर मोफत पुस्तके डाउनलोड करू शकता



WhatsApp Image 2022-05-30 at 8.33.06 AM.jpeg



Dr. Rajendra Thigale

Created 28 May 2022 28 May 2022 (Edited 1 Jun 2022)

विद्यार्थी मित्रांनो,

आपल्याला इंटरनेटवरून मोफत लायब्ररी उपलब्ध आहे तसेच लाखो चांगली चांगली पुस्तके मोफत डाउनलोड करता येतात त्याचा खूप फायदा घ्या, ह्या काही वेबसाईट्स आणि डिजिटल लायब्ररीज आहेत.

Hello friends,

Take advantage of the fact that you have a free library available on the Internet and millions of good books can be downloaded for free. These are some websites and digital libraries.



यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ
Yashwantrao Chavan Maharashtra Open University



विद्यापीठ गीत

Home	About YCMOU	Administration	Academic	CIQA	Regional Centers	Student Zone	Other	Contact
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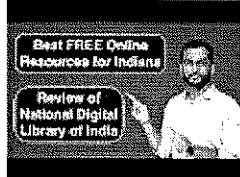
News and Announcement

- कोषाजय आणि साहित्यशास्त्र विभागात आयोजित २०२१-२२ परीक्षित विद्यार्थ्यांसाठी निश्चय दिवस
- विद्यापीठ पुस्तक व इतर अभिलेखांच्या साठ्यासाठी विद्यार्थ्यांच्या संकेतस्थळावर वॉपर कर्मचारांचा
- [Click Here To Download Your Degree Certificate](#)
- Permission to start M.Phil./Ph.D. programmes under regular mode as Per UGC regulations.
- For More - News, Notices, Announcement and Events
- Ph.D. शिक्षणसंरचने परीक्षे तिथ्यवळ (टी.पि.ड.) २०२२-२४ परीक्षे
- [Schedule for submission of Synopsis](#)
- [Examination Information](#)
- [Self Examine Material](#)

Programmes	Admissions	Scholarship
Examinations	Library	Absent

YCMOU PICS.PNG

YouTube video

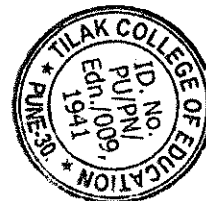


Best FREE Online Resources for Indians | Review of National Digital Library of India
YouTube video • 16 minutes*



How to download ncert books pdf/how to get ncert textbooks/Class 9/10/11/12
YouTube video • 8 minutes*

Handwritten signature



S.P.Mandali's

Tilak College of Education, Pune

B.Ed. 2021-22

Report of BED111. Intel Practical


In the B.Ed. curriculum (2015 pattern) Of Savitribai Phule Pune University, BED111 is essential component of the practical, which is having month credit for First year. It is based on Intel Teach to the Future Program. The Intel® Teach Getting Started Course is a professional development offering to assist classroom teachers who have little or no computer experience to acquire basic technology literacy skills and an introduction to developing 21st century approaches to teaching and learning.

The course:

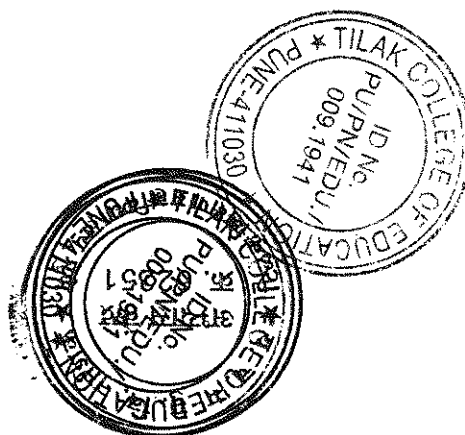
- Introduces 21st century approaches such as student-centered instruction, critical thinking, and collaboration.
- Introduces technology skills in a practical way that results in the creation of tools and documents that can help increase your teacher productivity.
- Includes the development of an individual action plan detailing how you will apply your new skills and approaches to enhance your productivity and professional practice over time


The course involves the use of computers, and you will have many opportunities to use computer software to engage in hands-on exercises and activities. You will also find that the instructional mix features direct instruction, discussion and teamwork, self-reflection, and individual work on course exercises, activities, and action plans. All of this is designed to provide you with tools to be more effective and productive as a subject-matter teacher

The course is implemented throughout the year the total students are divided into seven groups a faculty in charge is assigned to each group separately. Each batch has a signed a particular day discussions and computer work a workbook has been given to the students are expected to write in the workbook and discuss about it with the faculty in charge. After the discussion the document is made final on hard copy and then the soft copy is generated accordingly. The soft coffee is also shown to the faculty inside and pedagogical discussion is carried out. After sufficient discussion all end products are ready for the showcasing the showcasing is done in the group and the final assessment is done.


(Dr. Suresh Isave)

In-Charge




(Dr. Radhika Inamdar)

Principal

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Tilak College of Education
Pune-411030.

S.P.Mandali's

Tilak College of Education, Pune 30

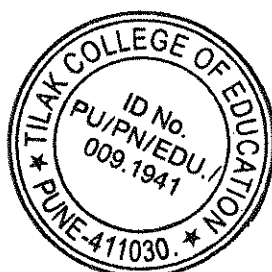
B.Ed. First Year 2021-22

BED111.A. Critical Understanding of ICT-Intel : Marking Scheme

- 2 Credits and 25 Marks
- Name of the Student : _____ Roll No.- _____
Exam No.- _____
- Name of the Paired Student : _____ Roll No.- _____ Exam
No.- _____
- Computer No : _____
- Subject : _____ Topic : _____

Sr. No	End Product	Folder	Marks				
			1	2	3	4	5
1	Unit Plan Template	Unit Plan					
2	Newsletter/Brochure on Project based learning in MS Publisher software	Unit Support					
3	Teacher's Presentation to Gauge Students' Need	Assessment					
4	Student's Presentation (Power Point/Blog/Wiki etc.)	Student_Sample					
5	Evaluation Tool for Students Presentation (Power Point/Blog/Wiki etc.)	Assessment					
6	Exploration (Images, video, audio clips etc. collection for the project)	Images_Sounds					
7.	Folder Management (All documents saved properly in the folder and proper naming to the files and folders)						
8.	Showcasing (Computer skills, Presentation skills, and Project skills)						
9.	E skills						
10.	Overall impression						
							Marks out of
							- 50
							Marks converted out
							of 25

- 1 is lowest and 5 is highest marks. * Tick mark (√) for the marks.



Signature of Group in-charge Professor


S.P.Mandali's

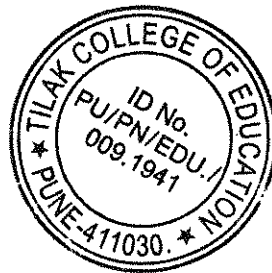
Tilak College of Education, Pune

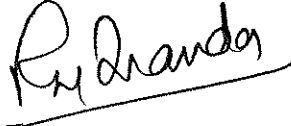
F.Y.B.Ed. 2021-22

Time Table for BED111A. Critical Understanding of ICT

Sr. No.	Day	Time	Group
1	Monday	11:00-12:00	Prof. Dr. Madhuri Isave
2	Tuesday	11:00-12:00	Prof. Dr. Dipak Chavan
3	Wednesday	11:00-12:00	Prof. Namita Sahare
4	Thursday	11:00-12:00	Prof. Dr. Suvarna Shikare
5	Friday	11:00-12:00	Prof. Dr. Chandrahad Sonpethkar
6	Saturday	1:00-2:00	Prof. Dr. Suresh Isave
7	Saturday	12:15-1:00	All Groups


(Dr. Suresh Isave)
In-Charge




(Dr. Radhika Inamdar)
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Tilak College of Education, Pune-30

S.Y.B.Ed.2018-19

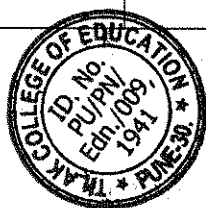
BED205-11 : Information Communication Technology

Activity : Poster Presentation – Theme Cyber Security

Poster should be designed in any software with A4 Size

Date of Submission & Presentation : 7th & 8th of September 2018

Sr.No.	Roll No.	Name of the Students	Topic for Poster
1	232	Pradnya Kapile	Email related risks
	224	Pooja Gawale	
2	244	Neeta Patil	Precautions from Fake Calls
	260	Asawari Vaidaya	
3	216	Amruta Agashe	What to share on social networking
	229	Leena Kadam	
4	241	Seema Murkute	What not to share on social networking
	251	Akanksha Sardar	
5	267	Kumar Khunte	How to report a post/groups on Facebook
	253	Sonia Sabnam	
6	264	Khandu Dayal	Profile setting on social networking
	265	Sanjay Deshmukhe	
7	257	Rama Sonkamble	How to make friends on social networking
	247	Soniya Rane	
8	214	Rahul Jathar	Safety from Cyber Bulling
	210	Vijay Dangat	
9	222	Tejashr Daimai	How should interact on Whatsapp Formal/Official Groups
	234	Roshani Khan	
10	201	Gaytri Ankam	Strong Password
	208	Varsha Shinge	
11	250	Swati Dharamdhikar	Precaution of online Shopping & Payment
	270	Sumant Talekar	
12	231	Priya Kamble	Use of ATM
	266	Amol Gore	
13			Online bulling




(Suresh G. Isave)

BED205-11 ICT Method

PRINCIPAL

Tilak College of Education
Pune-411030.

Work shop on Academic Writing with the Application of Technology (Day 2)

Tilak College of Education, Pune. 41130
Feedback form

Dear Student-teachers,

Tilak College of Education, Pune. 41130 is constantly taking efforts to mold our student-teachers and pursue excellence, in this context we organize various work shops and value added courses in the academic year. We are collecting feedback form of work shop held on the 26th May 2022. The work shop was under the course BED 105 Advance pedagogy and application of ICT. The purpose of this work shop was to give hands on to the student-teachers regarding "the academic writing with the help of various application software" which is very useful to the graduate, post graduate students and student-teachers. There are many such software which are also useful to the trainee teachers and teacher community, while they are writing any article or research paper. Hence a subject like Advance pedagogy and application of ICT should be taught by using ICT method itself, so that the student-teachers will never forget the same. Writing skill is very important for any teacher, it improves his/her communication skills.

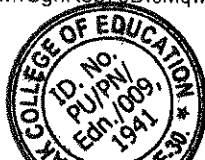
Dr.

Rajendra Thigale

टिळक कॉलेज ऑफ एज्युकेशन, पुणे. 41130
अभिप्राय फॉर्म

प्रिय विद्यार्थी-शिक्षक,

टिळक कॉलेज ऑफ एज्युकेशन, पुणे. 41130 आपल्या विद्यार्थी-शिक्षकांना घडवण्यासाठी आणि उत्कृष्टतेचा पाठपुरावा करण्यासाठी सतत प्रयत्न करत आहे, या संदर्भात आपण या शैक्षणिक वर्षात विविध वर्क शॉप्स आणि मूल्यवर्धित अभ्यासक्रम आयोजित करीत आहोत. आपण दिनांक 26 मे 2022 रोजी झालेल्या वर्क शॉपचा फीडबॅक फॉर्म गोळा करत आहोत, वर्क शॉप "बीएड 105: प्रगत अध्यापनशास्त्र आणि आयसीटीचे उपयोजन" या अभ्यासक्रमांतर्गत होते. पदवीधर, पदव्युत्तर विद्यार्थी आणि विद्यार्थी-शिक्षकांसाठी अत्यंत उपयुक्त असलेल्या "विविध ऍप्लिकेशन सॉफ्टवेअरच्या मदतीने शैक्षणिक लेखन" या विषयावर विद्यार्थी-शिक्षकांना सराव देणे हा या कार्यशाळेचा उद्देश होता. असे अनेक सॉफ्टवेअर आहेत कि जे प्रशिक्षणार्थी-शिक्षक आणि शिक्षक समुदायासाठी देखील उपयुक्त आहेत, ते कोणताही लेख किंवा शोधनिबंध लिहित असताना उपयोगी पडतील. त्यामुळे प्रगत अध्यापनशास्त्र आणि आयसीटीचे उपयोजन यांसारखे विषय आयसीटी पद्धतीचा वापर करूनच शिकवले पाहिजेत, जेणेकरून विद्यार्थी-शिक्षक कधीच विसरणार नाहीत. लेखन कौशल्य हे कोणत्याही शिक्षकांसाठी अत्यंत महत्वाचे असते कि ज्याद्वारे शिक्षकाचे संवाद कौशल्य प्रभावी होते.



डॉ. राजेंद्र थिगळे

* Indicates required question

1. Email *

2. 1. Whether the YouTube video of key words gave you any idea about your topic? *

1. मुख्य शब्दांच्या YouTube व्हिडिओने तुम्हाला तुमच्या विषयाबद्दल काही कल्पना दिली आहे का?

Mark only one oval.

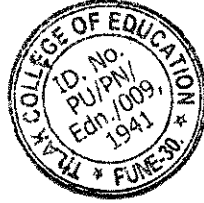
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3. 2. Whether you could be able to share ideas with your friends regarding key words about your topic? 2. तुम्ही तुमच्या विषयावरील मुख्य शब्दांबद्दल तुमच्या मित्रांसह कल्पना शेअर करू शकता का? *

Mark only one oval.

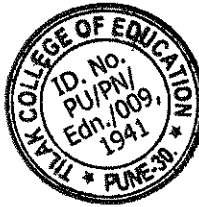
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4. 3. Could you able to search your key words in different forms, such as text, written text, audio, video, images, ppt, PDF etc. ? 3. तुम्ही तुमचे मुख्य शब्द वेगवेगळ्या स्वरूपात जसे की मजकूर, लिखित मजकूर, ऑडिओ, व्हिडिओ, प्रतिमा, ppt, PDF इ. शोधू शकता का? *

Mark only one oval.

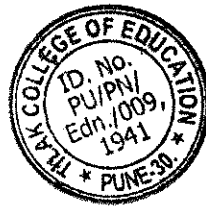
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5. 4. Could you able to manage your searched information in R Manager? 4. तुम्ही R *
Manager मध्ये तुमची शोधलेली माहिती व्यवस्थापित करू शकता का?

Mark only one oval.

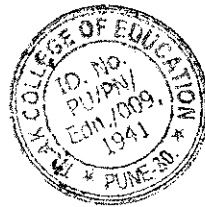
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6. 5. Could you able to do citation? 5. तुम्ही उद्धरण करू शकाल का? *

Mark only one oval.

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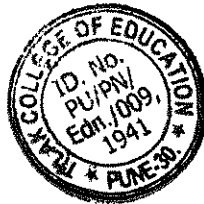
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4



5



7. 6. Could you able to use Grammarly app? 6. तुम्ही व्याकरण अॅप वापरू शकता का? *

Mark only one oval.

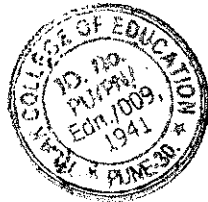
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8. 7. Could you able to develop your road map/ concept map/ mind map for your article? 7. तुम्ही तुमच्या लेखासाठी तुमचा रस्ता नकाशा/ संकल्पना नकाशा/ मनाचा नकाशा विकसित करू शकाल का? *

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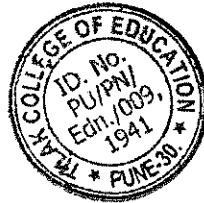
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9. 8. Could you able to use EverNote/ OneNote/ Notion for writing your article?
9. Could you able to use speak to text app for typing your article? 8. तुमचा लेख लिहिण्यासाठी तुम्ही EverNote/ OneNote/ Notion वापरू शकता का?

Mark only one oval.

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10. 9. Could you able to use speak to text app for typing your article? ९. तुमचा लेख *
टाईप करण्यासाठी तुम्ही स्पिक टू टेक्स्ट अॅप वापरू शकता का?

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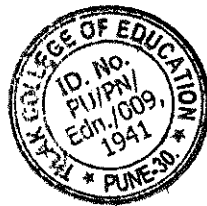
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11. 10. Whether you found the session on academic writing with the application of technology useful? 10. तुम्हाला तंत्रज्ञानाच्या वापरासह शैक्षणिक लेखनावरील सत्र उपयुक्त वाटले का? *

Mark only one oval.

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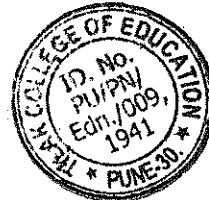
12. Qualitative Feedback गुणात्मक अभिप्राय *

P. T. W. S. A. N.

P. S. D. A. N. D. A. N.

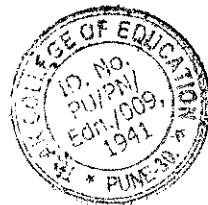
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Pune-411030.



This content is neither created nor endorsed by Google.

Google Forms



TILAK COLLEGE OF EDUCATION, PUNE 30

Report of Techno-pedagogy committee 2021-22

Instructions regarding shooting and uploading video-lectures

1. The syllabus of BED 105 is divided into small units, henceforth is called as topics and topics are distributed among the Student-teachers well in advance.
2. The presentation will be held from 28th June to 30th June 2021 during 2 pm to 5 pm.
3. The Student-teachers have to remain present for the presentation
4. Absent Student-teachers will get Zero marks and there will be no special arrangement for absent Student-teachers
5. Detailed instructions will be shared time to time.
6. Read all the instructions shared on Google Classroom as well as on Whatsapp carefully.
7.
 1. A presentation must be full length of at least 30 minutes.
 2. ppt should consist at least 15 slides.
 - a. First slide Information about yourself: such as college name, Your Name, and Roll No.
 - b. Second Slide information about topic, such as title, Objectives or learning outcomes
 - c. Third Last Slide:- Questions, MCQ, short answer and long answer
 - e. Last slide:- Acknowledgement
 3. Student has to submit write up of at least 4 pages (A4 size)
 - a. First page Information about yourself and information about topic : such as college name, Your Name, and Roll No.
: Information about topic, such as title, Objectives or learning outcomes
 - b. Second Page: Index, such as content and page no.
 - c. Write should contain written material, figures with labels, tables, graphs where ever necessary
 - d. Last page:- Brief summary, Questions such as MCQ, short answer and long answer
MCQ will carry one mark, Short answer questions for 5 marks and Long answer Question for 15 marks. You can divide long answer question into 7 marks + 8 marks

The Student-teachers have to upload both write up and ppt in pdf form on Google Classroom.

The student-teachers have to shoot their videos and upload them on the Google Classroom as well.

Evaluation of Power point Presentation, Seminar will be for 50 marks, this will be counted as continuous comprehensive evaluation (CCE)

*so this is compulsory activity.

* Evaluation Key will be shared to you on Google Classroom



Dr. Rajendra Thigale
IQAC coordinator,
Techno-pedagogy committee



Dr. Radhika Inamdar
Principal

TILAK COLLEGE OF EDUCATION, PUNE 30

Report on the application software used by the Student-teachers

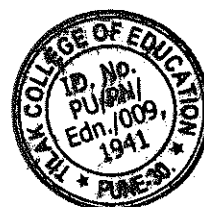
During the COVID19 student-teachers were using Zoom meeting platform, or Google Meet platforms to conduct the meetings, and various kinds of Lessons such as Micro-Teaching Lesson, Integrated Lessons, Simulated Lessons, Special Lessons, Practice Teaching Lessons, and Internship Lessons. They were attending the lectures, and even celebrating various Days as per the tradition of our college.

The Student-teachers also used free (LMS) Learning Management System such as Google Classroom. They were going through the learning material uploaded by the faculty members and even uploading their lesson notes, assignments on the Class Work Section.

Before the COVID 19, during and after the Student-teachers are using Microsoft words, PowerPoint, Excel, publisher, Whatsapp, Telegram, Facebook, Instagram, and other social media apps etc. for learning and communication The Student-teachers from offline batches during the academic year 18-19 were blogs, wikis, YouTube, and other features of Google apps. During COVID-19 Student-teachers used various platforms like Swayam, etc. During the COVID they explored many more platforms, some student-teachers were aware about the Canva, they taught the same to others to make digital posters and share them on the Facebook groups created for awareness regarding social issues as a part of Social Service activity. They learned to use Google Drive, Spreadsheet for collaborative work, Google Slides, word to PDFs online converting apps, Google forms, Google docs for collaborative writing, etc. very effectively.

During the year 2021-22 and 22-23 the Techno-Pedagogy Committee organized one day workshop on the various important application software to excel the productivity of the student-teachers and Ph. D. scholars, the faculty encouraged them to use Mendeley Research Manager software for the references, and annotation, also Grammarly app for spelling correction, paraphrasal app like quiltbot, turniton to check the plagiarism, speak to text, text to speak, reading apps for learning English and so many. The separate report of workshop is available for the details. The faculty inspired them to create PowerPoint presentation and upload on Slide share, to write and publish their own blogs, to record their audio and publish them on their own podcasts and YouTube Channels. Etc.

Recently during the academic year 2022-23 the faculty taught them about the Web stories, ChatGPT and judicious use of ChatGPT, SEO that is search Engine Optimization etc. This



year the college has provided Classplus app which is LMS or CMS that would be great boon to our College.

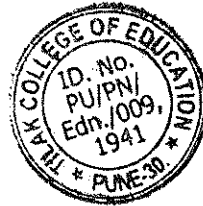
Rajendra Thigale

Dr. Rajendra Thigale
IQAC coordinator,
Techno-pedagogy committee

Radhika Inamdar

Dr. Radhika Inamdar
Principal

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TILAK COLLEGE OF EDUCATION, PUNE 30

Report on E-Content Development 2021-22

During the academic year 2021-22, the faculty decided to assign E-Content Development Project to the First-Year B. Ed. Student-teachers. This project was specifically assigned to the compulsory course BED 105 Advanced Pedagogy and Application of ICT. All the student-teachers participated in this project, the faculty organized three day workshop for the E-Content Development and at the end of the year student-teacher uploaded their content on the Google Classroom, later on the links of learning material were shared to the student-teachers for the study purpose. That was published on the blogs simultaneously; the learning material was translated into both the languages such as English and Marathi. The college decided to publish the same in E-form and to make it available on college website.



Dr. Rajendra Thigale
Techno-Pedagogy Committee



Dr. Radhika Inamdar
Principal
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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/Edu/009, 1941)

Website: www.tilakcollegeofeducation.org

E-mail: tilakcollege1941@gmail.com

Report of Course 111 B.Ed F.Y.2020-2021

BED 111: A) Critical Understanding of ICT- Practical (1 credit) – 25 marks

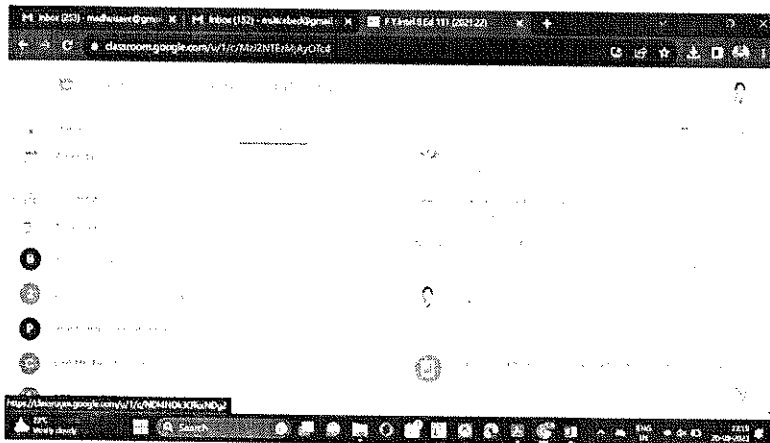
The student teachers will work alone or in pairs for the practical. S/He will complete the modules as enlisted in the INTEL programme approved by the Savitribai Phule Pune University. The student teacher will keep a hard and soft copy of his/her practical work.

Number of students-81(eighty One)

Procedure- The students divided into groups. Group incharge professor conduct their practical. The initial orientation session is conduct by the professor, during which they discuss project-based learning, student and teacher presentations, and the creation of storyboards. The teacher goes the extra mile to provide guidance on improving presentation quality through the utilization of online resources. Students complete their work in the computer lab with the teacher's support and guidance. All these activities are documented in a journal. During the COVID-19 pandemic, all activities are documented and shared on Google Classroom

Following activities are expected to conduct in Intel session

1-Unit Plan templet 2 Newsletter/Brochure 3Teachers presentation 4 Students presentation (PowerPoint/Blog) 5Evaluation tools for students presentation (PowerPoint/blog) 6 Exploration (Image, video audio) 7) Folder creation and management (All documents saved properly in the folder and proper naming to the files and folders) 8) Showcasing of project 9) Observation of E skill 10) Overall impression



} Google classroom.

M. S. Save

Inte incharge- Dr.Madhuri isave

Principal

M. S. Save
PRINCIPAL

Tilak College of Education
Pune-411030.



Tilak College of Education, Pune
F.Y.B.Ed
BED 110 : Teaching Competency III
Practice Teaching
Report 2020 – 2021

In the academic year 2020-2021, Tilak College of Education conducted Teaching Ability III, Practice Teaching Program for the First year of B.Ed course from 01-07-2021 to 10-07-2021. Total of seven schools were selected for the event. During this period, all the schools were closed due to lockdown everywhere because of Covid-19, but even though teaching was started in online mode, due to some problems of the schools, the schools were unable to provide schools for practice teaching. For this reason, the practice teaching was completed in simulation mode. The online zoom platform was used for this.

Before the event, Dr. Jyotsna Kamble guided the student teachers on the practice of teaching and the formalities to be completed during that period. Total 92 students were benefited for this program. The guidance was completed by the method in-charge and the lessons were observed and the feedback was given by the observer. During this program, student teachers conducted 6 lessons each.



Dr. Jyotsna Kamble

Practice Teaching Dept.



Dr. Radhika Inamdar

Principal
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Tilak College of Education
Pune-411030.

Tilak College of Education, Pune

F.Y.B.Ed

BED 206 : Teaching Competency IV

Practice Teaching

Report 2020 – 2021

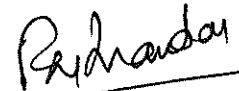
In the academic year 2020-2021, Tilak College of Education conducted Teaching Ability III, Practice Teaching Program for the Second year of B.Ed course from 28-09-2020 to 10-10-2020. Total of seven schools were selected for the event. During this period, all the schools were closed due to lockdown everywhere because of Covid-19, but even though teaching was started in online mode; due to some problems of the schools, the schools were unable to provide schools for practice teaching. For this reason, the practice teaching was completed in simulation mode. The online zoom platform was used for this.

Before the event, Dr. Jyotsna Kamble guided the student teachers on the practice of teaching and the formalities to be completed during that period. Total 78 students were benefited for this program. The guidance was completed by the method in-charge and the lessons were observed and the feedback was given by the observer. During this program, student teachers conducted 6 lessons each.



Dr. Jyotsna Kamble

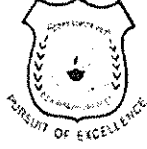
Practice Teaching Dept.



Dr. Radhika Inamdar

Principal

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Tilak College of Education
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S. P. Mandali's

Mobile No. 8263838388

टिळक शिक्षण महाविद्यालय, पुणे –
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Website: www.tilakcollegeofeducation.org

E-mail: tilakcollege1941@gmail.com

Report of Course 111 B.Ed F.Y.2019-2020

BED 111: A) Critical Understanding of ICT- Practical (1 credit) – 25 marks

The student teachers will work alone or in pairs for the practical. S/He will complete the modules as enlisted in the INTEL programme approved by the Savitribai Phule Pune University. The student teacher will keep a hard and soft copy of his/her practical work.

Number of students-90

Following activities are expected to conduct in Intel session

1-Unit Plan templet 2 Newsletter/Brochure 3Teachers presentation 4 Students presentation (PowerPoint/Blog) 5Evaluation tools for students presentation (PowerPoint/blog 6 Exploration (Image, video audio) 7) Folder creation and management (All documents saved properly in the folder and proper naming to the files and folders)8) Showcasing of project9) Observation of E skill10) Overall impression

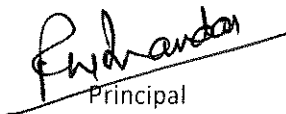
-# Assign individual project

Create google classroom

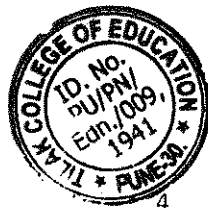
Soft copy submit in G.C


Soft copy of format give to students.

Procedure- The students divided into groups.Group incharge professor conduct their practical The initial orientation session is conduct by the professor, during which they discuss project-based learning, student and teacher presentations, and the creation of storyboards. The teacher goes the extra mile to provide guidance on improving presentation quality through the utilization of online resources. Students complete their work in the computer lab with the teacher's support and guidance. All these activities are documented in a journal.


Principal

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Pune-411030.




Inter Incharge- Dr.Madhuri isave

Roll No.

Exam. No.

S.P.Mandali's

Tilak College of Education, Pune

S.Y.B.Ed. 2020-21

BED-205-Additional Pedagogy Course Understanding disciplines and school subjects and pedagogy of School Subject

11. INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

- Creation of short audiovisual content (not exceeding 5 minutes; using webcam or digital camera with video recording facility. Copying and viewing the same on a PC.
- **Theme – Creating an Online Tutoring Video**

Name of the Student –

Std -

Subject -

Unit –

Link of the video –

EVALUATION SCHEME

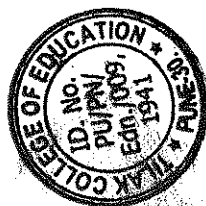
Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

Sr. No.	Criterion	1	2	3	4	5
1	Objectives of the video					
2	Script of the video					
3	Plot used for the video					
4	Content in the video					
5	Illustration of the content					
6	Use of proper media					
7	Communication skill					
8	Technical Quality of the video					
9	Impression of the tutor					
10	Time Management					
		Total out 50				

Date of Submission: -

Signature of the Student with date -

Remark & Signature of Prof. in-charge: -



A. Shanday
PRINCIPAL
 Tilak College of Education,
 Pune-411030.

Tilak College of Education, Pune

S.Y.B.Ed. 2020-21

BED205: ICT - Script writing format for online tutoring video

Name of the student:

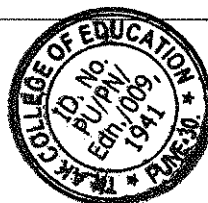
Subject :

Unit :

Std.

Sr. No.	Sub-concept	Narration	Media Used	Duration

Signature of the student with date :



S. K. Handa
PRINCIPAL
Tilak College of Education
Pune-411030.

S.P. Mandali's

Tilak College of Education, Pune 411030

NAAC Reaccredited with A Grade

F.Y. B.Ed. [Batch 2020-21]

BED 105-: Advanced Pedagogy and Application of ICT

Name of the Student Parag Tukaram Deshmukh

Name of the Topic Types of Blended Learning

Evaluation Scheme of CCE Activity Presentation

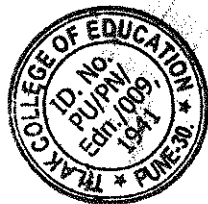
Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Criteria	1	2	3	4	5
1	Accuracy of Content					✓
2	Description of Content					✓
3	Use of variety of Media				✓	
4	Overall Colour Scheme					✓
5	Explanation					✓
6	Ease in handling of the gadgets				✓	
7	Tackling with Queries				✓	
8	Coordination with presentation				✓	
9	Time Management				✓	
10	General Impression					✓
Total Marks – 50						45

Qualitative Feedback, (if any) :

Overall good

Patil



R. Thigale Indira

Signature of Professor In- Charge

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Tilak College of Education, Pune 411030

NAAC Reaccredited with A Grade

F.Y. B.Ed. [Batch 2020-21]

BED 105-: Advanced Pedagogy and Application of ICT

Name of the Student Nikita Sanjay Deshmukh

Name of the Topic Students Voice

Evaluation Scheme of CCE Activity Presentation

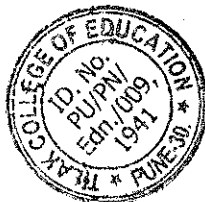
Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Criteria	1	2	3	4	5
1	Accuracy of Content					✓
2	Description of Content					✓
3	Use of variety of Media				✓	
4	Overall Colour Scheme					✓
5	Explanation					✓
6	Ease in handling of the gadgets				✓	
7	Tackling with Queries				✓	
8	Coordination with presentation					✓
9	Time Management				✓	
10	General Impression				✓	
Total Marks – 50		45				

Qualitative Feedback, (if any) :

Good presentation

Elvisan



R. Thigale

Signature of Professor In- Charge

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Pune-411030.

Tilak College of Education, Pune - 30

BED 106-08: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

GENERAL SCIENCE

Unit – I

(1 Credit)

A) Life on Earth

1. Cell: The Unit of Life

Prefer this ppt for overall information about cell structure plant cell and animal cell. Some youtube videos are shared for the study purpose. Please go through it.

<https://www.slideshare.net/YESANNA/cell-biology-39006880>

<https://www.slideshare.net/jking540/cell-biology-ppt-39144000>

<https://www.youtube.com/watch?v=zrt6GC1BEHg>

<https://www.youtube.com/watch?v=748xG4KQHAY>

2. Genetic Basis of inheritance

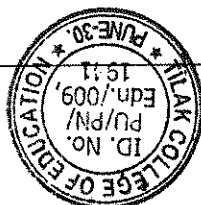
https://www.youtube.com/watch?v=r_3DL4CAIZA

<https://www.youtube.com/watch?v=dklP2scvxmlw>

3. Plant and Animal Life

https://www.slideshare.net/bbrownforsyth/classification-of-animals-and-plants-tpt-individual?qid=5df86934-301d-43fc-9277-7f1b80c6c5c1&v=&b=&from_search=2

https://www.slideshare.net/asimhaq1/classification-of-plants-and-animals-by-syed-aasim-haq-72781012?qid=5df86934-301d-43fc-9277-7f1b80c6c5c1&v=&b=&from_search=3



Plant kingdom

<https://www.youtube.com/watch?v=4QmevhHPiFI>

Animal kingdom

<https://www.youtube.com/watch?v=sQOpHRWKmNE>

4. Organ System (only humans)

Life processes

<https://www.youtube.com/watch?v=PB-axrdmp8o>

https://cdn.slidesharecdn.com/ss_thumbnails/lifeprocessesinformatinreport-eden-130312180221-phpapp02-thumbnail-2.jpg?cb=1363111376

https://www.slideshare.net/pankymathur7/life-processes-10th-class?qid=d2bbd730-62d7-4d4d-8b40-4668b469214f&v=&b=&from_search=10

https://www.slideshare.net/deps3110/life-process-excretion?qid=d2bbd730-62d7-4d4d-8b40-4668b469214f&v=&b=&from_search=28

<https://www.slideshare.net/cgales/photosynthesis>

<https://www.youtube.com/watch?v=-bU5RoIfDsU>

<https://www.youtube.com/watch?v=qn973aGlE5Q>

<https://www.youtube.com/watch?v=ZcOkn8GYajI>

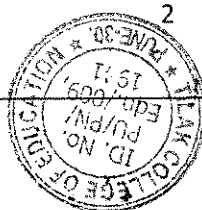
<https://www.youtube.com/watch?v=zUam38Zk-6Q>

<https://www.youtube.com/watch?v=06PJ5YuOchs>

<https://www.youtube.com/watch?v=7CVLA97Aato>

<https://www.youtube.com/watch?v=jBytzOoSXOo>

<https://www.youtube.com/watch?v=9Y-Sh5Y5olw>



<https://www.youtube.com/watch?v=13JfKu5xRjg>

<https://www.youtube.com/watch?v=xEvO3S-5DTc>

<https://www.youtube.com/watch?v=PB-axrdmp8o>

B) Concepts of Chemistry (1 Credit)

1. Chemistry of Carbon Compounds – Hydrocarbons

<https://www.youtube.com/watch?v=U3dtKwhFKUk>

<https://www.youtube.com/watch?v=1ZobkKd1Hus>

<https://www.youtube.com/watch?v=IZGZZznj87w>

https://www.youtube.com/watch?v=zAA7FNq_r68

2. Metals and Non-metals

<https://www.youtube.com/watch?v=-7uN3WaQsdE>

3. Chemical Reactions and Chemical Equations

<https://www.youtube.com/watch?v=DJd3zHNbKuw>

<https://www.youtube.com/watch?v=VJG5w4bYStA>

Unit – II

(1 Credit)

A) Concepts in Physics

1. Motion, Energy and Force

<https://www.youtube.com/watch?v=-oasTLcK5So>

<https://www.youtube.com/watch?v=zaceSCDATjg>



2. Heat and Light

<https://www.youtube.com/watch?v=RGtmW2qfd6U>

<https://www.youtube.com/watch?v=CuG2YbfEmjI>

<https://www.youtube.com/watch?v=7IMCHo7hEIo>

3. Electric Current and Magnetism

<https://www.youtube.com/watch?v=OLYoAwjKXic>

<https://www.youtube.com/watch?v=M1hMHylYCHw>

<https://www.youtube.com/watch?v=TQaLNy5ODJE>

4. Sound and Wave

<https://www.youtube.com/watch?v=j5evkjh8caM>

<https://www.youtube.com/watch?v=xJGZicfuzek>

B) Environmental Science

1. Biodiversity and Ecosystem

https://www.slideshare.net/teachersofindia/biodiversity-and-life?qid=ff1aca24-8311-427f-b334-800cf9d9d5d0&v=&b=&from_search=7

<https://www.youtube.com/watch?v=vpYFyQALc3k>

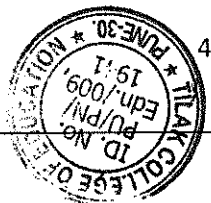
<https://www.youtube.com/watch?v=uH8UwyCKRHA>

Ecosystem

<https://www.youtube.com/watch?v=XtW-76yIgJY>

2. Microorganism

<https://www.slideshare.net/ishangoyal121/microorganism-ppt>



<https://www.slideshare.net/PiyushMohite/microorganisms-ppt-presentation-by-piyush-mohite>

https://www.youtube.com/watch?v=hbWUIrO6_kE

<https://www.youtube.com/watch?v=yxi-r19TPoA>

3. Striving for a better environment – Waste Management,
Vermicompost pit

<https://www.youtube.com/watch?v=dN8pdiWCKdo>

<https://www.youtube.com/watch?v=2F3kdjDdFow>

4. Conservation of Resources

<https://www.youtube.com/watch?v=JZG6SGC-iHk&t=8s>



TILAK COLLEGE OF EDUCATION, PUNE 30

BED 112 – Learning resources on YouTube

Dr. Rajendra Thigale shared links with students.

Dr. Rajendra Thigale presented and provided following YouTube videos for the student's of Tilak College of Education specially during Feb 23 to August 23, all the 96 students who have this course as a compulsory course, they are benefitted through this activity.

Sr. No.	Topic	Link	Remark if any
1	Ep 12	https://www.youtube.com/watch?v=5enZrgoz1Vg&authuser=2	
2	Ep 14	https://www.youtube.com/watch?v=Zbq6lx8vEBo&authuser=2	
3	Ep 15	https://www.youtube.com/watch?v=cWGEbnMkS94&authuser=2	
4	Ep 16	https://www.youtube.com/watch?v=lOooQPIFGpY&authuser=2	
5	Ep 17	https://www.youtube.com/watch?v=UfN0Cwz0wQM&authuser=2	
6	Ep 18	https://www.youtube.com/watch?v=UpJUyKbEL3s&authuser=2	
7	Ep 19	https://www.youtube.com/watch?v=eTTb5eDqMXM&authuser=2	
8	Ep 22	https://www.youtube.com/watch?v=PxC4zpvU7-w&authuser=2	
9	Ep 25	https://www.youtube.com/watch?v=YRoVogqGu3o&authuser=2	
10	Ep 28	https://www.youtube.com/watch?v=VvW2PGITejc&authuser=2	
11	Ep 29	https://www.youtube.com/watch?v=Z9NFbqVqd-l&authuser=2	
12	Ep 30	https://www.youtube.com/watch?v=lxBraoU3yR0&authuser=2	
13	Ep 31	https://www.youtube.com/watch?v=Spul0ByWiC4&authuser=2	
14	Ep 38	https://www.youtube.com/watch?v=H4ugjYloyWc&authuser=2	
15	Ep 39	https://www.youtube.com/watch?v=bepjZNzhxlc&authuser=2	
16	Ep 40	https://www.youtube.com/watch?v=veu_CuFPCPg&authuser=2	



Dr. Rajendra Thigale
Techno-Pedagogy Committee
IQAC coordinator



Dr. Radhika Inamdar
Principal
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Pune-411030.

TILAK COLLEGE OF EDUCATION, PUNE 30

BED 105 – Learning resources on YouTube

Dr. Rajendra Thigale shared links with students.

Dr. Rajendra Thigale presented and provided following YouTube videos for the student's of Tilak College of Education specially during Feb 23 to August 23, all the 96 students who have this course as a compulsory course, they are benefitted through this activity.

Sr. No.	Topic	Link	Remark if any
1	Concept of pedagogy	https://youtu.be/x-gQWyF5o0g?si=1mz3vLgS I0mKqC	English
2	Need of Analysis of pedagogy	https://youtu.be/k 4mAiWhYZY?si=F5xmGotgptTWkq 0	English
3	Analysis of pedagogy	https://youtu.be/tMh ytKq2pA?si=71 US8Zto5zjrTuB	English
4	Forms of Knowledge	https://youtu.be/P80yXaTtus0?si=CKuVziZdfkFbQjNH	English
5	Advanced Pedagogy	https://youtu.be/h0N8iEO7bNY?si=xKjHldk6mMEdSHUE	Marathi
6	Concept of pedagogy	https://youtu.be/teoH6kV0wis?si=7a-vviLriN3LGnb8	Marathi
7	Need of Analysis of pedagogy	https://youtu.be/Po9ROvNAfOc?si=Ji2FV6R2D7Tj3iNw	Marathi
8	Advanced Pedagogy	https://youtu.be/LTyCfoUTvY0?si=anqQx916G2qon0qg	Marathi

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TILAK COLLEGE OF EDUCATION, PUNE 30

Report of Science Quiz-2023

The Department of Science of our College organized Science Day program on 28th February 2023, on that occasion various activities were planned, out of which Science Quiz 23 was one of the activities, the faculty developed one Science Quiz and prepared a Google form, which was then shared on official Whatsapp group of college, the student-teachers attended that quiz online, the list of participants and their scores are as follows

Mark-List of Science Quiz-2023

Sr. No.	Name of the Science Student-teacher	Score
1	AMOL KISAN PICHAD	18
2	GANESH JANDEV TAMBE	16
3	SNEHA SUNIL JADHAV	17
4	ROHIT TALEKAR	16
5	MAYURI BHAIYYE	17
6	BAMBERE DIPAK NAMDEO	9
7	KAMESH SANJAY GAIKWAD	15
8	TEJASVI	9
9	SAURABH GAIKWAD	12
10	HARSHA SURESH BHONG	15
11	ARUN MAHADU KOKATARE	17
12	MANISHA RAMCHANDRA KAMBLE	7
13	YASHASHREE SADGURU	16
14	UTKARSHA PRAKASH NANDESHWAR	12
15	SAYYED ABDULQUADER YUNUS SAB	16
16	PANSE RUTUJA RAMESH	16



17	NEHA BABAN SHINDE	15
18	PRATIBHA RAMESH BIRAJDAR	17
19	JAGTAP RUTUJA RAJARAM	15
20	MANISHA	16
21	KSHIRSAGAR PRITI NARSING	16
22	NAJNEEN DAGADU DANGE	19
23	BHANGARE RANJANA RAMU	18
24	RAVIKIRAN JADHAV	19
25	GIRISH DHULAPPA KOLEKAR	18
26	SHIWANI PANDURANG LAKHE	17
27	NADEKAR JALINDAR GOVINDA	16
28	IDRISH SADIKOT	15
29	VINAY DHUMAL	14
30	NAJNEEN DAGADU DANGE	16
31	MAMTA NIKAM	16
32	MANISHA VAIDYA	14
33	SUNIL M. S.	15
34	SWATI SHILWANT	13
35	RAHUL BULE	14
36	NAMRATA	15
37	SUNIL GAWARI	10

Sr. No.	Name of Non Science Student-teacher	Score
38	SIDDHI PAWAR	16



39	CHAVAN DILIP SHANKAR	16
40	VIKAS UTTAMRAO PANCHAL	9
41	JYOTI KALURAM HANWATE	12
42	RESHMI DESHMUKH	16
43	MRUNAL ANIL VEDPATHAK	19
44	GAURI SANJAY RAIBOLE	15
45	BHUMIKA KUKREJA	20
46	PUJA KADAM	15
47	ANJU LAXMAN JAAT	16
48	SAVANI VIJAY PAWAR	9
49	OMKAR SHANTINATH HAMBARDE	9
50	PALLAVI VIPUL KARNIK	15
51	JAYASHREE DAS	17
52	SURAJ KALE	9
53	PRIYA GOKHALE	14
54	VALVI DEEPAK BUDHYA	11
55	PRAYAG VISHWAS JAMALE	16

Analysis of the results: Total 55 student-teachers were participated in the activity, out of which 37 student-teachers were from Science department and other 18 student-teachers were from other Departments, out of 37 Science student-teachers 36 student-teachers were from first -year and one from the Second Year.

7 student-teachers scored below 10 out of which 3 are from science and 4 are from non-science background, other than science subject. 10 student-teachers scored below 15 and 38 student-teachers scored 15 and above 15marks. Approximately 13% student-teachers failed to score 50% marks. Rest of the 87% student-teachers scored well in the Science



Quiz 3023. The faculty congratulated to all the successful participants, but showed the concern with the failures and decided to guide the failed science student-teachers throughout the rest of the academic year.

R. Thigale

Dr. Rajendra Thigale
Science Content Faculty

R. Inamdar

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