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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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2.4.7 Assignments given and assessed for theory courses

Effective assessment is vital in gauging students' understanding and application of theoretical concepts. The B.Ed. and M.Ed. programmes at Tilak College of Education recognize the importance of diverse assessment methods in theory courses to promote holistic learning.

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Activities for Internal Evaluation

As Continuous Assessment three activities are organized during the year for the each course.

- Practical work:** First activity is the **Practical work** given under each course,
- Written examination:** Second compulsory activity is written examination for each course
- Continuous Assessment Activity:** Student can select any one activity from the following list-
 - Tutorials
 - Multiple Choice Question Tests
 - Presentations
 - Group discussion/ Panel discussion
 - Assignment
 - Quiz
 - Field visits
 - Projects
 - Seminars



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1. Assignments given and assessed through - Library work

Library work in Tilak College of Education is an essential component of the curriculum that helps student-teachers to develop their research skills and knowledge base. It is a valuable resource that provides access to a wide range of information sources, including books, journals, databases, and other electronic resources. The library staff can assist student-teachers in locating relevant materials and provide guidance on how to use them effectively.

In the context of completing assignments for theory courses, library work is mainly useful. It can help student-teachers to identify relevant literature, critically evaluate sources, and synthesize information from multiple sources. For example, if a student-teacher is given an assignment on the topic of “Teaching Strategies for Inclusive Classrooms,” they can use library resources to find articles and books on the subject. They can then read and analyze these sources to develop their understanding of the topic and formulate their own ideas.

Library work can also help student-teachers to develop their writing skills. By reading scholarly articles and books, they can learn about different writing styles and techniques. They can also learn how to cite sources correctly and avoid plagiarism.

Overall, library work is an important part of the learning process for student-teachers. It provides them with access to a wealth of information and resources that can help them to develop their research skills, knowledge base, and writing skills. By utilizing library resources effectively, student-teachers can complete assignments for theory courses with greater ease and confidence.

Library work in our College is an essential component of the curriculum that helps student-teachers to develop their research skills and knowledge base. It is a valuable resource that provides access to a wide range of information sources, including books, journals, databases,

and other electronic resources. The library staff can assist student-teachers in locating relevant materials and provide guidance on how to use them effectively.

In the context of completing assignments for theory courses, library work can be particularly useful. It can help student-teachers to identify relevant literature, critically evaluate sources, and synthesize information from multiple sources. For example, if a student-teacher is given an assignment on the topic of “Teaching Strategies for Inclusive Classrooms,” they can use library resources to find articles and books on the subject. They can then read and analyze these sources to develop their understanding of the topic and formulate their own ideas.

Library work can also help student-teachers to develop their writing skills. By reading scholarly articles and books, they can learn about different writing styles and techniques. They can also learn how to cite sources correctly and avoid plagiarism.

Thus the library work is an important part of the learning process for student-teachers. It provides them with access to a wealth of information and resources that can help them to develop their research skills, knowledge base, and writing skills.

Assignments related to library work are designed to encourage students to explore and utilize academic resources. These assignments require students to conduct research, access relevant literature, and critically evaluate information from various sources.

Library is essential for the students for the preparation of Assignment, Tutorials, Multiple Choice Question Tests, Quiz, Presentations, Seminars, Group discussion and Panel discussion, Practical work and written examination given in the syllabus.



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2. Assignments given and assessed through – **Field exploration**

Field exploration is a term used to describe the practical component of a course that involves students going out into the field to observe and participate in real-world situations. In the context of Colleges of Education, field exploration is an important part of the curriculum that helps student-teachers to develop their practical skills and knowledge base. It provides them with an opportunity to apply the theories and concepts they have learned in the classroom to real-world situations.

Field exploration is helpful for completing assignments for theory courses. It allows student-teachers to observe and analyze real-world situations, which can help them to develop a deeper understanding of the subject matter. For example, if a student-teacher is given an assignment on the topic of “Teaching Strategies for Inclusive Classrooms,” they can use field exploration to observe how teachers in real-world situations are implementing these strategies. They can then analyze these observations to develop their understanding of the topic and formulate their own ideas.

Field exploration is also helping the student-teachers to develop their communication and interpersonal skills. By interacting with teachers, students, and other professionals in the field, they can learn how to communicate effectively and build relationships with others.

Overall, field exploration is an important part of the learning process for student-teachers. It provides them with an opportunity to apply their theoretical knowledge to real-world situations, develop practical skills, and build relationships with others in their field.

Field exploration assignments provide students with opportunities to connect theory with real-world experiences. These assignments often involve visits to educational institutions, community organizations, or relevant sites to observe and gather data, enriching their understanding of theoretical concepts.

Field visit is an important mode transaction for experiential learning. In the syllabus of B. Ed. and M.Ed. programmes it is given as Continuous Assessment Activity or Practical work for following courses-

- **Understanding disciplines and school subjects- Geography, History, Chemistry, Physics, Biology, Science, Economics, Commerce, ICT, Sociology etc.**
- **Pedagogy of the school subject- Mathematics, Science, History, Geography, Marathi, Hindi, English, Economics, Commerce, ICT ect.**
- **School and Inclusive School**
- **Guidance and Counselling**
- **Additional Pedagogy Course Understanding disciplines and school subjects and pedagogy of School Subject.**



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3. Assignments given and assessed through – Hands-on activity

Hands-on activities are practical exercises that allow student-teachers to apply the theories and concepts they have learned in the classroom to real-world situations. These activities can include, but are not limited to, laboratory experiments, internships, practicums, field exercises, study abroad programs, undergraduate research, and studio performances.

In the context of completing assignments for theory courses, hands-on activities can be particularly helpful. They allow student-teachers to observe and analyze real-world situations, which can help them to develop a deeper understanding of the subject matter. For example, if a student-teacher is given an assignment on the topic of “Teaching Strategies for Inclusive Classrooms,” they can use hands-on activities to observe how teachers in real-world situations are implementing these strategies. They can then analyze these observations to develop their understanding of the topic and formulate their own ideas.

Hands-on activities can also help student-teachers to develop their communication and interpersonal skills. By interacting with teachers, students, and other professionals in the field, they can learn how to communicate effectively and build relationships with others.

Thus, the hands-on activities are an important part of the learning process for student-teachers. They provide them with an opportunity to apply their theoretical knowledge to real-world situations, develop practical skills, and build relationships with others in their field.

Hands-on activities bridge the gap between theory and practice. Students engage in practical tasks that require them to apply theoretical knowledge, fostering a deeper comprehension of the subject matter.

In the syllabus of B. Ed. and M.Ed. programmes Practical work is compulsory activity for each course and it provides opportunity to the students to do the Hands-on activities which can bridge the gap between theory and practice.



A handwritten signature in blue ink that reads "Sudhanda". The signature is written in a cursive style and is underlined with a single horizontal line.

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4. Assignments given and assessed through – **Preparation of term paper**

Term papers, review papers, and tutorials are common types of assignments given to student-teachers in Colleges of Education. These assignments are designed to help student-teachers develop their research skills, critical thinking abilities, and writing skills.

A term paper is a research paper written by student-teachers over an academic term or semester. It is usually based on a topic related to the course and requires extensive research and analysis. The purpose of a term paper is to demonstrate the student-teacher's knowledge of the subject matter and their ability to analyze and synthesize information from multiple sources.

A review paper is a critical analysis of existing literature on a particular topic. It requires student-teachers to read and analyze scholarly articles, books, and other sources related to the topic. The purpose of a review paper is to provide an overview of the current state of research on the topic and identify gaps in the literature that need further investigation.

A tutorial is a type of assignment that requires student-teachers to demonstrate their understanding of a particular concept or skill. It can take many forms, such as a written report, an oral presentation, or a video demonstration. The purpose of a tutorial is to provide student-teachers with an opportunity to apply their knowledge in a practical way and demonstrate their mastery of the subject matter.

The term papers, review papers, and tutorials are useful assignments for completing theory courses in Colleges of Education. They help student-teachers develop their research skills,

critical thinking abilities, and writing skills. By completing these assignments effectively, student-teachers can demonstrate their understanding of the subject matter and complete their theory courses with greater ease.

Term papers, Tutorial and Activity reports are comprehensive assignments that require students to delve deeply into a specific topic within a course. They involve extensive research, critical analysis, and the presentation of well-structured arguments. Term papers assess students' ability to synthesize information and communicate effectively.



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5. Assignments given and assessed through – Identifying and using the different sources for study

Identifying and using different sources for study is an important aspect of completing assignments for theory courses. The library is a valuable resource that provides access to a wide range of information sources, including books, journals, databases, and other electronic resources. The library staff can assist student-teachers in locating relevant materials and provide guidance on how to use them effectively.

In addition to the library, there are several other sources that student-teachers can use to complete assignments for theory courses. These include:

1. **Reputable online news sources:** These sources can provide up-to-date information on current events and trends related to the subject matter. It's important to use reputable sources that have a history of producing quality editorials.
2. **Academic publications:** Peer-reviewed academic publications and journals are an excellent way to support your argument within an assignment. Work created by, and evaluated by, academics using a transparent method and accessible data set is often of a very high quality and is a powerful tool to use to support an opinion.
3. **TV, radio, podcasts, and online media:** These sources can provide alternative perspectives on the subject matter and can be used to supplement more traditional forms of research.
4. **Personal and company blogs:** Corporate or individual blogs can provide a wealth of up-to-date information about a business sector or industry. However, be aware that many blogs are written by company marketing departments (or those with an agenda to advertise their own skills or successes) and may choose to present facts in a biased way.

5. **Conference speeches:** Attending conferences is a great way to further your own knowledge about a subject, but this information can also be put to use in your written work.

By utilizing these different sources effectively, student-teachers can complete assignments for theory courses.

Assignments that focus on identifying and using various sources for study encourage students to broaden their horizons. These assignments may involve comparing and contrasting information from different texts, websites, research papers, or multimedia sources to gain a comprehensive perspective on a topic.

Tilak College of Education is dedicated to providing a holistic and diverse assessment approach in theory courses. Assignments related to library work, field exploration, hands-on activities, preparation of term papers, and the use of different sources for study enrich the learning experience by promoting critical thinking, research skills, and practical application of theoretical knowledge. This multifaceted assessment approach ensures that students graduate with a well-rounded understanding of their chosen subjects, prepared to excel in their roles as educators.



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Date: 31.08.2023

Use of Information Resource Center (Library)

Report- 2022-23

In the academic year 2022-23 our First Year and Second year B.Ed. and M.Ed. students, Ph.D. scholars as well as teachers used the facilities available in our **Information Resource Center (Library)** for following purposes.

- Library work- Preparation for examinations, tutorials, internal work, lesson planning etc.
- Field exploration- Internship activities, Visits, Field trips etc.
- Hands-on activity- Preparation of teaching materials
- Identifying and using the different sources for study (Offline and online resources)



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Principal

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Date: 31.07.2022

Use of Information Resource Center (Library)

Report- 2021-22

In the academic year 2021-22 our First Year and Second year B.Ed. and M.Ed. students, Ph.D. scholars as well as teachers used the facilities available in our **Information Resource Center (Library)** for following purposes.

- Library work- Preparation for examinations, tutorials, internal work, lesson planning etc.
- Field exploration- Internship activities, Visits, Field trips etc.
- Hands-on activity- Preparation of teaching materials
- Identifying and using the different sources for study (Offline and online resources)



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Date: 29.06.2019

Use of Information Resource Center (Library)

Report- 2018-19

In the academic year 2018-19 our First Year and Second year B.Ed. and M.Ed. students, Ph.D. scholars as well as teachers used the facilities available in our **Information Resource Center (Library)** for following purposes.

- Library work- Preparation for examinations, tutorials, internal work, lesson planning etc.
- Field exploration- Internship activities, Visits, Field trips etc.
- Hands-on activity- Preparation of teaching materials
- Identifying and using the different sources for study (Offline and online resources)



Abhauddar

Principal

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