

BGS's Kantil Khinwasara B.Ed.College Thergaon, Pune

F.Y.B.Ed. 2023-24

Course Name :

101 - Childhood And Growing Up.

Subject Incharge:

Prof. Chaturvedi, Prof. Patil.

R.No.	Students Name	Practical	MCQ	Prelim	Total	Out of
		50	50	80	180	20
1	Aadhav Kamini	40	40	43	123	14
2	Aghame Samir	37	46	53	136	15
3	Ainapure Bhagyashree	41	48	45	134	15
4	Ambadkar Ankita	38	48	46	132	15
5	Arora Richa	40	40	46	126	14
6	Arote Aruna	38	48	48	134	15
7	Bawane priti	38	48	51	137	15
8	Chalse Ashwini	40	50	52	142	16
9	Chandankar Priyanka	42	48	40	130	14
10	Chaskar Nikita Gulab	40	48	40	128	14
11	Dhumal Gauri	42	48	53	143	16
12	Farnadis Monika	39	40	41	120	13
13	Ganorkar Vidya	39	48	40	127	14
14	H.Tsujen Easter	39	46	58	143	16
15	Haradage Supriya	40	38	47	125	14
16	Himanshu Shekhar	38	46	47	131	15
17	Ingale Smita	40	48	47	135	15
18	Jadhav Supriya Parag	39	46	49	134	15
19	Jadhav Swati	40	46	48	134	15
20	K.M.Priti	38	34	43	115	13
21	Kadam Devkanya	37	46	40	123	14
22	Kadam Kanchan	42	48	59	149	17
23	Kakade Snehal	38	36	40	114	13
24	Kambale Nikita Vijay	38	26	41	105	12
25	Karanade Pritan	38	40	40	118	13

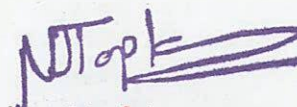


Principal


Kantil Khinwasara B.Ed College
Thergaon, Pune - 411033

R.No.	Students Name	Practical	MCQ	Prelim	Total	Out of
		50	50	80	180	20
26	Kate Kajal	37	38	44	119	13
27	Kolge Harshala	37	44	50	131	15
28	Kulkarni Amruta	42	50	58	150	17
29	Mishra Ranjana	36	40	42	118	13
30	Padamane Ramkrishna M.		30	54		
31	Patel Saniya Asif	40	46	63	149	17
32	Patil Trupti	38	48	40	126	14
33	Patki Snehal	38	48	52	138	15
34	Pawar Aarti Bhausaheb	41	30	49	120	13
35	Pawar Deepali	39	38	44	121	13
36	Rathi Sarita Ritesh	42	50	50	142	16
37	Roopshri Singh	-	-	-		
38	Sarwale Punam	41	48	49	138	15
39	Sathe Reena	38	42	45	125	14
40	Satpute Ranjana Sudhakar	39	48	45	132	15
41	Sharma Roshni	39	48	40	127	14
42	Shelar Abhilasha	47	48	47	142	16
43	Shyala Haqq	37	48	55	140	16
44	Sonawane Chandrakant V.	37	44	43	124	14
45	Thakare Punam Popat	41	42	52	135	15
46	Tiwari Jyoti Umakant	36	42	40	118	13
47	Tiwari Soni	38	46	58	142	16
48	Vedpathak Varsha V.	37	46	51	134	15
49	Waghare Rupali B.	-	-	-		
50	Wanvari Tamana	36	34	48	118	13


 (Prof. Chaturvedi)


 Principal
 Kantilal Khinwasara B.Ed College
 Thergaon, Pune - 411033

R.No.	Students Name	Practical	MCQ	Prelim	Total	Out of
		50	50	80	180	20
51	Amrut Patil	—	—	—	—	Ab
52	Arymane Uma	38	48	58	144	16
53	Atterde Sujata	40	44	41	125	14
54	Behalpade Juhi	39	46	52	137	15
55	Bhalerao Trupti	38	42	40	122	14
56	Bhalerao yogita	39	30	53	122	14
57	Chaudhari Kalyani	38	28	40	106	12
58	Chauguale Manisha	39	46	55	140	16
59	Chavan Samrudhi	40	44	51	135	15
60	Chavan Shradha	38	44	45	127	14
61	Das Tanishree	38	48	48	134	15
62	Dighe Gaytri	37	40	56	133	15
63	Dimber Tanvi	39	46	51	136	15
64	Dube Shivani	40	48	49	137	15
65	Dundhkar Priti	37	28	42	107	12
66	Falke Jayshree	39	46	50	135	15
67	Fulsundar vinayak	38	36	40	114	13
68	Gaikwad Kavita	39	44	44	127	14
69	Ghuse pooja	38	36	53	127	14
70	Ingale Shobha	38	38	41	117	13
71	Ingale Surekha	39	48	49	136	15
72	K.M.Arshi	39	48	49	136	15
73	K.M.Sushma	—	—	—	—	Ab
74	Katange Rajshree	39	48	54	141	16
75	Katariya Shalini	—	—	—	—	Ab


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 Thergaon, Pune - 411033

R.No.	Students Name	Practical	MCQ	Prelim	Total	Out of
		50	50	80	180	20
76	Katariya Shivani	38				Ab
77	Kshirsagar Aarti	36	40	54	130	14
78	Kukreja Chandani	39	48	51	138	15
79	Kulkarni Sneha	40	48	44	132	15
80	Linge Aditi	39	36	54	129	14
81	Methwani Harsha	40	48	42	130	14
82	More mangesh			40		Ab
83	Nalawade Vishwjeet	37	40	41	118	13
84	Pande Kumari	38	44	44	126	14
85	Pawar Shraddha	37	30	47	114	13
86	Pawase Triveni	38	48	52	138	15
87	Rai sheetal	38	44	42	124	14
88	Raut Rajashree		44	43		Ab
89	Rohra Sanchi	40	48	51	139	15
90	Shelar shruti	38	48	57	143	16
91	Shinde Swati	38	48	40	126	14
92	Shrivastav Priti	38	46	45	129	14
93	Singh Kajal	38	32	40	110	12
94	Thorat Prajka	38	28	41	107	12
95	Tiwari Manasi	39	48	48	135	15
96	Tripathi Padmesh	38	46	46	130	14
97	Vaishnav Nikita	38	42	47	127	14
98	Vispute Madhuri	38	30	42	110	12
99	Yadav Manisha	41	48	55	144	16
100	Yadav Seeta	39	48	40	127	14
101	Gore Madhuri	38	32	41	111	12

(Prof. Preetil)

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Principal

Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

BGS's Kantial Khinwasara B.Ed.College Thergaon, Pune

F.Y.B.Ed. 2023-24

Course Name : 102 - Contemporary Indian Education Gender & Society.
Subject Incharge: Asst Prof Jyoti Dawkhar.

R.No.	Students Name	Practical	MCQ	Prelim	Total	Out of
		50	50	80	180	20
1	Aadhav Kamini	41	36	49	126	14
2	Aghame Samir	40	38	57	135	15
3	Ainapure Bhagyashree	40	40	50	130	14
4	Ambadkar Ankita	42	44	46	132	15
5	Arora Richa	41	46	52	139	15
6	Arote Aruna	41	50	45	136	15
7	Bawane priti	40	48	55	143	16
8	Chalse Ashwini	38	48	45	131	15
9	Chandankar Priyanka	41	46	46	133	15
10	Chaskar Nikita Gulab	41	48	58	157	16
11	Dhumal Gauri	40	48	54	142	16
12	Farnadis Monika	40	42	48	130	14
13	Ganorkar Vidya	36	48	42	126	14
14	H.Tsujen Easter	43	48	62	153	17
15	Haradage Supriya	36	36	57	139	15
16	Himanshu Shekhar	39	44	47	130	14
17	Ingale Smita	43	46	53	142	16
18	Jadhav Supriya Parag	39	42	45	126	14
19	Jadhav Swati	40	46	46	136	15
20	K.M.Priti	38	46	47	131	15
21	Kadam Devkanya	38	42	54	134	15
22	Kadam Kanchan	43	50	63	153	17
23	Kakade Snehal	39	30	40	109	12
24	Kambale Nikita Vijay	40	38	43	121	13
25	Karanade Pritan	40	42	43	125	14
26	Kate Kajal	41	42	46	129	14
27	Kolge Harshala	37	44	62	143	16
28	Kulkarni Amruta	43	48	63	154	17
29	Mishra Ranjana	39	30	56	125	14
30	Padamane Ramkrishna .	Ab	Ab	Ab	Ab	Ab
31	Patel Saniya Asif	41	46	65	152	17
32	Patil Trupti	40	46	43	129	14

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Kantial Khinwasara B.Ed College
Thergaon, Pune - 411033

R.No.	Students Name	Practical	MCQ	Prelim	Total	Out of
		50	50	80	180	20
33	Patki Snehal	43	44	43	130	14
34	Pawar Aarti Bhausahab	41	28	55	124	14
35	Pawar Deepali	37	38	52	127	14
36	Rathi Sarita Ritesh	38	46	58	142	16
37	Roopshri Singh	Ab	Ab	Ab	Ab	Ab
38	Sarwale Punam	42	42	52	136	15
39	Sathe Reena	40	30	51	121	13
40	Satpute Ranjana Sudhakar	40	38	55	133	15
41	Sharma Roshni	41	40	49	130	14
42	Shelar Abhilasha	38	46	48	132	15
43	Shyala Haqq	40	40	62	142	16
44	Sonawane Chandrakant V.	39	44	51	134	15
45	Thakare Punam Popat	41	48	58	147	16
46	Tiwari Jyoti Umakant	38	42	42	122	14
47	Tiwari Soni	41	46	61	148	16
48	Vedpathak Varsha V.	36	42	46	124	14
49	Waghare Rupali B.	Ab	Ab	Ab	Ab	Ab
50	Wanvari Tamana	40	48	44	132	15
51	Amrut Patil	Ab	Ab	Ab	Ab	Ab
52	Arymane Uma	43	42	51	136	15
53	Atterde Sujata	39	40	42	121	13
54	Behalpade Juhi	36	46	50	132	15
55	Bhalerao Trupti	40	38	47	125	14
56	Bhalerao yogita	41	42	58	141	16
57	Chaudhari Kalyani	41	38	40	119	13
58	Chauguale Manisha	38	46	44	128	14
59	Chavan Samrudhi	41	46	55	142	16
60	Chavan Shradha	39	46	54	139	15
61	Das Tanishree	39	48	47	134	15
62	Dighe Gaytri	40	42	44	124	14
63	Dimber Tanvi	39	42	47	128	14
64	Dube Shivani	40	48	53	141	16
65	Dundhkar Priti	39	28	43	110	12
66	Falke Jayshree	41	46	40	127	14
67	Fulsundar vinayak	39	46	40	125	14
68	Gaikwad Kavita	41	44	47	132	15
69	Ghuse pooja	Ab	Ab	Ab	Ab	Ab
70	Ingale Shobha	39	30	43	112	12
71	Ingale Surekha	42	50	48	140	16
72	K.M.Arshi	37	44	41	122	14

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Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

R.No.	Students Name	Practical	MCQ	Prelim	Total	Out of
		50	50	80	180	20
73	K.M.Sushma	Ab	Ab	Ab	Ab	Ab
74	Katange Rajshree	41	44	46	131	15
75	Katariya Shalini	Ab	Ab	Ab	Ab	Ab
76	Katariya Shivani	Ab	Ab	Ab	Ab	Ab
77	Kshirsagar Aarti	36	30	54	120	13
78	Kukreja Chandani	37	46	47	130	14
79	Kulkarni Sneha	43	50	43	136	15
80	Linge Aditi	42	32	47	121	14
81	Methwani Harsha	42	42	48	132	15
82	More mangesh	Ab	Ab	Ab	Ab	Ab
83	Nalawade Vishwjeet	40	34	45	119	13
84	Pande Kumari	40	38	46	124	14
85	Pawar Shraddha	39	37	46	122	14
86	Pawase Triveni	38	50	55	143	16
87	Rai sheetal	38	40	40	118	13
88	Raut Rajashree	Ab	Ab	Ab	Ab	Ab
89	Rohra Sanchi	42	42	47	131	15
90	Shelar shruti	38	40	55	133	15
91	Shinde Swati	38	46	43	127	14
92	Shrivastav Priti	36	40	46	122	14
93	Singh Kajal	41	38	42	121	14
94	Thorat Prajkta	38	26	42	106	12
95	Tiwari Manasi	41	42	43	126	14
96	Tripathi Padmesh	36	40	47	123	14
97	Vaishnav Nikita	38	42	40	123	14
98	Vispute Madhuri	37	34	43	114	13
99	Yadav Manisha	38	42	53	133	15
100	Yadav Seeta	41	46	58	145	16
101	Gore Madhuri	39	42	56	137	15

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Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

Jyoti

(Asst. Prof. Jyoti R. Dawkhar)

BGS's Kantial Khinwasara B.Ed.College Thergaon, Pune

F.Y.B.Ed. 2023-24

Course Name : 103- Learning and Teaching

Subject Incharge: ~~Asst. Prof.~~ Prof. Surekha V. Rajwade

R.No.	Students Name	Practical	MCQ	Prelim	Total	Out of
		50	50	80	180	20
1	Aadhav Kamini	37	38	40	115	13
2	Aghame Samir	38	36	46	120	13
3	Ainapure Bhagyashree	39	44	50	133	15
4	Ambadkar Ankita	37	44	42	123	14
5	Arora Richa	39	40	60	139	15
6	Arote Aruna	40	42	48	130	14
7	Bawane priti	39	46	48	133	15
8	Chalse Ashwini	40	46	41	127	14
9	Chandankar Priyanka	38	46	48	132	15
10	Chaskar Nikita Gulab	40	44	44	128	14
11	Dhumal Gauri	40	48	45	133	15
12	Farnadis Monika	39	44	41	124	14
13	Ganorkar Vidya	36	42	42	120	13
14	H.Tsujen Easter	44	50	57	151	17
15	Haradage Supriya	38	40	41	119	13
16	Himanshu Shekhar	37	44	45	126	14
17	Ingale Smita	40	48	43	131	15
18	Jadhav Supriya Parag	39	40	43	122	14
19	Jadhav Swati	40	42	52	134	15
20	K.M.Priti	35	34	51	120	13
21	Kadam Devkanya	36	38	43	117	13
22	Kadam Kanchan	39	46	48	133	15
23	Kakade Snehal	30	36	40	106	12
24	Kambale Nikita Vijay	39	34	40	113	13
25	Karanade Pritan	34	44	40	118	13
26	Kate Kajal	35	42	47	124	14
27	Kolge Harshala	39	48	46	133	15
28	Kulkarni Amruta	44	50	58	152	17
29	Mishra Ranjana	36	40	42	118	13
30	Padamane Ramkrishna .	-	32	53	-	-
31	Patel Saniya Asif	40	40	60	140	
32	Patil Trupti	37	46	41	124	

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R.No.	Students Name	Practical	MCQ	Prelim	Total	Out of
		50	50	80	180	20
33	Patki Snehal	38	46	44	128	14
34	Pawar Aarti Bhausahab	38	46	46	131	15
35	Pawar Deepali	37	38	49	124	14
36	Kathi Sarita Ritesh	39	48	41	128	14
37	Roopshri Singh					
38	Sarwale Punam	38	40	41	119	13
39	Sathe Reena	39	40	44	123	14
40	Satpute Ranjana Sudhakar	42	48	46	136	15
41	Sharma Roshni	37	48	42	127	14
42	Shelar Abhilasha	37	48	40	125	14
43	Shyala Haqq	34	44	51	129	14
44	Sonawane Chandrakant V.	35	30	41	106	12
45	Thakare Punam Popat	40	44	57	142	16
46	Tiwari Jyoti Umakant	36	42	44	122	14
47	Tiwari Soni	37	48	57	142	16
48	Vedpathak Varsha V.	38	44	45	127	14
49	Waghare Rupali B.					
50	Wanvari Tamana	36	50	40	126	14
51	Amrut Patil					
52	Arymane Uma	38	42	52	132	15
53	Atterde Sujata	38	38	41	117	13
54	Behalpade Juhi	37	46	42	125	14
55	Bhalerao Trupti	37	34	42	113	13
56	Bhalerao yogita	38	30	46	114	13
57	Chaudhari Kalyani	36	38	41	125	14
58	Chauguale Manisha	37	48	46	131	15
59	Chavan Samrudhi	42	46	53	141	16
60	Chavan Shradha	36	46	45	127	14
61	Das Tanishree	40	48	43	131	15
62	Dighe Gaytri	37	36	41	114	13
63	Dimber Tanvi	36	42	44	122	14
64	Dube Shivani	39	46	43	128	14
65	Dundhkar Priti	37	30	41	108	12
66	Falke Jayshree	36	48	53	137	15
67	Fulsundar vinayak	34	34	40	108	12
68	Gaikwad Kavita	37	48	54	139	15
69	Ghuse pooja	36	26	42	104	12
70	Ingale Shobha	36	26	42	104	12
71	Ingale Surekha	39	46	44	129	14
72	K.M.Arshi	35	42	46	123	14

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R.No.	Students Name	Practical	MCQ	Prelim	Total	Out of
		50	50	80	180	20
73	K.M.Sushma					
74	Katange Rajshree	40	48	54	142	16
75	Katariya Shalini					
76	Katariya Shivani					
77	Kshirsagar Aarti	35	28	47	108	12
78	Kukreja Chandani	36	44	45	125	14
79	Kulkarni Sneha	40	50	40	130	14
80	Linge Aditi	38	36	47	121	13
81	Methwani Harsha	36	42	42	120	13
82	More mangesh					
83	Nalawade Vishwjeet	36	36	40	112	13
84	Pande Kumari	36	36	49	121	13
85	Pawar Shraddha	36	44	42	122	14
86	Pawase Triveni	40	48	47	135	15
87	Rai sheetal	36	38	54	128	14
88	Raut Rajashree					
89	Rohra Sanchi	36	42	40	118	13
90	Shelar shruti	37	48	40	125	14
91	Shinde Swati	39	48	41	128	14
92	Shrivastav Priti	37	44	44	125	14
93	Singh Kajal	36	38	44	118	13
94	Thorat Prajkta	36	34	41	111	12
95	Tiwari Manasi	37	40	41	118	13
96	Tripathi Padmesh	37	44	46	127	14
97	Vaishnav Nikita	36	40	41	117	13
98	Vispute Madhuri	36	46	40	122	14
99	Yadav Manisha	39	46	43	128	14
100	Yadav Seeta	37	44	41	112	12
101	Gore Madhuri	38	38	43	119	13

S. V. Rajwade
 (Asst Prof S.V. Rajwade)

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BGS's Kantial Khinwasara B.Ed.College Thergaon, Pune

F.Y.B.Ed. 2023-24

Course Name : 104 Assessment and Evaluation for learning

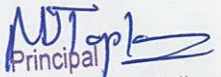
Subject Incharge: Asst. Prof. Vagsha Vinayak Lambate

R.No.	Students Name	Practical	MCQ	Prelim	Total	Out of
		50	50	80	180	20
1	Aadhav Kamini	40	18	19	137	15
2	Aghame Samir	38	36	45	119	13
3	Ainapure Bhagyashree	40	46	40	126	14
4	Ambadkar Ankita	37	46	48	131	15
5	Arora Richa	40	38	50	128	14
6	Arote Aruna	40	42	40	122	14
7	Bawane priti	40	46	40	126	14
8	Chalse Ashwini	40	48	40	128	14
9	Chandankar Priyanka	40	44	45	129	14
10	Chaskar Nikita Gulab	40	44	43	127	14
11	Dhumal Gauri	42	50	44	136	15
12	Farnadis Monika	40	38	40	118	13
13	Ganorkar Vidya	40	46	43	129	14
14	H.Tsujen Easter	46	46	55	147	16
15	Haradage Supriya	39	48	42	129	14
16	Himanshu Shekhar	39	46	46	131	15
17	Ingale Smita	40	50	46	136	15
18	Jadhav Supriya Parag	40	46	45	131	15
19	Jadhav Swati	40	42	45	127	14
20	K.M.Priti	36	28	47	111	12
21	Kadam Devkanya	38	42	44	124	14
22	Kadam Kanchan	42	50	58	150	17
23	Kakade Snehal	38	34	40	112	12
24	Kambale Nikita Vijay	40	28	40	108	12
25	Karanade Pritan	34	42	40	116	13
26	Kate Kajal	40	40	43	123	14
27	Kolge Harshala	40	42	45	127	14
28	Kulkarni Amruta	42	46	61	149	17
29	Mishra Ranjana	38	42	53	133	15
30	Padamane Ramkrishna .	AD	AD	AD	AD	AD
31	Patel Saniya Asif	39	48	54	141	16
32	Patil Trupti	40	48	40	128	14


Principal

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Thergaon, Pune - 411033

R.No.	Students Name	Practical	MCQ	Prelim	Total	Out of
		50	50	80	180	20
33	Patki Snehal	39	48	41	128	14
34	Pawar Aarti Bhausahab	38	44	43	125	14
35	Pawar Deepali	38	32	44	114	13
36	Rathi Sarita Ritesh	40	48	46	134	15
37	Roopshri Singh	38	42	40	120	Ab
38	Sarwale Punam	38	42	40	120	13
39	Sathe Reena	40	42	44	126	14
40	Satpute Ranjana Sudhakar	40	48	45	133	15
41	Sharma Roshni	38	50	43	131	15
42	Shelar Abhilasha	36	46	42	124	14
43	Shyala Haqq	40	44	49	133	15
44	Sonawane Chandrakant V.	38	36	41	115	13
45	Thakare Punam Popat	40	44	41	125	14
46	Tiwari Jyoti Umakant	39	36	48	123	14
47	Tiwari Soni	36	38	45	119	13
48	Vedpathak Varsha V.	40	38	42	120	13
49	Waghare Rupali B.	38	42	40	120	Ab
50	Wanvari Tamana	32	42	40	104	12
51	Amrut Patil	38	42	40	120	Ab
52	Arymane Uma	39	42	48	129	14
53	Atterde Sujata	40	38	44	122	14
54	Behalpade Juhi	38	42	42	122	14
55	Bhalerao Trupti	38	34	41	113	13
56	Bhalerao yogita	40	32	47	119	13
57	Chaudhari Kalyani	35	32	42	109	12
58	Chauguale Manisha	38	46	42	126	14
59	Chavan Samrudhi	40	46	44	130	14
60	Chavan Shradha	37	44	40	121	13
61	Das Tanishree	38	50	41	129	14
62	Dighe Gaytri	40	42	48	130	14
63	Dimber Tanvi	38	30	40	108	12
64	Dube Shivani	40	50	40	130	14
65	Dundhkar Priti	36	32	41	109	12
66	Falke Jayshree	39	46	47	132	15
67	Fulsundar vinayak	36	46	40	112	12
68	Gaikwad Kavita	40	50	50	140	16
69	Ghuse pooja	Ab	26	40	120	Ab
70	Ingale Shobha	35	30	41	106	12
71	Ingale Surekha	40	48	43	131	15
72	K.M.Arshi	39	48	40	127	14


 Principal
 Kantilal Khinwasara B.Ed College
 Thergaon, Pune - 411033

R.No.	Students Name	Practical	MCQ	Prelim	Total	Out of
		50	50	80	180	20
73	K.M.Sushma	45	46	49	140	15
74	Katange Rajshree	38	46	49	133	15
75	Katariya Shalini	—	—	—	—	Ab
76	Katariya Shivani	—	—	—	—	Ab
77	Kshirsagar Aarti	36	26	41	103	11
78	Kukreja Chandani	37	48	47	132	15
79	Kulkarni Sneha	42	50	40	132	15
80	Linge Aditi	38	40	49	127	14
81	Methwani Harsha	40	50	40	130	15
82	More mangesh	—	—	—	—	Ab
83	Nalawade Vishwjeet	38	42	43	123	14
84	Pande Kumari	36	34	42	112	12
85	Pawar Shraddha	34	34	46	114	13
86	Pawase Triveni	40	44	49	133	15
87	Rai sheetal	38	38	46	122	14
88	Raut Rajashree	45	46	49	140	15
89	Rohra Sanchi	38	44	40	122	14
90	Shelar shruti	36	38	42	116	13
91	Shinde Swati	40	40	40	120	13
92	Shrivastav Priti	34	34	41	109	12
93	Singh Kajal	38	40	40	118	13
94	Thorat Prajkta	36	34	44	114	13
95	Tiwari Manasi	37	42	43	112	12
96	Tripathi Padmesh	36	34	40	110	12
97	Vaishnav Nikita	34	38	43	115	13
98	Vispute Madhuri	34	44	44	122	14
99	Yadav Manisha	40	40	49	129	14
100	Yadav Seeta	40	40	47	127	14
101	Gore Madhuri	37	42	44	123	14

Atudekar

(Asst Prof Varsha Lambate)

NT gpk

Principal

Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

**BGS' , Kantial Khinwasara B.Ed.College ,
Thergaon, Pune-411033
A/Y - 2023-2024**

**First Year
Mark List**

Course - 105 Advanced Pedogogy and Application of ICT

Roll No.	Students Name	Practical	MCQ	Prelim.	Total	Out of
		50	50	80	180	20
1	Aadhav Kamini	38	40	40	118	13
2	Aghame Samir	40	46	51	137	15
3	Ainapure Bhagyashri	41	44	58	143	16
4	Ambadkar Ankita	37	44	41	122	14
5	Arora Richa	42	46	53	141	16
6	Arote Aruna	40	48	55	143	16
7	Bawane Preeti	41	48	49	138	15
8	Chalse Ashwini	42	48	48	138	15
9	Chandankar Priyanka	38	48	43	129	14
10	Chaskar Nikita Gulab	40	42	43	125	14
11	Dhumal Gouri	41	38	53	132	15
12	Farnadis Monika	39	40	49	128	14
13	Ganorkar Vidya	40	46	42	128	14
14	Tsujen Easter H.	37	46	60	143	16
15	Haradage Supriya	37	46	50	133	15
16	Himanshu Shekhar	39	42	41	122	14
17	Ingle Smita	40	44	55	139	15
18	Jadhav Supriya Parag	40	48	46	134	15
19	Jadhav Swati	40	44	45	129	14
20	K.M.Priti	37	28	48	113	13
21	Kadam Devkanya	38	44	40	122	14
22	Kadam Kanchan	41	48	58	147	16
23	Kakade Snehal	38	38	40	116	13
24	Kamble Nikhita Vijay	40	34	47	121	13
25	Karande Pritam	37	34	40	111	12
26	Kate Kajal	39	42	48	129	14
27	Kolge Harshala	42	42	58	142	16
28	Kulkarni Amruta	42	46	62	150	17
29	Mishra Ranjana	38	44	40	122	14
30	Padamane Ramkrishna M.		36	59		
31	Patel Saniya Asif	38	48	57	143	16
32	Patil Trupti	40	48	40	128	14
33	Patki Snehal	40	48	41	129	14
34	Pawar Aarti Bhausahab	41	30	52	123	14
35	Pawar Deepali	40	36	42	118	13

Roll No.	Students Name	Practical	MCQ	Prelim.	Total	Out of
		50	50	80	180	20
36	Rathi Sarita Ritesh	40	44	54	138	15
37	Rupshree Singh	40	AB	54		
38	Sarawale Punam	40	40	45	125	14
39	Sathe Reena	40	46	45	131	15
40	Satpute Ranjana Sudhakar	39	40	46	125	14
41	Sharma Roshni	38	44	43	125	14
42	Shelar Abhilasha	36	46	51	133	15
43	Shyala Haqq	37	46	54	137	15
44	Sonawane Chandrakant V.	37	30	41	108	12
45	Thakare Punam Papat	41	44	49	134	15
46	Tiwari Jyoti Umakant	37	38	42	117	13
47	Tiwari Soni	40	46	50	136	15
48	Vedpathak Varsha V.	38	44	47	129	14
49	Waghare Rupali B.	40	AB	54		
50	Vanwari Tamana	36	40	46	122	14
51	Amrut Patil	40	AB	54		
52	Aryamane Uma	37	48	51	136	15
53	Attarde Sujata	42	36	40	118	13
54	Behalpade Juhi	39	44	47	130	14
55	Bhalerao Trupti	37	40	42	119	13
56	Bhalerao yogita	40	42	52	134	15
57	Chaudhari Kalyani	37	38	40	115	13
58	Chougule Manisha	38	42	40	120	13
59	Chavan Samrudhi	40	48	54	142	16
60	Chavan Shradha	37	40	46	123	14
61	Das Tanushree	40	44	54	138	15
62	Dighe Gayatri	38	42	49	129	14
63	Dimber Tanvi	37	40	40	117	13
64	Dubey Shivani	43	48	49	140	16
65	Daundkar Priti	36	38	40	114	13
66	Phalke Jayashree	41	48	40	129	14
67	Fulsundar vinayak	36	48	40	124	14
68	Gaikwad Kavita	37	48	59	144	16
69	Ghuse pooja		42			
70	Ingale Shobha	37	26	40	103	11
71	Ingle Surekha	40	48	55	143	16
72	K.M.Arshi	37	44	44	125	14
73	K.M.Sushma	40	AB	54		
74	Katange Rajashree	37	46	59	142	16
75	Kataria Shalini		28			
76	Kataria Shivani	40	AB	54		
77	Kshirsagar Aarti	36	28	40	104	12
78	Kukreja Chandani	38	46	40	124	14
79	Kulkarni Sneha	40	48	42	130	14
80	Linge Aditi	39	46	44	129	14

Roll No.	Students Name	Practical	MCQ	Prelim.	Total	Out of
		50	50	80	180	20
81	Methwani Harsha	37	48	41	126	14
82	More mangesh	37	48	41		
83	Nalawade Vishwjeet	36	32	42	110	12
84	Pande Kumari	37	34	45	116	13
85	Pawar Shraddha	38	32	40	110	12
86	Pawase Triveni	42	46	47	135	15
87	Rai sheetal	37	44	32	113	13
88	Raut Rajashree		44			
89	Rohra Saanchi	40	40	40	120	13
90	Shelar shruti	36	44	47	127	14
91	Shinde Swati	40	42	43	125	14
92	Shrivastav Priti	36	36	42	114	13
93	Singh Kajal	39	42	41	122	14
94	Thorat Prajkta	38	30	40	108	12
95	Tiwari Mansi	36	38	57	131	15
96	Tripathi Padmesh	36	36	43	115	13
97	Vaishnav Nikita	36	38	43	117	13
98	Vispute Madhuri	37	34	44	115	13
99	Yadav Manisha	41	38	41	120	13
100	Yadav Seeta	39	46	46	128	14
101	Gore Madhuri	40	44	46	130	14

Kantial Khinwasara B.Ed.College Thergaon, Pune

Marathi Method List

Marklist

Year : 1st

Course : 106 Marathi

R.No.	Students Name	Practical out of 50	Prilim out of 40	Total out of 90	Out of 10
1	Farnadis Monika	38	31	69	08
2	Kadam Devkanya	38	23	61	07
3	Kambale Nikita Vijay	40	30	70	08
4	Padamane Ramkrishna	—	AB	—	—
5	Pawar Aarti Bhausahab	42	33	75	08
6	Sarwale Punam	42	31	73	08
7	Sathe Reena	40	26	66	07
8	Thakare Punam Popat	42	35	77	09
9	Waghare Rupali B.	—	AB	—	—
10	Chauguale Manisha	39	29	68	08
11	Chavan Shradha	38	24	62	07
12	Dundhkar Priti	37	20	57	06
13	Gaikwad Kavita	37	34	71	08
14	Ingale Shobha	38	26	64	07
15	K.M.Sushma	—	AB	—	—
16	Kshirsagar Aarti	34	25	59	07
17	More mangesh	—	AB	—	—
18	Pawar Shraddha	38	20	58	06
19	Pawase Triveni	42	34	76	08
20	Thorat Prajkta	39	24	63	07
21	Vispute Madhuri	38	28	64	07
22	Katange Rajshree	42	35	77	09

106- Handwritten marks

Handwritten

(Prof. N. K. Aury)

NOTOPK

Principal
Kantial Khinwasara B.Ed College
Thergaon, Pune - 411033

BGS's Kantial Khinwasara B.Ed.College Thergaon, Pune

F.Y.B.Ed. 2023-24

Course Name : 106 English Method

Subject Incharge: Prof. P. P. P. P.

R.No.	Students Name	Practical	Prelim	Total	Out of
		50	40	90	10
1	Aadhav Kamini	39	29	68	8
2	Aghame Samir	39	32	71	8
3	Ainapure Bhagyashree				
4	Ambadkar Ankita	38	21	59	7
5	Arora Richa				
6	Arote Aruna				
7	Bawane priti				
8	Chalse Ashwini				
9	Chandankar Priyanka	38	33	71	8
10	Chaskar Nikita Gulab	40	27	67	7
11	Dhumal Gauri	40	32	72	8
12	Farnadis Monika				
13	Ganorkar Vidya				
14	H.Tsujen Easter	40	32	72	8
15	Haradage Supriya				
16	Himanshu Shekhar				
17	Ingale Smita				
18	Jadhav Supriya Parag	40	32	72	8
19	Jadhav Swati	39	33	72	8
20	K.M.Priti				
21	Kadam Devkanya				
22	Kadam Kanchan	41	32	73	8
23	Kakade Snehal				
24	Kambale Nikita Vijay				
25	Karanade Pritan				

NOTOP

Principal

Kantial Khinwasara B.Ed College
Thergaon, Pune - 411033

R.No.	Students Name	Practical	Prelim	Total	Out of
		50	40	90	10
26	Kate Kajal				
27	Kolge Harshala				
28	Kulkarni Amruta				
29	Mishra Ranjana				
30	Padamane Ramkrishna M.				
31	Patel Saniya Asif				
32	Patil Trupti				
33	Patki Snehal				
34	Pawar Aarti Bhausaheb				
35	Pawar Deepali				
✓36	Rathi Sarita Ritesh	39	33	72	8
✓37	Roopshri Singh	—	—	—	AB
✓38	Sarwale Punam	40	31	71	8
39	Sathe Reena				
40	Satpute Ranjana Sudhakar				
✓41	Sharma Roshni	38	27	65	7
✓42	Shelar Abhilasha	36	31	67	7
43	Shyala Haqq				
✓44	Sonawane Chandrakant V.	37	21	58	6
45	Thakare Punam Popat				
46	Tiwari Jyoti Umakant				
47	Tiwari Soni				
✓48	Vedpathak Varsha V.	37	23	60	7
✓49	Waghare Rupali B.	—	—	—	AB
✓50	Wanvari Tamana	39	26	65	7

NTopk
Principal
Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

R.No.	Students Name	Practical	Prelim	Total	Out of
		50	40	90	10
✓ 51	Amrut Patil	38	32	70	AB
✓ 52	Arymane Uma	39	30	69	8
53	Atterde Sujata				
✓ 54	Behalpade Juhi	39	32	71	8
✓ 55	Bhalerao Trupti	38	21	59	7
✓ 56	Bhalerao yogita	38	32	70	8
57	Chaudhari Kalyani				
58	Chauguale Manisha				
✓ 59	Chavan Samrudhi	38	31	69	8
60	Chavan Shradha				
✓ 61	Das Tanishree	38	32	70	8
✓ 62	Dighe Gaytri	35	28	63	7
✓ 63	Dimber Tanvi	40	32	72	8
64	Dube Shivani				
65	Dundhkar Priti				
66	Falke Jayshree				
67	Fulsundar vinayak				
68	Gaikwad Kavita				
✓ 69	Ghuse pooja	38	32	70	AB
70	Ingale Shobha				
✓ 71	Ingale Surekha	38	28	63	7
✓ 72	K.M.Arshi	37	20	57	6
73	K.M.Sushma				
✓ 74	Katange Rajshree	38	30	68	8
✓ 75	Katariya Shalini	38	32	70	AB

NTopk

Principal
Kantila Khinwasara B.Ed College
Thane, Pune - 411033

BGS's Kantial Khinwasara B.Ed.College Thergaon, Pune

F.Y.B.Ed. 2023-24

Course Name : 106 Geography

Subject Incharge: Asst. Prof. Jyoti Davkhar.

R.No.	Students Name	Practical	Prelim	Total	Out of
		50	40	90	10
1	Adhav Kamini	42	22	64	7
24	Kambale Nikhita	40	26	66	7
39	sathe Reena	40	29	69	8
44	Sonwane Chandrakant	36	31	67	7
45	Thakare Poonam	43	32	75	8
48	vedpathak Varsha	40	23	63	7
49	waghare Rupali			AB	Ab
55	Bhalerao Trupti	41	20	61	7
60	Chavhan Shradha	41	20	61	7
61	Das Tanushmi	40	24	64	7
62	Dighe Gayatri	40	30	70	8
65	Daundkar Prihi	38	21	59	7
68	Gaikwad Kavita	40	31	71	8
89	Rohara Saanchi	39	21	60	7
91	shinde Swati	42	26	68	8
92	shrivastav Priti	36	28	64	7
94	Thorat Prajakta	38	21	59	7
96	Tripathi Padmesh	36	28	64	7
98	vispute madhuri	35	26	61	7

(Asst. Prof. Jyoti Davkhar)

Principal
Kantial Khinwasara B.Ed College
Thergaon, Pune - 411033

BGS's Kantial Khinwasara B.Ed.College Thergaon, Pune

F.Y. B.Ed. A/Y 2023-24

Div: A And B

Method Science

Prof. Incharge : Asst. Prof. Varsha Lambate

Course 106

S.No.	R.No.	Students Name	Practical(50)	Prelim(40)	Total (90)	Out of 10
1	3	Ainapure Bhagyashree	40	32	72	8
2	5	Arora Richa	41	31	72	8
3	6	Arote Aruna	40	34	74	8
4	7	Bawane priti	36	31	67	7
5	8	Chalse Ashwini	40	24	64	7
6	9	Chandankar Priyanka	38	33	71	8
7	13	Ganorkar Vidya	40	23	63	7
8	14	H.Tsujen Easter	35	31	66	7
9	15	Haradage Supriya	37	28	65	7
10	16	Himanshu Shekhar	38	33	71	8
11	17	Ingale Smita	39	31	70	8
12	23	Kakade Snehal	36	20	56	6
13	25	Karanade Pritam	30	20	50	6
14	27	Kolge Harshala	38	31	69	8
15	28	Kulkarni Amruta	41	34	75	8
16	29	Mishra Ranjana	37	28	65	7
17	31	Patel Saniya Asif	38	34	72	8
18	32	Patil Trupti	38	35	73	8
19	33	Patki Snehal	38	35	73	8
20	35	Pawar Deepali	38	32	70	8
21	40	Satpute Ranjana	40	30	70	8
22	43	Shyala Haqq	34	35	69	8
23	46	Tiwari Jyoti Umakant	37	33	70	8
24	47	Tiwari Soni	37	33	70	8
25	51	Amrut Patil	Ab	Ab	Ab	Ab

Course 106 science

S.No.	R.No.	Students Name	Practical(50)	Prelim(40)	Total (90)	Out of 10
26	53	Atterde Sujata	110	28	68	8
27	64	Dube Shivani	40	30	70	8
28	66	Falke Jayshree	38	33	71	8
29	67	Fulsundar vinayak	33	20	53	6
30	72	K.M.Arshi	37	30	67	7
31	79	Kulkarni Sneha	41	32	73	8
32	80	Linge Aditi	38	33	71	8
33	83	Nalawade Vishwjeet	36	30	66	7
34	88	Raut Rajashree	Ab	Ab	Ab	Ab
35	95	Tiwari Manasi	36	30	66	7
36	101	Madhuri Gore	37	26	63	7

Atudekar

(Asst. Prof Lambate)

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Principal
Kantilal Khinwasara B Ed College
Thergaon, Pune - 411033

**BGS' , Kantial Khinwasara B.Ed.College ,
Thergaon, Pune-411033
A/Y - 2023-2024**

First Year

Mark List

Course - 106-09-Mathematics

Roll No.	Students Name	Practical	Prelim.	Total	Out of
		50	40	130	20
1	Aadhav Kamini				
2	Aghame Samir				
3	Ainapure Bhagyashri	39	36	75	08
4	Ambadkar Ankita	36	32	68	08
5	Arora Richa	38	20	58	06
6	Arote Aruna	39	33	72	08
7	Bawane Preeti	37	35	72	08
8	Chalse Ashwini	39	38	77	09
9	Chandankar Priyanka				
10	Chaskar Nikita Gulab				
11	Dhumal Gouri				
12	Farnadis Monika				
13	Ganorkar Vidya	37	34	71	08
14	Tsujen Easter H.				
15	Haradage Supriya	37	36	73	08
16	Himanshu Shekhar	38	32	70	08
17	Ingle Smita	42	38	80	09
18	Jadhav Supriya Parag	39	36	75	08
19	Jadhav Swati	39	36	75	08
20	K.M.Priti				
21	Kadam Devkanya				
22	Kadam Kanchan				
23	Kakade Snehal	30	20	50	06
24	Kamble Nikhita Vijay				
25	Karande Pritam	33	20	53	06
26	Kate Kajal				
27	Kolge Harshala	38	25	63	07
28	Kulkarni Amruta	44	39	83	09
29	Mishra Ranjana	37	33	70	08
30	Padamane Ramkrishna M.				
31	Patel Saniya Asif	39	35	74	08
32	Patil Trupti	39	35	74	08
33	Patki Snehal	40	28	68	08
34	Pawar Aarti Bhausahab				
35	Pawar Deepali	37	38	75	08

Roll No.	Students Name	Practical	Prelim.	Total	Out of
		50	40	80	80
36	Rathi Sarita Ritesh *	39	38	77	09
37	Rupshree Singh				
38	Sarawale Punam				
39	Sathe Reena				
40	Satpute Ranjana Sudhakar	41	34	75	08
41	Sharma Roshni				
42	Shelar Abhilasha				
43	Shyala Haqq	32	37	69	08
44	Sonawane Chandrakant V.				
45	Thakare Punam Popat				
46	Tiwari Jyoti Umakant	36	30	66	07
47	Tiwari Soni	38	38	76	08
48	Vedpathak Varsha V.				
49	Waghare Rupali B.				
50	Vanwari Tamana				
51	Amrut Patil				
52	Aryamane Uma	39	31	70	08
53	Attarde Sujata	42	33	75	08
54	Behalpage Juhi				
55	Bhalerao Trupti				
56	Bhalerao yogita				
57	Chaudhari Kalyani	38	23	61	07
58	Chougule Manisha				
59	Chavan Samrudhi				
60	Chavan Shradha				
61	Das Tanushree				
62	Dighe Gayatri				
63	Dimber Tanvi				
64	Dubey Shivani	40	36	76	08
65	Daundkar Priti				
66	Phalke Jayashree	37	36	73	08
67	Fulsundar vinayak	36	20	56	06
68	Gaikwad Kavita				
69	Ghuse pooja				
70	Ingale Shobha				
71	Ingle Surekha				
72	K.M.Arshi				
73	K.M.Sushma				
74	Katange Rajashree				
75	Kataria Shalini				
76	Kataria Shivani				
77	Kshirsagar Aarti				
78	Kukreja Chandani				
79	Kulkarni Sneha	40	30	70	08
80	Linge Aditi	40	32	72	08

Roll No.	Students Name	Practical	Prelim.	Total	Out of
		50	40	180	20
81	Methwani Harsha	36	30	66	07
82	More mangesh				
83	Nalawade Vishwjeet	39	28	67	07
84	Pande Kumari				
85	Pawar Shraddha				
86	Pawase Triveni				
87	Rai sheetal				
88	Raut Rajashree	Ab	Ab	Ab	Ab
89	Rohra Saanchi				
90	Shelar shruti				
91	Shinde Swati				
92	Shrivastav Priti				
93	Singh Kajal				
94	Thorat Prajka				
95	Tiwari Mansi	36	37	73	08
96	Tripathi Padmesh				
97	Vaishnav Nikita				
98	Vispute Madhuri				
99	Yadav Manisha	39	30	69	08
100	Yadav Seeta				
101	Gore Madhuri	38	33	71	08

Rajaw

2023/24

BGS's Kantial Khinwasara B.Ed.College Thergaon, Pune

F.Y.B.Ed. 2023-24

Course Name : 106 → Economics

Subject Incharge: Dr. Nirmala Tapkeer

R.No.	Students Name	Practical	Prelim	Total	Out of
		50	40	90	10
10	Chaskar Nikita	38	31	69	08
21	Kadam Derkanya	30	24	54	06
22	Kadam Kanchan	41	35	8) 676	08
30	padmane Ramkrishna	-	-	-	Ab
42	Shelar Abhilasha	35	36	71	08
50	Wanvori Tamanna	38	33	71	08
56	Bhalerasu Yogita	40	30	70	08
57	Chaudhary Kalyani	35	20	55	06
63	Dimber Tanvi	38	24	62	07
71	Tingale Susekha	35	32	67	07
78	Kukreja Chandani	38	31	69	08
86	Pawase Jyoti	38	25	63	07
90	Shelar Shruti	35	27	62	07
97	Vaishnav Nikita	38	26	64	07
100	Yadav Seeta	36	27	63	07
75	Kataria Shrivani	-	-	-	Ab
2	Kataria Shalini	-	-	-	Ab

NTapkeer
Dr. Tapkeer

Principal

Kantial Khinwasara B.Ed College
Thergaon, Pune - 411033

Kantial Khinwasara B.Ed.College Thergaon, Pune

Marathi Method List

Marklist

Year : First

Course : 107 Marathi

R.No.	Students Name	Practical out of 50	Prilim out of 40	Total out of 90	Out of 10
1	Farnadis Monika	40	22	62	07
2	Kadam Devkanya	39	20	59	07
3	Kambale Nikita Vijay	39	28	67	07
4	Padamane Ramkrishna	—	AB	—	—
5	Pawar Aarti Bhausahab	40	30	70	08
6	Sarwale Punam	42	26	68	08
7	Sathe Reena	39	27	66	07
8	Thakare Punam Popat	42	31	73	08
9	Wagher Rupali B.	—	AB	—	—
10	Chauguale Manisha	36	20	56	06
11	Chavan Shradha	38	25	63	07
12	Dundhkar Priti	36	20	56	06
13	Gaikwad Kavita	37	24	61	07
14	Ingale Shobha	37	26	63	07
15	K.M.Sushma	—	AB	—	—
16	Kshirsagar Aarti	36	20	56	06
17	More mangesh	—	AB	—	—
18	Pawar Shraddha	37	20	57	06
19	Pawase Triveni	42	27	69	08
20	Thorat Prajka	37	25	62	07
21	Vispute Madhuri	38	28	64	07
22	Katange Rajshree	40	26	66	07

N.K.P.

(Prof. N.K. Puri)

NOTOPK

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Kantial Khinwasara B.Ed College
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BGS's Kantilal Khinwasara B.Ed.College Thergaon, Pune
F.Y.B.Ed. 2023-24

Course Name :

Subject Incharge:

Prof. Pelti

R.No.	Students Name	Practical		Prelim	Total	Out of
		50	50	40	90	10
✓ 1	Aadhav Kamini	40		31	71	8
✓ 2	Aghame Samir	39		27	66	7
3	Ainapure Bhagyashree					
✓ 4	Ambadkar Ankita	38		20	58	6
5	Arora Richa					
6	Arote Aruna					
7	Bawane priti					
8	Chalse Ashwini					
✓ 9	Chandankar Priyanka	40		29	69	8
✓ 10	Chaskar Nikita Gulab	40		28	68	8
✓ 11	Dhumal Gauri	40		28	68	8
12	Farnadis Monika					
13	Ganorkar Vidya					
✓ 14	H.Tsujen Easter	39		31	70	8
15	Haradage Supriya					
16	Himanshu Shekhar					
17	Ingale Smita					
✓ 18	Jadhav Supriya Parag	40		22	62	7
✓ 19	Jadhav Swati	39		22	61	7
20	K.M.Priti					
21	Kadam Devkanya					
✓ 22	Kadam Kanchan	40		32	72	8
23	Kakade Snehal					
24	Kambale Nikita Vijay					
25	Karanade Pritan					

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Kantilal Khinwasara B.Ed College
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R.No.	Students Name	Practical		Prelim	Total	Out of
		50		40	90	10
26	Kate Kajal					
27	Kolge Harshala					
28	Kulkarni Amruta					
29	Mishra Rajjara					
30	Padamane Ramkrishna M.					
31	Patel Saniya Asif					
32	Patil Trupti					
33	Patki Snehal					
34	Pawar Aarti Bhausaheb					
35	Pawar Deepali					
✓ 36	Rathi Sarita Ritesh	40		28	68	8
✓ 37	Roopshri Singh					AB
✓ 38	Sarwale Punam	39		23	62	7
39	Sathe Reena					
40	Satpute Ranjana Sudhakar					
✓ 41	Sharma Roshni	38		21	59	7
✓ 42	Shelar Abhilasha	38		29	67	7
43	Shyala Haqq					
✓ 44	Sonawane Chandrakant V.	37		23	60	7
45	Thakare Punam Popat					
46	Tiwari Jyoti Umakant					
47	Tiwari Soni					
✓ 48	Vedpathak Varsha V.	38		26	64	7
✓ 49	Waghare Rupali B.					AB
✓ 50	Wanvari Tamana	37		29	66	7

NOT opk

R.No.	Students Name	Practical	Prelim	Total	Out of
		50	40	90	10
✓ 51	Amrut Patil	39	26	65	AB
✓ 52	Arymane Uma	39	26	65	7
53	Atterde Sujata				
✓ 54	Behalpade Juhi	39	20	59	7
✓ 55	Bhalerao Irupti	37	20	57	6
✓ 56	Bhalerao yogita	38	24	62	7
57	Chaudhari Kalyani				
58	Chauguale Manisha				
✓ 59	Chavan Samrudhi	39	20	59	7
60	Chavan Shradha				
✓ 61	Das Tanishree	38	23	61	7
✓ 62	Dighe Gaytri	37	23	60	7
✓ 63	Dimber Tanvi	39	20	59	7
64	Dube Shivani				
65	Dundhkar Priti				
66	Falke Jayshree				
67	Fulsundar vinayak				
68	Gaikwad Kavita				
69	Ghuse pooja				
70	Ingale Shobha				
✓ 71	Ingale Surekha	38	26	64	7
✓ 72	K.M.Arshi	39	20	59	7
73	K.M.Sushma				
✓ 74	Katange Rajshree	38	25	63	7
75	Katariya Shalini	39	26	65	AB

NOT opk

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R.No.	Students Name	Practical	MCQ	Prelim	Total	Out of
		50	50	40	90	100
76	Katariya Shivani					AB
77	Kshirsagar Aarti					
78	Kukreja Chandani	40		24	64	7
79	Kulkarni Sneha					
80	Linge Aditi					
81	Methwani Harsha	40		29	69	8
82	More mangesh					
83	Nalawade Vishwjeet					
84	Pande Kumari	38		30	68	8
85	Pawar Shraddha					
86	Pawase Triveni					
87	Rai sheetal					
88	Raut Rajashree					
89	Rohra Sanchi	40		27	67	7
90	Shelar shruti	38		23	61	7
91	Shinde Swati	38		22	60	7
92	Shrivastav Priti					
93	Singh Kajal					
94	Thorat Prajkta					
95	Tiwari Manasi					
96	Tripathi Padmesh					
97	Vaishnav Nikita	38		26	64	7
98	Vispute Madhuri					
99	Yadav Manisha	40		20	60	7
100	Yadav Seeta					

Prof. Petil

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Kantilal Khinwasara B.Ed College
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Kantial Khinwasara B.Ed.College Thergaon, Pune

History Method List

Marklist

Year : 1st

Course : 107

R.No.	Students Name	Practical out of 50	Prilim out of 40	Total out of 90	Out of 10
1	Aghame Samir	39	24	63	07
2	Dhumal Gauri	42	26	68	08
3	K.M.Priti	38	23	61	07
4	Kate Kajal	40	24	64	07
5	Padamane Ramkrishna M.	————	————	AB ————	————
6	Pawar Aarti Bhausaheb	40	29	69	08
7	Behalpade Juhi	36	21	57	06
8	Chavan Samrudhi	41	25	66	07
9	Ghuse pooja	40			
10	K.M.Sushma	————	————	AB ————	————
11	Kshirsagar Aarti	36	20	56	06
12	More mangesh	————	————	AB ————	————
13	Pande Neha Kumari	39	25	64	07
14	Pawar Shraddha	37	20	57	06
15	Rai sheetal	36	25	61	07
16	Singh Kajal	36	20	56	06

NK Purohit
(Prin. N.K. Puro)

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Principal
Kantial Khinwasara B.Ed College
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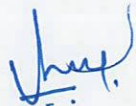
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F.Y.B.Ed. 2023-24

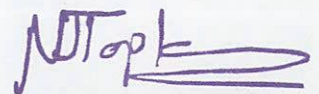
Course Name : 107 Geography

Subject Incharge: Jyoti Darkhar.

R.No.	Students Name	Practical	Prelim	Total	Out of
		50	40	90	10
1	Kamini Adhar	38	31	69	8
24	Nikhita Kambale	40	28	68	8
39	Reena Sathe	38	29	67	7
44	Chandrekant Sonawane	38	26	64	7
45	Poonam Thakare	38	30	68	8
49	Rupali Waghere	38	28	66	7
55	Trupti Bhalerao	38	28	66	7
				
60	Shradha Chavhan	37	30	67	7
61	Tanushri Das	40	31	71	8
62	Gayatri Dighe	40	31	71	8
65	Prithi Daundkar	35	28	63	7
68	Kavita Geikwad	40	30	70	8
89	Sanchi Rohara	38	31	69	8
91	Swati Shinde	39	32	71	8
92	Prithi Shrivastav	37	31	68	8
94	Prajakata Thorat	36	25	61	7
96	Tripathi Padmesh	37	30	67	7
98	Madhuri Vispute.	36	27	63	7
48	Varsha Vedpethak	36	30	66	7



Asst. Prof. Jyoti Darkhar.



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BGS's Kantial Khinwasara B.Ed.College Thergaon, Pune

F.Y. B.Ed. A/Y 2023-24

Div: A And B

Method Science

Prof. Incharge : Asst. Prof. Varsha Lambate

Course 107

S.No.	R.No.	Students Name	Practical(50)	Prelim(40)	Total (90)	Out of 10
1	3	Ainapure Bhagyashree	38	21	59	7
2	5	Arora Richa	40	20	60	7
3	6	Arote Aruna	40	24	64	7
4	7	Bawane priti	39	28	67	7
5	8	Chalse Ashwini	39	21	60	7
6	9	Chandankar Priyanka	40	22	62	7
7	13	Ganorkar Vidya	39	20	59	7
8	14	H.Tsujen Easter	40	28	68	8
9	15	Haradage Supriya	39	24	63	7
10	16	Himanshu Shekhar	38	24	62	7
11	17	Ingale Smita	38	24	62	7
12	23	Kakade Snehal	37	20	57	6
13	25	Karanade Pritam	36	20	56	6
14	27	Kolge Harshala	36	30	66	7
15	28	Kulkarni Amruta	41	30	71	8
16	29	Mishra Ranjana	34	28	62	7
17	31	Patel Saniya Asif	36	30	66	7
18	32	Patil Trupti	38	25	63	7
19	33	Patki Snehal	38	23	61	7
20	35	Pawar Deepali	38	30	68	8
21	40	Satpute Ranjana	38	22	60	7
22	43	Shyala Haqq	34	32	66	7
23	46	Tiwari Jyoti Umakant	36	26	62	7
24	47	Tiwari Soni	37	27	64	7
25	51	Amrut Patil	Ab	Ab	Ab	Ab

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Kantial Khinwasara B.Ed College

Thergaon, Pune - 411033

Course 107 science

S.No.	R.No.	Students Name	Practical(50)	Prelim(40)	Total (90)	Out of 10
26	53	Atterde Sujata	38	24	62	7
27	64	Dube Shivani	39	30	69	8
28	66	Falke Jayshree	40	29	69	8
29	67	Fulsundar vinayak	30	20	50	6
30	72	K.M.Arshi	38	20	58	6
31	79	Kulkarni Sneha	40	20	60	7
32	80	Linge Aditi	38	26	64	7
33	83	Nalawade Vishwjeet	37	24	61	7
34	88	Raut Rajashree	Ab	Ab	Ab	Ab
35	95	Tiwari Manasi	36	28	64	7
36	101	Madhuri Gore	37	24	61	7

A. Dekar

(Asst Prof Lambate V.)

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Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

**BGS' , Kantial Khinwasara B.Ed.College ,
Thergaon, Pune-411033
A/Y - 2023-2024**

**First Year
Mark List**

Course - 107- 09- Mathematics

Roll No.	Students Name	Practical	Prelim.	Total	Out of
		50	40	90	10
1	Aadhav Kamini				
2	Aghame Samir	39			
3	Ainapure Bhagyashri	40	29	69	08
4	Ambadkar Ankita	35/40	20	65	07
5	Arora Richa	38	22	60	07
6	Arote Aruna	39	20	59	07
7	Bawane Preeti	37	26	63	07
8	Chalse Ashwini	39	23	62	07
9	Chandankar Priyanka				
10	Chaskar Nikita Gulab				
11	Dhumal Gouri				
12	Farnadis Monika				
13	Ganorkar Vidya	37	20	57	06
14	Tsujen Easter H.				
15	Haradage Supriya	37	22	59	07
16	Himanshu Shekhar	38	26	64	07
17	Ingle Smita	39	27	66	07
18	Jadhav Supriya Parag	39	28	67	07
19	Jadhav Swati	39	26	65	07
20	K.M.Priti				
21	Kadam Devkanya				
22	Kadam Kanchan				
23	Kakade Snehal	35	20 Ab	55	06
24	Kamble Nikhita Vijay				
25	Karande Pritam	35	20 A	55	06
26	Kate Kajal				
27	Kolge Harshala	37	20	67	07
28	Kulkarni Amruta	44	34	78	09
29	Mishra Ranjana	36	24	60	07
30	Padamane Ramkrishna M.				
31	Patel Saniya Asif	40	30	70	08
32	Patil Trupti	40.	26	66	07
33	Patki Snehal	40	29	69	08
34	Pawar Aarti Bhausaheb				
35	Pawar Deepali	38	22	60	07

Roll No.	Students Name	Practical	Prelim.	Total	Out of
		50	40	90	10
36	Rathi Sarita Ritesh *	39	27	66	07
37	Rupshree Singh				
38	Sarawale Punam				
39	Sathe Reena				
40	Satpute Ranjana Sudhakar	44	29	73	08
41	Sharma Roshni				
42	Shelar Abhilasha				
43	Shyala Haqq	32	29	61	07
44	Sonawane Chandrakant V.				
45	Thakare Punam Popat				
46	Tiwari Jyoti Umakant	25	25	60	07
47	Tiwari Soni	38	31	69	08
48	Vedpathak Varsha V.				
49	Waghare Rupali B.				
50	Vanwari Tamana				
51	Amrut Patil				
52	Aryamane Uma	39	29	68	08
53	Attarde Sujata	38	20	58	06
54	Behalpade Juhi				
55	Bhalerao Trupti				
56	Bhalerao yogita				
57	Chaudhari Kalyani	36	20	56	06
58	Chougule Manisha				
59	Chavan Samrudhi				
60	Chavan Shradha				
61	Das Tanushree				
62	Dighe Gayatri				
63	Dimber Tanvi				
64	Dubey Shivani	39	23	62	07
65	Daundkar Priti				
66	Phalke Jayashree	39	23	62	07
67	Fulsundar vinayak	36	20 Ab	56	06
68	Gaikwad Kavita				
69	Ghuse pooja				
70	Ingale Shobha				
71	Ingle Surekha				
72	K.M.Arshi				
73	K.M.Sushma				
74	Katange Rajashree				
75	Kataria Shalini				
76	Kataria Shivani				
77	Kshirsagar Aarti				
78	Kukreja Chandani				
79	Kulkarni Sneha	40	29	69	08
80	Linge Aditi	40	21	61	07.

Roll No.	Students Name	Practical	Prelim.	Total	Out of
		50	40	90	10
81	Methwani Harsha	37	21	58	06
82	More mangesh				
83	Nalawade Vishwjeet	36	29	65	07
84	Pande Kumari				
85	Pawar Shraddha				
86	Pawase Triveni				
87	Rai sheetal				
88	Raut Rajashree				
89	Rohra Saanchi				
90	Shelar shruti				
91	Shinde Swati				
92	Shrivastav Priti				
93	Singh Kajal				
94	Thorat Prajkta				
95	Tiwari Mansi	36	28	64	07
96	Tripathi Padmesh				
97	Vaishnav Nikita				
98	Vispute Madhuri				
99	Yadav Manisha	39	27	66	07
100	Yadav Seeta				
101	Gore Madhuri	39	24	63	07

2023/24

BGS's Kantial Khinwasara B.Ed.College Thergaon, Pune

F.Y.B.Ed. 2023-24

Course Name : 107 — Economics

Subject Incharge:

R.No.	Students Name	Practical	Prelim	Total	Out of
10		50	40	90	10
10	Chaskar Nikita	40	30	70	08
21	Kadam Devkanya	32	22	54	08
22	Kadam Kanchan	40	29	69	08
30	padmane Ramkrishna	—	—	—	—
42	Shelar Abhilasha	35	26	61	07
50	wanvari Tamanna	38	29	67	07
56	Bhalerao Yogita	38	29	67	07
57	Chaudhari Kalyani	35	20	55	06
63	Dimber Fenvi	38	20	58	06
71	Ingale Surekha	40	28	68	08
78	Kukreja Chandani	37	24	61	07
86	pavase Triveni	38	27	65	07
90	Shelar Shruti	35	23	58	06
97	Vaishnav Nikita	35	24	59	07
100	Yadav Seeta	38	23	61	07
75	Kataria Shivani	—	—	—	—
02	Kataria Shalini	—	—	—	—

Dr. Tapkeer

Principal

Kantial Khinwasara B.Ed College
Thergaon, Pune - 411033

ROLL NO.	Name of the Students	OUT OF 600	OUT OF 25	OUT OF 600	OUT OF 25	OUT OF 200	OUT OF 25	OUT OF 50	OUT OF 25A	OUT OF 25B	OUT OF 50
11	Gauri Bhupal	473	20	492	21	168	21	42	20	21	41
26	Kajal Kate	479	20	494	21	164	21	42	20	21	41
38	Poonam Sarawale	448	19	484	20	166	21	41	19	21	40
21	Devkanya Kadam	437	18	482	20	160	20	40	18	20	38
69	Pooja Ghuse	443	18	480	19	160	20	39	18	20	38
02	Samir Aghme	444	19	480	20	164	21	41	19	21	40
98	Madhuri Vispute	419	17	466	19	150	19	38	17	19	36
77	Aarhi Kshirsagar	390	16	453	19	150	19	38	16	19	35
34	Aarhi Pawar	458	19	492	21	168	21	42	19	21	40
82	Mangesh More	————	————	————	————	AB	————	————	————	————	————
84	Neha Pandey	428	18	476	20	158	20	40	18	20	38
85	Shreaddha Pawar	424	18	465	19	156	20	39	18	20	38
74	Rajshree Katange	444	19	482	20	158	20	40	19	20	39
86	Triveni Pawase	452	19	492	21	168	21	42	19	21	40
59	Sammadhi Charan	456	19	488	20	164	21	41	19	21	40
30	Ramkrishna Padmane	————	————	————	————	AB	————	————	————	————	————
12	Monika Fernandez	434	18	471	20	155	19	39	18	20	38

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(Prof. N.K. Puri)

ROLL NO.	Name of the Students	OUT OF 600	OUT OF 25	OUT OF 600	OUT OF 25	OUT OF 200	OUT OF 25	OUT OF 50	OUT OF 25A	OUT OF 25B	OUT OF 50
1	Adhav Kamini	473	20	477	20	163	20	40	20	20	40
24	Kambele Nikita	424	18	471	20	163	20	40	18	20	38
39	Sathe Reena	457	19	486	20	161	20	40	20	19	39
44	Sonaware Chandrakant	433	18	465	19	160	20	39	18	20	38
45	Thakare Poonam	464	19	483	20	164	21	41	19	21	40
48	Vedpattak varsha	451	19	486	20	161	20	40	19	20	39
49	Waghare Rupali							AB			
51	Amrut Patti							AB			
55	Bhalerao Trupti	436	18	467	19	162	20	39	18	20	38
58	Chaugule Manisha	466	19	485	20	159	20	40	19	20	39
60	Chavan Shradha	449	19	458	19	158	20	39	19	20	39
61	Das Tanushri	470	20	483	20	184	21	41	20	21	41
62	Dighe Gayatri	446	19	473	20	157	20	40	19	20	39
65	Daundkar Priti	409	17	447	19	158	20	39	17	20	37
68	Gaikwad Karita	492	21	482	20	165	21	41	21	21	42
91	Shinde Swati	471	20	498	21	166	21	42	20	21	41
94	Thorat Pranjana	438	18	468	20	159	20	40	18	20	38

Asst. Prof. Jyoti Dawkhar

Principal

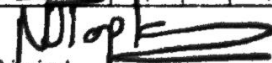
Kantilal Khinwasara B.Ed. Co.
Thergodan Pune-411033

R.O. NO	Name of the Students	OUT OF 600	OUT OF 25	OUT OF 600	OUT OF 25	OUT OF 200	OUT OF 25	OUT OF 50	OUT OF 25A	OUT OF 25B	OUT OF 50
10	Nikita Chaskar	468	20	495	21	176	22	43	20	22	42
14	Tsuyen Forster	470	20	483	20	167	21	41	20	21	41
18	Supriya Jadhav	463	19	482	20	170	21	41	19	21	40
19	Swati Jadhav	444	19	477	20	167	21	41	19	21	40
22	Kanchan Kadam	470	20	483	20	160	20	40	20	20	40
42	Abhilasha Shelar	476	20	472	20	160	20	40	20	20	40
50	Tamanna Vanvari	469	20	490	20	162	20	40	20	20	40
54	Juhi Gehalprade	468	20	478	20	160	20	40	20	20	40
57	Kalyani Chaudhari	438	18	490	20	160	20	40	18	20	38
63	Tanvi Dimbar	441	18	493	20	165	21	41	18	21	39
75	Shalini Kataria										Ab
76	Silvini Kataria	-	-								Ab
78	Chandani Kukreja	483	20	484	20	170	21	41	20	21	41
81	Hansika Meturani	440	18	493	21	176	22	43	18	22	40
89	Swarshi Bohra	483	20	484	20	170	21	41	20	21	41
90	Shruti Shelar	468	20	478	20	160	20	40	20	20	40

Principal

(Prof. Patel)

ROLL NO.	Name of the Students	OUT OF 600	OUT OF 25	OUT OF 600	OUT OF 25	OUT OF 200	OUT OF 25	OUT OF 50	OUT OF 25A	OUT OF 25B	OUT OF 50
46	Jyoti Tiwari	473	20	473	20	157	20	40	20	20	40
25	Pritam Karande	416	17	441	18	149	19	37	17	19	36
33	Snehal Patki	449	19	456	19	155	19	38	19	19	38
13	Ganorkar Vidya	448	19	458	19	151	19	38	19	19	38
53	Sujata Attarde	440	18	460	19	156	20	39	18	20	38
80	Aditilinge	468	20	479	20	161	20	40	20	20	40
8	Ashwini chalse	451	19	462	19	160	20	39	19	20	39
88	Rajshree Raut	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab
67	Vinayak fulsunder	443	18	445	19	149	19	38	18	19	37


Principal

ROLL NO.	Name of the Students	OUT OF 600	OUT OF 25	OUT OF 600	OUT OF 25	OUT OF 200	OUT OF 25	OUT OF 50	OUT OF 25A	OUT OF 25B	OUT OF 50
43	Shyla Haqq	456	19	465	19	159	20	39	19	20	39
27	Harsha Kolage	462	19	471	20	160	20	40	20	19	39
47	Soni Tiwari	461	19	470	20	158	20	40	29	20	39
64	Shivani Dubey.	483	20	485	20	163	20	40	20	20	40
95	Mansi Tiwari	477	20	469	20	161	20	40	20	20	40
31	Saniya Patel	461	19	471	20	160	20	40	19	20	39
23	Snehal Kakade	435	18	462	19	158	20	39	18	20	38
29	Ranjana Mishra	456	19	459	19	155	19	38	19	19	38

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Principal

ROLL NO.	Name of the Students	OUT OF 600	OUT OF 25	OUT OF 600	OUT OF 25	OUT OF 200	OUT OF 25	OUT OF 50	OUT OF 25A	OUT OF 25B	OUT OF 50
3	Airapure Bhagyashri	458	19	478	20	162	20	40	19	20	39
4	Ambadkar Ankita	451	19	465	20	160	20	40	19	20	39
5	Arora Richa	471	20	479	20	162	20	40	20	20	40
6	Arote Aruna	473	20	457	19	157	20	39	20	20	40
7	Bawane Preeti	455	19	459	19	160	20	39	19	20	39
9	Chandankar Priyanka	465	19	457	19	156	20	39	19	20	39
15	Haradge Supriya	451	19	464	19	156	20	39	19	20	39
16	Himanshu Shekhar	460	19	450	19	151	19	38	19	19	38
17	Ingale Smita	482	20	489	20	168	21	41	20	21	41
28	Kulkarni Amruta	490	20	491	20	169	21	41	20	21	41
32	Patil Trupti	462	19	470	20	158	20	40	19	20	39
35	Pawar Deepali	453	19	448	19	156	20	39	19	20	39
40	Salpute Ranjana	486	20	480	20	166	21	41	20	21	41
52	Axyamane Uma	454	19	453	19	161	20	39	19	20	39
66	Phalke Jayashree	456	19	485	20	157	20	40	19	20	39
79	Kulkarni Sneha	476	20	472	20	166	21	41	20	21	41
83	Malawade Vishwajeet	464	19	466	19	152	19	38	19	19	38
101	Gore Madhuri	468	20	473	20	161	20	40	20	20	40

(Signature)
(Asst. Prof. S.V. Rajwant)

Prof. Chaurasia

ROLL NO.	Name of the Students	OUT OF 600	OUT OF 25	OUT OF 600	OUT OF 25	OUT OF 200	OUT OF 25	OUT OF 50	OUT OF 25A	OUT OF 25B	OUT OF 50
41	Roshni Sharma	461	19	474	20	163	20	40	19	20	39
71	Surekha Ingle	461	19	474	20	163	20	40	19	20	39
56	Yogita Bhalerao	464	19	479	20	161	20	40	19	20	39
100	Seta Yadav	455	19	485	20	165	21	41	19	21	40
36	Sarita Rathi	467	19	476	20	163	20	40	19	20	39
87	Shital Rai	444	19	470	20	161	20	40	19	20	39
99	Manisha Yadav	458	19	477	20	163	20	40	19	20	39
20	Km Preeti	447	19	474	20	163	20	40	19	20	39

Dr
(Prof. Chaturvedi)

ROLL NO.	Name of the Students	OUT OF 600	OUT OF 25	OUT OF 600	OUT OF 25	OUT OF 200	OUT OF 25	OUT OF 50	OUT OF 25A	OUT OF 25B	OUT OF 50
96	Padmesh Tripathi	460	19	487	20	163	20	40	19	20	39
92	Priti Shrivastav	449	19	485	20	163	20	40	19	20	39
97	Nikita Vaishnav	444	18	463	19	155	19	38	18	19	37
71	Shobha Ingle	436	18	465	19	155	19	39	18	19	37
72	Km. Anshi	453	19	476	20	163	20	40	19	20	39
93	Kajal Singh.	465	19	478	20	159	20	40	19	20	39
73	Km- Sushma	-	-	-	-	-	-	-	-	-	Ab
37	Rupshau Singh.	-	-	-	-	-	-	-	-	-	Ab

Dr
(Prof. Chaturvedi)

Teaching Competency II

FINAL MARKLIST

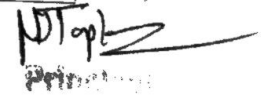
OUT OF 50

Prof. Chaturvedi S.

S. No.	Roll No.	Student's Name	TBT		TEAM TEACHING		MODELS OF TEACHING		MARKS OUT OF 600	OUT OF 50
			1(100)	2(100)	1(100)	2(100)	1(100)	2(100)		
1	41	Roshni Sharma	78	79	79	80	81	80	477	40
2	71	Susukha Ingle	78	79	80	81	81	82	481	40
3	56	Yogita Bhalerao	78	79	80	81	81	82	481	40
4	100	Seeta Yadav	77	78	78	79	79	80	471	39
5	87	Shital Rai	76	77	76	77	75	73	454	38
6	99	manisha Yadav	79	80	80	81	81	82	483	40
7	20	Km Priti	78	79	79	80	79	79	474	40
8	96	Padmesh Triphethi	78	79	80	80	81	82	480	40
9	92	Preeti Shrivastav	76	77	79	80	77	78	467	39
10	97	Nikita Vaishnav	76	77	77	78	78	79	465	39

S

(Prof. Chaturvedi)



B.G.Sabha's

Kantilal Khinwasara College Of Education ,Thergaon Pune -33 (2023-2024)

Teaching Competency II

FINAL MARKLIST

OUT OF 50

Prof. Chaturvedi S.

S. No.	Roll No.	Student's Name	TBT		TEAM TEACHING		MODELS OF TEACHING		MARKS OUT OF 600	OUT OF 50
			1(100)	2(100)	1(100)	2(100)	1(100)	2(100)		
1	41	Roshni Sharma	78	79	79	80	81	80	477	40
2	71	Susikha Ingle	78	79	80	81	81	82	481	40
3	56	Yogita Bhalerao	78	79	80	81	81	82	481	40
4	100	Seeta Yadav	77	78	78	79	79	80	471	39
5	87	Shital Rai	76	77	76	77	75	73	454	38
6	99	manisha Yadav	79	80	80	81	81	82	483	40
7	20	Km Priti	78	79	79	80	79	79	474	40
8	96	Padmesh Triphathi	78	79	80	80	81	82	480	40
9	92	Preeti Shrivastav	76	77	79	80	77	78	467	39
10	97	Nikita Vaishnav	76	77	77	78	78	79	465	39

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(Prof. Chaturvedi)

Teaching Competency II

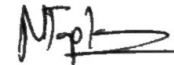
FINAL MARKLIST

OUT OF 50

S. No.	Roll No.	Student's Name	TBT		TEAM TEACHING		MODELS OF TEACHING		MARKS OUT OF 600	OUT OF 50
			1(100)	2(100)	1(100)	2(100)	1(100)	2(100)		
	70	Shobha Ingle	76	77	77	77	76	76	459	38
	72	K.M. Arshi	76	77	79	80	81	80	473	39
	93	Kajal Singh	77	78	79	79	80	79	472	39
	36	Sarita Rathi	79	80	79	80	82	82	482	40
	37	Rupshree Singh	-	-	-	-	-	-	-	Ab
	73	K.M. Sushma	-	-	-	-	-	-	-	Ab



(Prof. Chaturvedi)



Principal

Kantilal Khinwasara

Thergaon Pune -33

TEACHING COMPETENCY - II

First Year - A/Y 2023-2023

Prof. Incharge - Asst. Prof. S.V. Rajwani

Seat No.	Roll No.	Student's Name	TBT		TEAM TEACHING		MODELS OF TEACHING		Marks Out Of 600	Out Of 50
			1	2	1	2	1	2		
	3	Ainapure Bhagyashree	78	79	80	80	79	79	475	40
	4	Ambadkar Ankita	78	80	78	79	74	75	464	39
	5	Arora Richa	80	81	82	82	77	80	482	40
	6	Arote Aruna	79	80	81	82	77	78	477	40
	7	Bawane Preeti	79	81	76	81	75	78	470	39
	9	Chaudankar Priyanka	79	80	79	78	75	76	467	39
	15	Haradge Supriya	78	78	77	78	75	74	460	38
	16	Himanshu Shekhar	77	79	80	81	77	79	473	39
	17	Ingale Smita	80	82	81	82	76	78	479	40
	28	Kulkarni Amruta	84	86	84	85	78	80	497	41

S. Rajwani
(Asst. Prof. S.V. Rajwani)

N. Rajwani
Principal
Kantilal Khinwasara B Ed College
Thergaon, Pune - 411033

TEACHING COMPETENCY - II

First Year - A/Y 2022- 2023

Prof. Incharge - Asst Prof. S.V. Rajwani

Seat No.	Roll No.	Student's Name	TBT		TEAM TEACHING		MODELS OF TEACHING		Marks Out Of 600	Out Of 50
			1	2	1	2	1	2		
	32	Patil Trupti	80	81	78	79	76	78	472	39
	35	Pawar Deepali	76	77	79	80	76	77	465	39
	40	Satpute Ranjana	83	84	84	85	76	77	489	41
	52	Aryamane Uma	79	80	80	82	76	76	473	39
	66	Phalke Jayashree	77	78	80	82	75	74	466	39
	79	Kulkarni Sheha	80	80	81	82	77	78	478	40
	83	Nalawade Vishwajeet	78	79	80	82	75	76	470	39
	101	Gore madhuri	77	78	79	81	76	75	466	39

(Asst. Prof. S.V. Rajwani)

Principal
Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

Asst Prof. Vrusha Lambete

FINAL MARKLIST

OUT OF 50

S. No.	Roll No.	Student's Name	TBT		TEAM TEACHING		MODELS OF TEACHING		MARKS OUT OF 600	OUT OF 50
			1(100)	2(100)	1(100)	2(100)	1(100)	2(100)		
1)	46	Jyoti Tiwari	77	78	79	79	81	78	472	39
2)	25	Pritam Karande	72	73	75	76	76	73	445	37
3)	33	Snehal Patki	75	76	75	75	74	75	450	38
4)	13	Ganorkar Vidya	76	76	77	78	76	77	460	38
5)	53	Sujata Attarde	80	80	79	80	79	80	478	40

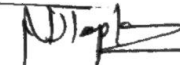
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Teaching Competency II

FINAL MARKLIST

OUT OF 50

S. No.	Roll No.	Student's Name	TBT		TEAM TEACHING		MODELS OF TEACHING		MARKS OUT OF 600	OUT OF 50
			1(100)	2(100)	1(100)	2(100)	1(100)	2(100)		
6)	18	Aditi linge	79	79	78	78	78	77	469	39
7)	8	Ashwini Chalse	77	78	78	80	77	78	468	39
8)	88	Rajshree Reut	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab
9)	67	Vinayak fulsunder	75	76	75	77	74	77	454	38
10)	43	shyala Haqq	78	79	79	77	76	75	464	39



Principal

Date

Page

College

33

B.G.Sabha's

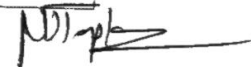
Kantilal Khinwasara College Of Education ,Thergaon Pune -33 (20 -20)

Teaching Competency II

FINAL MARKLIST

OUT OF 50

S. No.	Roll No.	Student's Name	TBT		TEAM TEACHING		MODELS OF TEACHING		MARKS OUT OF 600	OUT OF 50
			1(100)	2(100)	1(100)	2(100)	1(100)	2(100)		
11)	27	Harshala Kolage	80	80	80	82	81	81	484	40
12)	47	Soni Tiwari	76	73	76	78	79	78	460	38
13)	64	Shivani Dubey	79	80	80	80	79	80	478	40
14)	95	Mansi Tiwari	78	78	79	79	78	77	469	39
15)	31	saniya Patel	75	76	77	78	77	78	461	38



Teaching Competency II

FINAL MARKLIST

OUT OF 50

S. No.	Roll No.	Student's Name	TBT		TEAM TEACHING		MODELS OF TEACHING		MARKS OUT OF 600	OUT OF 50
			1(100)	2(100)	1(100)	2(100)	1(100)	2(100)		
16)	23	Snehal Kakde	76	76	77	78	75	72	454	38
17)	29	Ranjana Mishra	76	77	78	78	77	76	462	39

Sh. dekar

(Asst Prof Lambate V.V.)

ADT

Colleg.
10/10/2023.

Teaching Competency II

Asst Prof - Nita Puri

FINAL MARKLIST

OUT OF 50

S. No.	Roll No.	Student's Name	TBT		TEAM TEACHING		MODELS OF TEACHING		MARKS OUT OF 600	OUT OF 50
			1(100)	2(100)	1(100)	2(100)	1(100)	2(100)		
11		Gauri Dhumal	82	82	82	82	80	80	488	41
26		Rajal Kate	80	80	82	82	79	80	483	40
38		Poonam Sawale	82	82	82	82	80	80	488	41
21		Devkanya Kadam	78	78	80	79	78	78	471	39
69		Pooja Ghuse	82	82	82	82	80	80	488	41
02		Samir Aghme	80	80	82	82	80	79	483	40
98		Madhuri Vispute	78	78	80	80	78	78	472	39
77		Aashi Khirsagar	76	76	78	75	75	76	458	38
34		Aashi Pawar	77	78	80	78	80	80	473	39
82		Mangesh More								

N.K. Puri
(Prof. N.K. Puri)

NT Puri
Principal
Kantilal Khinwasara B.Ed. College
Thergaon, Pune - 411033

Teaching Competency II

FINAL MARKLIST

OUT OF 50

S. No.	Roll No.	Student's Name	TBT		TEAM TEACHING		MODELS OF TEACHING		MARKS OUT OF 600	OUT OF 50	
			1(100)	2(100)	1(100)	2(100)	1(100)	2(100)			
84		Neha Pandey	78	77	80	80	78	78	471	39	
85		Shraddha Pawar	76	76	77	77	78	77	461	38	
74		Rajashree Katange	80	80	82	82	82	82	488	41	
86		Triveni Pawase	82	82	82	82	80	80	488	41	
59		Sammudhi Charan	82	82	82	82	80	80	488	41	
30		Ramkrishna Padmane	—————				AB	—————			
12		Monica Ferrandis	80	80	82	82	80	80	484	40	

N.K.Puri

(Prof. N.K. Puri)

Principal

Teaching Competency II

Asst. Prof. Mmuralini Patil

FINAL MARKLIST

OUT OF 50

S. No.	Roll No.	Student's Name	TBT		TEAM TEACHING		MODELS OF TEACHING		MARKS OUT OF 600	OUT OF 50
			1(100)	2(100)	1(100)	2(100)	1(100)	2(100)		
1	10	Nikita Chaskar	84	85	86	85	82	84	506	42
2	14	Tuyen Easter	80	81	80	82	80	80	483	40
3	18	Supriya Jadhav	82	82	80	81	82	82	489	41
4	19	Sureti Jadhav	84	82	81	80	82	80	489	41
5	22	Kanchan Kulkarni	78	80	82	84	85	85	494	41
6	42	Akhilasha Shelar	78	79	78	80	79	79	473	39
7	50	Tamanna Vanvari	78	78	79	81	78	79	473	39
8	54	Juhi Behalpate	80	81	82	83	80	81	487	41
9	57	Kalyani Chaudhari	75	76	78	80	76	76	461	38
10	63	Tarvi Dimbar	76	76	78	80	75	76	461	38

(Asst. Prof. Mmuralini Patil)

NT

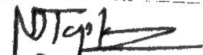
Kantilal Khinwasara College Of Education ,Thergaon Pune -33 (2023 -2024)

Teaching Competency II


FINAL MARKLIST

OUT OF 50

S. No.	Roll No.	Student's Name	TBT		TEAM TEACHING		MODELS OF TEACHING		MARKS OUT OF 600	OUT OF 50
			1(100)	2(100)	1(100)	2(100)	1(100)	2(100)		
11	75	Shafiqi Kataria	-	-	-	-	-	-	-	Ab
12	76	Shivani Kataria	-	-	-	-	-	-	-	Ab
13	78	Charlani Kulkreja	78	80	82	84	80	80	484	40
14	81	Harsha Metkarani	80	82	83	85	82	80	492	41
15	89	Saanchi Rohra	81	82	82	84	82	82	493	41
16	90	Shruti Shekar	78	78	81	79	78	79	473	39


Principal

Kantilal Khinwasara B Ed College
Thergaon, Pune - 411033


(Prof. M. S. Patil)

Teaching Competency II

109

FINAL MARKLIST

OUT OF 50

Asst. Prof. Dinkhae Jyoti

S. No.	Roll No.	Student's Name	TBT		TEAM TEACHING		MODELS OF TEACHING		MARKS OUT OF 600	OUT OF 50
			1(100)	2(100)	1(100)	2(100)	1(100)	2(100)		
1	1	Adhav Kamini	77	76	80	81	74	78	466	39
2	24	Kambale Nikhita	77	78	79	80	78	79	471	39
3	39	Sathe Reena	75	75	78	79	74	76	457	38
4	44	Sonawane Chandrakant	76	78	78	77	78	77	464	39
5	45	Thakare Poonam	77	79	80	81	78	79	474	40
6	48	vedpathak Varsha	74	75	75	77	74	73	448	37
7	49	Waghare Rupali	-	-	-	-	-	-	-	-
8	55	Bhalerao Trupti	74	73	75	75	72	73	442	37
9	58	Chaugule Manisha	74	73	78	77	78	76	456	38
10	60	Shavhan Sharadha	75	74	76	78	74	76	453	38
11	61	Das Tanushmi	80	79	80	81	74	79	473	39

B.G.Sabha's

Kantilal Khinwasara College Of Education ,Thergaon Pune -33 (2023-2024)

Teaching Competency II

FINAL MARKLIST

OUT OF 50

S. No.	Roll No.	Student's Name	TBT		TEAM TEACHING		MODELS OF TEACHING		MARKS OUT OF 600	OUT OF 50
			1(100)	2(100)	1(100)	2(100)	1(100)	2(100)		
12	62	Dighe Gayatri	78	80	80	80	78	79	475	40
13	65	Daundkar Priti	73	74	72	73	72	71	435	36
14	68	Gaikwad kavita dighe	80	81	84	82	79	81	487	41
15	91	Shinde Swati	81	82	81	82	76	75	477	40
16	94	Thorat Projakta	73	76	80	81	74	78	462	39
17	51	Patil Amrut								

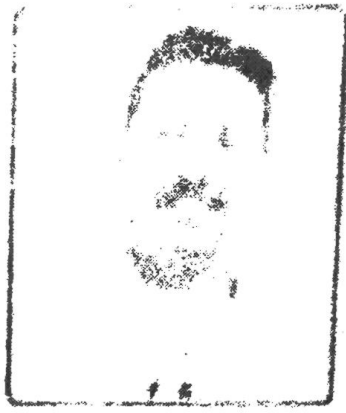
Asst. Prof. Jyoti Daundkar



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Principal
M. Mahadev Panchal
M. Mahadev Panchal
M. Mahadev Panchal
M. Mahadev Panchal
M. Mahadev Panchal
M. Mahadev Panchal
M. Mahadev Panchal



Name : Mahadev B Panchal
Designation : HOD
Birth Date : 10-03-1994
Mobile : 7020335301
Address : Shree Samarth Bld.,
Ashoka Society road, Thergaon,
Pune-33
Emergency Contact : -

(Signature)
Principal

DHANIRAJ SCHOOL

Date: 24 Apr. 2024

Dear Ms. Varsha Patil,

We are pleased to inform you that you are promoted as Academic Co-ordinator w.e.f 24th Apr 2024 at DHANIRAJ SCHOOL, WAKAD, PUNE - 411057. Congratulations for your well deserved Promotion.

You have worked hard and we are proud of your Success.

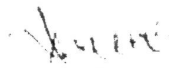
Your new designation will bring new challenges and growth opportunities with it. Your promotion is due to the Incredible Service, Honest Effort and Dedication to Dhaniraj School.

Best of Luck!!!

With warm Regards,

Dhaniraj School, Wakad
S.No. 206/2/5, Anmol Residency,
Near Kaspate Vasti, Kalewadi Chowk,
Wakad, Pune - 57.




Executive Trustee
(Mr. Kishor Utpat)

8766890144

KNOWLEDGE IS POWER



SHRI BABASAHEB TAPKIR EDUCATION SOCIETY'S

BABY'S ENGLISH HIGH SCHOOL

ISO-9001-2015

Tapkir Nagar, Rahatni, Kalewadi, Pune-411017

Ph No. 8766890144 babysenglishschool@gmail.com



JYOTI NACHIKET MORE

TEACHER

Add. : 206, Shri Nagar, Nirmal Colony,
Kalewadi, Rahatani, Pune - 17

Mob. : 8668365285

Aditi
Principal



Kidzee Wakad Kaspate Wasti
C. No. 22B/1/2 & 13, Shree Ganesh, Chhoker Nagar Lane-1,
B-7, Mankar Chowk, Near Chhatrapati Chowk, Kaspate Wasti, Wakad, Pune
411057 Ph. 8007448833, E-mail: kidzee1839@kidzee.com



Appointment Letter

Date: 28/04/2023

To:
Bhagyashri Londhe
A-504, Windwards
Wakad Kaspate Wasti
Wakad, 411057.

Sub.: regarding confirmation of your appointment for the post of Teacher

Dear Candidate,

We are pleased to inform you that you have been selected for the post of Teacher in our organization. This offer shall be based on the following terms & conditions.

1. You have signed the detailed agreement with us.
2. Your joining will be from 01/06/2023
3. If you did not join as per the above date, we shall pass on this position to the next candidate from our waiting list. Then you need to wait until the next vacancy happens in our school.

If you need any additional information, please do not hesitate to contact us. We look forward working with you.

Yours Sincerely

Shawana

Centre Head
Kidzee Wakad Kaspate Wasti

B. Londhe

Candidate's Sign



School Round Stamp

B.G.Sabha's ,Kantilal Khinwasara B.Ed.College,

Thergaon, Pune (A/Y 202-202)

FIRST YEAR B.Ed. 110-B - TEACHING COMPETENCY - III

INTRODUCTION TO INTERNSHIP

Prof. Chaturvedi

Seat No.	Roll No.	Name of the Student	Observation of lesson - 4 - 200 marks				Lesson plan - 4 - 200 marks				Conduct Lesson- 2 200 marks				Report writing- 50 Marks		Essay writing- 50 Marks		Out of 50 Marks				
			1	2	3	4	200 M	10 M	1	2	3	4	200 M	10 M	1	2	200 M	10 M		50 M	10 M	50 M	10 M
		52. ma Anyamane	37	38	39	40	154	8	40	39	40	40	159	8	81	80	161	8	41	8	40	8	40
		7 Pnyanka C.	39	39	40	40	158	8	39	40	40	41	160	8	81	81	162	8	41	8	39	8	40
		Rupshree Singh	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Tamanna V.																					
		35 Dufali Pawar	36	37	37	38	148	7	38	37	39	40	154	8	77	78	155	8	40	8	39	8	39
		8 Chandani K.	36	36	37	37	146	7	37	38	37	37	148	7	75	77	152	8	35	8	37	7	37
		81 Kavsha m.	37	37	38	38	150	8	38	39	38	39	154	8	79	80	159	8	40	8	38	8	40
		87 Shetal Rai	36	37	38	37	148	7	39	38	39	40	156	8	76	77	153	8	38	8	38	8	39
		19 Swati Jadhav	38	39	40	41	158	8	39	40	40	41	160	8	80	81	161	8	42	8	40	8	40
		18 Supriya Jadhav	38	39	39	40	156	8	38	39	39	40	156	8	79	80	159	8	40	8	39	8	40
		99 Manisha Yadav	38	39	40	40	157	8	39	39	40	40	158	8	79	80	159	8	40	8	40	8	40

21

(Prof. Chaturvedi)

NTop
Principal

Kantilal Khinwasara B Ed College
Thergaon, Pune - 411033

B.G.Sabha's ,Kantilal Khinwasara B.Ed.College,

Thergaon, Pune (A/Y 2021-2022)

FIRST YEAR B.Ed. 110- B - TEACHING COMPETENCY - III

INTRODUCTION TO INTERNSHIP

Prof. Chaturvedi

Seat No.	Roll No.	Name of the Student	Observation of lesson - 4 - 200 marks						Lesson plan- 4 -200 marks						Conduct Lesson- 2 200 marks				Report writing- 50 Marks		Essay writing- 50 Marks	
			1	2	3	4	200 M	10 M	1	2	3	4	200 M	10 M	1	2	200 M	10 M	50 M	10 M	50 M	10 M
97		Nikita V.	36	36	37	37	146	7	37	37	38	38	150	8	77	78	155	8	37	7	38	8
		Amrut Patil	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
23		Snehal Kakde	35	36	36	37	144	7	36	36	37	37	146	7	76	77	153	8	37	7	38	7
67		Ful Sundar	36	37	36	37	146	7	36	38	36	38	148	7	77	76	153	8	37	7	37	7

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of Chaturvedi)

Principal

Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

B.G.Sabha's ,Kantilal Khinwasara B.Ed.College,

Thergaon, Pune (A/Y 202 -202

FIRST YEAR B.Ed. 110- B - TEACHING COMPETENCY - III

INTRODUCTION TO INTERNSHIP

Group Incharge - Asst. Prof. S.V. Rajwani

Seat No	Roll No	Name of the Student	Observation of lesson - 4 - 200 marks						Lesson plan- 4 -200 marks						Conduct Lesson- 2 200 marks				Report writing- 50 Marks		Essay writing- 50 Marks		Out of 50 Marks
			1	2	3	4	200 M	10 M	1	2	3	4	200 M	10 M	1	2	200 M	10 M	50 M	10 M	50 M	10 M	
1	5	Arora Richa	39	37	39	40	155	08	42	42	43	44	171	09	83	84	167	08	38	08	37	07	40
2	6	Arote Aruna	38	39	40	40	157	08	39	40	41	41	161	08	79	81	160	08	41	08	41	08	40
3	15	Haradage S.	38	38	39	40	155	08	37	38	39	40	154	08	78	79	157	08	39	08	40	08	40
4	26	Kate Kajal	35	36	35	35	141	07	35	35	36	36	142	07	83	82	165	08	40	08	43	09	39
5	28	Kulkarni A	42	43	42	43	170	09	43	43	44	44	174	09	84	85	169	08	44	09	44	09	44
6	30	Padmone R.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7	40	Satpute Ranjana	39	40	40	41	160	08	41	40	40	41	162	08	82	83	165	08	41	08	40	08	40
8	41	Sharma Roshani	40	41	42	43	166	08	40	41	40	41	162	08	81	83	164	08	40	08	39	08	40
9	49	Waghare Rupali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10	55	Bhalerao Truph	37	38	37	38	150	08	36	37	36	38	147	07	78	77	155	08	35	07	36	07	37
*11	62	Dighe Gayatri	37	36	37	38	148	07	36	34	37	38	145	07	75	74	151	08	36	05	35	07	36
12	65	Daundkar Palti	36	37	37	38	148	07	34	35	37	36	142	07	77	78	155	08	36	07	37	07	36

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FIRST YEAR B.Ed. 110- B - TEACHING COMPETENCY - III

INTRODUCTION TO INTERNSHIP

Seat No.	Roll No.	Name of the Student	Observation of lesson - 4 - 200 marks						Lesson plan- 4 -200 marks						Conduct Lesson- 2 200 marks				Report writing- 50 Marks		Essay writing- 50 Marks		Out of 50 Marks
			1	2	3	4	200 M	10 M	1	2	3	4	200 M	10 M	1	2	200 M	10 M	50 M	10 M	50 M	10 M	
13	68	Gaikwad kavita	37	38	37	39	151	08	38	39	37	38	152	08	84	83	167	08	22	08	42	08	40
14	70	Ingale Shobha	36	37	37	38	148	07	34	37	36	38	145	07	75	77	152	08	35	07	36	07	36
15	79	Kulkarni S.	40	40	41	41	162	08	37	37	39	39	152	08	80	80	160	08	40	08	40	08	40
16	93	Singh kajal	35	36	35	35	141	07	35	35	36	36	142	07	83	82	165	08	43	09	40	08	39
17	94	Thorat Prajta	37	36	36	37	146	07	36	37	37	36	146	07	78	79	157	08	35	07	36	07	36
18		Kobse Shaikh	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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Thergaon, Pune (A/Y 2023-2024)

FIRST YEAR B.Ed. 110- B - TEACHING COMPETENCY - III

INTRODUCTION TO INTERNSHIP

Asst. Prof. Jyoti Dawkhar

Seat No.	Roll No.	Name of the Student	Observation of lesson - 4 - 200 marks						Lesson plan- 4 -200 marks						Conduct Lesson- 2 200 marks				Report writing- 50 Marks		Essay writing- 50 Marks		Out of 50 Marks
			1	2	3	4	200 M	10 M	1	2	3	4	200 M	10 M	1	2	200 M	10 M	50 M	10 M	50 M	10 M	
1	4	Ambadkar Anikita	38	37	39	40	154	8	37	38	39	39	153	8	82	83	165	8	40	8	40	8	40
2	7	Bawane Prihi	36	35	37	36	144	7	36	37	36	36	145	7	76	77	153	8	43	9	40	8	39
3	21	Kadam Devkanya	36	35	36	37	144	7	35	36	36	35	142	7	76	78	154	8	40	8	38	8	38
4	24	Kambale Nikhita	36	37	37	40	150	8	40	38	36	37	151	8	83	82	165	8	40	8	39	8	40
5	25	Korande Pritam	36	36	37	38	147	7	35	36	36	37	144	7	80	83	163	8	38	8	36	7	37
6	32	Patil Trupti	36	36	37	38	147	7	38	40	40	39	157	8	82	83	165	8	43	9	42	8	40
7	33	Petki Snehal	38	40	41	40	159	8	38	40	39	40	157	8	82	84	166	8	43	9	42	8	41
8	34	Pawar Aarti	36	34	36	37	143	7	37	35	35	35	142	7	83	83	166	8	43	9	43	9	40
9	39	Sathe Reena	35	36	35	35	141	7	35	35	36	36	142	7	83	82	165	8	43	9	40	8	39
10	44	Sonawane e.	36	38	40	40	154	8	36	38	38	37	149	7	81	83	164	8	40	8			31
11	45	Thakare Poonam	37	36	35	38	146	7	37	35	38	37	147	7	82	83	165	8	43	9	43	9	40
12	58	Chagule manisha	34	36	36	36	142	7	36	35	34	35	142	7	83	82	163	8	39	8	40	8	38

Asst. Prof. Jyoti Dawkhar

Principal
Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

B.G.Sabha's ,Kantilal Khinwasara B.Ed.College,

Thergaon, Pune (A/Y 2023-2024)

FIRST YEAR B.Ed. 110- B - TEACHING COMPETENCY - III

INTRODUCTION TO INTERNSHIP

Asst. Prof. Jyoti Dawkhari

Seat No	Roll No.	Name of the Student	Observation of lesson - 4 - 200 marks						Lesson plan- 4 -200 marks						Conduct Lesson- 2 200 marks				Report writing- 50 Marks		Essay writing- 50 Marks		Out of 50 Marks	
			1	2	3	4	200 M	10 M	1	2	3	4	200 M	10 M	1	2	200 M	10 M	50 M	10 M	50 M	10 M		50 M
13	59	chavhan samruelhi	37	38	39	37	151	8	38	36	35	36	145	7	83	80	163	8	43	9	42	8	40	
14	60	chavhan shardha	37	36	35	35	143	7	37	38	39	37	151	8	82	81	163	8	43	9	40	8	40	
15	73	Km. Sushma	AB																					
16	74	Katange Rajashri	36	35	35	34	140	7	36	35	34	36	141	7	84	82	166	8	40	8	40	8	38	
17	82	more mangesh	AB																					
18	83	Nalawde vishu	35	34	35	34	138	7	35	35	35	34	139	7	78	83	161	8	38	8	38	8	38	
19	85	Pawar shraelha	33	35	36	35	139	7	38	36	36	35	145	7	79	78	157	8	38	8	40	8	38	

Asst. Prof. Jyoti Dawkhari

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B.G.Sabha's ,Kantilal Khinwasara B.Ed.College,

Thergaon, Pune (A/Y 202 ,202)

FIRST YEAR B.Ed. 110- B - TEACHING COMPETENCY - III

INTRODUCTION TO INTERNSHIP

Seat No	Roll No.	Name of the Student	Observation of lesson - 4 - 200 marks						Lesson plan- 4 -200 marks						Conduct Lesson- 2 200 marks				Report writing- 50 Marks		Essay writing- 50 Marks		Out of 50 Marks
			1	2	3	4	200 M	10 M	1	2	3	4	200 M	10 M	1	2	200 M	10 M	50 M	10 M	50 M	10 M	
57		Kalyani Choudhri	37	37	37	37	148	07	38	38	38	38	152	08	78	78	156	08	40	08	38	08	39
91		Swati Shinde	39	39	39	39	156	08	39	40	40	40	159	08	80	80	160	08	40	08	40	08	40
92		Preehi S.	38	37	36	36	147	07	36	36	37	37	146	07	77	77	154	08	36	07	38	08	37
46		Padmesh T.	38	37	36	36	147	07	37	36	37	36	146	07	77	77	154	08	36	07	38	08	37
03		Bhagyashri A.	42	42	42	42	168	08	42	42	42	42	168	08	82	82	164	08	42	08	40	08	40
08		Ashwini Chalse	42	42	42	42	168	08	42	42	42	42	168	08	82	82	164	08	40	08	40	08	40
64		Shalini Dubey	40	42	42	42	166	08	40	42	40	40	162	08	82	82	164	08	42	08	42	08	40
36		Sarita Rathu	40	40	40	40	160	08	41	41	41	41	164	08	80	80	160	08	40	08	40	08	40
80		Aditi Inge	38	38	38	38	152	08	38	38	38	38	152	08	80	80	160	08	40	08	40	08	40
95		Monasi Tiwari	40	40	40	40	160	08	37	37	37	37	148	07	78	78	156	08	39	08	37	07	38
66		Jayshree Phalke	38	38	38	38	152	08	38	38	38	38	152	08	80	80	160	08	40	08	38	08	40
20		K.M. Pribi	38	38	38	38	152	08	37	37	37	37	148	07	77	77	154	08	36	07	36	07	37

NCAE
(Prof. N.K. Puri)

NT
B Ed College
2023.

B.G.Sabha's, Kantilal Khinwasara B.Ed.College,

Thergaon, Pune (A/Y 202 '202')

FIRST YEAR B.Ed. 110- B - TEACHING COMPETENCY - III

INTRODUCTION TO INTERNSHIP

Seat No	Roll No.	Name of the Student	Observation of lesson - 4 - 200 marks						Lesson plan- 4 -200 marks						Conduct Lesson- 2 200 marks				Report writing- 50 Marks		Essay writing- 50 Marks		Out of 50 Marks
			1	2	3	4	200 M	10 M	1	2	3	4	200 M	10 M	1	2	200 M	10 M	50 M	10 M	50 M	10 M	50 M
84	Pande Neha		37	37	37	37	148	07	36	36	36	36	144	07	77	74	151	08	36	07	36	07	36
100	Seeta Yadav		40	40	40	40	160	08	40	40	40	39	159	08	80	80	160	08	40	08	40	08	40
12	Ferrandis M.		40	40	40	40	160	08	42	42	42	42	168	08	80	80	160	08	43	09	41	08	41
53	Sujata Attarde		40	40	40	40	160	08	39	39	39	39	156	08	82	82	184	08	40	08	40	08	40
17	Shruta Ingale		41	41	41	41	164	08	37	37	38	37	149	07	78	78	156	08	39	08	37	07	38

NCP
(Prof. N.K. Pune)

NT
Principal

Kantilal Khinwasara B.Ed. College

B.G.Sabha's ,Kantilal Khinwasara B.Ed.College,

Thergaon, Pune (A/Y 202. -202.

FIRST YEAR B.Ed. 110- B - TEACHING COMPETENCY - III

INTRODUCTION TO INTERNSHIP

110 - B

Prof. Patil.

Seat No.	Roll No.	Name of the Student	Observation of lesson - 4 - 200 marks						Lesson plan- 4 -200 marks						Conduct Lesson- 2 200 marks				Report writing- 50 Marks		Essay writing- 50 Marks		Out of 50 Marks
			1	2	3	4	200 M	10 M	1	2	3	4	200 M	10 M	1	2	200 M	10 M	50 M	10 M	50 M	10 M	
02		Sameer Agham	39	39	39	39	156	8	37	37	37	37	148	7	78	80	158	8	38	8	38	8	39
54		Juhi Behelpade	37	38	37	38	150	8	35	35	35	35	140	7	80	80	160	8	38	8	38	8	39
		Felsunbar																					
		Kabirna Shivani																					Ab
		Kabirna Shaliji																					Ab
16		Himanshu Shela	37	37	38	38	150	8	35	35	35	35	140	7	80	80	160	8	38	8	38	8	39
71		Tripal Surekha	40	40	40	40	160	8	38	38	38	38	152	8	80	81	161	8	40	8	39	8	40
10		Nikita chaskar	42	42	42	42	168	8	40	40	40	40	160	8	85	85	170	9	43	9	40	8	42
98		Khadhari vishal	36	36	36	36	144	7	35	35	35	35	140	7	75	78	153	8	38	8	37	7	37
22		Kanchan Kadam	42	42	43	43	170	9	41	41	42	42	166	8	85	85	170	9	44	9	42	8	43
77		Arti Kishorapur	36	36	36	36	144	7	35	35	35	35	140	7	70	70	140	7	35	7	35	7	35
43		Shylpa Harg	37	37	38	38	150	8	35	35	35	35	140	7	78	80	158	8	38	8	35	7	38

Prof. Patil

Principal

Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

B.G.Sabha's ,Kantilal Khinwasara B.Ed.College,

Thergaon, Pune (A/Y 202 -202)

FIRST YEAR B.Ed. 110-B - TEACHING COMPETENCY - III

110-B- Prof. Patil,

INTRODUCTION TO INTERNSHIP

Seat No	Roll No.	Name of the Student	Observation of lesson - 4 - 200 marks						Lesson plan- 4 -200 marks						Conduct Lesson- 2 200 marks				Report writing- 50 Marks		Essay writing- 50 Marks		Out of 50 Marks
			1	2	3	4	200 M	10 M	1	2	3	4	200 M	10 M	1	2	200 M	10 M	50 M	10 M	50 M	10 M	
		14 Turen Eester	42	41	42	41	166	8	42	40	41	42	165	8	80	82	162	8	43	9	42	8	41
		27 Haindra Koolgey	40	40	40	40	160	8	39	39	39	39	156	8	81	82	163	8	40	8	40	8	40
		29 Ranjand Mishra	39	39	39	39	156	8	35	35	35	35	140	7	78	80	158	8	38	8	38	8	39
		101 Gore Madhuri	39	39	39	39	156	8	38	39	39	38	154	8	75	80	155	8	35	7	38	8	39

(Prof. Patil)

B.G.Sabha's ,Kantilal Khinwasara B.Ed.College,

Thergaon, Pune (A/Y 2023-2024)

FIRST YEAR B.Ed. 110- B - TEACHING COMPETENCY - III

INTRODUCTION TO INTERNSHIP

Prof. Varsha Lambate

Seat No.	Roll No.	Name of the Student	Observation of lesson - 4 - 200 marks				Lesson plan- 4 -200 marks				Conduct Lesson- 2 200 marks				Report writing- 50 Marks		Essay writing- 50 Marks		Out of 50 Marks			
			1	2	3	4	200 M	10 M	1	2	3	4	200 M	10 M	1	2	200 M	10 M		50 M	10 M	50 M
89	Rohra Sandhi	40	39	39	39	157	8	38	38	39	39	154	8	79	81	160	8	40	8	40	8	40
90	shelag shruti	38	39	40	40	157	8	38	39	40	40	157	8	78	80	158	8	38	8	38	8	40
42	shelag Abhiksha	37	37	38	39	151	8	35	36	36	37	144	7	73	75	148	7	36	7	36	7	36
01	Kamini Adhav	42	42	43	43	170	09	38	39	39	38	154	8	81	82	163	8	42	8	42	8	41
13	Ganorkar Vidya	40	39	40	41	160	8	38	39	38	39	154	8	79	79	158	8	43	9	43	9	42
11	Gauzei dhumal	39	40	40	40	159	8	39	40	41	40	160	8	83	84	167	8	44	09	43	09	42
38	Sarwale Punam	39	40	40	40	159	8	39	39	38	39	155	8	83	84	167	8	43	09	43	09	42
46	Jyoti Tiwari	38	39	40	39	156	8	37	38	38	38	151	8	84	86	170	9	43	9	42	8	42
47	Soni Tiwari	38	39	39	38	154	8	38	38	37	38	151	8	82	83	165	8	41	8	43	9	41
48	Varsha Vedpatil	39	39	40	37	154	8	37	38	39	39	153	8	81	81	162	8	40	8	40	8	40
61	Tanushree Desai	40	41	40	40	161	8	39	40	39	39	157	8	78	79	157	8	41	8	40	8	40
	Raut Rajashree	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Atudekar
(Lambate V.V.)

NT
Principal
Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

B.G.Sabha's ,Kantilal Khinwasara B.Ed.College,

Thergaon, Pune (A/Y 2023,2024)

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Seat No	Roll No.	Name of the Student	Observation of lesson - 4 - 200 marks						Lesson plan- 4 -200 marks						Conduct Lesson- 200 marks				Report writing- 50 Marks		Essay writing- 50 Marks		Out of 50 Marks	
			1	2	3	4	200 M	10 M	1	2	3	4	200 M	10 M	1	2	200 M	10 M	50 M	10 M	50 M	10 M		50 M
		72 km Ashi																						
		31 Patel Sanyu	39	40	39	40	158	8	40	39	40	39	158	8	84	83	167	8	43	9	42	8	41	
		56 Bhalerao Yojita	39	39	38	38	154	8	38	38	39	38	153	8	80	82	162	8	41	8	43	9	41	
		86 Pawale Trivedi	38	39	38	39	154	8	39	39	39	40	157	8	82	82	164	8	42	8	42	8	40	
		68 Tanvi Gavhane	38	38	39	39	154	8	38	39	37	37	151	8	80	81	161	8	40	8	42	8	40	

A. Indekar
(Lambate v.v.)

K. T. Topkar
Principal
Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

BHARATIYA GYANVARDHINI SABHA'S
KANTILAL KHINWANSARA B.Ed COLLEGE, PUNE
PRACTICE LESSONS - Course: 110A

YEAR 2023-24

Prof. Lambate V.V.

Seat No.	Roll No.	Student Name	L1	L2	L3	L4	L5	L6	Total Marks	consolated
			100	100	100	100	100	100	600	50
1)	46	Jyoti Tiwari	78	82	82	78	82	82	484	40
2)	25	Pritam Karande	75	77	77	76	75	75	455	38
3)	33	Snehal Patki	75	77	78	78	79	80	467	39
4)	13	Ganorkar Vidya	78	79	80	79	80	79	475	40
5)	53	Sujata Attarde	78	80	80	79	80	82	479	40
6)	18	Aditi Inge	79	80	80	80	82	82	483	40
7)	08	Ashwini Chalse	80	81	82	78	80	82	483	40

Atdekar

(Lambate V.V.)

NTFpt
Principal
Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

BHARATIYA GYANVARDHINI SABHA'S
KANTILAL KHINWANSARA B.Ed COLLEGE, PUNE
PRACTICE LESSONS - Course: 110A

YEAR 2023-24

Seat No.	Roll No.	Student Name	L1	L2	L3	L4	L5	L6	Total Marks	consolated
			100	100	100	100	100	100	600	50
8)	88	Rajshree Paut	AD	AB	AB	AB	AB	AB	AB	AB
9)	67	Fulsunder V.	75	76	77	77	78	78	461	38
10)	43	Shyala Haqq	76	77	80	78	78	80	469	39
11)	27	Harsha Kotagi	80	82	82	80	81	81	486	41
12)	47	Soni Tiwari	79	80	80	80	81	82	482	40
13)	64	Shivani Dubey	78	80	81	80	82	84	485	40
14)	95	Mansi Tiwari	74	76	78	78	80	81	467	39

A. Dekar

(Carbate V.V.)

Principal

Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

BHARATIYA GYANVARDHINI SABHA'S
KANTILAL KHINWANSARA B.Ed COLLEGE, PUNE
PRACTICE LESSONS - Course: 110A

YEAR 2023-24

Seat No.	Roll No.	Student Name	L1	L2	L3	L4	L5	L6	Total Marks	consolated
			100	100	100	100	100	100	600	50
	11	Gauri Dhumal	80	82	82	80	84	81	489	41
	26	Kajal kate	75	78	80	80	81	82	476	40
	38	Poonam Sonwale	78	79	80	80	81	82	480	40
	21	Devkanya Kadam	76	78	79	77	78	79	467	39
	69	Pooja Ghuse	75	76	78	77	78	78	462	39
	02	Samir Aghme	80	82	82	80	79	83	486	41
	98	Madhuri Vispute	75	76	77	75	76	77	456	38
	77	Aarhi Kshirsagar	70	72	75	70	71	71	429	36
	34	Aarhi Pawar	77	79	80	78	80	80	474	40
	82	Mangesh More	AB							
	84	Neha Pandey	76	77	78	77	76	76	460	38
	85	Shraddha Pawar	78	80	80	77	78	80	473	39
	74	Rajashree Khatunge	75	78	78	77	78	79	465	39
	86	Triveni Pawase	79	80	80	79	80	81	479	40

NT

Principal

Kantilal Khinwansara B.Ed. College,
Thergaon, Pune-411033.

KANTILAL KHINWANSARA B.Ed COLLEGE, PUNE
PRACTICE LESSONS - Course: 110A

YEAR 2023-24 Asst. Prof. Jyoti Dawkhar

Seat No.	Roll No.	Student Name	L1	L2	L3	L4	L5	L6	Total Marks	consolated	
			100	100	100	100	100	100	600	50	
	1	Kamini Adhar	77	78	80	78	76	80	469	39	
	24	Nikhita Kambalk	77	77	78	73	75	78	458	38	
	39	Reena Sathe	79	80	81	80	81	82	483	40	
	44	Chandrekant Sonawane	72	73	75	73	75	75	443	37	
	45	Poonam Thakare	79	80	82	79	80	80	480	40	
	48	Vansha vedpethak	75	76	77	76	77	78	459	38	
	49	Rupali Waghere	-----					Ab	-----		
	55	Trupti Shaleras	76	78	78	77	78	78	465	39	
	58	Manisha Chaugule	78	80	81	78	79	80	476	40	
	60	Shroolha Chavan	74	76	78	75	74	77	454	38	
	61	Tanushni Das	78	78	79	78	79	80	472	39	
	62	Gayatri Dighe	76	78	80	77	79	80	470	39	
	65	Prihi Daundkar	74	75	75	74	76	76	450	38	
	68	Kavita Gaikwad	79	80	80	80	82	82	483	40	

Asst. Prof. Jyoti Dawkhar

Principal
Kantilal Khinwasara B Ed College
Thergaon, Pune - 411033

BHARATIYA GYANVARDHINI SABHA'S
KANTILAL KHINWANSARA B.Ed COLLEGE, PUNE
PRACTICE LESSONS - Course: 110A

YEAR 2023-24

Seat No.	Roll No.	Student Name	L1	L2	L3	L4	L5	L6	Total Marks	consolated
	3		100	100	100	100	100	100	600	50
	4	Ambadkar A.	77	79	80	79	80	80	475	40
	5	Arora Richa	78	80	80	80	82	83	483	40
	6	Arote Aruna	80	82	82	80	81	82	487	41
	7	Bawane Areeti	75	78	79	79	77	78	466	39
	9	Chandankar P.	77	78	80	78	80	82	475	40
	15	Haradge S.	78	79	80	77	78	79	471	39
	16	Himanshu S.	75	76	77	77	78	80	463	39
	17	Ingle Smita	78	80	82	79	80	80	479	40
	28	Kulkarni A.	78	82	83	78	83	84	488	40
	32	Patil Trupti	76	79	81	79	80	81	476	40
	35	Pawar Deepali	77	77	78	78	79	79	468	39
	40	Sabpute R.	79	80	82	78	79	80	478	40
	52	Aryamane U.	80	81	80	78	80	80	479	40
	66	Phalke J.	75	78	78	75	76	77	459	38

NOT opt

Prof. Pateil,

BHARATIYA GYANVARDHINI SABHA'S
KANTILAL KHINWANSARA B.Ed COLLEGE, PUNE
PRACTICE LESSONS - Course : 206

YEAR 2023-24 F.Y. B-Ed.

R.No.	Student Name	L1	L2	L3	L4	L5	L6	Total Marks	consolated
		100	100	100	100	100	100	600	50
14	Tsujen Easter	78	80	82	78	80	82	480	40
18	Supriya Jadhav	75	78	80	79	80	80	472	39
19	Susmita Jadhav	80	80	82	81	80	80	483	40
22	Kanchan Kulkarni	81	82	83	78	81	83	488	41
42	Abhilasha Shelar	74	75	76	77	78	79	459	38
50	Tamanna Vanvari	78	80	82	78	80	81	479	40
54	Juhi Behalpade	79	80	81	77	78	78	473	39
57	Kalyani Chaudhari	77	78	78	77	78	80	468	39
63	Tanvi Dimbar	79	81	81	78	78	80	477	40
75	Shelini Kataria								Ab
76	Shivani Kataria								Ab
78	Chandani Kulkarni	74	75	76	80	81	82	468	39
81	Harsha Metuxani	79	80	81	80	81	82	483	40
89	Swarni Rohra								
90	Shruti Shelar	76	77	77	77	78	78	463	39
10	Nikita Chaskar	80	82	83	78	80	82	485	40

MTopt

Principal
 Kantilal Khinwasara B Ed College
 Thergaon, Pune - 411033

Prof. Pateil


भारतीय ज्ञानवर्धनी समाज द्वारा संचालित
 शिक्षणार्थक महविद्यालय (बी.एड.)

BHARATIYA GYANVARDHINI SABHA'S
KANTILAL KHINWANSARA B.Ed COLLEGE, PUNE
PRACTICE LESSONS - Course: 110A

YEAR 2023-24

Seat No.	Roll No.	Student Name	L1	L2	L3	L4	L5	L6	Total Marks	consolated
			100	100	100	100	100	100	600	50
	20	K.m. Preeti	74	74	75	79	80	81	463	39
	96	Padmesh Ti	79	80	81	78	80	80	477	40
	92	Purli Shiv.	75	76	77	77	78	79	462	39
	97	Nikita Vaishna	74	74	75	77	78	78	456	38
	70	Shobha Ingle	74	75	76	77	78	79	459	38
	72	K.m. Arshi	79	79	78	78	79	79	472	39
	936	Kajal Singh	77	78	80	78	79	80	472	39
	73	K.m. Sush.	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab
	37	Rupshree S.	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab

(Prof Chaturvedi)


 Principal
 Kantilal Khinwasara B.Ed College
 Thergaon, Pune - 411033

BHARATIYA GYANVARDHINI SABHA'S
KANTILAL KHINWANSARA B.Ed COLLEGE, PUNE
PRACTICE LESSONS - Course: 110A

YEAR 2023-24

Seat No.	Roll No.	Student Name	L1	L2	L3	L4	L5	L6	Total Marks	consolated
			100	100	100	100	100	100	600	50
	41	Roshni Shama	79	78	78	78	78	78	469	39
	71	Sutekha Ingle	79	80	81	78	78	80	476	40
	56	Yogita Bhalerao	79	80	81	78	79	80	477	40
	100	Suta Yadav	80	82	82	80	82	82	488	41
	36	Sarit Rathi	81	81	82	80	82	82	488	41
	87	Shital Rai	79	80	81	80	81	82	483	40
	99	Manisha Yadav	75	78	79	80	82	82	476	40

Sh.
(Prof Chaturvedi)

Principal
Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

**Bharatiya Gyanvardhini Sabha's
Kantilal Khiwansara B.Ed.College, Thergoan , Pune
First Year B.Ed. Students List , A/Y-2023-24
Marks List - Course -110-A + 110 B**

Roll No.	STUDENT'S NAME	P.L. Marks	Intern	Out of 100
		50	50	
1	Adhav Kamini	39	41	80
2	Aghame Samir	41	39	80
3	Ainapure Bhagyashri	39	40	79
4	Ambadkar Ankita	40	40	80
5	Arora Richa	40	40	80
6	Arote Aruna	41	40	81
7	Bawane Preeti	39	39	78
8	Chalse Ashwini	40	40	80
9	Chandankar Priyanka	40	40	80
10	Chaskar Nikita Gulab	40	42	82
11	Dhumal Gouri	41	42	83
12	Farnadis Monika	37	41	78
13	Ganorkar Vidya	40	42	82
14	Tsujen Easter H.	40	41	81
15	Haradage Supriya	39	40	79
16	Himanshu Shekhar	39	39	78
17	Ingle Smita	40	38	78
18	Jadhav Supriya Parag	39	40	79
19	Jadhav Swati	40	40	80
20	K.M.Priti	39	37	76
21	Kadam Devkanya	39	38	77
22	Kadam Kanchan	41	43	84
23	Kakade Snehal	39	36	75
24	Kamble Nikhita Vijay	38	40	78
25	Karande Pritam	38	37	75

N.K.P.

Principal

Kantilal Khirwasara B Ed College
Thergaon Pune - 411033

Bharatiya Gyanvardhini Sabha's
Kantilal Khiwansara B.Ed.College, Thergoan , Pune
First Year B.Ed. Students List , A/Y-2023-24
Marks List - Course -110-A + 110 B

Roll No.	STUDENT'S NAME	P.L. Marks	Intern	Out of 100
		50	50	
26	Kate Kajal	40	39	79
27	Kolge Harshala	41	40	81
28	Kulkarni Amruta	41	44	85
29	Mishra Ranjana	39	39	78
30	Padamane Ramkrishna	AB	AB	AB
31	Patel Saniya Asif	39	41	80
32	Patil Trupti	40	40	80
33	Patki Snehal	39	41	80
34	Pawar Aarti Bhausahab	40	40	80
35	Pawar Deepali	39	39	78
36	Rathi Sarita Ritesh	41	40	81
37	Rupshree Singh	AB	AB	AB
38	Sarawale Punam	40	42	82
39	Sathe Reena	40	39	79
40	Satpute Ranjana Sudhal	40	40	80
41	Sharma Roshni	39	40	79
42	Shelar Abhilasha	38	36	74
43	Shyla Haqq	39	38	77
44	Sonawane Chandrakant	37	38	75
45	Thakare Punam Popat	40	40	80
46	Tiwari Jyoti Umakant	40	42	82
47	Tiwari Soni	40	41	81
48	Vedpathak Varsha V.	38	40	78
49	Waghere Rupali B.	AB	AB	AB
50	Vanwari Tamana	40	37	77

WAPM

Principal
Kantilal Khiwansara B Ed College
Thergoan Pune - 411033

Bharatiya Gyanvardhini Sabha's
Kantilal Khiwansara B.Ed.College, Thergoan , Pune
First Year B.Ed. Students List , A/Y-2023-24
Marks List - Course -110-A + 110 B

Roll No.	STUDENT'S NAME	P.L. Marks	Intern	Out of 100
		50	50	
51	Amrut Patil	AB	AB	AB
52	Aryamane Uma	40	40	80
53	Attarde Sujata	40	40	80
54	Behalpade Juhi	39	39	78
55	Bhalerao Trupti	39	37	76
56	Bhalerao yogita	40	41	81
57	Chaudhari Kalyani	39	39	78
58	Chougule Manisha	40	38	78
59	Chavan Samrudhi	39	40	79
60	Chavan Shradha	38	40	78
61	Das Tanushree	39	40	79
62	Dighe Gayatri	39	36	75
63	Dimber Tanvi	40	40	80
64	Dubey Shivani	40	40	80
65	Daundkar Priti	38	36	74
66	Phalke Jayashree	38	40	78
67	Fulsundar vinayak	38	36	74
68	Gaikwad Kavita	40	40	80
69	Ghuse pooja	AB	AB	AB
70	Ingale Shobha	38	36	74
71	Ingle Surekha	40	40	80
72	K.M.Arshi	AB	AB	AB
73	K.M.Sushma	AB	AB	AB
74	Katange Rajashree	39	38	77
75	Kataria Shalini	AB	AB	AB

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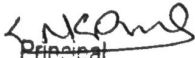
Bharatiya Gyanvardhini Sabha's
Kantilal Khiwansara B.Ed.College, Thergoan , Pune
First Year B.Ed. Students List , A/Y-2023-24
Marks List - Course -110-A + 110 B

STUDENT'S NAME	P.L. Marks	Intern	Out of
	50	50	100
Amrut Patil	AB	AB	AB
Aryamane Uma	40	40	80
Attarde Sujata	40	40	80
Behalpade Juhi	39	39	78
Bhalerao Trupti	39	37	76
Bhalerao yogita	40	41	81
Chaudhari Kalyani	39	39	78
Chougule Manisha	40	38	78
Chavan Samrudhi	39	40	79
Chavan Shradha	38	40	78
Das Tanushree	39	40	79
Dighe Gayatri	39	36	75
Dimber Tanvi	40	40	80
Dubey Shivani	40	40	80
Daundkar Priti	38	36	74
Phalke Jayashree	38	40	78
Fulsundar vinayak	38	36	74
Gaikwad Kavita	40	40	80
Ghuse pooja	AB	AB	AB
Ingale Shobha	38	36	74
Ingle Surekha	40	40	80
K.M.Arshi	AB	AB	AB
K.M.Sushma	AB	AB	AB
Katange Rajashree	39	38	77
Kataria Shalini	AB	AB	AB

Kantilal

Bharatiya Gyanvardhini Sabha's
Kantilal Khiwansara B.Ed.College, Thergoan , Pune
First Year B.Ed. Students List , A/Y-2023-24
Marks List - Course -110-A + 110 B

Roll No.	STUDENT'S NAME	P.L. Marks	Intern	Out of 100
		50	50	
76	Kataria Shivani	AB	AB	AB
77	Kshirsagar Aarti	36	35	71
78	Kukreja Chandani	39	37	76
79	Kulkarni Sneha	41	40	81
80	Linge Aditi	40	40	80
81	Methwani Harsha	40	40	80
82	More mangesh	AB	AB	AB
83	Nalawade Vishvajeet	39	38	77
84	Neha Pandey	38	36	74
85	Pawar Shraddha	39	38	77
86	Pawase Triveni	40	40	80
87	Rai sheetal	40	39	79
88	Raut Rajashree	AB	AB	AB
89	Rohra Saanchi	40	40	80
90	Shelar shruti	39	40	79
91	Shinde Swati	39	40	79
92	Shrivastava Preeti	39	37	76
93	Singh Kajal	39	39	78
94	Thorat Prajkta	38	36	74
95	Tiwari Mansi	39	38	77
96	Tripathi Padmesh	40	37	77
97	Vaishnav Nikita	38	38	76
98	Vispute Madhuri	38	37	75
99	Yadav Manisha	40	40	80
100	Yadav Seeta	41	40	81
101	Madhuri Gore	39	39	78


Principal

Bharatiya Gyanvardhini Sabha's
Kantilal Khiwansara B.Ed.College, Thergoan , Pune
A/Y-2023-2024
First Year B.Ed. Students List (Div -A)

Roll No.	STUDENT'S NAME	Course -111 B		Course -111 B	
		Out of 50	Out of 15	Out of 50	Out of 10
		50	15	50	10
1	Adhav Kamini	39	12	40	8
2	Aghame Samir	38	11	37	7
3	Ainapure Bhagyashri	39	12	41	8
4	Ambadkar Ankita	40	12	38	8
5	Arora Richa	43	13	43	9
6	Arote Aruna	40	12	39	8
7	Bawane Preeti	38	11	38	8
8	Chalse Ashwini	40	12	40	8
9	Chandankar Priyanka	40	12	39	8
10	Chaskar Nikita Gulab	37	11	37	7
11	Dhumal Gouri	44	13	44	9
12	Farnadis Monika	40	12	40	8
13	Ganorkar Vidya	39	11	40	8
14	Tsujen Easter H.	38	11	38	8
15	Haradage Supriya	37	11	40	8
16	Himanshu Shekhar	39	12	38	8
17	Ingle Smita	41	12	40	8
18	Jadhav Supriya Parag	42	13	41	8
19	Jadhav Swati	43	13	42	8
20	K.M.Priti	40	12	39	8
21	Kadam Devkanya	38	11	36	7
22	Kadam Kanchan	44	13	44	9
23	Kakade Snehal	38	11	37	7
24	Kamble Nikhita Vijay	41	12	41	8
25	Karande Pritam	36	11	34	7

Bharatiya Gyanvardhini Sabha's
Kantilal Khiwansara B.Ed.College, Thergoan , Pune

A/Y-2023-2024

First Year B.Ed. Students List (Div -A)

Roll No.	STUDENT'S NAME	Course -111 B		Course -111 B	
		Out of 50	Out of 15	Out of 50	Out of 10
		50	15	50	10
26	Kate Kajal	39	12	39	8
27	Kolge Harshala	42	13	36	7
28	Kulkarni Amruta	44	13	44	9
29	Mishra Ranjana	35	11	37	7
30	Padamane Ramkrishna M.	Ab	Ab	Ab	Ab
31	Patel Saniya Asif	41	12	41	8
32	Patil Trupti	38	11	38	8
33	Patki Snehal	40	12	39	8
34	Pawar Aarti Bhausahab	38	11	37	7
35	Pawar Deepali	39	12	40	8
36	Rathi Sarita Ritesh	43	13	44	9
37	Rupshree Singh	Ab	Ab	Ab	Ab
38	Sarawale Punam	41	12	37	7
39	Sathe Reena	40	12	40	8
40	Satpute Ranjana Sudhakar	39	12	36	7
41	Sharma Roshni	41	12	40	8
42	Shelar Abhilasha	37	11	37	7
43	Shyala Haqq	35	11	35	7
44	Sonawane Chandrakant V.	36	11	35	7
45	Thakare Punam Popat	40	12	41	8
46	Tiwari Jyoti Umakant	37	11	37	7
47	Tiwari Soni	38	11	38	8
48	Vedpathak Varsha V.	39	12	38	8
49	Waghare Rupali B.	Ab	Ab	Ab	Ab
50	Vanwari Tamana	30	9	30	6

NTepk
Principal

Kantilal Khiwansara B.Ed College
Thergaon, Pune - 411033

Bharatiya Gyanvardhini Sabha's
Kantilal Khiwansara B.Ed.College, Thergoan , Pune
A/Y-2023-2024
First Year B.Ed. Students List (Div -B)

Roll No.	STUDENT'S NAME	Course -111 B Co- curricular Activity		Course -111 B School Health Service	
		Out of 50	Out of 15	Out of 50	Out of 10
		50	15	50	10
51	Amrut Patil	Ab	Ab	Ab	Ab
52	Aryamane Uma	40	12	39	8
53	Attarde Sujata	40	12	40	8
54	Behalpade Juhi	35	11	32	6
55	Bhalerao Trupti	39	12	37	7
56	Bhalerao yogita	44	13	44	9
57	Chaudhari Kalyani	39	12	40	8
58	Chougule Manisha	38	11	38	8
59	Chavan Samrudhi	37	11	37	7
60	Chavan Shradha	40	12	37	7
61	Das Tanushree	43	13	42	8
62	Dighe Gayatri	37	11	37	7
63	Dimber Tanvi	36	11	36	7
64	Dubey Shivani	43	13	41	8
65	Daundkar Priti	37	11	37	7
66	Phalke Jayashree	41	12	40	8
67	Fulsundar vinayak	37	11	36	7
68	Gaikwad Kavita	43	13	42	8
69	Ghuse pooja	Ab	Ab	Ab	Ab
70	Ingale Shobha	40	12	40	8
71	Ingle Surekha	43	13	43	9
72	K.M.Arshi	35	11	35	7
73	K.M.Sushma	Ab	Ab	Ab	Ab
74	Katange Rajashree	37	11	37	7
75	Kataria Shalini	Ab	Ab	Ab	Ab

**Bharatiya Gyanvardhini Sabha's
Kantilal Khiwansara B.Ed.College, Thergoan , Pune
A/Y-2023-2024**

First Year B.Ed. Students List (Div -B)

Roll No.	STUDENT'S NAME	Course -111 B Co- curricular Activity		Course -111 B School Health Service	
		Out of 50	Out of 15	Out of 50	Out of 10
76	Kataria Shivani	50	15	50	10
77	Kshirsagar Aarti	Ab	Ab	Ab	Ab
78	Kukreja Chandani	35	11	35	7
79	Kulkarni Sneha	37	11	37	7
80	Linge Aditi	42	13	42	8
81	Methwani Harsha	37	11	36	7
82	More mangesh	38	11	37	7
83	Nalawade Vishvajeet	Ab	Ab	Ab	Ab
84	Neha Pandey	36	11	35	7
85	Pawar Shraddha	36	11	38	8
86	Pawase Triveni	38	11	35	7
87	Rai sheetal	44	13	44	9
88	Raut Rajashree	39	12	39	8
89	Rohra Saanchi	Ab	Ab	Ab	Ab
90	Rohra Saanchi	38	11	38	8
91	Shelar shruti	37	11	37	7
92	Shinde Swati	43	13	42	8
93	Shrivastava Preeti	38	11	38	8
94	Singh Kajal	38	11	37	7
95	Thorat Prajkta	37	11	37	7
96	Tiwari Mansi	39	12	39	8
97	Tripathi Padmesh	38	11	39	8
98	Vaishnav Nikita	36	11	36	7
99	Vispute Madhuri	38	11	37	7
99	Yadav Manisha	42	13	42	8
100	Yadav Seeta	43	13	41	8

101 Madhuri Gore

-11

NT
Principal

Kantilal Khiwansara B.Ed College
Thergoan Pune - 411033

Bharatiya Gyanvardhini Sabha's
Kantilal Khinwasara B.Ed.College,Thergaon.
A/Y-2023-24

INTEL Group
Prof. Shailja Chaturvedi

Sr.	Students Name	Out of 50	Out of 25
1	Roshni Sharma	40	20
2	Kajal Singh	38	19
3	Rupshree Singh	—	
4	KM Arshi	37	19
5	Seeta Yadav	39	20
6	Shital Rai	37	19
7	Padmesh Tripathi	38	19
8	Priti Shriwastav	38	19
9	Sarita Rathi	42	21
10	Manisha Yadav	42	21
11	Surekha Ingale	40	20
12	Yogita Bhalerao	40	20
13	KM PRITI	39	20
14	Vaishnav Nikita	37	19
15	Ingale Shobha	38	19
16	KM Sushma	—	

Sh
(Prof. Chaturvedi)

NTopt
Principal
Kantilal Khinwasara B.Ed. College
Thergaon, Pune-411033.

Bharatiya Gyanvardhini Sabha's
Kantilal Khinwasara B.Ed.College, Thergaon.
A/Y 2023-24

INTEL Group
Prof. Mrunalini Patil

Sr. No	Students Name	out of 50	Out of 25
1	Saanchi Rohra	39	20
2	Chandani Kukreja	39	20
3	Shalini Kataria	-	16
4	Shivani Kataria	-	16
5	Shruti Shelar	28	19
6	Abhilasha Shelar	28	19
7	Nikita Chaskar	20	20
8	Tanvi Dimbar	40	20
9	Tamanna Vanvari	29	20
10	Kalyani Chaudhari	28	19
11	Kanchan Kadam	21	21
12	Juhi Behalpade	25	20
13	Swati Jadhav	40	20
14	Supriya Jadhav	20	20
15	Harsha Methwani	20	20
16	Tsujen Easter	40	20

(Prof. Kachil)

NTT

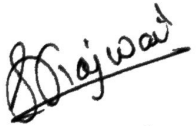
Principal
Kantilal Khinwasara B.Ed. College
Thergaon, Phone 411033.

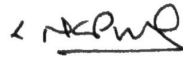
Bhartiya Gyanvardhini Sabha's
Kantilal Khinwasara B.Ed. College, Thergaon, Pune
F/Y 2023-2024

Course 111A –I NTEL

Incharge Professor –Asst. Prof.Surekha Rajwant

Sr. No.	Roll No.	Name of the Student	Out of 50	Out of 25
1	3	Ainapure Bhagyashree	42	21
2	4	Ambadkar Ankita	41	21
3	5	Arora Richa	42	21
4	6	Arote Aruna	45	23
5	7	Bawane Preeti	43	22
6	9	Chandankar Priyanka	43	22
7	15	Haradage Supriya	38	19
8	16	Himanshu Shekhar	40	20
9	17	Ingle Smita	44	22
10	28	Kulkarni Amruta	45	23
11	32	Patil Trupti	44	22
12	35	Pawar Deepali	40	20
13	40	Satpute Ranjana	41	21
14	52	Aryamane Uma	43	22
15	66	Phalke Jayashree	43	22
16	79	Kulkarni Sneha	42	21
17	83	Nalawade Vishwajeet	40	20
18	101	Gore Madhuri	40	20


(Asst. Prof. S.V. Rajwant)



Bharatiya Gyanvardhini Sabha's
Kantilal Khinwasara B.Ed.College, Thergaon.
A/Y-2023-24

INTEL Group

Prof. Varsha Lambate

No.	Students Name	Out of 50	Out of 25
1	Sujata Attarde	40	20
2	Ashvini Chalse	40	20
3	Jyoti Tiwari	40	20
4	Snehal Patki	40	20
5	Ganorkar Vidya	42	21
6	Aditi Linge	42	21
7	Rajshree Raut	AB	AB
8	Harsha Kolage	40	20
9	Soni Tiwari	42	21
10	Ranjana Mishra	42	21
11	Shivani Dubey	41	21
12	Mansi Tiwari	41	21
13	Vinayak Fulsunder	38	19
14	Saniya Patel	41	21
15	Shyla Haqq	40	20
16	Snehal Kakade	40	20
17	Pritam Karande	38	19

Attardekar

(Prof. Lambate Varsha)

NTopt

Principal
Kantilal Khinwasara B.Ed. College
Thergaon, Pune-411033.

Bharatiya Gyanvardhini Sabha's
Kantilal Khinwasara B.Ed.College, Thergaon.

A/Y-2023-24

INTEL Group

Prof. Varsha Lambate

S.No.	Students Name	Out of 50	Out of 25
1	Sujata Attarde	40	20
2	Ashvini Chalse	40	20
3	Jyoti Tiwari	40	20
4	Snehal Patki	40	20
5	Ganorkar Vidya	42	21
6	Aditi Linge	42	21
7	Rajshree Raut	Ab	Ab
8	Harsha Kolage	40	20
9	Soni Tiwari	42	21
10	Ranjana Mishra	42	21
11	Shivani Dubey	41	21
12	Mansi Tiwari	41	21
13	Vinayak Fulsunder	38	19
14	Saniya Patel	41	21
15	Shyla Haqq	40	20
16	Snehal Kakade	40	20
17	Pritam Karande	38	19

Attardekar

(Prof. Lambate Varsha)

NTopk

Principal
Kantilal Khinwasara B.Ed. College
Thergaon, Pune-411033.

Bharatiya Gyanvardhini Sabha's
Kantilal Khinwasara B.Ed.College,Thergaon.
A/Y-2023-24

INTEL Group Incharge Prof. :Prof.Nita Puri

No.	Students Name	out of 50	out of 25
1	Gauri Dhumal	43	22
2	Neha Pande	36	18
3	Kajal Kate	36	18
4	Devkanya Kadam	36	18
5	Pooja Ghuse	— AB —	
6	Samir Aghme	37	19
7	Aarti Pawar	42	21
8	Katange	42	21
9	Mangesh More	— AB —	
10	Ramkrushna Padmane	— AB —	
11	Madhuri Vispute	37	19
12	Shraddha Pawar	36	18
13	Triveni Pawase	40	20
14	Aarti Kshirsagar	36	18
15	Samruddhi Chavan	43	22
16	Poonam Sarawale	43	22
17	Monica Fernandis	41	21

NCPUR
(Prof. N. K. Puri)

NT Puri
Principal
Kantilal Khinwasara B.Ed. College
Thergaon, Pune-411033.


Kantilal Khinwasara B.Ed.College,Thergaon.

A/Y-2023-24

INTEL Group

Prof. Jyoti Davkhar

No.	Students Name	Out of 50	Out of 25
1	Varsha Vedpathak	40	20
2	Tanushree Das	41	21
3	Punam Thakre	42	21
4	Rupali Waghere	Ab	Ab
5	Kamini Adhav	40	20
6	Nikhita Kambale	40	20
7	Reena Sathe	41	21
8	Priti Daundkar	40	20
9	Swati Shinde	40	20
10	Trupti Bhalerao	39	20
11	Chandrakant Sonwane	37	19
12	Prajakta Thorat	40	20
13	Kavita Gaikwad	41	21
14	Shraddha Chavan	41	21
15	Gayatri Dighe	40	20
16	Amrut Patil	Ab	Ab
17	Manisha Chaugule	40	20


(Asst. Prof Jyoti Davkhar)



Principal

Kantilal Khinwasara B.Ed. College
Thergaon, Pune-411033.

Kantial Khinwasara B.Ed.College Thergaon, Pune

Course 111 A and B Mark List

Div: A And B

Year: 1st - 2023-24

R.No.	Students Name	111A	111 B	Out Of 50
1	Aadhav Kamini			
2	Aghame Samir	20	20	40
3	Ainapure Bhagyashree	19	18	37
4	Ambadkar Ankita	21	20	41
5	Arora Richa	21	20	41
6	Arrote Aruna	21	22	43
7	Bawane priti	23	20	43
8	Chalse Ashwini	22	19	41
9	Chandankar Priyanka	20	20	40
10	Chaskar Nikita Gulab	22	20	42
11	Dhumal Gauri	20	18	38
12	Farnadis Monika	22	22	44
13	Ganorkar Vidya	21	20	41
14	H.Tsujen Easter	21	19	40
15	Haradage Supriya	20	19	39
16	Himanshu Shekhar	19	19	38
17	Ingale Smita	20	20	40
18	Jadhav Supriya Parag	22	20	42
19	Jadhav Swati	20	21	41
20	K.M.Priti	20	21	41
21	Kadam Devkanya	20	20	40
22	Kadam Kanchan	18	18	36
23	Kakade Snehal	21	22	43
24	Kakade Snehal	26	18	38
25	Kambale Nikita Vijay	20	20	40
26	Karanade Pritan	19	18	37
27	Kate Kajal	18	20	38
28	Kolge Harshala	20	20	40
29	Kulkarni Amruta	23	22	45
30	Mishra Ranjana	21	18	39
31	Padamane Ramkrishna M.	—————	AB	—————
	Patel Saniya Asif	21	20	41

32	Patil Trupti	22	19	41
33	Patki Snehal	20	26	40
34	Pawar Aarti Bhausaheb	21	18	39
35	Pawar Deepali	20	26	40
36	Rathi Sarita Ritesh	21	22	43
37	Roopshri Singh	————— AB —————		
38	Sarwale Punam	22	19	41
39	Sathe Reena	21	20	41
40	Satpute Ranjana Sudhakar	21	19	40
41	Sharma Roshni	20	26	40
42	Shelar Abhilasha	19	18	37
43	Shyala Haqq	20	18	38
44	Sonawane Chandrakant V.	19	18	37
45	Thakare Punam Popat	21	26	41
46	Tiwari Jyoti Umakant	20	18	38
47	Tiwari Soni	21	19	40
48	Vedpathak Varsha V.	20	20	40
49	Waghare Rupali B.	————— AB —————		
50	Wanvari Tamana	20	15 8	35
51	Amrut Patil	————— AB —————		
52	Arymane Uma	22	20	42
53	Atterde Sujata	20	20	40
54	Behalpade Juhi	20	17	37
55	Bhalerao Trupti	20	19	39
56	Bhalerao yogita	20	22	42
57	Chaudhari Kalyani	19	20	39
58	Chauguale Manisha	20	19	39
59	Chavan Samrudhi	22	18	40
60	Chavan Shradha	21	19	40
61	Das Tanishree	21	21	42
62	Dighe Gaytri	20	18	38
63	Dimber Tanvi	20	18	38
64	Dube Shivani	21	21	42
65	Dundhkar Priti	20	18	38
66	Falke Jayshree	22	20	42
67	Fulsundar vinayak	19	18	37
68	Gaikwad Kavita	21	21	42

69	Ghuse pooja		AB	
70	Ingale Shobha	19	20	39
71	Ingale Surekha	20	22	42
72	K.M.Arshi	19	18	37
73	K.M.Sushma		AB	
74	Katange Rajshree	21	18	39
75	Katariya Shalini		AB	
76	Katariya Shivani		AB	
77	Kshirsagar Aarti	18	18	36
78	Kukreja Chandani	20	18	38
79	Kulkarni Sneha	21	21	42
80	Linge Aditi	21	18	39
81	Methwani Harsha	20	18	38
82	More mangesh		AB	
83	Nalawade Vishwjeet	20	18	38
84	Pande Kumari	18	19	37
85	Pawar Shraddha	18	18	36
86	Pawase Triveni	20	22	42
87	Rai sheetal	19	20	39
88	Raut Rajashree		AB	
89	Rohra Sanchi	20	19	39
90	Shelar shruti	19	18	37
91	Shinde Swati	20	21	41
92	Shrivastav Priti	19	19	38
93	Singh Kajal	19	18	37
94	Thorat Prajкта	20	18	38
95	Tiwari Mansi	21	20	41
96	Tripathi Padmesh	19	19	38
97	Vaishnav Nikita	19	18	37
98	Vispute Madhuri	19	18	37
99	Yadav Manisha	21	21	42
100	Yadav Seeta	20	21	41
101	Madhuri Gore	20	19	39

Neeraj
(Prof. N.K. Puri)

NOT

Principal
Kantilal Khimwara B.Ed. College
Thergaon, Pune-411033.

**BGS', Kantial Khinwasara B.Ed.College ,
Thergaon, Pune-411033**

A/Y - 2023-2024

First Year

Mark List

Course 112 Health and Yoga

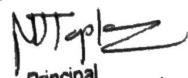
Sr.No.	Roll No.	Students Name	Practical	MCQ	Total	Out of
			50	50		
	1	Aadhav Kamini	41	46	100	50
	2	Aghame Samir	41	46	87	44
	3	Ainapure Bhagyashree	43	44	87	44
	4	Ambadkar Ankita	40	44	84	42
	5	Arora Richa	40	40	80	40
	6	Arote Aruna	39	44	83	42
	7	Bawane priti	41	46	87	44
	8	Chalse Ashwini	42	46	88	44
	9	Chandankar Priyanka	41	42	83	42
	10	Chaskar Nikita Gulab	41	44	85	43
	11	Dhumal Gauri	42	46	88	44
	12	Farnadis Monika	39	44	83	42
	13	Ganorkar Vidya	39	42	81	41
	14	H.Tsujen Easter	39	40	79	40
	15	Haradage Supriya	38	36	74	37
	16	Himanshu Shekhar	39	44	83	42
	17	Ingale Smita	43	44	87	44
	18	Jadhav Supriya Parag	40	48	88	44
	19	Jadhav Swati	40	48	88	44
	20	K.M.Priti	38	32	70	35
	21	Kadam Devkanya	39	42	81	41
	22	Kadam Kanchan	43	44	87	44
	23	Kakade Snehal	37	38	75	38
	24	Kambale Nikita Vijay	39	38	77	39
	25	Karanade Pritan	39	36	75	38
	26	Kate Kajal	39	44	83	42
	27	Kolge Harshala	38	32	70	35
	28	Kulkarni Amruta	44	46	90	45
	29	Mishra Ranjana	37	42	79	40
	30	Padamane Ramkrishna M.	41	46	87	44
	31	Patel Saniya Asif	41	46	87	44
	32	Patil Trupti	41	46	87	44
	33	Patki Snehal	40	42	82	41
	34	Pawar Aarti Bhausaheb	36	36	72	36
	35	Pawar Deepali	41	40	81	41



Principal

Kantial Khinwasara B.Ed College
Thergaon, Pune - 411033

Sr.No	Roll No.	Students Name	Practical	MCQ	Total	Out of
			50	50	100	50
	36	Rathi Sarita Ritesh	41	40	81	41
	37	Rupshree Singh				
	38	Sarawale Punam	43	40	83	42
	39	Sathe Reena	40	38	78	39
	40	Satpute Ranjana Sudhakar	42	42	84	42
	41	Sharma Roshni	43	48	91	46
	42	Shelar Abhilasha	38	46	84	42
	43	Shyala Haqq	38	48	86	43
	44	Sonawane Chandrakant V.	37	44	81	41
	45	Thakare Punam Popat	38	44	82	41
	46	Tiwari Jyoti Umakant	39	44	83	42
	47	Tiwari Soni	40	46	86	43
	48	Vedpathak Varsha V.	40	46	86	43
	49	Waghare Rupali B.	Ab	Ab	Ab	Ab
	50	Vanwari Tamana	35	44	79	40
	51	Amrut Patil	Ab	Ab	Ab	Ab
	52	Aryamane Uma	41	48	89	45
	53	Attarde Sujata	40	44	84	42
	54	Behalpade Juhi	36	42	78	39
	55	Bhalerao Trupti	33	40	73	37
	56	Bhalerao yogita	40	38	78	39
	57	Chaudhari Kalyani	36	36	72	36
	58	Chougule Manisha	37	46	83	42
	59	Chavan Samrudhi	40	42	82	42
	60	Chavan Shradha	38	46	84	42
	61	Das Tanushree	41	46	87	44
	62	Dighe Gayatri	39	36	75	38
	63	Dimber Tanvi	40	40	80	40
	64	Dubey Shivani	43	46	89	45
	65	Daundkar Priti	38	38	76	38
	66	Phalke Jayashree	37	44	81	41
	67	Fulsundar vinayak	36	44	80	40
	68	Gaikwad Kavita	40	48	86	43
	69	Ghuse pooja	Ab	Ab	Ab	Ab
	70	Ingale Shobha	38	44	82	41
	71	Ingle Surekha	43	46	89	45
	72	K.M.Arshi	32	46	78	39
	73	K.M.Sushma	Ab	Ab	Ab	Ab
	74	Katange Rajashree	37	46	83	42
	75	Kataria Shalini	Ab	Ab	Ab	Ab
	76	Kataria Shivani	Ab	Ab	Ab	Ab
	77	Kshirsagar Aarti	32	36	68	34
	78	Kukreja Chandani	38	48	86	43
	79	Kulkarni Sneha	43	46	89	45
	80	Linge Aditi	41	42	83	42


 Principal
 Kantilal Khirwasara B.Ed College
 Thergaon, Pune - 411033

Sr.No.	Roll No.	Students Name	Practical	MCQ	Total	Out of
			50	50	100	50
	81	Methwani Harsha	39	46	85	43
	82	More mangesh	Ab	Ab	Ab	Ab
	83	Nalawade Vishwjeet	36	46	82	41
	84	Pande Kumari	38	36	74	37
	85	Pawar Shraddha	37	30	67	34
	86	Pawase Triveni	42	48	90	45
	87	Rai sheetal	40	48	88	44
	88	Raut Rajashree	Ab	Ab	Ab	Ab
	89	Rohra Saanchi	41	44	85	43
	90	Shelar shruti	39	46	85	43
	91	Shinde Swati	43	48	91	46
	92	Shrivastav Priti	38	44	82	41
	93	Singh Kajal	40	38	78	39
	94	Thorat Prajka	37	46	83	43
	95	Tiwari Mansi	38	42	80	40
	96	Tripathi Padmesh	37	44	81	41
	97	Vaishnav Nikita	35	46	81	41
	98	Vispute Madhuri	37	44	81	41
	99	Yadav Manisha	40	46	86	43
	100	Yadav Seeta	43	44	87	44
	101	Gore Madhuri	39	40	79	40

NTT 9/12

Principal
Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

Jyoti

Asst. Prof. Jyoti R. Darkhar.

BHARATIYA GYANVARDHINI SABHA'S
KANTILAL KHINWANSARA B.Ed COLLEGE, PUNE
PRACTICE LESSONS - Course : 206

YEAR 2013-14

Asst. Prof. Nita Puri

Ha

	Student Name	L1	L2	L3	L4	L5	L6	Total Marks	consolated
		100	100	100	100	100	100	600	50
01.	Ghogare Supriya	80	80	80	80	81	82	483	40
02.	Pahl Varsha	81	83	82	83	80	81	490	41
03	Kabir Shaikh	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab
04	Bande Rahul	77	78	78	80	78	80	471	39
05	Shriram Vidya	81	82	80	82	81	83	489	41
06	Kengonkar D.	77	78	78	79	78	79	469	39
07	Vrinder Singh	75	77	77	78	76	77	460	38
08	Pandeshi Rekha	78	78	78	78	78	79	469	39
09	Gaud Sonam	76	79	73	78	80	79	465	39
10	Tiwari Poonima	79	80	76	78	79	80	472	39
11	Neha Mukherjee	78	80	82	82	80	82	484	40
12	Singh Manita	78	77	77	78	78	78	466	39
13	Roy Smreya	75	76	77	78	78	79	463	39
14	Tamni Sapkar	72	73	75	75	73	74	443	37

15

Basco Babu

N.Puri

(Prof. N.K. Puri)

N.Puri
Principal

Kantilal Khinwansara B.Ed. College
Thergaan, Pune-411033.

BHARATIYA GYANVARDHINI SABHA'S
KANTILAL KHINWANSARA B.Ed COLLEGE , PUNE
PRACTICE LESSONS - Course : 206

YEAR 2023 - 24

Asst. prof. Juhi Dawkhar

	Student Name	L1	L2	L3	L4	L5	L6	Total Marks	consolated
		100	100	100	100	100	100	600	50
04	Kirta Khedekar	74	76	75	76	78	79	458	38
05	Saira Khan	78	80	80	82	80	81	481	40
07	Abhinav Mager	80	82	80	82	80	84	486	41
09	Pramila Jourdetti	78	79	78	79	80	81	475	40
11	Danshana Parte	78	79	78	80	82	82	479	40
13	Shrutika Pund.	78	77	76	77	77	78	461	38
17	Surama murkute	80	80	81	82	82	85	490	41
38	Rincy Babu	79	80	78	80	78	79	474	40
39	Sapana vispute	74	75	76	78	77	79	459	38
58	Banita Salve	79	80	77	78	78	80	472	39
61	Mayuri Panchal	78	79	79	80	80	81	477	40
73	Sujata Salunkhe	75	76	76	76	76	77	456	38
87	Yogita Patel	74	76	80	81	78	79	468	39
90	Sujata Karmarkar	82	83	80	81	82	84	492	41

BHARATIYA GYANVARDHINI SABHA'S
KANTILAL KHINWANSARA B.Ed COLLEGE, PUNE
PRACTICE LESSONS - Course : 206

Prof. Patel

YEAR 2013-14

S.Y. B.Ed.

R.NO	Student Name	L1	L2	L3	L4	L5	L6	Total Marks	consolated
		100	100	100	100	100	100	600	50
24	Nusrat Tamboli	80	80	78	79	80	81	478	40
29	Priyanka Inncari	80	81	82	81	80	82	486	41
31	Ramandeep K.	82	82	81	82	81	82	490	41
34	Pooja Malle	75	76	78	80	79	80	468	39
45	Angeli Poojar	79	79	80	82	81	83	484	40
46	Tirnaal Tyostna	76	77	76	78	76	78	461	38
53	Ruksana A.	81	82	81	82	80	82	488	41
57	Salyali Solay	79	80	80	82	80	80	481	40
59	viswakarma R.	78	77	77	79	78	80	469	39
66	Neha Adhidravid	80	82	77	78	77	77	471	39
69	Harsimar Panjehi	77	78	79	80	78	80	472	39
71	Shetal koalgey	78	80	79	82	80	81	480	40
74	Pooja Khatwani	79	80	80	81	82	84	486	41
43	Kanika M.	78	80	77	78	80	82	475	40


Principal

Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

Prof. Patel 

BHARATIYA GYANVARDHINI SABHA'S
KANTILAL KHINWANSARA B.Ed COLLEGE, PUNE
PRACTICE LESSONS - Course : 206

YEAR 2013-14

Prof. Lambate V.V.

	Student Name	L1	L2	L3	L4	L5	L6	Total Marks	consolated
		100	100	100	100	100	100	600	50
72	Swati Sundarkar	80	81	82	81	80	81	485	40
25	Seema Laddha	78	80	82	82	82	85	489	41
88	Manisha shirode	80	82	80	81	78	79	480	40
56	Bhor suvarna	74	75	78	79	77	79	462	39
62	Daivshala Palve	78	79	80	82	82	83	484	40
47	Jyoti Takalkar	82	85	83	84	84	85	503	42
49	Prachi Sant	80	80	78	79	79	80	476	40
30	Priyanka Athire	82	82	81	83	82	82	492	41
76	Suchitra Pawar	82	84	83	84	82	83	498	42
20	Swati Apte	84	85	84	85	84	85	507	42
91	Karishma Khopde	76	77	74	76	75	76	454	38
33	Madhuri Khandavale	74	76	75	76	77	79	457	38
67	Rashmi Mahulkar	79	81	80	82	82	84	488	41

(Assl. Prof Lambate V.V.)


Principal
Kantilal Khinwansara B.Ed. College,
Thergaon, Pune-411033.

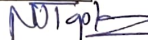
BHARATIYA GYANVARDHINI SABHA'S
KANTILAL KHINWANSARA B.Ed COLLEGE, PUNE
PRACTICE LESSONS - Course : 206

YEAR 2023-24

Asst. Prof. Surekha Rajwade

Sr. No	Roll No.	Student Name	L1	L2	L3	L4	L5	L6	Total Marks	consolated
1	21	Psitam Warke	81	82	80	82	82	84	600	50
2	28	Sheetal Khobragade	83	84	83	84	84	86	491	41
3	37	Sneha Panchi	83	84	82	84	83	84	500	42
4	40	Kalpama Mishra	75	78	78	79	78	80	468	39
5	42	Priyanka Patil	81	81	82	83	82	85	494	41
6	44	Sonali Patil	80	81	79	81	80	82	483	40
7	48	Gayatri Ujjankar	80	81	78	80	81	82	482	40
8	54	Deepali Rajmane	82	83	84	85	84	85	502	42
9	55	Poonam Garkwad	82	82	80	81	80	82	487	41
10	60	Anjali Teola	78	81	74	78	80	81	472	39
11	68	Kajol Pise	81	83	80	82	83	84	493	41
12	77	Aeksha Garkoti	78	79	78	80	80	81	476	40
13	85	Femina Khan	80	81	79	80	79	80	479	40
14	86	Khushboo Shrivast	80	82	80	82	80	79	483	40


 (Asst. Prof. S.V. Rajwade)


 Principal
 Kantilal Khinwasara B.Ed College
 Thergaon, Pune - 411033

BHARATIYA GYANVARDHINI SABHA'S
KANTILAL KHINWANSARA B.Ed COLLEGE, PUNE
PRACTICE LESSONS - Course : 206

YEAR 2013-14

	Student Name	L1	L2	L3	L4	L5	L6	Total Marks	consolated
		100	100	100	100	100	100	600	50
14	Pheona Nikam	82	83	80	82	80	82	489	41
19	Amit Kumar	82	83	82	85	81	82	495	41
26	Shrutal Airani	80	81	80	82	80	81	484	40
27	Pooza Kumari	81	82	81	82	81	82	489	41
32	Bhagyashree G.	76	77	77	78	76	78	462	39
36	Pooja Thakur	80	82	78	80	78	80	478	40
41	Madhuri K.	84	86	85	84	82	83	504	42
51	Shilpa Mandani	80	80	82	85	81	83	491	41
63	Shweta X.	81	82	77	79	80	81	480	40
64	Kavita Pathak	80	81	80	82	82	83	488	41
70	Swasti Koul	80	80	81	82	81	81	485	40
76	Dimple Shukla	80	82	80	80	79	80	481	40
78	Vinita Kumari	80	80	74	75	76	78	463	39


Principal

Kantilal Khinwansara B.Ed. College,
Thergaon, Pune-411033.

Sr.No.	Roll No.	Name Of The Student	Activity A Out of 75	Activity B Out of 25	Activity C Out of 25	Activity D Out of 25	Activity E Out of 25	Activity F Out of 25	Total 200
	14	Shetal Sahish	61	20	20	21	20	21	163
	15	Pardeshi Rekha	59	20	20	21	20	20	160
	18	Tiwari Purnima	61	19	20	20	20	20	160
	27	Pooja Kumari	61	20	20	21	20	20	162
	32	Gadkari Bhagyashree	59	20	19	20	20	20	158
	40	Kalpna Mishra	59	20	20	20	20	20	159
	49	Prachi Sant	61	20	20	20	20	20	161
	87	Pahil Yogita	60	20	20	21	20	21	162
	90	Korankar Sujata	60	20	20	20	20	20	160
	93	Bosco Babu	AB						
	02	Pahil Varsha	61	20	21	21	20	21	164
	48	Ujjainkar Gayatri	61	20	21	21	20	21	164
	57	Solay Sayali	61	21	20	20	20	21	163
	26	Sheetal Arani	61	20	20	21	20	21	163
	54	Deepali Rajmane	61	20	20	21	20	20	162
	22	Neha Mukherjee	62	21	21	21	20	22	167
	08	Smiram Vidya	61	20	20	21	20	20	162

NKAPD

(Prof. N.K. Pur)

Course 207 - Internship Programme

Teaching Competency-IV (S.Y.B.Ed.)

A/Y-

Sr.No.	Roll No.	Name Of The Student	Activity A Out of 75	Activity B Out of 25	Activity C Out of 25	Activity D Out of 25	Activity E Out of 25	Activity F Out of 25	Total 200
		Anjali Poddar.	61	21	21	21	20	21	165
	19	Amit Kumar.	61	21	21	21	20	21	165
	43	Kanika Manchanda	57	19	19	19	19	19	152
		Ramandeep Kour.	61	21	21	22	20	21	166
		Yogita Chaudhri	60	20	20	21	20	21	162
		Shweta Yeola	59	20	20	20	20	20	159
		Anjali Yeola.	59	20	20	21	20	21	161
	80	Shubhangi Gaikwad	57	18	19	18	19	18	149
		Shreya Roy	60	20	20	21	20	21	162
		Manita Singh.	58	19	19	19	19	19	153
		Daiushala Palve	59	20	19	21	20	20	159
		Swasthi Kaul	59	19	19	20	19	19	155
		Mahadiv Panchal	56	18	19	18	19	19	149
		Pooja Thakur	60	20	20	21	20	20	161
		Sunila Wagh	58	19	19	20	19	20	155
	12	Veindu Singh.	58	19	19	19	19	19	153

(Prof Chaturvedi)

AD Topk
Principal

Course 207 -Internship Programme

Teaching Competency-IV (S.Y.B.Ed.)

A/Y-

Sr.No.	Roll No.	Name Of The Student	Activity A Out of 75	Activity B Out of 25	Activity C Out of 25	Activity D Out of 25	Activity E Out of 25	Activity F Out of 25	Total 200
1)	20	Swati Apte	65	21	21	22	21	22	172
2)	53	Rukhsana Ansari	60	19	19	20	20	20	158
3)	81	Mishra Rashani	64	21	20	23	21	22	171
4)	77	Deeksha Garkoti	62	20	20	21	20	20	163
5)	76	Pawar Suchitra	82	18	21	21	21	20	163
6)	67	Rashmi Mahalkar	63	21	21	22	21	22	170
7)	30	Ahire Priyanka	60	19	19	20	20	20	158
8)	72	Swati Sundarkar	56	18	19	19	15	19	146
9)	66	Neha adhidranid	60	19	19	20	19	20	157
10)	24	Nusrat Tamboli	61	19	19	21	19	20	159
11)	29	Priyanka Inani	62	21	20	22	21	21	167
12)	59	Vishwakarma Parad	58	19	19	21	19	20	156
13)	21	Wazke Pritam	63	21	21	23	21	22	171
14)	56	Bhoj Suvarna	57	18	18	18	16	15	142
15)	82	Bikkad Ashwini	63	21	21	23	21	22	171
16)	1	Supriya Ghogare	59	18	19	17	18	18	149



Principal

 Kanilal Khinwasara B.Ed. College
 Thergaon, Pune-411033.



Course 207 - Internship Programme

Teaching Competency-IV (S.Y.B.Ed.)

A/Y-

Sr.No.	Roll No.	Name Of The Student	Activity A Out of 75	Activity B Out of 25	Activity C Out of 25	Activity D Out of 25	Activity E Out of 25	Activity F Out of 25	Total 200
1	03	Kabir Shaikh	-	-	-	-	-	-	-
2	05	Saira Khan	61	20	20	21	20	21	163
3	06	Rahul Bande	59	19	19	19	19	19	154
4	07	Ashwini Magar	61	19	20	21	21	21	163
5	11	Daashana Parde	60	20	19	20	20	20	159
6	23	Varsha Kamble	59	19	20	20	20	20	158
7	25	Seema Laddha	60	19	20	20	19	19	157
8	28	Sheetal Khobragade	65	22	22	22	22	23	176
9	37	Sneha Panchi	64	20	21	22	21	22	170
10	41	Madhuri Khandave	63	21	21	22	21	22	170
11	45	Priyanka Patil	60	20	19	20	20	20	159
12	47	Jyoti Takalkar	65	20	22	22	21	22	172
13	51	Shilpa Mandani	60	20	20	21	20	21	162
14	61	Mayuri Panchal							
15	78	Vinito Kumari	60	19	19	20	18	20	156
16	97	Kiran Bhujbal	57	19	20	19	19	20	154
17	03	Kabir Shaikh	-	-	-	-	-	-	-

Rajwade
Asst. Prof. Surekha Rajwade

Principals
Principals

Sr.No.	Roll No.	Name Of The Student	Activity A Out of 75	Activity B Out of 25	Activity C Out of 25	Activity D Out of 25	Activity E Out of 25	Activity F Out of 25	Total 200
1	9	Pramila Soundatti	56	18	20	18	19	19	150
2	16	Sonam Gaud	57	19	20	21	19	20	156
3	33	Madhuri Khandewale	57	19	20	19	18	19	152
4	34	Pooja Malle	56	18	18	20	19	20	151
5	38	Rincy Babu	59	20	19	21	20	20	159
6	46	Jyotsna Tirmal	55	18	20	18	19	19	149
7	55	Poonam Geikwad	61	20	21	21	20	20	163
8	58	Smita Salve	58	19	20	21	19	21	158
9	64	Kanitakumari Pathak	58	19	20	21	19	20	157
10	65	Baby Kumari	55	19	19	18	19	17	147
11	68	Kajol Pise	61	20	20	21	20	20	162
12	69	Harsimar Punjabi	60	20	20	21	20	20	161
13	73	Sujata Salunkhe	58	19	20	20	19	20	156
14	79	Tarvi Sakpal	57	19	20	19	19	18	152
15	83	Manisha Shirode	60	20	21	21	20	22	164
16	84	Khushboo Yadav	61	20	20	20	20	21	162

NTT
Principal


Course 207 -Internship Programme

Teaching Competency-IV (S.Y.B.Ed.)

A/Y- 2023-2024

Sr.No.	Roll No.	Name Of The Student	Activity A Out of 75	Activity B Out of 25	Activity C Out of 25	Activity D Out of 25	Activity E Out of 25	Activity F Out of 25	Total 200
1	04	Kirti Khedekar	58	19	19	19	19	19	153
2	10	Deepanjali Hingonekar	58	20	20	20	20	20	158
3	13	Shrutika Pend.	59	19	20	19	19	19	155
4	14	Pheena Nikam	58	19	20	19	19	19	154
5	17	Mankute Suramca	60	20	20	20	20	19	159
6	39	Sapana vispute	59	19	20	19	19	19	155
7	44	Sonalee Patil	61	19	20	20	20	19	159
8	74	Pooja Punjawani	60	20	21	20	20	21	162
9	75	Dimple Shukla	60	20	20	21	21	21	163
10	85	Femina Khan	59	19	20	20	19	20	157
11	88	Hivankar vidya	60	20	21	20	20	20	161
12	89	Deepali Tharjet	59	19	20	19	19	19	155
13	86	Shriniwas Khushboo	59	19	19	19	19	19	154
14	91	Karishma Khopde	59	19	20	19	19	19	155
15	92	Supriya Rajapurkar	61	20	20	21	20	20	162
16	96	Yasmin Mansuri	58	18	18	18	18	18	148
17	98	Ashwini Nakhate	58	19	20	19	19	19	154

(Prof. Patil)



Principal

BGS's Kantilal Khiwansara B.Ed.College, Thergoan,Pune .

A/Y-2023-2024

Second Year

Course :212 Enterpreneurship Development Mark

No.	Students Name	Activity 1	Activity 2	out of 100	Out of 50
1	GHOHARE SUPRIYA VILAS	36	38	74	37
2	PATIL VARSHA AMOL	42	41	83	42
3	KABIR HABIB SHAIKH	AB			
4	KIRTI SHIVAJI KHEDKAR	36	37	73	37
5	SAIRA MOHAMMED ISMAIL KHAN	42	40	82	41
6	BANDE RAHUL BABAN	40	40	80	40
7	ASHWINI PANDURANG MAGAR	41	40	81	41
8	SHRIRAM VIDHYA HARI	41	40	81	41
9	PRAMILA SOUNDATTI	36	40	76	38
10	HINGONEKAR DEEPANJALI S.	38	40	78	39
11	PARTE DARSHANA DILIP	39	40	79	40
12	VRINDER SINGH	36	37	73	37
13	PUND SHRUTIKA SHASHIKANT	38	40	78	39
14	NIKAM PHEONA GAURAV	40	40	80	40
15	PARDESHI REKHA SHENPADU	37	40	77	39
16	GAUD SONAM K.	39	39	78	39
17	MURKUTE SUVRNA BHASKAR	40	40	80	40
18	TIWARI POORNIMA	39	40	79	40
19	AMIT KUMAR	43	42	85	43
20	SWATI ULLHAS APTE	43	42	85	43
21	WARKE PRITAM ASHOK	38	39	77	39
22	NEHA MUKHERJEE	43	40	83	42
23	KAMBLE VARSHA SUNILKUMAR	38	38	76	38
24	NUSRAT S. TAMBOLI	42	40	82	41
25	LADDHA SEEMA UMESH	39	40	79	40
26	SHEETAL SHASHIRKUMAR AIRANI	42	41	83	42
27	POOJA KUMARI	42	40	82	41
28	KHOBRAGADE SHEETAL S.	43	42	85	43
29	PRIYANKA INNANI	41	40	81	41
30	AHIRE PRIYANKA BAPURAO	40	40	80	40
31	RAMANDEEP KAUR	41	40	81	41
32	BHAGYASHREE YOGESH GADKARI	40	40	80	40
33	MADHURI PANKAJ KHANDEWALE	33	34	67	34
34	MALLE POOJA KISHANRAO	41	39	80	40
35	SINGH MAMTA	38	38	76	38
36	SINGH MAMTA	39	40	79	40
37	POOJA AMEETSINGH THAKUR	43	42	85	43
38	SNEHA KAUSTUBH PANCHI	37	39	76	38
39	RINCY BABU	37	37	74	37
39	VISPUTE SAPANA PANDITRAO				

40	KALPANA MISHRA				
41	MADHURI VINAYAK KHANDAVE	41	40	81	41
42	PRIYANKA VINAYAK PATIL	43	42	45	43
43	MANCHANDA KANIKA SUMEET	41	40	81	41
44	PATIL SONALEE RAMCHANDRA	38	36	74	37
45	ANJALI PODDAR	40	40	80	40
46	TIRMAL JYOTSNA RAMESH	42	42	84	42
47	TAKALKAR JYOTI JITENDRA	36	40	76	38
48	UJJAINKAR GAYATRI	43	42	85	43
49	PRACHI SANDEEP SANT	42	41	83	42
50	YOGITA CHAUDHARI	40	40	80	40
51	SHILPA MANDANI	41	40	81	41
52	ROY SHREYA	42	40	82	41
53	RUKHSANA MAHFOOZ	40	40	80	40
54	DEEPALI RAJMANE	42	40	82	41
55	GAIKWAD POONAM	42	40	82	41
56	BHOR SUVARNA	32	35	67	34
57	SOLAY SAYALI	41	40	81	41
58	SALVE SMITA	36	37	73	37
59	VISHWAKARMA PRAMOD	39	38	77	39
60	YEOLA ANJALI	43	40	83	42
61	PANCHAL MAYURI	36	37	73	37
62	PALVE DAIVASHALA	42	40	82	41
63	SHWETA YEOLA	42	40	82	41
64	PATHAK KAVITAKUMARI	37	38	75	38
65	BABY KUMARI	41	39	80	40
66	NEHA ADHIDRAVID	40	41	81	41
67	MAHULKAR RASHMI	42	40	82	41
68	PISE KAJOL	41	40	81	41
69	HARSIMAR PANJABI	41	40	81	41
70	SWASTI KAUL	40	40	80	40
71	SHETALL SATISH	42	41	83	42
72	SUNDARKAR SWATI	38	40	78	39
73	SALUNKE SUJATA	38	37	75	38
74	PANJAWANI POOJA	41	40	81	41
75	SHUKLA DIMPLE	42	40	82	41
76	PAWAR SUCHITRA	42	40	82	41
77	DEEKSHA GARKOTI	36	37	73	37
78	VINITA KUMARI	40	40	80	40
79	TANVI SAKPAL	36	36	72	36
80	GAIKWAD SHUBHANGI	37	36	73	37
81	MISHTRA ROSHANI	42	40	82	42
82	BIKKAD ASHWINI	40	40	80	40
83	SHIRODE MANISHA	41	40	81	41

84	KHUSBOO YADAV				
85	KHAN FEMINA M.	40	39	79	40
86	SHRIWAS KHUSHBU	39	40	79	40
87	PATIL YOGITA	39	40	79	40
88	HIVARKAR VIDYA	41	40	81	41
89	THORAT DEEPALI	38	39	77	39
90	KARMARKAR SUJATA	40	39	79	40
91	KHOPDE KARISHMA	41	40	81	41
92	RAJAPURKAR SUPRIYA	38	40	78	39
93	BASCO BABU	40	41	81	41
94	PANCHAL MAHADEO	<u>AB</u>			
95	SUNITA WAGH	37	36	73	37
96	YASMIN MUNSARI	39	40	79	40
97	KIRAN BHUJBAL	35	40	75	38
98	NAKHATE ASHWINI	38	37	75	38
		41	40	81	41

NKPMQ

(Prof. N. K. Puri)

NTGK

Principal
Kantilal Khimvasara B.Ed. College
Thergaon, Pune-411033.

211 Drama and Art in Education

(2 credits)

Roll No.	STUDENT'S NAME	Activity 1	Activity 2	Total	Out of 50
		50	50	100	
1	GHOHARE SUPRIYA VILAS	36	36	72	36
2	PATIL VARSHA AMOL	40	39	79	40
3	KABIR HABIB SHAIKH	-	-	-	-
4	KIRTI SHIVAJI KHEDKAR	36	35	71	36
5	SAIRA MOHAMMED ISMAIL KHAN	38	37	75	38
6	BANDE RAHUL BABAN	40	39	79	40
7	ASHWINI PANDURANG MAGAR	39	39	78	39
8	SHRIRAM VIDHYA HARI	40	40	80	40
9	PRAMILA SOUNDATTI	38	38	76	38
10	HINGONEKAR DEEPANJALI S.	37	36	73	37
11	PARTE DARSHANA DILIP	40	39	79	40
12	VRINDER SINGH	35	35	70	35
13	PUND SHRUTIKA SHASHIKANT	36	36	72	36
14	NIKAM PHEONA GAURAV	40	39	79	40
15	PARDESHI REKHA SHENPADU	39	38	77	39
16	GAUD SONAM K.	37	37	74	37
17	MURKUTE SUVRNA BHASKAR	38	39	77	39
18	TIWARI POORNIMA	38	38	76	38
19	AMIT KUMAR	40	39	79	40
20	SWATI ULLHAS APTE	42	43	85	43
21	WARKE PRITAM ASHOK	39	40	79	40
22	NEHA MUKHERJEE	36	37	73	37
23	KAMBLE VARSHA SUNILKUMAR	40	39	79	40
24	NUSRAT S. TAMBOLI	40	40	80	40
25	LADDHA SEEMA UMESH	40	39	79	40
26	SHEETAL SHASHIRKUMAR AIRANI	40	41	81	41
27	POOJA KUMARI	39	40	79	40

NTTpk

Principal

28	KHOBRA GADE SHEETAL S.	43	43	86	43
29	PRIYANKA INNANI	40	39	79	40
30	AHIRE PRIYANKA BAPURAO	39	38	77	39
31	RAMANDEEP KAUR	40	40	80	40
32	BHAGYASHREE YOGESH GADKARI	40	40	80	40
33	MADHURI PANKAJ KHANDEWALE	30	30	60	30
34	MALLE POOJA KISHANRAO	35	35	70	35
35	SINGH MAMTA	38	39	77	39
36	POOJA AMEETSINGH THAKUR	40	40	80	40
37	SNEHA KAUSTUBH PANCHI	43	43	86	43
38	RINCY BABU	40	40	80	40
39	VISPUTE SAPANA PANDITRAO	36	33	69	35
40	KALPANA MISHRA	38	37	75	38
41	MADHURI VINAYAK KHANDAVE	43	43	86	43
42	PRIYANKA VINAYAK PATIL	40	39	79	40
43	MANCHANDA KANIKA SUMEET	33	33	66	33
44	PATIL SONALEE RAMCHANDRA	39	40	79	40
45	ANJALI PODDAR	40	41	81	41
46	TIRMAL JYOTSNA RAMESH	34	33	67	34
47	TAKALKAR JYOTI JITENDRA	41	42	83	42
48	UJJAINKAR GAYATRI	40	40	80	40
49	PRACHI SANDEEP SANT	40	39	79	40
50	YOGITA CHAUDHARI	40	39	79	40
51	SHILPA MANDANI	38	39	77	39
52	ROY SHREYA	40	39	79	40
53	RUKHSANA MAHFOOZ	40	39	79	40
54	DEEPALI RAJMANE	41	42	83	42
55	GAIKWAD POONAM	40	40	80	40
56	BHOR SUVARNA	30	30	60	30
57	SOLAY SAYALI	37	37	74	37
58	SALVE SMITA	36	38	74	37
59	VISHWAKARMA PRAMOD	36	38	74	37
60	YEOLA ANJALI	40	39	79	40
61	PANCHAL MAYURI	34	33	67	34
62	PALVE DAIVASHALA	40	41	81	41

NTopt

Principal

63	SHWETA YEOLA				
64	PATHAK KAVITAKUMARI	38	38	76	38
65	BABY KUMARI	37	37	74	37
66	NEHA ADHIDRAVID	36	36	72	36
67	MAHULKAR RASHMI	38	38	76	38
68	PISE KAJOL	40	40	80	40
69	HARSIMAR PANJABI	40	40	80	40
70	SWASTI KAUL	40	40	80	40
71	SHETALL SATISH Koalgey	40	40	80	40
72	SUNDARKAR SWATI	40	39	79	40
73	SALUNKE SUJATA	37	38	75	38
74	PANJAWANI POOJA	38	38	76	38
75	SHUKLA DIMPLLE	40	39	79	40
76	PAWAR SUCHITRA	40	39	79	40
77	DEEKSHA GARKOTI	40	39	79	40
78	VINITA KUMARI	35	35	70	35
79	TANVI SAKPAL	38	37	75	38
80	GAIKWAD SHUBHANGI	34	35	69	35
81	MISHTRA ROSHANI	33	30	63	32
82	BIKKAD ASHWINI	41	40	81	41
83	SHIRODE MANISHA	39	40	79	40
84	KHUSBOO YADAV	38	39	77	39
85	KHAN FEMINA M.	40	41	81	41
86	SHRIWAS KHUSHBOO	37	41	78	39
87	PATIL YOGITA	39	39	78	39
88	HIVARKAR VIDYA	40	41	81	41
89	THORAT DEEPALI	39	39	78	39
90	KARMARKAR SUJATA	35	35	70	35
91	KHOPDE KARISHMA	40	41	81	41
92	RAJAPURKAR SUPRIYA	35	35	70	35
93	BOSCO BABU	40	40	80	40
94	MAHADEV PANCHAL	-	-	-	-
95	SUNITA WAGH	34	34	68	34
96	YASMIN MUNSARI	40	40	80	40
97	KIRAN BHUJBAL	30	30	60	30
98	ASHWINI NAKHATE	36	37	73	37
		37	36	73	37

NT/pt

KantilalKhinwasara B.Ed.College,Thergaon,Pune-33

S.Y.B.Ed.

A/Y-2023-2024

Div-A

Course-208-Reading And Reflecting On Texts

Marklist

Roll. No	Student Name	Act-1 (50M.)	Act-2 (50M.)	Out Of 100	Out Of50
1	GHOHARE SUPRIYA	39	38	77	39
2	PATIL VARSHA	38	39	77	39
3	KABIR HABIB SHAIKH	-	-	-	Ab
4	KIRTI SHIVAJI KHEDKAR	37	37	74	37
5	SAIRA KHAN	40	39	79	40
6	BANDE RAHUL	38	38	76	38
7	ASHWINI MAGAR	39	39	78	39
8	SHRIRAM VIDHYA HARI	39	40	79	40
9	PRAMILA SOUNDATTI	38	38	76	38
10	HINGONEKAR DEEPANJALI S	38	38	76	38
11	PARTE DARSHANA DILIP	39	39	78	39
12	VRINDER SINGH	37	38	75	38
13	PUND SHRUTIKA	39	39	78	39
14	NIKAM PHEONA	38	38	76	38
15	PARDES HI REKHA	38	37	75	38
16	GAUD SONAM K.	39	38	77	39
17	MURKUTE SUVRNA	40	39	79	40
18	TIWARI POORNIMA	38	38	76	38
19	AMIT KUMAR	40	41	81	41
20	SWATI ULLHAS APTE	43	44	87	44
21	WARKE PRITAM	39	39	78	39
22	NEHA MUKHERJEE	39	39	78	39
23	KAMBLE VARSHA	39	38	77	39
24	NUSRAT S. TAMBOLI	39	39	78	39
25	LADDHA SEEMA	41	40	81	41

Roll. No	Student Name	Act-1 (50M.)	Act-2 (50M.)	Out Of 100	Out Of 50
26	SHEETAL AIRANI	40	39	79	40
27	POOJA KUMARI	38	39	77	39
28	KHOBRADE SHEETAL	42	42	84	42
29	PRIYANKA INNANI	40	39	79	40
30	AHIRE PRIYANKA	39	39	78	39
31	RAMANDEEP KOUR	42	41	83	42
32	BHAGYASHREE GADKARI	39	38	77	39
33	MADHURI KHANDEWALE	37	37	74	37
34	MALLE POOJA	38	39	77	39
35	SINGH MAMTA	38	39	77	39
36	POOJA THAKUR	39	38	77	39
37	SNEHA PANCHI	41	40	81	41
38	RINCY BABU	40	39	79	40
39	VISPUTE SAPANA	38	38	76	38
40	KALPANA MISHRA	39	38	77	39
41	MADHURI KHANDAVE	40	41	81	41
42	PRIYANKA VINAYAK PATIL	39	40	79	40
43	MANCHANDA KANIKA	39	39	78	39
44	PATIL SONALEE	39	40	79	40
45	ANJALI PODDAR	42	41	83	42
46	TIRMAL JYOTSNA	38	37	75	38
47	TAKALKAR JYOTI	41	40	81	41
48	UJJAINKAR GAYATRI	39	39	78	39
49	PRACHI SANT	38	38	76	38
50	YOGITA CHAUDHARI	38	38	76	38

NT 901

Principal

K. Khinwale
Theragon, Pen
iloga
003.

KantilalKhinwasara B.Ed.College,Thergaon,Pune-33

SECOND YEAR

A/Y-2023-2024

Div-B

Course-208-Reading And Reflecting On Text

Roll. No	Student Name	Act-1 (50M.)	Act-2 (50M.)	Out Of 100	Out Of50
51	SHILPA MANDANI	40	40	80	40
52	ROY SHREYA	38	38	76	38
53	RUKHSANA MAHFOOZ	39	39	78	39
54	DEEPALI RAJMANE	40	39	79	40
55	GAIKWAD POONAM	38	39	77	39
56	BHOR SUVARNA	37	37	74	37
57	SOLAY SAYALI	38	38	76	38
58	SALVE SMITA	38	38	76	38
59	VISHWAKARMA PRAMOD	39	38	77	39
60	YEOLA ANJALI	40	39	79	40
61	PANCHAL MAYURI	38	38	76	38
62	PALVE DAIVASHALA	40	39	79	40
63	SHWETA YEOLA	40	39	79	40
64	PATHAK KAVITAKUMARI	39	38	77	39
65	BABY KUMARI	38	38	76	38
66	NEHA ADHIDRAVID	38	38	76	38
67	MAHULKAR RASHMI	41	40	81	41
68	PISE KAJOL	40	39	79	40
69	HARSIMAR PANJABI	40	39	79	40
70	SWASTI KAUL	39	39	78	39
71	SHETALL Koalgey	40	39	79	40
72	SUNDARKAR SWATI	38	38	76	38
73	SALUNKE SUJATA	40	39	79	40
74	PANJAWANI POOJA	40	39	79	40
75	SHUKLA DIMPLE	40	40	80	40

Roll. No	Student Name	Act-1 (50M.)	Act-2 (50M.)	Out Of 100	Out Of 50
76	PAWAR SUCHITRA	41	39	80	40
77	DEEKSHA GARKOTI	39	39	78	39
78	VINITA KUMARI	40	39	79	40
79	TANVI SAKPAL	37	38	75	38
80	GAIKWAD SHUBHANGI	37	37	74	37
81	MISHTRA ROSHANI	40	39	79	40
82	BIKKAD ASHWINI	39	40	79	40
83	SHIRODE MANISHA	39	38	77	39
84	KHUSBOO YADAV	40	39	79	40
85	KHAN FEMINA M.	39	39	78	39
86	SHRIWAS KHUSHBOO	38	37	75	38
87	PATIL YOGITA	39	40	79	40
88	HIVARKAR VIDYA	39	39	78	39
89	THORAT DEEPALI	38	38	76	38
90	KARMARKAR SUJATA	39	39	78	39
91	KHOPDE KARISHMA	38	38	76	38
92	RAJAPURKAR SUPRIYA	39	40	79	40
93	BOSCO BABU	-	-	-	Ab
94	MAHADEV PANCHAL	38	38	76	38
95	SUNITA WAGH	39	38	77	39
96	YASMIN MUNSARI	38	38	76	38
97	KIRAN BHUJBAL	38	37	75	38
98	Ashwini Nakhate	38	38	76	38

Incharge Prof.

Mrunalini patil

Principal

Dr.Nirmala Tapkeer

Principal
Kantilal Khir
The
Kantilal Khir
33.

Bharatiya Gyanvardhini Sabha's

Kantilal Khiwansara B.Ed.College, Thergoan , Pune

Second Year B.Ed. A/Y-2023-24

209 - UNDERSTANDING OF SELF

(2 credits)

MARK LIST

Roll No.	STUDENT'S NAME	ORIENTATION	ACTIVITY	TOTAL	OUT OF
		50	50	100	50
1	GHOOGARE SUPRIYA VILAS	36	37	73	37
2	PATIL VARSHA AMOL	39	40	79	40
3	KABIR HABIB SHAIKH				
4	KIRTI SHIVAJI KHEDKAR	35	36	71	36
5	SAIRA MOHAMMED ISMAIL KHAN	40	39	79	40
6	BANDE RAHUL BABAN	37	36	73	37
7	ASHWINI PANDURANG MAGAR	39	38	77	39
8	SHRIRAM VIDHYA HARI	39	40	79	40
9	PRAMILA SOUNDATTI	37	38	75	38
10	HINGONEKAR DEEPANJALI S.	36	37	73	37
11	PARTE DARSHANA DILIP	37	39	76	38
12	VRINDER SINGH	36	37	73	37
13	PUND SHRUTIKA SHASHIKANT	38	39	77	39
14	NIKAM PHEONA GAURAV	38	37	75	38
15	PARDESHI REKHA SHENPADU	37	38	75	38
16	GAUD SONAM K.	39	40	79	40
17	MURKUTE SUVRNA BHASKAR	40	39	79	40
18	TIWARI POORNIMA	37	36	73	37
19	AMIT KUMAR	40	39	79	40
20	SWATI ULLHAS APTE	43	44	87	44
21	WARKE PRITAM ASHOK	39	40	79	40
22	NEHA MUKHERJEE	42	43	85	43
23	KAMBLE VARSHA SUNILKUMAR	38	39	77	39

24	NUSRAT S. TAMBOLI	39	38	77	39
25	LADDHA SEEMA UMESH	39	39	78	39
26	SHEETAL SHASHIRKUMAR AIRANI	40	42	82	41
27	POOJA KUMARI	39	40	79	40
28	KHOBRAGADE SHEETAL S.	43	44	87	44
29	PRIYANKA INNANI	38	37	75	38
30	AHIRE PRIYANKA BAPURAO	37	35	72	36
31	RAMANDEEP KAUR	39	40	79	40
32	BHAGYASHREE YOGESH GADKARI	36	37	73	37
33	MADHURI PANKAJ KHANDEWALE	36	35	71	36
34	MALLE POOJA KISHANRAO	36	37	73	37
35	SINGH MAMTA	37	36	73	37
36	POOJA AMEETSINGH THAKUR	38	37	75	38
37	SNEHA KAUSTUBH PANCHI	43	42	85	43
38	RINCY BABU	39	40	79	80
39	VISPUTE SAPANA PANDITRAO	37	37	74	37
40	KALPANA MISHRA	39	38	77	39
41	MADHURI VINAYAK KHANDAVE	43	42	85	43
42	PRIYANKA VINAYAK PATIL	40	39	79	40
43	MANCHANDA KANIKA SUMEET	36	37	73	37
44	PATIL SONALEE RAMCHANDRA	38	39	77	39
45	ANJALI PODDAR	39	40	79	40
46	TIRMAL JYOTSNA RAMESH	35	36	71	36
47	TAKALKAR JYOTI JITENDRA	43	43	86	43
48	UJJAINKAR GAYATRI	42	43	85	43
49	PRACHI SANDEEP SANT	39	37	76	38
50	YOGITA CHAUDHARI	39	40	79	40
51	SHILPA MANDANI	39	40	79	40

52	ROY SHREYA	38	37	75	38
53	RUKHSANA MAHFOOZ	40	39	79	40
54	DEEPALI RAJMANE	40	39	79	40
55	GAIKWAD POONAM	40	39	79	40
56	BHOR SUVARNA	35	36	71	36
57	SOLAY SAYALI	36	37	73	37
58	SALVE SMITA	36	37	73	37
59	VISHWAKARMA PRAMOD	39	38	77	39
60	YEOLA ANJALI	41	40	81	41
61	PANCHAL MAYURI	37	38	75	38
62	PALVE DAIVASHALA	38	37	75	38
63	SHWETA YEOLA	38	39	77	39
64	PATHAK KAVITAKUMARI	40	38	78	39
65	BABY KUMARI	37	38	75	38
66	NEHA ADHIDRAVID	39	38	77	39
67	MAHULKAR RASHMI	39	41	80	40
68	PISE KAJOL	43	42	85	43
69	HARSIMAR PANJABI	40	39	79	40
70	SWASTI KAUL	37	38	75	38
71	SHETALL SATISH Koalgey	37	38	75	38
72	SUNDARKAR SWATI	37	38	75	38
73	SALUNKE SUJATA	38	39	77	39
74	PANJAWANI POOJA	36	37	73	37
75	SHUKLA DIMPLLE	39	40	79	40
76	PAWAR SUCHITRA	40	40	80	40
77	DEEKSHA GARKOTI	38	39	77	39
78	VINITA KUMARI	36	37	73	37
79	TANVI SAKPAL	36	38	74	37

80	GAIKWAD SHUBHANGI	34	35	69	35
81	MISHTRA ROSHANI	40	39	79	40
82	BIKKAD ASHWINI	40	39	79	40
83	SHIRODE MANISHA	37	38	75	38
84	KHUSBOO YADAV	38	37	75	38
85	KHAN FEMINA M.	38	39	77	39
86	SHRIWAS KHUSHBOO	39	40	79	40
87	PATIL YOGITA	39	40	79	40
88	HIVARKAR VIDYA	36	37	73	37
89	THORAT DEEPALI	36	37	73	37
90	KARMAKAR SUJATA	39	39	78	39
91	KHOPDE KARISHMA	37	36	73	37
92	RAJAPURKAR SUPRIYA	39	40	79	40
93	BOSCO BABU				
94	MAHADEV PANCHAL	35	36	71	36
95	SUNITA WAGH	40	39	79	40
96	YASMIN MUNSARI	37	35	72	36
97	KIRAN BHUJBAL	35	37	72	36
98	ASHWINI NAKHATE	38	38	76	38

Bharatiya Gyanvardhini Sabha's
Kantilal Khiwansara B.Ed.College, Thergoan , Pune
Second Year B.Ed. A/Y-2023-24

210 - BASICS OF RESEARCH

MARK LIST

Roll No.	STUDENT'S NAME	Total	Out of
		100	50
1	GHOHARE SUPRIYA VILAS	76	38
2	PATIL VARSHA AMOL	82	41
3	KABIR HABIB SHAIKH	Ab	Ab
4	KIRTI SHIVAJI KHEDKAR	67	34
5	SAIRA MOHAMMED ISMAIL KHAN	81	41
6	BANDE RAHUL BABAN	73	37
7	ASHWINI PANDURANG MAGAR	79	40
8	SHRIRAM VIDHYA HARI	80	40
9	PRAMILA SOUNDATTI	66	33
10	HINGONEKAR DEEPANJALI S.	76	38
11	PARTE DARSHANA DILIP	69	35
12	VRINDER SINGH	75	38
13	PUND SHRUTIKA SHASHIKANT	70	35
14	NIKAM PHEONA GAURAV	71	36
15	PARDESHI REKHA SHENPADU	76	38
16	GAUD SONAM K.	74	37
17	MURKUTE SUVRNA BHASKAR	80	40
18	TIWARI POORNIMA	76	38

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19	AMIT KUMAR	78	39
20	SWATI ULLHAS APTE	88	44
21	WARKE PRITAM ASHOK	80	40
22	NEHA MUKHERJEE	80	40
23	KAMBLE VARSHA SUNILKUMAR	78	39
24	NUSRAT S. TAMBOLI	76	38
25	LADDHA SEEMA UMESH	84	42
26	SHEETAL SHASHIRKUMAR AIRANI	78	39
27	POOJA KUMARI	72	36
28	KHOBRAGADE SHEETAL S.	88	44
29	PRIYANKA INNANI	80	40
30	AHIRE PRIYANKA BAPURAO	74	37
31	RAMANDEEP KAUR	81	41
32	BHAGYASHREE YOGESH GADKARI	75	38
33	MADHURI PANKAJ KHANDEWALE	72	36
34	MALLE POOJA KISHANRAO	68	34
35	SINGH MAMTA	74	37
36	POOJA AMEETSINGH THAKUR	78	39
37	SNEHA KAUSTUBH PANCHI	86	43
38	RINCY BABU	76	38
39	VISPUTE SAPANA PANDITRAO	74	37
40	KALPANA MISHRA	78	39
41	MADHURI VINAYAK KHANDAVE	80	40

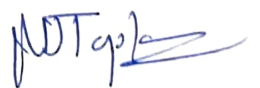
NT/pt

42	PRIYANKA VINAYAK PATIL	79	40
43	MANCHANDA KANIKA SUMEET	78	39
44	PATIL SONALEE RAMCHANDRA	76	88
45	ANJALI PODDAR	84	82
46	TIRMAL JYOTSNA RAMESH	74	87
47	TAKALKAR JYOTI JITENDRA	86	43
48	UJJAINKAR GAYATRI	80	40
49	PRACHI SANDEEP SANT	73	37
50	YOGITA CHAUDHARI	73	37
51	SHILPA MANDANI	72	36
52	ROY SHREYA	78	89
53	RUKHSANA MAHFOOZ	78	39
54	DEEPALI RAJMANE	86	43
55	GAIKWAD POONAM	80	40
56	BHOR SUVARNA	70	85
57	SOLAY SAYALI	76	38
58	SALVE SMITA	71	36
59	VISHWAKARMA PRAMOD	78	39
60	YEOLA ANJALI	86	43
61	PANCHAL MAYURI	70	35
62	PALVE DAIVASHALA	74	37
63	SHWETA YEOLA	80	40
64	PATHAK KAVITAKUMARI	60	30

NT gk

Principal
Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

65	BABY KUMARI	65	33
66	NEHA ADHIDRAVID	78	39
67	MAHULKAR RASHMI	88	44
68	PISE KAJOL	85	43
69	HARSIMAR PANJABI	79	40
70	SWASTI KAUL	72	36
71	SHETALL SATISH Koalgey	80	40
72	SUNDARKAR SWATI	74	37
73	SALUNKE SUJATA	72	36
74	PANJAWANI POOJA	78	39
75	SHUKLA DIMPLE	71	36
76	PAWAR SUCHITRA	76	38
77	DEEKSHA GARKOTI	79	40
78	VINITA KUMARI	67	34
79	TANVI SAKPAL	74	37
80	GAIKWAD SHUBHANGI	71	36
81	MISHTRA ROSHANI	78	39
82	BIKKAD ASHWINI	72	36
83	SHIRODE MANISHA	84	42
84	KHUSBOO YADAV	75	38
85	KHAN FEMINA M.	80	40
86	SHRIWAS KHUSHBOO	79	40
87	PATIL YOGITA	76	38



Principal

Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033


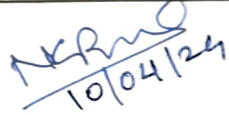
88	HIVARKAR VIDYA	68	34
89	THORAT DEEPALI	70	35
90	KARMARKAR SUJATA	79	40
91	KHOPDE KARISHMA	62	31
92	RAJAPURKAR SUPRIYA	79	40
93	BOSCO BABU		
94	MAHADEV PANCHAL	76	38
95	SUNITA WAGH	76	38
96	YASMIN MUNSARI	69	35
97	KIRAN BHUJBAL	66	33
98	ASHWINI NAKHATE	64	32

Bharatiya Gyanvardhini Sabha's
Kantilal Khinwasara College
Of Education (B. Ed.)

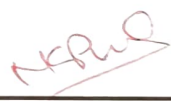
Laxman Nagar, Thergaon, Pune - 411033.

Prelim Examination

2023-2024

Name of the Student Teacher: <u>Sujata Attarde.</u>	
Roll No: <u>53</u>	
Subject: <u>Advance pedagogy & Application of ICT-105</u>	
Day and Date: <u>10/4/24</u>	
Medium of Answer: <u>English</u>	
 Signature of Candidate	 Signature of Supervisor

Marks Obtained

Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Total	Sign of Examiner
12	12	00	12	04		$\frac{40}{80}$	

Instructions.

1. Candidate shall use blue or black ink only;
Otherwise answer book will not be evaluated.
2. All questions are compulsory.
3. For 12 marks answer of the question should be
written in 250 to 300 words, for 5 marks answer should be
written in 150 to 170 words.
4. Supplements will not be provided

Q1 = 12

Q. 1

Q.1 Advance pedagogy through following points.

↳ Concept : →

Pedagogy is the Art & Science of teaching. Effective teacher use an Array of teaching strategies because there is no single, universal Approach that suits all Situation.

The term pedagogy derived from the Ancient Greek word "paidagogos" & "paid" meaning the slave who led children to school. It is essentially combination of Skill and Knowledge Required for the effective teaching method. The function or work of teacher teaching. They are Art, Science of teaching education and instructional methods.

This 21st century and world is changing fast education play important role in it. In student centered educⁿ of learning has been given more of importance than teaching. Effective teaching is important because teaching is based on helping children progress from one level to another in more social interactive environments.

Advanced pedagogy it includes in classroom environment, background of students, teacher own philosophy principle of learning theory and new innovative instructional of a strategies. Education is deliberate process of learning, encouraging given time discovery
Origin - The Etymology - of word "pedagogy" ↓

Q. 1

Q.1 2) Need of Advanced pedagogy :-

1) Change performance of student :-

The teacher student performance by figuring out what each student need and which strategies will work to unlock the pattern have not been working. Good teachers are very good at diagnosis and customisation of instructions. They are keep check for understanding & keep it searching for intervention that is enable to students to succeed pedagogy Need for the change & Improve student performance.

2) Professional Growth of Teacher :-

Effective teacher can-not afford to test or coast for very long because children have way of bringing a remarkable new set of challenges into classroom each day. So the need of they pedagogy for professional growth is essential.

3) Creating Supportive Learning Environment :-

Learning is inseparable from it's social & cultural context. effective pedagogy foster positive relationships with environment that is caring, inclusive, non-discriminatory, and cohesive. They also build a good relation ship with wider school & community. effective teacher attend to the cultural and linguistic diversity of all their students. including the culture of wider school & local community, student's peer culture & teacher professional culture.

Q. 1

4) Encouraging Reflective Thought and Action :- →

Student learn most effectively they develop Ability to stand back from information or ideas have engaged with and think about objectively. The Reflective learner Assimilative new learning, they develop their Creativity their Ability & think Critically about information & ideas.

5) Enhancing the Relevance of the New Learning :- →

effective pedagogy stimulate the Curiosity of their students, required them search for Relevant information, ideas & challenge them to use or Apply they discover new context or in new way. They look for opportunity involve student directly in decision relating to their own learning

6) Facilitating Shared Learning :- →

Student learn as they engaged in shared Activities and Conversation with people, including family member & people in a wider Community. Teacher encourage this process by Cultivating Class as Learning Community.

7) Making Connection to prior Learning and experience :- →

pedagogy can help student to make connection across learning Areas as well as Home practice & wider World. Students

Q. 1

learn best when they are able to integrate new learning with what they already understand.

8) Providing Sufficient Opportunity to Learn : →
Student learn most effectively when they have time and opportunity to engaged with practice, and transfer new learning. Appropriate Assessment Help the teacher to be determine "What" Sufficient opportunity it means for an individual students and sequence student learning experience is over time.

• Importance of Advanced Pedagogy : →

- The effective teaching of education is the overall development of student. Student has to learn thoroughly to complete this aim.
- Development of new trends are really useful to teacher.
- Effective teaching method students get more knowledge & helps in overall developments of them.
- Modern Technology used in Advanced pedagogy & it help to make more effective of teaching methods.
- Students can understand various concept and practical knowledge through Advanced pedagogy and help in development of skill of student.
- Advanced pedagogy need of evolution in teaching-learning procedure. In this way, it has exceptional importance in the educational process.

Q.1

• Principle of Advanced pedagogy :-
The principles of pedagogy described are as follow -

- 1) Effective pedagogy Equips learners for life in it's broadest sense :-
learning should aim to help individuals and group to develop the intellectual, personal & social resources that enable participate as active citizens, contribute to economic development. This means adopting broad conception of worth learning outcomes.
- 2) Effective pedagogy Engages With Valued form of Knowledge :-
pedagogy should engages with big ideas, key skill and processes and mode discourse way of thinking
- 3) Effective pedagogy Recognised the Importance :-
effective pedagogy should engage learners with teacher learner & all those includes peer, should provide Activity, Culture structure of intellectual, social & emotional support to help learners to move forward in their learning.
- 4) Effective pedagogy Need Assessment to be Congruent With learning :-
Assessment designed implemented with goal of Achieving maximum Validity both term in the learning process.
- 5) Effective pedagogy Promote Active Engagement of the learners :-

A chief goal of learning should be promotion of the learner independence & autonomy. This involve learning strategies & practice developing positive learning dispositions

7) Effective pedagogy fosters both individual and social processes and outcomes: →
Learner encouraged & helped to build relationship communication with other learning purpose, in order assist mutual construction knowledge & enhance active-ment of individuals & groups.

8) Effective pedagogy Recognises the significance of informal learning: →
Informal learning, such as learning out of school or away from the workplace, should be recognised formal learning & should therefore be valued.

9) Effective pedagogy Depends on Learning of all those who support the learning of others: -
The need for lectures, teacher, trainee & co-workers, to learn continuously in order to be develop knowledge & skill and adapt develops their roles. especially through practice based inquiry, Recognised and supported.

10) Effective pedagogy Demands consistent policy frameworks with support for learning as their primary focus: →

Organisational & system levels policies need to recognise fundamental & so, they importances of continuous learning for individual, team, system, success & effective learning environment, for all learners.

Q2=12

Q.2 Blended Learning :- →

Blended-learning not only supports active It demands it. effective blended learning requires students to interact with each other, the content and their own thoughts. Students need a way to not only take information but also to check process their understanding. Organising knowledge and making connection with Blended learning is used not only in co-operative learning setting but also instruction in conventional school. In recent year, scholars focused research studies blended learning and view future trend for academic & research & pedagogical practices. Blended learning involves combination of two fields of concern technological & instrumental consideration to greater or lesser extent, combined with pedagogy & educational theory.

Blended learning is formal & online mean education program in which students learn at least in part through delivery of content and instruction via digital & online media with some element of the student control over time, place, path or pace. Blended learning is a mixture of online learning & face-to-face activities.

Blended learning is mix of multi-media technology, CD, Streaming, Virtual classrooms, Voicemail, email & conference calls, online text Animation & Video Streaming. It is programs use many diff. forms of e-learning.

a) Teaching-learning process: →

Effective learning is possible by five sensory means. According to psychological study, Human can grasp 80% Knowledge visually, 15% through hearing & 5% with the rest of sensory items. To provide rich presentation, it is necessary to use the various components like,

i) Text matter presentation

ii) Animation presentation

iii) Audio presentation.

iv) Video presentation.

ICT Helps in teaching learning process.

Teaching-learning process becomes effective by using ICT in education.

Teaching-learning following are teaching learning steps: →

1) Coach & Hector → Teachers need to help the students Assessment and happy to their increased engagement is huge benefits for teacher as well. Student who are more engaged learn more, their learning outcomes & succeed on Assessment.

2) New Teaching Techniques: →

Blended learning provides teachers with opportunity to try out new pedagogical techniques. By giving them a wider range of tools, blended learning allow teachers to be creative & teach better.

3) flexible scheduling: →

In some environment like college & workplace training blended learning allow teachers to have more flexible schedule. Just like student can learn using the computer,

teachers can using computers. This can provide them more option & better work life balance.

4) professional Development :-
Teachers have been some of the most enthusiastic adopters of online technologies for professional development. In fact, teachers make up a large percentage of students in massive open online courses as well as large percentage of people who participate in work-related twitter chats. If teachers looking for flexible, powerful path toward professional development simply head online.

The traditional way of teaching learning process can made more effective & interesting by using information & communication technologies.

Example :- When a teacher uses Audio, video, or power point presentation in her lecture, the whole class becomes more attentive about lecture. Such Activities is also help students to understand things they easily.

b) Research :- →

It has long custom to make use of new technological developments in easing the burden of complex or routine tasks. This is true for Research as it is for any other Aspect of Human Activity.

Example :- over typewriter, word processor & computers has now become a past writing in minutes. It also helps in

getting the surveys filled by participants online without visiting their place. By and large this is a process to be welcome if a labor or time saving technological artifact is available.

2) Research Requires last information of their work. ICT Helps the Researcher in providing the information about findings, conclusions, method used etc.

3) Software packages are now available to assist with the analysis of qualitative as well as quantitative data.

4) Also Researchers can utilize facilities like discussion groups, e-mails chat times which are very useful.

3) Publication : →

The notes, printed text books can be digitized with the help of computer technology. Many e-books are available on websites developed by different publishers. Encyclopedia is also available on internet. School or college can be publish their magazine on their websites. Also one can find various Journals related to education on websites.

Q4212

Q-4 Explain following online learning Resources :-

up E-library :- meaning

An electronic library is managed the collection of information, associated they service information is stored in formats and Accessible over a Network. Therefore a stream of data send to earth from a satellite is not a library. The same data, organised systematically, becomes a e-library collection. E-library is special library with focused collection of objects that can include text, visual material, audio material, video material, stored as electronic media formats, along with means for organising, storing & retrieving the files & media contained the library collection. E-libraries can vary immensely size and scope & maintained by individuals, organisations, or affiliated with established physical library building or institutions, or with Academic institutions.

A electronic library is type of the service that allows users, without actually stepping into the library, to read library book and conduct research at home, in the office or at school, using the internet. E-library is also known as digital of library. E-library is a collection of e-documents or objects. The e-library interface used by end users to browse, search, retrieve and view contents of e-library. It is typically presented to users as Hypertext mark-up language page.

2) Nature :- → An e-library or digital library is a compilation of digital resources available to users via the internet. These Resources encompass a variety of materials, including books, Articles Journals, research paper, & multimedia content & more.

Any Collection of files that has been digitally preserved and is accessible on the internet or through software. A e-library is may contain Manuscripts, newspapers, books, Journals, image, audio & video. There are all kinds of digital libraries.

Educational Implication of E-library :-

- Improved Accessed through internet & compact Disc-Read only memory. They can be accessed virtually from anywhere & at anytime.
- An e-library can meet simultaneous access Requests for a document by easily creating multiple instance or copies of Requested document.
- Improved information sharing e-libraries can easily share information with other similar e-libraries & provide enhanced access to users.
- E-libraries can be Accessed at any time, 24-Hours a day & 365 days of the year.
- E-library provide Access to much richer content in more structured manner. i.e. people can easily move from catalog to particular book then to particular chapter.
- THE e-library need of library physically, people from all over the world could gain access to same information, as long as internet Connection is Available.
- The cost maintaining an e-library is much lower than of a traditional library.

Video Conferencing : → It's meaning →
Video Conferencing is an interactive method of communication that combines the use of video, audio & computing technologies to allow people in different locations to meet face-to-face to conduct a conference in real-time. It can substitute for actual physical presence of remote participants. This reduces travel costs as well as travel time & makes meeting attendance more convenient. It also provides flexibility in pulling together at short notice meeting of people in many & widely separate locations. For education it offers the opportunities to more readily bring outside experts into classroom.

VC is conduct of videoconference by a set of telecommunication technologies in which allow two or more locations to communicate by simultaneous two many way video & audio transmission. Video Conferencing is the ability to host live interactive meeting by using internet connectivity, a computer & web camera.

Nature : - Video Conferencing allow people in different locations to communicate via video and audio - A video conference is one in which two or more groups of people, each at location equipped for videoconferencing, can see one another & interact or view a presentation & in some cases, the equipment used here has until recently, consisted of video-cameras & microphone tied to live TV feed,

Creating a need of satellite dishes & other transmission equipment & specialized technical assistance. This technology meant that only particular places set up for transmission could be used as location for conference.

Educational Implication of VC :- →

- one of the greatest advantages of video conferencing in education is that it allows participants to record & save lessons & meeting.
- This can be relief to student who miss class due to absenteeism or those who would be simply want to review the lesson later.
- A key advantages of video conferencing is that it lets students collaborate on group work or projects easily.
- Video conferencing opens up new possibilities for learning by making it more collaborative through face-to-face communication.
- for teacher, professors, staff, a curriculum that relies on video conferencing means freedom and the flexibility.
- Video-conferencing educational institutional has become increasingly popular tool for facilitating remote learning, virtual classroom & online collaboration among students & teachers.
- With the rise of COVID-19 pandemic, video conferencing has accelerated allowing school & university to continue providing education to students while ensuring their safety & avoiding spread of the virus.
- Video conferencing provides professors & students with an array of opportunities to take personalized learning to the next level.

Q 5-04

Q.5 Short notes.

1) Steps of problem base Learning :-

i) Develop A problem :-

It developmentally Appropriate, it is the grounded in student experience in Curriculum based. Accommodates the Various of learning and Teaching strategies.

ii) Present the problem :-

figure out How student will meet the problems e.g. Newspaper cutting, Video book etc. also allow student to defined the real problem for themselves.

iii) Set up the structure :- Once students have defined problem, can begins breakdown

i) idea :- Any Initial idea of student have about possible solution.

ii) facts :- facts of students know about the problem.

iii) Learning Issue :- Questions the students still have will required research of a student need to know.

iv) Action plan :- source of students will people, place Agencies etc student will be consult for Research.

4) Gather & Share Information :-

Teacher should be check Availability of Resource in Advance student typically the work in collaborative group of 3-5

5) Generate Solution :-

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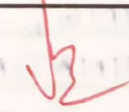
Laxman Nagar, Thergaon, Pune - 411033.

Prelim Examination

2023 -2024

Name of the Student Teacher: <u>SWATI ULLHAS APTE</u>	
Roll No: <u>20</u>	
Subject: <u>BED 201 : QUALITY AND MANAGEMENT OF SCHOOL EDUCATION</u>	
Day and Date: <u>FRIDAY 05/04/2024</u>	
Medium of Answer: <u>ENGLISH</u>	
Signature of Candidate <i>Swati Apte</i>	Signature of Supervisor <i>NCA</i> 05/04/24

Marks Obtained

Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Total	Sign of Examiner
12	13	13	13	16		67/80	

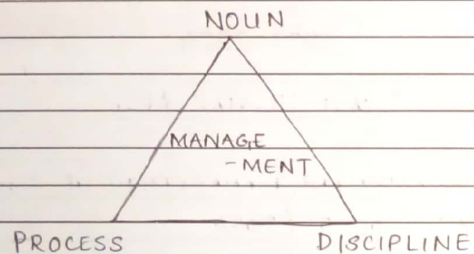
67
80

Instructions.

1. Candidate shall use blue or black ink only;
Otherwise answer book will not be evaluated.
2. All questions are compulsory.
3. For 12 marks answer of the question should be written in 250 to 300 words, for 5 marks answer should be written in 150 to 170 words.
4. Supplements will not be provided

Q.12-12

Q 14 MANAGEMENT - The concept of Management can be understood by three different aspects.



MANAGEMENT AS A NOUN - Management as a noun means an individual or a group of individuals who exercise leadership. For eg. a Principal of a School.

MANAGEMENT AS A PROCESS - Management is a process incorporating various phases like PLANNING, ORGANIZING, STAFFING, DIRECTING, CO-ORDINATING etc.

MANAGEMENT AS A DISCIPLINE - Management is also a vast body of knowledge encompassing various laws, theories and practices.

DEFINITIONS OF MANAGEMENT -

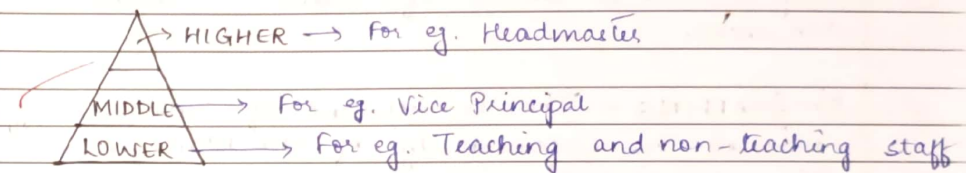
"Management is the art of knowing what is to be done, in the best and cheapest way."

"Management is the art of getting things done through people."

"To manage, is to Forecast, to Plan, to Organize, to control, to compound, and to co-ordinate."

- HENRI FAYOL

LEVELS OF MANAGEMENT - There are primarily three levels of management.



The Industrial Revolution brought about plenty of changes in the Industry. Various large organizations were formed due to which various Management Theories came into existence.

Gradually, these Management Theories were used in the field of Education as well, and were called EDUCATIONAL MANAGEMENT.

FUNCTIONS OF MANAGEMENT :-

1) PLANNING - The Management is responsible for planning the various activities, financial planning etc. As it is said, HALF PLANNED IS HALF SUCCESSFUL. In Educational Institutions, an Yearly Plan is created at the beginning of the year, which incorporates the Academic calendar for the year.

2) ORGANIZING - The Management is responsible for Organizing various Meeting, Annual Functions, Field

steps etc. For eg. Management of a School holds various seminars and events.

3) CONTROLLING - Management is responsible for exercising control over the employees, resources and various events. For eg. a Principal can keep a check on the no. of leaves a Teacher can take.

4) STAFFING - The recruitment of suitable staff is also the responsibility of the Management. This also includes hiring, interviews and training. For eg. School can give out a requirement for a Teacher, take interviews, and hire the most suitable candidate.

5) DIRECTING - The management provides a direction to the organization and informs the goals the organization needs to attain.

6) CO-ORDINATING - Management is responsible for co-ordinating between the various departments of an organization.

7) CO-OPERATING - Whenever any help is required by anyone from the organization, Management is responsible to ensure cooperation.

8) DECISION-MAKING - The decisions are all taken by the Management. They are responsible to weigh all options and choose the best possible way.

9) LEADERSHIP - Management needs to be pro-active and lead the way for the entire organization to follow. A Manager needs to lead from the front.

10) MOTIVATION - Continuous motivation is to be provided for the organization, for them to be more productive and happy. For eg. perks and increments/promotions are given to the staff by the management.

11) RECORD-KEEPING - Record-keeping is an extremely important function of the Management. It needs to keep up-to-date documentation for various legal and administrative purposes.

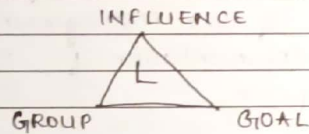
12) FINANCING - The Management is responsible for getting funds and acquiring them, managing the funds and using them appropriately.

Q.2 = B

Q 2y "A Leader is the one who KNOWS THE WAY, GOES THE WAY, AND SHOWS THE WAY."
- Unknown

LEADERSHIP means the ability to LEAD. It can be defined as -

"Leadership is the process of knowing what needs to be done, and getting other people to do it."

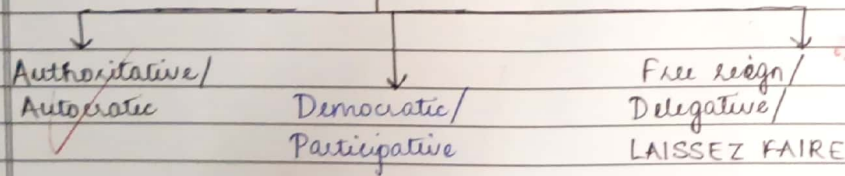


Leadership can be defined as a process in which an individual (LEADER), INFLUENCES a GROUP of people, in order to attain a GOAL.

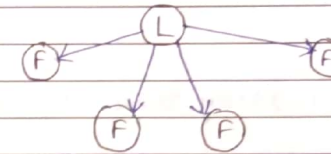
STYLES/TYPES OF LEADERSHIP -

Style of leadership means the various methods using which the leader can exercise leadership. There are THREE types of leadership.

TYPES OF LEADERSHIP



1) AUTOCRATIC/AUTHORITATIVE LEADERSHIP :-



L: Leader
F: Followers

In this type of leadership, the entire control of the organization lies in the hands of a single person.

Characteristics :-

- (a) FORMAL RELATIONS between the Leader and the Followers.
- (b) CENTRALIZED AUTHORITY, which lies solely with the leader.
- (c) NEGATIVE MOTIVATION is given to the employees, i.e. they are punished for not meeting the leader's expectations.
- (d) SINGLE PERSON'S DECISION, i.e. the decision-making ability lies with only the leader.
- (e) WRONG BELIEFS about the Employee being low-level, and dumb, is fed into the Leader's mind.
- (f) BELIEFS OF EMPLOYEES and their voices and thoughts are not regarded and respected.
- (g) ONLY DOWNWARD COMMUNICATION happens, from the Top level leader to the bottom level employees.

(b) TIGHT CONTROL is exercised over the staff, stifling their freedom and creativity.

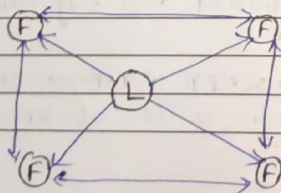
Advantages -

- (i) Quick and easily taken decisions.
- (ii) Sole decision-making power is with the leader, motivating him/her highly.
- (iii) It is required in cases where the staff is uneducated/very less educated.
- (iv) Communication is simple.

Disadvantages -

- (i) Lack of motivation amongst the staff, as they do not have the freedom of expression.
- (ii) Lack of productivity, as the creativity of the staff is stifled.
- (iii) Agitation can prevail amongst the staff and the leadership.
- (iv) There are high chances of partiality.

2) DEMOCRATIC / PARTICIPATIVE LEADERSHIP -



Characteristics -

- (i) CO-OPERATING relationships amongst the staff and the leadership.
- (ii) DECENTRALIZED AUTHORITY, i.e. the authority is shared by a group of individuals.
- (iii) GROUP-DECISIONS are taken, one single person would not be able to take decisions.
- (iv) POSITIVE MOTIVATION amongst the staff, i.e. the employees also participate in the organization, and get rewarded when they perform well.
- (v) NO NEED OF TIGHT CONTROL, so that employees can be creative and productive.
- (vi) OPEN COMMUNICATION - the staff can also convey their thoughts and feelings freely to the leadership.
- (vii) BELIEF, i.e. the leadership believes in their employees, thus giving them the rights to lead.

Advantages :-

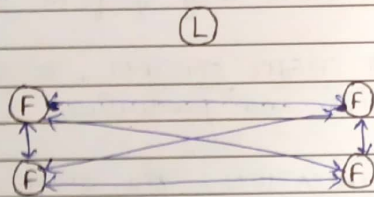
- (i) Changes in the leadership can be simple and seamless.
- (ii) Co-operation and co-ordination between employees and leadership.
- (iii) Higher productivity due to motivation.

Disadvantages :-

- (i) Employees need to be educated to be a part of leadership.
- (ii) Decisions can be delayed.
- (iii) Varied thoughts of different people in the leadership can lead to discord.

3) LAISSEZ FAIRE / FREE REIGN / DELEGATIVE

LEADERSHIP -



Characteristics -

- (i) FULL FAITH is present on the staff and employees.
- (ii) INDIVIDUAL DECISIONS are welcomed.
- (iii) DECENTRALIZED AUTHORITY, i.e. everyone has the ability and power to make their own decisions.
- (iv) TWO-WAY COMMUNICATION amongst the staff, with each other and with the leadership.

(iv) MOTIVATION is provided to the staff THROUGH AUTHORITY.

(v) CO-OPERATIVE RELATIONSHIPS between staff and the leadership.

(vi) SENSE OF RESPONSIBILITY prevails amongst the staff as they need to own the responsibility of their own actions.

Advantages -

- (i) Staff is highly motivated, thus leading to greater productivity.
- (ii) A greater sense of empathy and fraternity.
- (iii) No chances of favoritism.

Disadvantages -

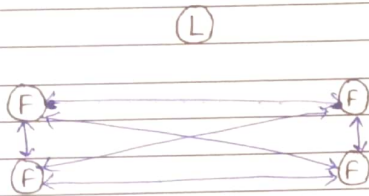
- (i) Extremely highly educated and skilled people are required.
- (ii) Discord can be created due to miscommunication.
- (iii) Leadership role is very weak.
- (iv) Higher workload.

Disadvantages :-

- (i) Employees need to be educated to be a part of leadership.
- (ii) Decisions can be delayed.
- (iii) Varied thoughts of different people in the leadership can lead to discord.

3) LAISSEZ FAIRE / FREE REIGN / DELEGATIVE

LEADERSHIP -



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- (i) FULL FAITH is present on the staff and employees.
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Q 34 STAGNATION AND WASTAGE +

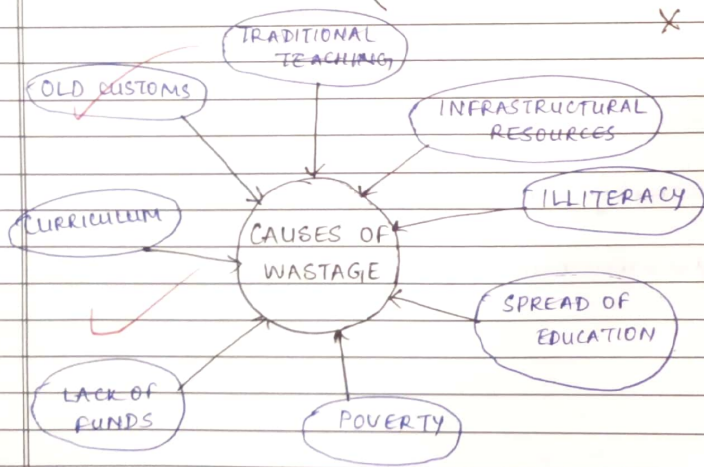
India, being a developing nation, and not a developed country like the U.S.A, has its own fair share of problems in the process of Education.

The two main problems/ issues in the field of education, are STAGNATION and WASTAGE.

WASTAGE STAGNATION can be defined as the PREMPTIVE OR WITHDRAWAL of the pupils from the school, before at any stage, before the completion of that stage.

WASTAGE is also known as the DROPPING OUT of school.

$$\text{RATE OF WASTAGE} = \left(\frac{\text{No. of dropped-out pupils in a grade}}{\text{Total No. of enrolments in the grade}} \right) \times 100$$



CAUSES OF WASTAGE +

- (i) Lack of infrastructural resources, such as proper school buildings, sanitation facilities etc, lead to students dropping out prematurely.
- (ii) Parents and guardians are illiterate, and they think that their children do not need to study further, they should start working.
- (iii) There is a lack of awareness and spread of education, especially in rural areas.
- (iv) Poverty is one of the major factors in wastage. The parents/ guardians do not have enough money to send their children to study further.
- (v) Lack of funds for education. The government provides funds for children's education, but it is mostly taken up by corruption in middle-men.
- (vi) Uninteresting curriculum: Students can sometimes find the curriculum to be irrelevant to their lives, hence they leave the education.
- (vii) Old traditions and customs like child-marriage force girls to leave school and take care of the household.
- (viii) Traditional and boring teaching methods like 'lecture Method' can get the students disinterested, thus leading to drop-outs.

REMEDIES TO WASTAGE :-

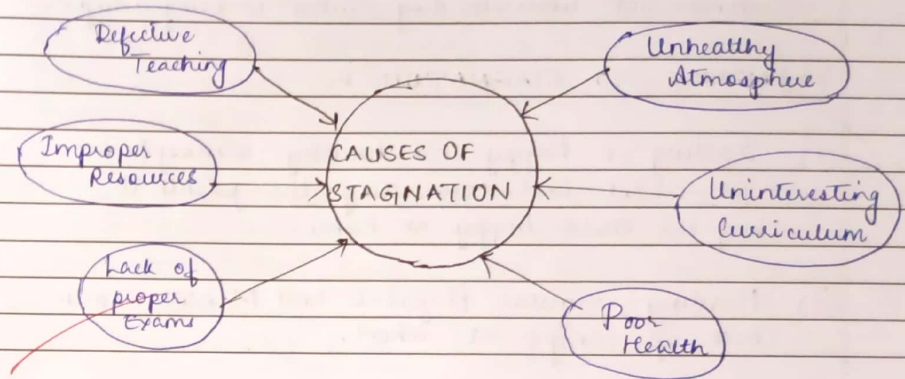
- (i) Provision of proper Infrastructure and Facilities.
- (ii) Adult - Education for the Parents and Guardians of students.
- (iii) Schools to be set up in every remote location in order to take the education to the students.
- (iv) Scholarships/ Financial aid to be provided to the students.
- (v) Curriculum should be reformed and revised to make it more relevant to the students.
- (vi) Movements to remove age-old customs and traditions that are harmful for the education.
- (vii) Training Teachers in order to make lessons more interesting and creative.

STAGNATION :-

Stagnation means the inability to complete a prescribed course in a prescribed time.

Stagnation also means that the student/pupil has remained in the same grade for one or more years greater than the prescribed no. of years.

$$\text{STAGNATION} = \frac{\text{Total no. of years prescribed for a course}}{\text{Actual no. of years taken to complete a course}} \times 100$$



CAUSES OF STAGNATION :-

- (i) Unhealthy Atmosphere at School or at Home can lead to depression in a student, thus leading him to failure in the exam.
- (ii) The curriculum can be extremely dull and uninteresting for a student, to make him lose interest in studying.
- (iii) Poor physical health can lead to ABSENTEEISM for a student. If they miss classes for a long time, they cannot cope up with the load of studies.
- (iv) Lack of a proper and comprehensive evaluation system can fail a student.
- (v) Lack of proper facilities like library, internet, educational resources can lead to failure of a student.

(vi) Defective Teaching methods, which do not regard the individual needs of students, can lead to students not understanding what is being taught.

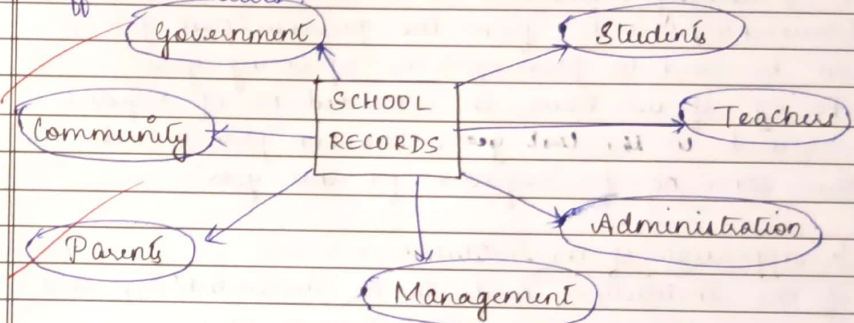
REMEDIES TO STAGNATION :-

- (i) Creating a happy and healthy atmosphere at school and counselling the parents to keep the child happy at home.
- (ii) Holding regular Physical and Mental Health Check-up camps at school.
- (iii) Providing counselling to students.
- (iv) Providing proper learning resources and materials to all the students.
- (v) Training the educators to use differential teaching methods.
- (vi) Reforming the curriculum to make it more attractive and interesting.

Q 94

A SCHOOL is an extremely important PUBLIC INSTITUTION. As it is a public institution, it is responsible for and answerable to students, their Parents, the Community as a whole, and to the government as it is going to provide funds to the Institution.

Hence, a School must record each and everything it carries out, and provide a document if and when asked for. School Records are useful for a no. of different entities.



NEED AND IMPORTANCE OF SCHOOL RECORDS :-

1) LEGAL REQUIREMENTS :-

Legal Documents are to be maintained, just in case they are required to be produced in court, during a litigation. For eg. a LEASE AGREEMENT might be required if the School grounds / building is on Lease.

2) FINANCIAL NEEDS :-

Documents regarding the source and amount of acquired

funds, how the money and assets were used, how much was the expenditure, savings etc. need to be documented. For eg. a Budget needs to be prepared for the Annual Function of a School.

3) Administrative Needs :-

Documentation/Records of the resources needs to be updated. For eg. how many Registers, Blackboards, Stationary was used in the last year.

4) Planning Needs :-

Documents/Records from the previous/past year(s) can be used to plan for the upcoming years.

For eg. if, we have the recorded no. of registers required in the last year, we can plan to order the same no. of registers for this year.

5) Appraisal of the Institution :-

If the Institution needs to be Accredited/Appraised, it needs to keep its School Records up-to-date.

6) Research Needs :-

School Records make for an excellent input/source of data for various educational researches.

For eg. the data regarding stagnation/wastage could be used to identify the causes of them.

7) Relations with the Community :-

The School needs to show the Community that they are preparing good citizens for the future of the community. Hence they can show the records of achievements and community service done by the students.

8) For Future Reference :-

At any point of time in the future, the School might be asked to produce records from the past years. For eg. in order to trace the roots of a criminal, the court might need to see the School leaving Certificate of the criminal.

9) Communication with the Parents :-

A Cumulative Record Card is provided to the parents in order to track their child's progress. Also, every mail/oral communication with the parents need to be recorded.

10) Guidance to the Students :-

Sometimes, School might need to provide all the data regarding a student, to a guide or a counselor who needs to know the background of the student.

11) Ensuring the Holistic Development of Students :-

Teacher and School Management need to keep a record of everything that a Student does, and provide the required support in order to ensure that the student undergoes a holistic development.

12) Efficiency :-

School Records can be used to improve the efficiency of the School.

13) Case Study of the School :-

An analysis of the School might be useful in generating a detailed Case Study of the School over a period of time.

Q.5 (2) TOTAL QUALITY MANAGEMENT +

With the sudden and tremendous growth in the size of Industries and Organizations, there is a need of keeping a check over the quality of products or services.

The Japanese have formulated the concept of TOTAL QUALITY MANAGEMENT.

Total Quality Management can be defined as the changing of fundamental cultures of an organization, in order to attain superior product or service quality.

TQM is not only related to the productivity and quality control, but also it is a complete vision of the structure of an organization, and how it needs to change.

W. Edwards Deming gave fourteen principles of Total Quality Management, which can be applied to the field of Education.

Some of the principles are as follows +

i) Adopt the new Philosophy -

The first principle states that the organization has to whole-heartedly accept and adopt to the new philosophy of TQM.

ii) Cease to depend upon Inspection for quality control +
The Inspection of Quality should not just done at the end of the process, but it should be continuous and comprehensive.

iii) Institute Training on the Job +
The staff should be trained before as well as after hiring. The concept of Pre-training and In-service training stem from this principle.

iv) Institute Leadership +
Improve the confidence and motivation of the staff by a strong leadership.

v) Drive out fear +
Let the staff raise its voice and express their feelings and concerns freely. Let them be creative. This will increase their productivity.

vi) Break down all barriers between staff areas +
Let the staff of different sub-divisions co-ordinate, co-operate and communicate with each other.

Q 57 (3). CHARACTERISTICS OF A GOOD HEAD-MASTER +

- (i) LEADERSHIP - The Head-master should be an excellent leader and should lead from the front.
- (ii) ORGANIZATION - The Head-Master should have excellent organization skills, as he/she is responsible for organizing various meetings, functions, etc.
- (iii) PROFESSIONAL - The Head-Master should be a professional, and be practical.
- (iv) QUALIFIED - The Head-Master should have the necessary educational qualifications and experience.
- (v) MASTERY OF CONTENT - The head-Master should have in-depth knowledge of the contents of education.
- (vi) DEPENDABLE - The parents should feel that the Head-Master is dependable, and they can entrust their children to him/hers.
- (vii) ABILITY TO HANDLE ADVERSITIES - A lot of things could go wrong with the educational process / institution. The Head-Master should be able to handle any kind of adversity.
- (viii) POSITIVE ATTITUDE + The Head-Master should

always have a positive attitude and approach, and he/she should have a growth mindset.

(ix) COMMITTED - The Head Master should be passionately committed to the cause of providing education to children.

(x) COMPASSIONATE / KIND - The Head Master should be empathetic and kind towards students coming from varied backgrounds and having different abilities.

(xi) PATIENCE - The Head Master should be patient with the Students, Parents, as well as the Staff.

(xii) COMMUNICATION SKILLS - The Head Master should have excellent communication skills to be able to effectively communicate with students, Parents, Staff, Community, and other stakeholders.

Q 54 (6) CO-CURRICULAR ACTIVITIES are defined as the activities that complement the academic curriculum and lead to the holistic development of the pupils.

The various TYPES of CO-CURRICULAR activities are as follows -

(i) SPORTS AND ATHLETICS -

Various sports like games, cricket, football, basketball, races, etc. lead to sound physical health of students. It also leads to good mental health. It inculcates the values such as co-operation, team-spirit etc. amongst students.

(ii) PERFORMING ARTS -

Various art forms such as MUSIC, DANCE and DRAMA come under Performing Arts. They provide a stage/platform for the students to show their talent, creativity, and expression.

(iii) VISUAL ARTS -

Various activities like Drawing, Colouring, Craft, etc. come under this. It is useful for students to express their creativity and also for fine-motor skills.

(iv) LITERARY ACTIVITIES -

Activities like Handwriting Competition, Essay writing, debates, oration, etc. all

come under literary activities. They bring out the expression of views confidently and freely, in students.

(v) COMMUNITY SERVICE -

Outreach programs like holding rallies for educational rights of the poor, cleaning up river-beds, etc. comes under community service. These activities create a sense of empathy in the students.

(vi) LEADERSHIP AND MANAGEMENT -

Students can form and lead various clubs, and help to organize and management various events and seminars. This will be helpful in inculcating leadership skills in students.

(vii) TECHNOLOGY AND INNOVATION -

Holding and participating in programmes such as ROBOTICS, TECH-FESTS etc. helps students in keeping up-to-date with the latest technology-developments.


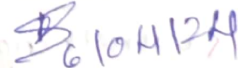
(viii) CULTURE AND HERITAGE -

Celebration of various days and festivals like DIWALI, CHRISTMAS, SAVITRIBAI PHULE JAYANTI, SHIV JAYANTI etc. inculcates a pride towards one's own culture and respect towards other cultures and heritage.


— X —

Bharatiya Gyanvardhini Sabha's
Kantilal Khinwasara College
Of Education (B. Ed.)
Laxman Nagar, Thergaon, Pune - 411033.
Prelim Examination

2023 -2024

Name of the Student Teacher: <u>SWATI ULLHAS APTE</u>	
Roll No: <u>20</u>	
Subject: <u>BED 202 : KNOWLEDGE & CURRICULUM; LANGUAGE ACROSS CURRICULUM</u>	
Day and Date: <u>SATURDAY 06/04/2024</u>	
Medium of Answer: <u>ENGLISH</u>	
 Signature of Candidate	 Signature of Supervisor

Marks Obtained

Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Total	Sign of Examiner
12	12	12	12	14	-	$\frac{62}{80}$	

Instructions.

1. Candidate shall use blue or black ink only;
Otherwise answer book will not be evaluated.
2. All questions are compulsory.
3. For 12 marks answer of the question should be written in 250 to 300 words, for 5 marks answer should be written in 150 to 170 words.
4. Supplements will not be provided

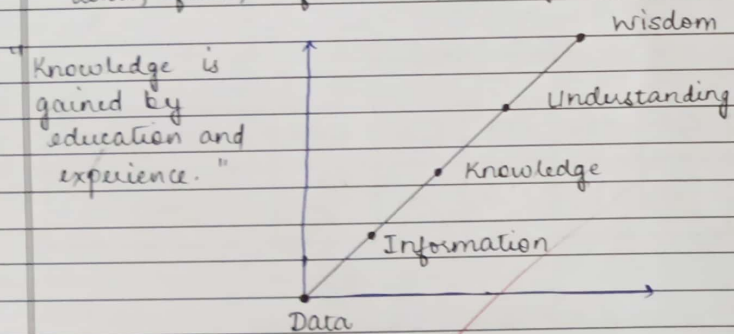
Q 17 KNOWLEDGE :

The word 'Knowledge' is derived from the GREEK WORD 'GNOS' which means 'to recognize'.

The Hindi/Sanskrit word for Knowledge, i.e. 'GYAAN/JNAAN' is derived from the SANSKRIT word 'JN' which means 'to be aware of'.

Hence Knowledge can be defined as

"The Familiarity, Awareness or Understanding of something or someone, that might be data, facts, information, descriptions or skills."



DATA: Raw facts, figures, numbers, images, etc.

INFORMATION: Meaningful Data, which is derived by recognizing relationship between Data

KNOWLEDGE: Derived by recognizing patterns between Information.

Q1 = 12

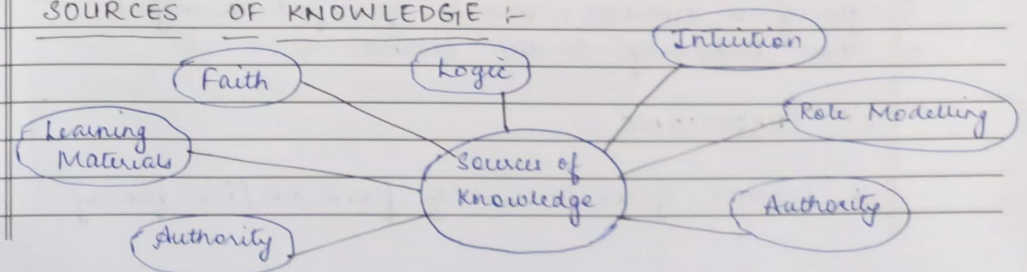
UNDERSTANDING - The appreciation of Knowledge.

WISDOM - The appreciation of understanding.

TYPES OF KNOWLEDGE :-

- 1) Social Knowledge: Knowledge derived from social interactions with family, teachers, community etc.
- 2) Physical Knowledge: Knowledge derived from our senses such as by looking at/hearing/touching, etc.
- 3) Perceptual Knowledge: Knowledge derived by our perceptions about someone or something.
- 4) Conceptual Knowledge: Knowledge derived by understanding the various concepts surrounding us, and by relating them with each other.
- 5) Tacit Knowledge: Knowledge which is ~~tangible~~ constructed by ourselves, i.e. personal. It depends upon our prior understanding, environment, etc.
- 6) Explicit Knowledge: Knowledge which is tangible and explicit, for eg. Textbooks, Learning Materials, Blogs, Videos etc.

SOURCES OF KNOWLEDGE :-



The various sources of knowledge are as follows :-

1) SOCIAL : 1) SENSES :-

Our Five Senses are the primary source of knowledge for us, i.e. We see with our Eyes, We hear with our Ears, we taste with our tongue, we touch with our skin, and we smell with our nose. All these senses send signals to our brain, and thus we form new knowledge.

For eg. when we first smell a Rose, we remember and retain it in our memory. Our brain constructs the knowledge of how a rose smells. The next time when we smell a rose, we remember that this is the smell of a rose, because we have the knowledge.

2) AUTHORITY :-

Authority means the people who are in a position to impart knowledge, and who have the required depth of knowledge supported by their study or research.

For eg. a Teacher or a Saint or a person giving a seminar, are all qualified to impart their knowledge to the learner.

3) TRADITIONS :-

A learner gains knowledge from his/her family

or community, regarding the culture, heritage and traditions of their own community.

For eg. a child can learn about the various STOTRAS or SHLOKAS which his/her family recites daily, or a child can learn about the manner of celebrating a festival as per their family traditions.

4) INTUITION :-

Sometimes, our subconscious mind or past experiences prompt us about a particular situation and we can predict the outcome or gain knowledge about someone or something. We also call Intuition as GUT FEELING.

For eg. we might feel it will rain today, based on how we are feeling about it, and carry an umbrella along when we go out.

5) REVELATION :-

It is an advance form of FAITH, where we feel that God or some form of reverence becomes our source of knowledge, and guides us on the path of righteousness.

For eg. the famous Mathematician used to say that God used to come in his dreams and dictate him the Mathematical Equations, but he had no proof of his Theorem/Equations.

6) EMPIRICAL KNOWLEDGE :-

We might have some conceptual knowledge that is backed by proofs. Empirical sources always have proper justification.

For eg. if we add the three angles's measure of a triangle, we will always get the sum as 180.

7) LOGICAL REASONING :-

Knowledge can be derived by ourselves based on various logics and reasoning. We can apply different conditions and situations and create our own knowledge.

For eg. if we are staying in a cold region, and we know that wool can protect us from cold, we will ourselves wear a woolen sweater.

12

$$Q2 = 11\frac{1}{2} = 12$$

Q2) CURRICULUM :-

The word curriculum is derived from the LATIN WORD Curriculum, which means a RACE COURSE used by the CHARIOTS.

In educational terms, curriculum means a path or course of study in which education moves forward in a direction.

The concept of curriculum can be understood as follows :-

As a Product

As a Programme

CURRICULUM

As Actual Learning Experiences

As Intended Learning Outcomes

1) CURRICULUM AS A PRODUCT - Curriculum is a comprehensive document which has all the information required by Pupils, Teachers, Schools, Parents, Community etc. and can be referred to at any time.

2) CURRICULUM AS A PROGRAMME - Curriculum is also a list of courses / paths of study provided as options by the educational institutions. For eg. some schools follow CBSE curriculum and some follow ICSE curriculum.

3) CURRICULUM AS INTENDED LEARNING OUTCOMES :- Curriculum details what changes are expected in a child after the teaching learning process is completed, in terms of COGNITIVE, AFFECTIVE and PSYCHOMOTOR DOMAINS.

4) CURRICULUM AS ACTUAL LEARNING EXPERIENCES :- Curriculum has details about what content is to be taught, and how it needs to be taught. For eg. experiments, projects, field-trips etc.

ELEMENTS OF CURRICULUM :-

1) CONTENTS / LEARNING MATERIALS :- The contents explain the WHAT aspects of a curriculum development. It details what is needed to be taught to what grade/age students.

2) INSTRUCTIONAL METHODS :- The details of Instructional Method contains the HOW aspects of the curriculum. It tells the educators how to teach the contents in a more attractive way.

3) EVALUATION METHODS :- This element details 'HOW MUCH' a learner has learned after the teaching. It contains a series of evaluation methods.

4) GOALS AND OBJECTIVES :-

This element details the 'WHY' aspect of the curriculum. It tells us what is the need of the curriculum. It provides a standard/level that needs to be achieved by every student.

ASPECTS TO BE CONSIDERED WHILE DEVELOPING A CURRICULUM :-

1) NEEDS OF THE CURRICULUM - The contents of the curriculum should be relevant to the needs of the students.

2) STUDENT-CENTERED - The curriculum should be student-centered and not Teacher centered.

3) ACTIVE ENGAGEMENT - The instructional methods specified/recommended by the curriculum should be able to actively engage the students. The student should play an ACTIVE ROLE, not passive.

4) CONTINUOUS COMPREHENSIVE EVALUATION - The curriculum should provide for a continuous and all-round evaluation of a student. The student should be evaluated by his/her development in all domains specified under BLOOM'S TAXONOMY.

5) CONTINUOUS REFORMS - The curriculum should be continuously evaluated for its effectiveness, and necessary reforms should be made to it.

6) INCLUSIVITY - The Curriculum should cater to the diverse needs of students, and should consider the inclusivity of all children, irrespective of their caste, creed, race, religion, disability, etc.

7) VALUES - The curriculum should be able to inculcate the values mentioned in our Constitution, like Secularism, Fraternity, Liberty, Equality, etc.

11/2

Q 3) VALUES INCORPORATED IN THE INDIAN CONSTITUTION -

India is a vast country with people with diverse backgrounds. The people might have a different religion, different caste, different language, different faiths and beliefs, etc. However, in order to govern the country with such diversity, requires a CONSENSUS on a few common and basic principles.

These basic principles were documented into our CONSTITUTION and were put into effect on 26th January, 1950. In the PREAMBLE of our Constitution, multiple VALUES were incorporated, which ALL the citizens of our country are expected to follow. They are as follows -

1) SOVEREIGNTY -

It states that the complete and absolute power to rule and govern our country INDIA, lies within the people of India. We also have a STATE GOVERNMENT (Internal) and a CENTRAL GOVERNMENT (External) which have representations from the citizens of India ONLY.

In Schools, we can have the INVESTITURE CEREMONY, in which Monitors, Prefects, House Prefects, Vice President, President, and Secretary can take an oath to be inducted in the 'student' committee and serve the school.

2) SECULARISM -

It states that there should be NO DISCRIMINATION

on the basis of RELIGION. In our country, we have four major religions, i.e. HINDUISM, ISLAM, CHRISTIANITY and SIKHISM, and also BUDDHISM, JAINISM, etc. We need to respect each other's religion.

In Schools, we can celebrate DIWALI as well as CHRISTMAS, EID, GURU NANAK JAYANTI in order to develop secularism amongst students.

3) SOCIALISM :-

It states that wealth and power SHOULD NOT be concentrated, that should be divided equally.

In Schools, various sports Activities can be held for everyone, where equal opportunity is provided to students having less or more wealth.

4) DEMOCRACY :-

The Government is formed 'By the People, of the People, and for the People'. The government's parliament has elected representatives chosen from amongst the people of India.

Every student should be given the right to hold the post like classroom monitor, etc. after standing in an Election, after voting by his/her classmates.

6) REPUBLIC :-

In earlier times, the son/ heir of a King/ Queen would ascend the throne. However, now, India is a Republic, which means the people in power need to be elected, by the people of India.

In Schools, we can hold a Handwriting competition wherein students can write about the process of Election in our country.

7) JUSTICE :-

The constitution of India states that all the citizens of India will have a right to SOCIAL, POLITICAL, and ECONOMIC JUSTICE. Ours is an EGALITARIAN SOCIETY.

In Schools, a drama/ skit can be performed depicting a courtroom and the deliverance of justice by the judge (also played by a student).

8) LIBERTY :-

Liberty means the freedom of expression, freedom to work, and freedom to live in any part of the country.

In Schools, a drawing competition can be held in which students would be asked to draw anything of their interest.

9) EQUALITY :-

Equality means everyone has equal rights and opportunities, for eg. in education, at work, etc.

In Schools, a Quiz Competition can be held in which every Team will consist of one Boy and one Girl.

10) FRATERNITY :-

Every citizen should have a sense of BROTHERHOOD with the fellow citizens, so that no discord would happen.

In Schools, various HOUSES are formed and made to compete. Students from different classes, sections, ages & abilities are in one House.

11) UNITY AND INTEGRITY :-

It is important for all of us citizens of India to stand united and uphold the Integrity of our Nation.

The celebration of Independence Day and Republic Day at School signifies the 'unity is strength'.

$$04 = 11 \frac{1}{2} = 12$$

Q 4) MULTI-LINGUALISM :-

India is a land of four major language-systems - Indo-Aryan, Dravidian, Tibeto-Burmese, and Austro-Asiatic. There are approximately 200+ languages and 1600+ unofficial language dialects in our country. Hence every Indian speaks at least 2 languages.

"Multi-lingualism means when a person can read, write, understand, speak, and switch between two or more than two languages proficiently."

FACTORS LEADING TO MULTI-LINGUALISM :-

- 1) Migrations from different countries/regions.
- 2) Historical Factors like invasion of Greeks/Portuguese/Muslims.
- 3) Globalization, i.e. bringing together all the countries of the world.
- 4) Government's Educational Policies, i.e. Our educational policy is moving towards a THREE-LANGUAGE FORMULA.

MULTI-LINGUALISM is based upon the Principle that a child is taught the MOTHER TONGUE/ HOME LANGUAGE/ FIRST LANGUAGE at home in its early childhood. The SECOND and THIRD (or more) languages are introduced after the first language. First language is used to develop the proficiency in other languages.

Every child has an innate ability to grasp the structures of various languages.

ROLE OF TEACHER :-

- 1) A Teacher is responsible to understand the proficiency level of a child in his/her mother tongue.
- 2) A Teacher should prepare the child to be able to learn a new language.
- 3) A Teacher should create respect and enthusiasm to learn the new language in a child.
- 4) A Teacher should accumulate all the required learning materials used to teach the new language.
- 5) A Teacher should create a proper teaching and evaluation plan for the new language.
- 6) A Teacher is responsible to use various interesting instructional methods to teach a new language.
- 7) A Teacher should be able to remove all obstacles from the path to learning a new language.
- 8) A Teacher should be able to correctly and comprehensively evaluate a child's proficiency in learning the new language.

SKILLS REQUIRED BY THE TEACHER :-

- 1) In-depth knowledge of the new language to be taught.
- 2) Excellent communication skills, to be able to include parents and community from different areas/tribes, etc.
- 3) Patience with the students as they will make plenty of mistakes in the beginning.
- 4) Respect and kindness should be shown to people/students/parents from different cultures/languages.
- 5) Organization skills, to be able to organize different workshops/seminars/language-adoption programmes.
- 6) Impartiality, to be able to fairly evaluate all students for their language proficiency.

TEACHING-LEARNING STRATEGIES TO BE USED BY THE TEACHER :-

- 1) Create a welcoming atmosphere -
The environment should be conducive for the students to learn a new language.
- 2) Make language-learning FUN -
The students should ENJOY learning the new language, and not be stressed about it.

3) Involve the community -
The Teacher can invite the Parents / Family members / community members from different language-speaking homes, so that the students are introduced to the multiple languages existing in our country.

4) Celebrate events / special days -
The Teacher can celebrate the cultural heritage of various languages on special days, in order to inculcate pride for the languages, for eg. MARATHI RAJYABHASHA GAURAV DIN.

5) Hold seminars / workshops / training programs -
The Teacher can organize workshops where external guest speakers can educate the students on various aspects of the language.

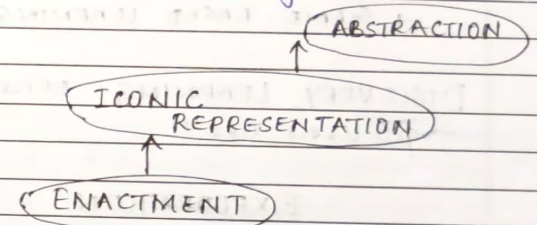
11 1/2

§ 5) (b) BRUNER'S LEARNING THEORY -

= A renowned researcher Jerome Bruner (1961) gave a learning theory, also called 'LEARNING BY DISCOVERY' which is based on various principles like Constructivism, Active Engagement, Communication, Collaboration, etc.

Jerome Bruner stated that learning occurs when the learner constructs his own knowledge, and builds upon it, by actively solving problems, and using skills like critical thinking, etc.

STAGES :-



1) ENACTMENT (0-1 years) - A baby / toddler under the age of 1 years, constructs his / her knowledge when they see a person enacting the various concepts.

For eg. a parent can enact drinking of water and the baby can imitate the parent when they are thirsty.

2) ICONIC REPRESENTATION (1-5 years) - A child under the age of 5, starts recognizing and naming physical objects / concepts. For eg. a child can recognize that a round, colourful object is a BALL.

3) ABSTRACTION (5+ years) - Above the age of 5 years, a child can understand abstract concepts like the BALL is SPHERICAL in shape.

The various types of learning based on James Bruner's 'Learning by Discovery' are as follows.

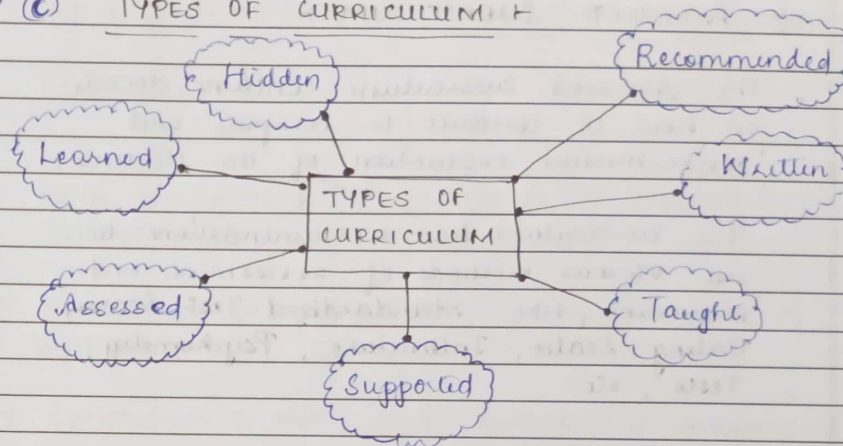
- PROBLEM BASED LEARNING
- SIMULATION BASED LEARNING
- INQUIRY-BASED LEARNING
- GAME-BASED LEARNING.

DISCOVERY LEARNING occurs in various steps/ processes like -

EXPLORATION
EXPLANATION
EXHIBITION
EXPERIENCING

3/2

Q 5) (c) TYPES OF CURRICULUM -



1. RECOMMENDED -

The Recommended curriculum includes the goals and objectives, contents, instructional methods, assessment/evaluation methods etc. which are recommended by a committee which assesses and researches the NEEDS of the students.

For eg. N.C.E.R.T. has established a N.C.F. (National Curriculum Framework) that requires all the other educational institutions to follow this NCF as a framework/guideline to create their own curriculum.

All the schools following the CBSE pattern follow this recommended curriculum of NCF.

2) ASSESSED CURRICULUM

The Assessed Curriculum contains details on how to conduct a complete and comprehensive evaluation of the students.

This curriculum has recommendations to use various methods of assessment and evaluation, like Standardized Test Scores, Rating Scales, Interviews, Psychometry Tests, etc.

3/2

3) (d) Differences between Curriculum and Syllabus

CURRICULUM	SYLLABUS
1. It is a BROADER concept.	1. It is a NARROWER concept.
2. Curriculum encompasses Syllabus.	2. Syllabus is a part of Curriculum.
3. Curriculum is not subject-specific.	3. Syllabus is subject-specific.
4. Curriculum involves co-curricular and extra-curricular activities.	4. Syllabus does not include co-curricular and extra-curricular activities, only Academic curriculum.
5. Curriculum is decided at a National Level.	5. Syllabus can be decided at a School level.
6. Curriculum contains Assessment methods.	6. Syllabus does not contain assessment methods.

3

Curriculum

3

→ Syllabus

$$0.5 = \frac{1}{2} = 0.5$$

Q 54 (f) Relevance of BASIC EDUCATION given by MAHATMA GANDHI in the current context -

MOHANDAS KARAMCHAND GANDHI (1869-1948) also known as the FATHER OF THE NATION, believed in creating a society free of caste and creed. He believed that

"Education means to draw out the best in man and child, in body, mind and spirit."

He also believed that

"Literacy is neither the beginning or end of education, it is just a means of getting educated."

Mohandas Karamchand Gandhi wanted a complete overhaul of the curriculum. He wanted to base the education on a certain CRAFT / purposeful activity which would drive away unemployment from the country.

CONCEPT OF BASIC EDUCATION -

M. K. Gandhi introduced the concept of NAYEE TALEEM or a CRAFT-BASED EDUCATION, which states that every child should be educated through a relevant CRAFT. For eg. Agriculture, Spinning, weaving, pottery, etc.

He believed that the three R's (Reading, Writing, and Arithmetic) should be replaced by three H's (Hand, Head, and Heart).

He believed that the Government should provide free and basic education to all the children aged between 7-14 years. The child should be able to LEARN AND EARN at the same time and be able to provide for his own education after 14 years.

His views on free, and craft-based education is relevant to our current educational context.

Even today, our government provides free education at a primary level, i.e. upto standard 5th.

We have made community service and vocational training a part of our current curriculum.

It would be useful to create citizens who are independent (financially), compassionate, and empowered.


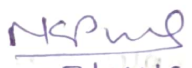
$$3\frac{1}{2}$$

— X —

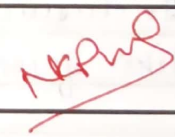


Bharatiya Gyanvardhini Sabha's
Kantilal Khinwasara College
Of Education (B. Ed.)
Laxman Nagar, Thergaon, Pune - 411033.
Prelim Examination

2023 -2024

Name of the Student Teacher: <u>SWATI ULLHAS APTE</u>	
Roll No: <u>20</u>	
Subject: <u>BED 203 : SCHOOL AND INCLUSIVE SCHOOL</u>	
Day and Date: <u>SUNDAY 07/04/2024</u>	
Medium of Answer: <u>ENGLISH</u>	
 Signature of Candidate	 07/04/24 Signature of Supervisor

Marks Obtained

Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Total	Sign of Examiner
13	13	13	12	17		$\frac{69}{80}$	

Instructions.

1. Candidate shall use blue or black ink only;
Otherwise answer book will not be evaluated.
2. All questions are compulsory.
3. For 12 marks answer of the question should be written in 250 to 300 words, for 5 marks answer should be written in 150 to 170 words.
4. Supplements will not be provided

Q 1=13

Q 14 (a) BENEFITS OF INCLUSIVE EDUCATION :-

(i) Promotes Diversity and Inclusion -

Inclusion / Inclusive Education promotes the principle of diversity, where students from ALL backgrounds, abilities and needs study together.

(ii) Reduces Stigma -

There is a stigma surrounding children with special needs, which would reduce if they are educated together with children without disabilities.

(iii) Promotes Empathy -

Learning together with special needs students, normal students will develop feelings of empathy towards them.

(iv) Social Relationships -

Inclusive Education fosters social relationships like friendship, love, respect etc.

(v) Support for everyone -

All the children feel supported in a safe environment. The entire system is suited to their requirements.

(vi) Empowered Students and Families -

Students with special needs / disabilities and their families feel empowered and valued in Inclusive Education.

(vii) Improved Academic Achievements -

The Academic Achievements of children with special needs, improves drastically when they study along with their peers. The peers also support them in their academic pursuits.

(viii) Specially Trained Teachers -

The Teachers who teach in an Inclusive Education set up, have to undergo special training in order to teach children with disabilities / special needs. This is important in their personal and professional development.

Q1/ (b) IMPORTANCE OF INTEGRATED SCHOOLS :-

Integrated Schools are ordinary schools in which special provisions are made so that children with and without disabilities can study together.

(i) Civic Engagement and Inculcation of Constitutional Values :-

Integrated Schools involve the community and parents, and inculcate the feelings of fraternity, equity, justice and dignity etc. in the students.

(ii) Academic Achievements :-

The Academic Achievements of students with and without disabilities is greatly enhanced, with support from each other.

(iii) Positive school environment :-

The children with special needs / disabilities can feel that the environment of the school is positive and cheerful, aiding in their psychological health.

(iv) Specialized support staff :-

Whenever and wherever required, the children with disabilities can make use of the available specialized support staff.

(v) Promotes Diversity :-

Students with disabilities get a chance to learn with other students coming from

diverse backgrounds, thus inculcating the feelings of acceptance.

(vi) Social Cohesion :-

The children with and without special needs are brought closer with Integrated Education, thus promoting social cohesion.

(vii) Inclusive Practices :-

The students need to learn about the various Inclusive practices like including the children having special needs within their group / community, treating them with respect, etc.

(viii) Preparing the students for Global Diversity :-

Integrated Education prepares the students for all types of citizens / people at a global level. There might be individual / cultural differences between all the people, and the students need to be prepared to accept them.

(ix) Parental Networking :-

The Parents of the children with and without disabilities can interact with each other and get support whenever required.

7 (C) CHARACTERISTICS OF INCLUSIVE SCHOOLS :-

INCLUSIVE SCHOOLS are schools where ALL types of students, be it with or without disabilities, feel welcomed and valued.

(i) Committed to Inclusivity -

The Inclusive Schools have a commitment towards exhibiting and promoting inclusivity.

(ii) Universal Design for Learning (UDL) -

The Inclusive Schools use a universal design for learning, where the teachers use multiple different methods of teaching and resources, catering to different styles of learning.

(iii) Collaborative -

Inclusive Schools are intrinsically collaborative in nature. They need to collaborate with parents of children with special needs, their doctors/counsellors, and also specialized supporting staff.

(iv) Promoting Diversity -

Inclusive Schools need to promote and accept diversity as their core value.

(v) Differentiated Instructions and IEPs -

Inclusive Schools offer differentiated methods of instruction, and Individualized Education Plans (IEPs) to cater to diverse learning needs and paces.

(vi) Positive and welcoming atmosphere :-

Inclusive Schools exhibit a positive and welcoming atmosphere, and create a conducive learning environment for all the students.

(vii) Social Cohesion :-

All types of students, their parents, and community are brought together, increasing social cohesion.

(viii) Accessibility and special accommodations :-

The entire system and infrastructure of the school is changed in order to suit the diverse needs of the learners.

(ix) Cost Effective :-

The Inclusive Schools are the most cost-effective as compared to Special and Integrated Schools.

13

Q 2 = 13

Q 24

(a) SENSORY IMPAIRMENT refers to a special medical condition in which one or more of the five senses (sight, hearing, taste, smell, touch) are either absent, or significantly diminished, affecting an individual's ability to perceive and interpret the sensory information obtained from the environment.

The effects of sensory impairment on child development are as follows -

i) COGNITIVE DEVELOPMENT -

The child may face delays in development, such as rolling over, or recognizing faces, etc. The child also would require more time and effort to understand concepts as they do not have the ability to explore concepts themselves.

For eg. a child with sight impairment will have trouble observing a phenomenon.

ii) LANGUAGE AND COMMUNICATION -

The child may have problems to acquire language skills, especially with a hearing impairment. The communication, especially non-verbal, also might be affected, as the child would not be able to pick-up sensory cues like observing a person.

iii) ACADEMIC ACHIEVEMENT -

The Academic Achievement of a child with sensory disability might be somewhat

mediocre, as they might not get the required learning materials / instructions suited to them.

iv) SOCIAL SKILLS AND ENVIRONMENT -

A child with sensory disabilities might experience loneliness and social isolation, due to the stigma associated with their condition.

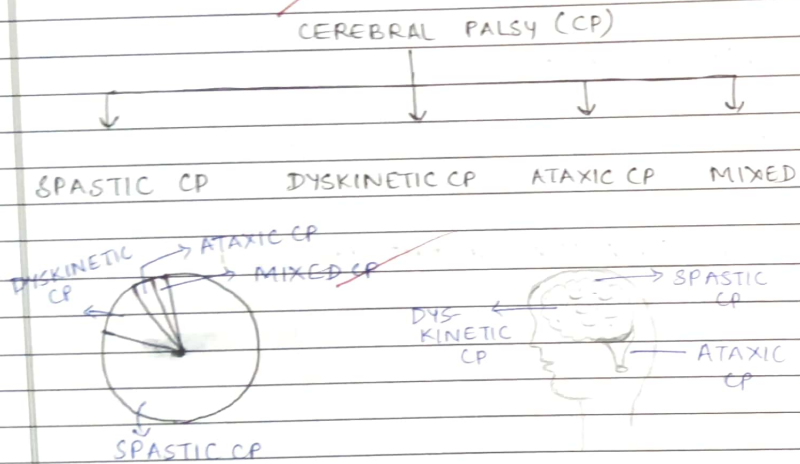
v) MOTOR SKILLS -

Gross motor skills and Fine Motor skills can be affected as it is difficult for a child with sensory disability to balance and co-ordinate their body.

vi) STIGMATIZATION AND LOW SELF ESTEEM -

The children with sensory disabilities face the issue of stigmatization, and hence are low on self esteem.

Q 27 (b) CEREBRAL PALSY is a group of neurological disorders in which affect the movement, muscle tone, and motor skills, due to damage or abnormal growth of the brain, typically before, during, or shortly after birth.



TYPES OF CEREBRAL PALSY (CP) :-

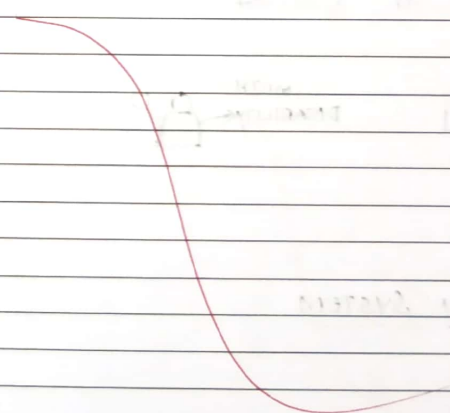
1) SPASTIC CP :- It is the most common type of CP. It involves stiffness of the muscle, or increased muscle-tone (spasticity), leading to stiff and jerky movements. It can have many types like
 Hemi-plegic spastic CP
 Quadri-plegic spastic CP

2) DYSKINETIC CP :- Dyskinetic CP is caused by the damage to CEREBELLUM, and thus

the characteristics of Dyskinetic CP include involuntary twitching and sudden shaky movements of the limbs, also known as DYSTONIA.

3) ATAXIC CP :- This type of CP primarily affects movement and motor skills. The people with Ataxic CP have issues in controlling voluntary movements, for eg. pencil control is poor, they might be unstable while walking.

4) MIX CP :- People having Cerebral Palsy might be affected by more than one type of CP, i.e. a combination of types of CP.

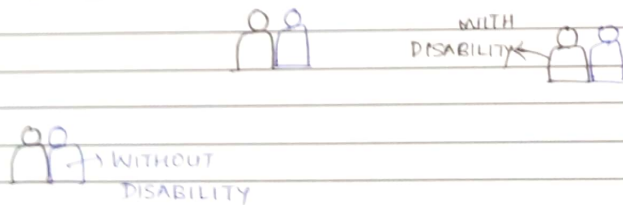


Q 24 (c) BUDDY SYSTEM -

BUDDY SYSTEM refers to a supportive arrangement created by pairing/grouping children with and without disabilities, in order to create an inclusive, supportive and social atmosphere.

GOALS OF BUDDY SYSTEM -

- i) To improve the social skills of the children with disability.
- ii) To create a positive and supportive environment at school.
- iii) To improve academic achievements of children with disabilities.



BUDDY SYSTEM

PROCESS -

- i) The Teacher matches buddies/partners, i.e. one disabled child and one normal child, to each other.

- ii) The Teacher then informs for how long this arrangement would remain, and gives instructions on how to work in pairs.

- iii) The Teacher also assigns various activities and provides intervals/breaks in order to work together.

BENEFITS -

- i) Increase of social skills in the students.
- ii) Increase of self-confidence in children with disabilities.
- iii) Improved academic achievement through assistance provided by peers.
- iv) Increased empathy amongst students.

13

Q 3 = 13

Q 3 (a) CHARACTERISTICS OF INCLUSIVE SCHOOL -

Inclusive Schools are the schools in which students having diverse learning needs study together in the same set-up. The school celebrates this diversity and makes the students feel valued and important. It instills a sense of belonging in the students, and also respect and empathy for each other is inculcated.

The characteristics of Inclusive School are as follows -

- (i) Committed to Inclusivity -
The Inclusive Schools have a commitment towards exhibiting and promoting inclusivity.
- (ii) Universal Design for Learning -
The Inclusive Schools use a Universal Design for learning, where the Teachers use multiple different methods of teaching and resources, catering to different styles of learning.
- (iii) Collaborative -
Inclusive Schools are intrinsically collaborative in nature. They need to collaborate with parents of children with special needs, their doctors and specialized support staff, and counsellors.
- (iv) Promoting Diversity -
Inclusive schools need to promote diversity and accept all the children with special and diverse needs.

(v) Differentiated Instructions and IEPs -
Inclusive Schools offer differentiated instructions of teaching and INDIVIDUALIZED EDUCATION PLANS (IEPs) in order to cater to diverse needs of learner.

(vi) Celebration and Embrace of Diversity -
The differences between the learners is not just managed, but CELEBRATED.

(vii) Positive and Welcoming Atmosphere -
Inclusive Schools ensure that they create a positive, welcoming, safe, and conducive environment for learning.

(viii) Social Cohesion -
Inclusive Schools exhibit SOCIAL COHESION by bringing together children, their parents and the entire community together.

(ix) Accessible and adaptive facilities -
Inclusive Schools ensure that their facilities are all accessible and disability friendly.

(x) Cost-effective -
Inclusive Schools are the most cost-effective out of special schools and Integrated Schools.

Q 37 (b) INFRASTRUCTURAL FACILITIES OF AN

INCLUSIVE SCHOOL :-

An Inclusive School needs to ensure that ALL of its students feel welcomed and valued. It would need to adapt its facilities in order to promote Inclusivity.

The facilities required are as follows -

- 1) A welcoming and lively waiting area and reception for the children and parents.
- 2) Ramps and elevators for the wheelchair or physically disabled children.
- 3) Accessible washrooms, for the wheelchair to be able to go through.
- 4) Wide doorways and corridors.
- 5) Flexible furniture within the classrooms.
- 6) Minimal obstructions in the classroom aisles.
- 7) Visual directions for seamless and independent movement.
- 8) Screen Readers and other technology to assist visually and hearing impaired children.

9) Sensory - spaces for autistic children to be able to calm and soothe themselves.

10) Separate cabins/rooms for specialized support staff or counsellors.

11) Library should be equipped with books and learning materials in Braille script.

12) Audio, Visual, audio-visual, tactile teaching aids.

13) Accessible play-ground.

14) Accessible fire-exits.

15) Accessible health clinics.

16) Accessible laboratories.

17) Lots of greenery and minimized sounds, or loud honking.

18) Use of high-end technology to enable the children with disabilities to be able to handle their themselves independently.

19) Accessible multi-purpose halls to hold various activities / clubs / functions.

20) Accessible Dining Area.

Q 42/2

Q 41 (A) ROLE OF TEACHERS/ EDUCATORS FOR FACILITATING INCLUSIVE EDUCATION -

Teachers play an extremely important role in facilitating inclusive education. They are the backbone of any educational institution.

i) Teachers should be able to identify a child with disability as early as possible. An early intervention is extremely important to be able to control or manage the disability. Teacher should keep a check on every aspect of the child's growth and development milestones.

ii) Teachers should refer the identified child with disability, to specialists or doctors or counsellors, for further examination and treatment.

iii) Teachers should be able to ACCEPT the child with disability, and embrace the individuality of the child.

iv) The Teacher should create positive feelings for the child with disability, among the other students.

v) The Teacher should create a supportive and safe environment for the children, which would be conducive to learning,

vii) The Teacher should make the child sit in a comfortable space where the child would be able to move their limbs around comfortably.

viii) The Teacher should remove all obstacles and barriers from the classroom, so that the children with disabilities can move around freely by themselves.

ix) The Teacher should use Universal Design for learning and use multiple ways of teaching, and a range of teaching aids, supporting different styles of learning.

x) The Teacher should use Individualized Educational Plans (IEPs) to enable students learn at their own pace and the style suitable to their individual learning needs.

xi) The Teacher should include all the students in almost all the activities, i.e. whatever are possible. For eg. Debate, Drawing, Craft, and support them, and assist them whenever required.

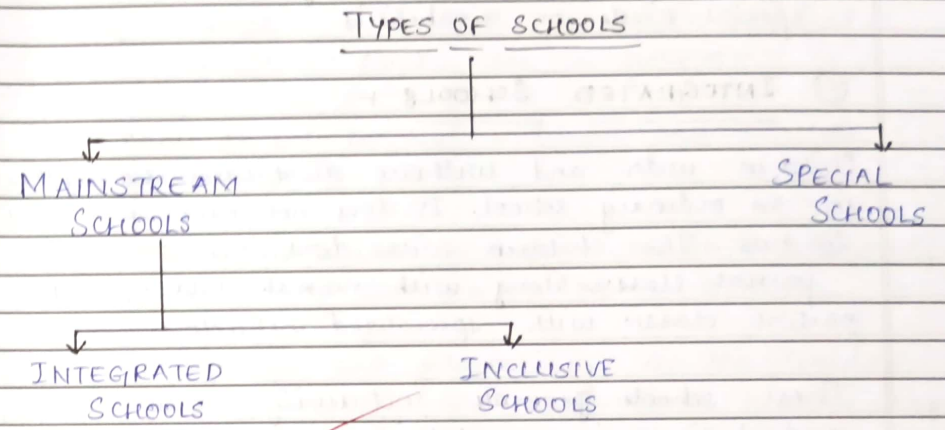
xii) The Teacher should develop suitable Comprehensive Assessment and Evaluation Tools to be able to appropriately assess and evaluate all students from time to time, and also continuously, and provide them feedback.

xiii) The Teacher should use Diagnostic Tools and provide Remedial Teaching if and when required.

- xiii) The Teacher should provide timely feedback to the students, their parents, and doctors, to inform them about their progress and performance, and if they need to improve on anything in particular.
- xiv) The Teacher should be able to collaborate with students' parents, counsellors and specialized support staff.
- xv) The Teacher should help in creating awareness and organizing seminars/workshops about various disabilities and their management.
- xvi) The Teacher should be able to advocate for the equal rights and social justice for the students with disabilities.

12

Q5) (a) DIFFERENT TYPES OF SCHOOLS :-



(a) MAINSTREAM SCHOOLS :-

These are regular schools, which can enroll all the types of students, without any regards to their diverse learning needs or styles. They ~~do~~ ^{might} not have any special infrastructure. They follow a standardized curriculum, standardized constructive curriculum and Instruction Methods, and Evaluation Methods.

They are not costly. They might or might not have specially trained teachers or specialized support staff.

(b) SPECIAL SCHOOLS :-

Special schools have a specialized and accessible infrastructure. They only enroll students having special needs or disabilities. Students of similar disability / need are grouped together in separate classrooms.

The teachers are special educators, and the support staff is specialized in handling children with special needs or disabilities.

(c) INTEGRATED SCHOOLS

Children with and without disabilities sit together in an ordinary school. It does not have specialized teachers. The children with disabilities attend partial classes along with normal children, and partial classes with specialized instructors.

These schools promote inclusivity, social cohesion, and believe in equitable opportunities for all.

(d) INCLUSIVE SCHOOLS

In Inclusive Schools, children with and without disabilities are welcomed, valued, and celebrated. The entire school and system changes as per the diverse needs of the learners.

04 The Teachers need to be specially trained to handle the diverse needs of learners and in the Universal Design for Learning. It is also the most cost-effective.

Q 5/ (c) QUALITIES OF AN INCLUSIVE TEACHER

The desirable characteristics / qualities required in an inclusive teacher are as follows -

- i) Commitment to the inclusive and diversity principles.
- ii) Positive Attitude towards inclusion and diversity, which should also rub off on the students.
- iii) Flexibility and Adaptability in the learning plans, curriculum and instructional methods, keeping in mind the diverse learning styles, needs, and pace.
- iv) Collaborative nature, to be able to co-ordinate and collaborate with the parents, specialized support staffs, counsellors, and the community.
- v) Ability to create a supportive learning environment where every student feels loved, accepted, and valued.
- vi) Abilities to create Individualized Educational Plans (IEPs)
- vii) Abilities to use a variety of Instructional Methods, and follow a Universal Design for Learning (UDL)
- viii) Abilities to create and use varied Instructional/ Teaching Aids/ Activities which would be suitable to diverse learning needs or disabilities.

ix) Specially trained to be able to manage and teach students from diverse backgrounds and capabilities.

x) Empathy and kindness to treat all the children with love, affection and care, and to make them feel safe and loved.

xi) Advocacy regarding the rights of the children and social justice.

OK

Q 5) (d) DISADVANTAGES OF SPECIAL SCHOOLS -

i) SEGREGATION AND STIGMATIZATION -

Children with special needs / disabilities feel segregated / discriminated when they are enrolled into special schools.

There is also a certain stigma faced by them from normal children and other members of the society who think that children with disabilities are weaker than themselves.

ii) LIMITED INTERACTION WITH PEERS -

Children in special schools get very less or almost no chances of interacting with their peers.

Interacting with peers can sometimes help in their learning abilities, and can boost self-confidence. But due to no interaction, they do not feel confident.

iii) REDUCED SOCIAL SKILLS AND SELF-ESTEEM -

Children in special schools have very less self-esteem, and their social skills are diminished, as they have very little or no interaction with the society or community.

iv) NARROW CHANCES OF EXTRA-CURRICULAR ACTIVITIES -

Due to their disabilities, there are very few co-curricular and extra-curricular activities in

which they can participate. Thus their all-round development is somewhat less.

v) LESS EXPERIENCE WITH DIVERSITY -

Children in special schools study with very less students, that too with similar abilities, and hence they get very less exposure to the diverse natures, learning needs, abilities, backgrounds etc.

vi) RESOURCES AND FUNDS -

There is always a lack/dearth of resources and funds to such special schools, due to indifference or negligence from the Government. They mostly rely on charity, or trust funds.

vii) EXPENSIVE -

Required special resources and specialized support staff services are extremely expensive, making it very difficult for the parents of children with disabilities or special needs.

042

Q 54 (f) BENEFITS OF SPECIAL SCHOOLS -

i) TAILORED CURRICULUM -

The curriculum followed by special schools is especially tailored/suited as per the needs/abilities of disabled children.

ii) INDIVIDUALIZED EDUCATION PLANS -

The Teachers in special schools use IEPs to cater to the special needs of students, which they can use to learn at their own pace and in their own styles.

iii) SUPPORTIVE ENVIRONMENT -

The Teachers create a safe and supportive learning environment in which the students feel safe.

iv) SPECIALLY TRAINED SUPPORT STAFF -

The support staff is specially trained in handling, managing, and educating children with disabilities.

v) ACCESSIBLE INFRASTRUCTURE -

The Infrastructure is built in such a way that it is accessible by children with disabilities.

vi) REDUCED STIGMA AND PEER PRESSURE -

There is no social stigma or peer pressure

once the child is within the premises of a special school. No child is judged or frowned upon.

vii) PREPARATION FOR REAL WORLD -

The students are prepared mentally and physically, to be able to handle themselves independently outside the school. They are taught basic skills to be able to live with dignity.

viii) FAMILY SUPPORT AND PARENT NETWORKING -

The families of the special children can form support groups to be able to handle the mental and physical stress of having a child with disabilities.

ix) VOCATIONAL TRAINING -


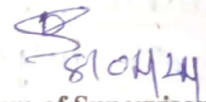
The children with disabilities are taught various vocational skills so that they become financially independent, and not be a burden on anyone.

H2


— X —

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Prelim Examination

2023-2024

Name of the Student Teacher: <u>SWATI ULLHAS APTE</u>	
Roll No: <u>20</u>	
Subject: <u>BED 204 : GUIDANCE AND COUNSELLING</u>	
Day and Date: <u>MONDAY 08/04/2024</u>	
Medium of Answer: <u>ENGLISH</u>	
 Signature of Candidate	 Signature of Supervisor

Marks Obtained

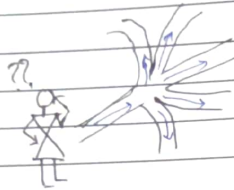
Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Total	Sign of Examiner
11	12	12	12	16	-	63/80	

Instructions.

1. Candidate shall use blue or black ink only;
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written in 150 to 170 words.
4. Supplements will not be provided

1

GUIDANCE :-



To guide means to indicate, to point-out, and to show the way.

From the time till we die, starting from the time we take birth, we require different types of guidance.

Guidance is the process by which one person assists or helps the other person in making CHOICES and ADJUSTMENTS, and in solving problems.

Guidance is nothing but 'Individualized Education'.

Guidance is the advices, or suggestions, or directions, or instructions given to an individual or a group of individuals.

The focus of guidance, is not the problem, but the INDIVIDUAL having the problem. The main purpose of guidance is to enable every help-seeker to make their own decisions.

Guidance is not just to provide help/ assistance, but also to point the person in the right direction.

SCOPE OF GUIDANCE :-

- 1) At a Personal level - To provide guidance at a personal level might be to improve concentration, or to improve stress-levels, increase self-confidence, or to solve relationship problems etc.
- 2) At an Educational level - Educational guidance might be given to students regarding how to improve their handwriting, or to improve their comprehension, or reduce exam stress etc.
- 3) At a Vocational level - Vocational guidance involves giving advice, suggestions as to what career might be suitable to the job-seeker.
- 4) At a Social level - Social guidance might be required to improve social skills, interpersonal relationships, remove problems in relationships, etc.
- 5) At an Emotional level - For people facing stress, anxiety, depression, etc. emotional guidance might prove to be extremely useful.
- 6) For Appraisals - For evaluating a person, for eg. at job interviews, guidance techniques might be used.
- 7) Follow-up and research - Guidance does not end after providing suggestions / advice. Guidance also involves follow-up in order to determine the effectiveness of the guidance process.

PRINCIPLES OF GUIDANCE :-

- 1) Guidance is a life-long process. It starts from the cradle and ends at the grave. We require some or the other form of guidance all throughout our lives.
- 2) Guidance emphasizes individualization. Guidance empowers the individuality of a person and stresses on the improvement.
- 3) Guidance provides self-direction. It enables individuals to take control and responsibility of their own lives and drives individuals towards taking their own decisions.
- 4) Guidance is co-operative. Guidance needs that there is co-operation between the counselor and the counselee.
- 5) Guidance is for ALL. It does not discriminate. Every person has the right to achieve guidance.
- 6) Guidance is an Organized Activity. It is a structured process, and not haphazard. It involves careful planning and execution.
- 7) Guidance workers need preparation. The experts / guides / guidance workers need to do a lot of preparation before giving suggestions or advice.

8) Guidance gives importance to Individual Difference. The process of guidance always considers the fact that no two persons are the same, and the guidance would also need to cater to the individual differences.

9) Guidance is Flexible. It can change / adjust itself at any point of time, according to the situations.

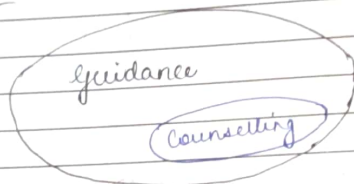
10) Guidance is Inter-related. It needs to co-exist with the big-picture, or the entire guidance programme.

11) Guidance follows Code of Ethics. It assumes an individual taking guidance of privacy and anonymity.

12) Guidance refers to salient Facts. It ensures that sufficient data is studied and facts gathered, pertaining to the problem.

Q 24

COUNSELLING



Counselling is the most important part in the process of guidance. It is also said to be the heart of the guidance process.

"Counselling is a face-to-face relationship between two or more individuals, where growth takes place in Counselor, as well as Counseee."

"Counselling is the process in which one individual assists the other individual to solve their problems."

Counselling is required by an individual when he/she is facing some problems, and wants a professional/trained person to help them.

STEPS OF COUNSELLING

1) Build a warm relationship between Counselor and Counseee.

2) Analyze the problem.

3) Set goals of the counselling process.

4) Develop an Action Plan to solve the problem.

5) Overcome the problem.

NEED OF COUNSELLING

Counselling is required for various reasons -

1) Positive Mental Health :- To improve mental health, to develop a positive outlook towards life, to overcome issues related to mental health.

2) Improvement of Personal Effectiveness :- To improve our personalities, so that we can come across as a desirable person.

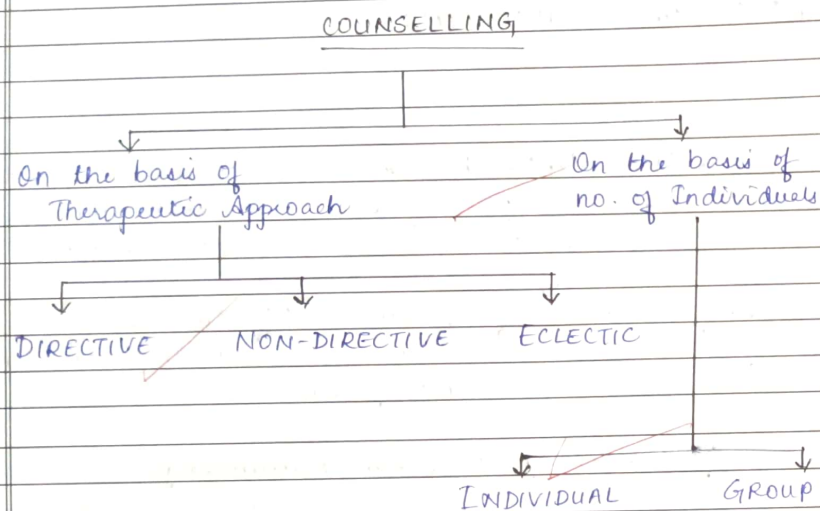
3) Improvement in Personal Relationships :- Counselling is needed when there are problems in personal relationship, eg. marriage/marital counselling.

4) Changes, Behaviour Modification :- Counselling is useful if we want to change any undesirable behaviour, eg. addiction. It might be also useful when we need to cope up with changes, for eg. menopause, post partum, etc.

5) For Personal Growth :- In order to grow as a person, in our careers, etc., counselling is required.

6) Academics and career related :- Counselling might be required to provide help on seeking out suitable career, options for college admissions, etc.

TYPES OF COUNSELLING



1. DIRECTIVE COUNSELLING -

In this type of counselling, the COUNSELOR plays an ACTIVE ROLE in setting up a structured and goal-oriented therapeutic environment. The focus is on the PROBLEM itself, and not the process.

It is used when the counselee is looking for practical solutions and a quick resolution.

However, it does not mean that the counselee would remain completely passive. The counselee can provide suggestions, show interests and build a positive relationship with the counselor.

2) NON-DIRECTIVE COUNSELLING -

In non-directive counselling, the COUNSELOR plays a PASSIVE role. The counselor creates a safe and secure environment for the counselee, and performs the role of an empathetic listener. The counselor then attempts to empower the counselee to reach his/her own decisions, by sorting out their feelings, emotions, frustrations, etc.

3) ECLECTIC COUNSELLING -

A psychologist THORNE, developed the concept of Eclectic type of counselling, where he suggested that different personalities might require different therapeutic approaches. The counselor can mix and match any of these approaches as per the need and situation of the counselee.

4) INDIVIDUAL COUNSELLING -

It is a one-on-one approach to counselling. This type of counselling is primarily used when an individual is facing issues like ~~anxiety~~ anxiety, depression, low self-esteem etc.

5) GROUP COUNSELLING -

In this type of counselling, counsees are grouped together on the basis of shared concerns, issues.

It is useful for addiction - overcoming, overcoming inter-personal issues, improving social-skills etc.

The counsees can all provide support and feedback to each other.

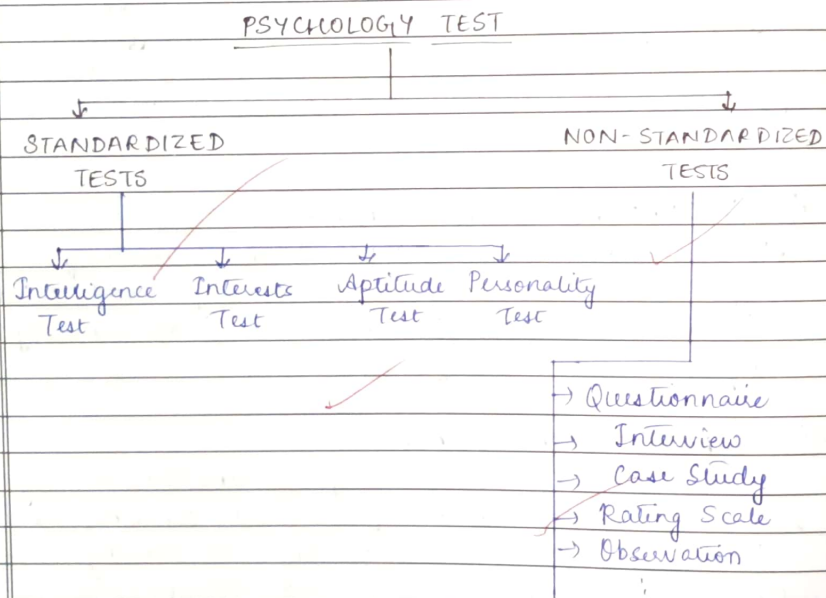
Q 34

QUESTIONNAIRE :-

A Questionnaire is a set of questions used for gathering data.

Questionnaire is a standard set of questions prepared for collection of data regarding a person, situation, event, item.

Questionnaire is basically an important TOOL FOR DATA COLLECTION.



TYPES OF QUESTIONNAIRE :-

1) STRUCTURED QUESTIONNAIRE -

It is a pre-determined / pre-structured

set of questions. It remains the same and the questions follow the exact same order for all the participants taking the test. The questions are fixed and rigid, hence the structured questionnaire is not flexible. It is easy to analyze.

2) UNSTRUCTURED QUESTIONNAIRE -

This type of Questionnaire is not prepared before the administration. The questions are flexible, and might be based upon the situation of the people taking the test. The order of the questions is not fixed. The results gathered from this type of questionnaire are difficult to analyze.

3) OPEN-ENDED QUESTIONNAIRE -

In this type of Questionnaire, there is an allowance of flexibility with the answers to be given. The choice of answers is not fixed. This type of Questionnaire is used when a new situation/response is to be sought out. The data gathering, analysis, and interpretation of the responses of open-ended questionnaire is very difficult.

4) CLOSED-ENDED QUESTIONNAIRE -

In closed-ended questionnaire, the responses are chosen from fixed, pre-determined options. For eg. an MCQ (Multiple Choice Questions). This does not consider the creativity and innovation of the responder and is not flexible. It is suitable for cases where the responders are huge in number.

5) MIXED QUESTIONNAIRE -

It is a combination of structured and unstructured questionnaire. It is also known as SEMI-STRUCTURED QUESTIONNAIRE. It has the characteristics of both structured as well as unstructured questionnaire. Online questionnaires are primarily based on this concept.

6) PICTORIAL QUESTIONNAIRE -

This type of questionnaire consists of images, icons, symbols, etc. instead of written options. It is particularly used for people with language barriers, illiterate or less educated people, or sometimes for small children.

IMPORTANCE OF QUESTIONNAIRE -

1) EFFECTIVE DATA GATHERING TOOL -

Questionnaires are highly effective when the samples of population are large in numbers.

2) STANDARDIZATION -

Questionnaires have standardized questions and responses most of the times, making it easy to analyze and interpret.

3) FLEXIBLE -

The flexibility of open-ended/closed-ended, structured/unstructured questionnaire, makes it a valuable research tool.

4) ANONYMITY AND PRIVACY -

A person/ responder can maintain his/her anonymity while responding to the questionnaire by not mentioning their names. Thus the privacy can be protected.

5) COST-EFFECTIVENESS -

It is a simple and cost-effective tool, as it doesn't require anything much. If administering it physically, a pen and paper is sufficient. An internet connection and electronic device is enough to fill the questionnaire online.

6) ACCESSIBILITY -

A questionnaire can also be filled by a responder sitting in a remote location, if the questionnaire is to be filled online.

Examples where questionnaires are used -

1) By students while selecting courses in a college.

2) By teachers while showing the progress of a child to his/her parents.

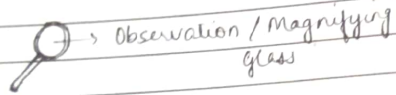
3) Appraisal of an employee.

4) Feedback about a manager

... etc.

Q 44

OBSERVATION - It literally means to 'SEE'.



To OBSERVE means to watch, and use our senses to purposefully see/look at / try to understand a phenomenon, an event, a person or a situation. It can be COVERT/OVERT.

Observation means deliberately watching an event, a person, or a phenomenon to gather information.

Observation is an extremely important tool, particularly useful as a Research Tool.

In order to improve the Reliability and Validity of an Observation, various other data-collection/analysis/research tools can be used along with observation.

TYPES OF OBSERVATION -

1) PARTICIPATIVE / PARTICIPANT OBSERVATION -

In participative observation, the observer participates actively in the observed phenomenon, in order to get an insider's perspective of the observed phenomenon/event.

For eg., in order to study the conditions of workers in an organization, an Observer might stay and work with the workers

in order to observe their work-life conditions.

2) NON-PARTICIPATIVE / NON-PARTICIPANT OBSERVATION -

In non-participative observation, observer does not actually participate in the observation. Observer remains detached, and maintains a distance.

For eg. while observing a parent-child relationship in a play-park / play-ground, the observer would just sit in a corner and observe. He will not participate in their playing.

3) STRUCTURED OBSERVATION -

In structured observation, the observer constructs a pre-determined list of traits to be observed, the possible responses / iterations, etc. The results of such type of observations are easy to analyzed, as they are standardized.

For eg. a student might be observed while responding in class.

4) UNSTRUCTURED OBSERVATION -

Unstructured observation involves no pre-determined set of observations to be recorded. The observer records the behaviours as they happen/ occur.

For eg. an observer might observe a street-vegetable vendor all throughout the day, and record his behaviour, bargaining skills, etc.

5) NATURALISTIC OBSERVATION -

Naturalistic observation preserves the spontaneity involved in an uncontrolled situation, and records the natural events/ phenomenon as they occur, without any intervention / disturbance.

For eg. an observer might visit a zoo and observe the animals for a day or a few days.

6) CONTROLLED OBSERVATION -

This type of observation occurs in a lab, or a controlled environment, where the conditions can be controlled / modified, as a variable, in order to observe the results. For eg. a child can be observed alone in a closed space. Then a toy can be given / introduced to him. Next, his / her parents can join the child. Observations can be recorded at each of these stages.

STEPS OF OBSERVATION -

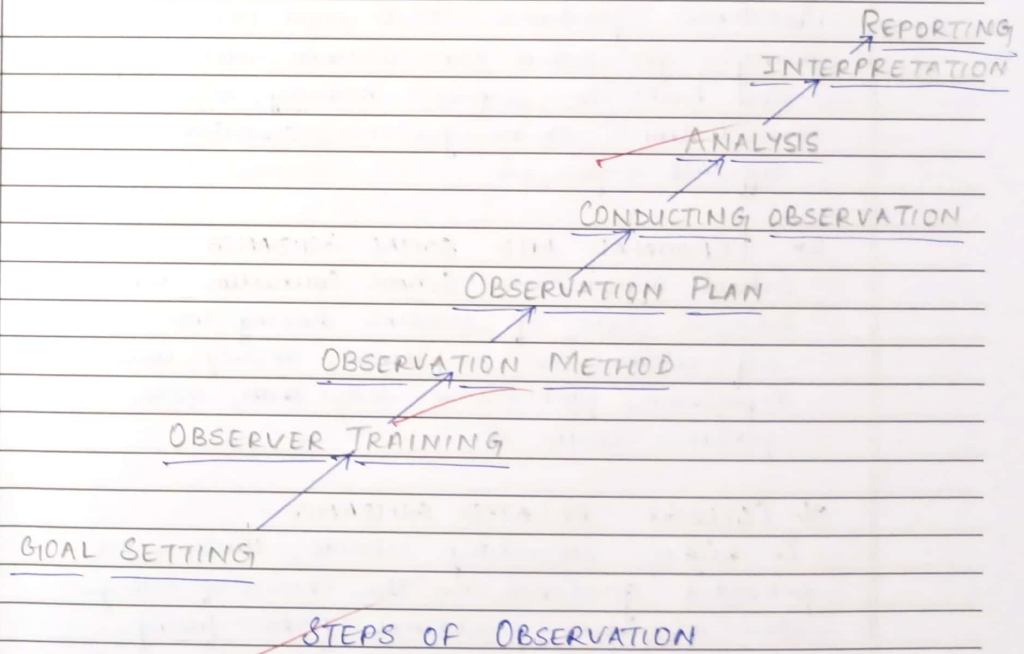
- 1) Set the goals / objectives of the observation, for eg. who is to be observed, what is to be observed, etc.
- 2) Train the observer(s). The observers should clearly understand the event / person / phenomenon to be observed.
- 3) Decide on the observation method, whether structured / unstructured / naturalistic / controlled / participant / non-participant method of observation is to be used.
- 4) Come up with an observation plan: Set up the time and venue of the observation, decide the no. of times, and longevity of the observation.

5) Conduct the Observation and Record the Results. Observation is conducted, and the observation results are recorded using various research tools.

6) Analyze the Results. The observation results are then organized, sorted, and analyzed.

7) Interpret the Results. The analyzed results are then interpreted, and conclusions are derived from them.

8) Report the Results. The results are then well-documented, and sent to the concerned authorities.



Q 57 (3) ROLE OF SCHOOL IN GUIDANCE -

The process of guidance is extremely useful for school-going students, as it is only when they are children/young/adolescents, that they require the most amount of guidance.

The school ensures that the students receive timely and appropriate guidance that would help them succeed in life.

1) ACADEMIC GUIDANCE -

Academic guidance starts right from a very young age when the students receive tips and tricks to improve memory, increase concentration, exam-guidance, assistance in difficult topics, etc.

2) PERSONAL AND SOCIAL GUIDANCE -

School appoints a School Counsellor who handles cases of students having low self-esteem, low confidence, anxiety issues, depression, problems in social skills, inter-personal issues etc.

3) COLLEGE-RELATED GUIDANCE -

In higher-secondary schools, students are provided guidance on the choices of colleges, their admission procedures, form-filling, etc.

4) CAREER-RELATED GUIDANCE -

School organizes various career-fairs, seminars and workshops which would help students in understanding their own interests, and career pursuits.

5) PARENTAL GUIDANCE -

School also organizes various seminars and workshops on topics like 'How to handle adolescent children at home', 'How to not put pressure on the children', 'How to provide a loving and caring atmosphere to the children at home', etc.

The School understands the importance of early interventions in the guidance process. The School also teaches the students to be self-directed, and independent. The School enables the student to be able to take the responsibility of their own life.

Q 54 (4) DIRECTIVE COUNSELLING -

Directive counselling is a type of counselling that is GOAL-CENTERED and focusses on SOLUTION OF THE PROBLEM, more than the process.

ANALOGY -

Patient goes to the Doctor, explains his symptoms, Doctor suggests a series of tests, Analyzes the results, and prescribes medicines.

Similarly, in Directive Counselling, a Counselee (who has a problem), goes to the counselor, and explains his problem/symptoms. The counselor then conducts investigations, like some factual data / salient facts and features, observes the counselee, and comes up with a series of structured interventions to determine the further path/course of treatment.

The counselee goes through the prescribed set of actionable items and gets his problem resolved.

Here, the COUNSELOR plays an ACTIVE ROLE. The Counselee plays a somewhat passive role. The COUNSELEE IS NOT EMPOWERED to take his own decisions in Directive Counselling, and is just a weak by-stander. The data collection plays a major part in the role of counselor's remediation.

DIRECTIVE COUNSELLING is used in cases where the COUNSELEE wants practical solutions to his problems, and a quick resolution.

Follow-up is required for a long time after most of the scenarios.

The DIRECTIVE COUNSELLING, is strongly based on the amount of TRUST a counselee has on the counselor, and the qualification of the counselor.

The COUNSELOR needs to be aware of the various problems, conditions, situations, and possible solutions in order to prescribe the correct course of action.

Q 57 (5) RATING SCALE -

Rating means to judge, or judgement given by one person about another person.

RATING SCALE can be defined as -

"A special type of check-list in which the quantification of a degree of the absence or presence of a particular trait, or a degree of completion of a task, or a degree of amount of quality of a characteristic, is done."

Rating scales are standardized tools used in gathering data. They are a part of NON-STANDARDIZED PERSONALITY TESTS.

TYPES OF RATING SCALES -

1) LIKERT SCALE -

This type of rating scale quantifies or measures the degree of agreeability of something. For eg.

66. Today's session was useful?	Strongly agree	Agree	Disagree	Strongly disagree
		✓		

2) GRAPHICAL SCALE -

This is the most commonly used type of rating scale, where a line is drawn

below horizontally above the conditions/criterion to be checked.

For eg.

	Very comfortable	Somewhat comfortable	Uncomfortable
How comfortable is the child in languages?		✓	

3) NUMERICAL RATING SCALE -

This rating scale is very efficient and easy to analyze and interpret, as the variables are assigned numerics. The quantification is somewhat accurate.

4) DESCRIPTIVE RATING SCALE -

It is similar to graphical Rating Scale, but the characteristics are descriptive in nature.

5) RANK ORDER RATING SCALE -

This is primarily used in schools. For each subject, the respective Teachers rank every student, also known as Rank Steps. The average of all these Rank Steps gives the Final Rank of the child.

Q 5y INTELLIGENCE TESTS -

INTELLIGENCE TESTS are a type of STANDARDIZED PSYCHOLOGY TEST, which determine the average intelligence (I.Q.) of a person.

Intelligence Tests measure the Comprehension Ability, Judgement Ability and Reading of people ability of a person.

The INTELLIGENCE QUOTIENT (I.Q.) of a person is measured using multiple tools of evaluation, not just a single type of tool. The I.Q. is derived after considering all the individual results of tests.

The Intelligence Test is heavily relied upon in various fields.

Intelligence Tests are used by Teachers, do identify gifted students, slow-learners, and children with learning disabilities.

The Intelligence Tests can also used by Teachers to create Instructional Methods/Plans and Individualized Educational Plans (IEPs) for the entire class or for individual learners.

Intelligence Tests are also used by Organizations to determine whether or not an applicant is capable to become an employee of the organization.

The issues with using Intelligence Tests are as follows -

1) Intelligence Tests are unstable in early childhood. Hence, the reliability of these tests on small children is quite less.

2) The people administering the Intelligence Tests need to be highly trained.

— X —

Bharatiya Gyanvardhini Sabha's

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Prelim Examination

2023 -2024

Name of the Student Teacher: <u>SWATI ULLHAS APTE</u>	
Roll No: <u>20</u> <u>BED 205</u>	
Subject: <u>UNDERSTANDING DISCIPLINES & PEDAGOGY OF SUBJECTS (ICT)</u>	
Day and Date: <u>WEDNESDAY 10/04/2024</u>	
Medium of Answer: <u>ENGLISH</u>	
Signature of Candidate <i>Swati Apte</i>	Signature of Supervisor <i>10/04/24</i>

Marks Obtained

Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Total	Sign of Examiner
12	12	10	12	12	8	66/90	<i>Sw</i>

Instructions.

1. Candidate shall use blue or black ink only;
Otherwise answer book will not be evaluated.
2. All questions are compulsory.
3. For 12 marks answer of the question should be written in 250 to 300 words, for 5 marks answer should be written in 150 to 170 words.
4. Supplements will not be provided

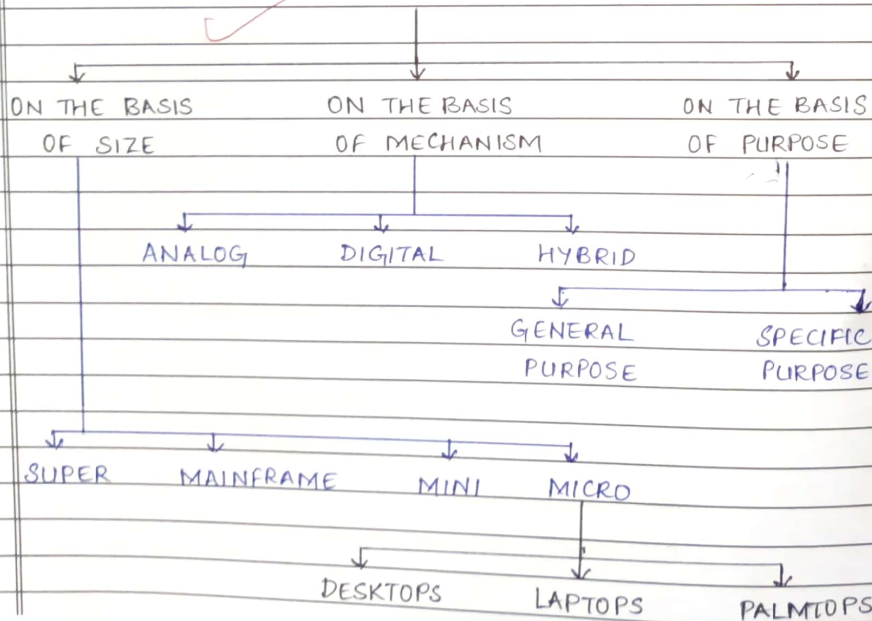
Q 14

A COMPUTER is a programmable electronic device capable of executing a set of instructions in order to perform specified tasks.

The functions of a computer might range from very simple calculations to very complex simulations, data processing, multimedia presentations etc.

A computer consists of both - HARDWARE COMPONENTS (Monitor, CPU, Input/output devices, Memory, etc.) as well as SOFTWARE COMPONENTS (Operating system, Application programs etc.).

TYPES OF COMPUTER



Q1=12

ON THE BASIS OF SIZE -

1. SUPER-COMPUTERS :

Super-computers are high performance computers, capable of processing extremely complex simulations and computations.

They are primarily used in weather forecasting, scientific research etc. where high computational powers are required.

2. MAIN-FRAME COMPUTERS:

Main-frame computers are large and extremely powerful computers, having a very high data processing capabilities.

They are used in large organizations, universities etc. where high amounts of data needs to be processed. They are very reliable, scalable and secure.

3. MINI COMPUTERS :

Mini computers are mid-range computers that are smaller than mainframe computers, but they have a moderate / high processing capability. They are majorly used in small business set-ups.

4. MICRO COMPUTERS:

Micro computers are small computers with the least computational ability. They are used for our day-to-day computing requirements.

(a) DESKTOPS - Desktops are associated with a fixed location. They comprise of a CPU,

Input-Output devices, Memory, Operating System etc. They can be used for daily-life computations, education, entertainment etc.

(b) LAPTOS - Laptops are compact computers in which devices like keypad, speakers, mouse/cursor control etc. are in-built. They are similar to desktop computers, but they provide the flexibility to work ON-THE-GO, i.e. Laptops are portable.

(c) PALMTOPS - Palmtops are very small computers which might be carried around with one hand. They usually perform specific functions like note-taking, calendar management etc. They are also called PDA; (PERSONAL DIGITAL ASSISTANTS)

ON THE BASIS OF MECHANISM :-

1. ANALOG COMPUTERS -

Analog computers are used for processing continuous data, for eg. Voltage, Current, Resistance etc. They are used for scientific purposes.

2. DIGITAL COMPUTERS -

Digital computers process discrete data in the form of 0s and 1s, and are used where precision is important. For eg. Laptops, Desktops, etc. are all digital computers.

3. HYBRID COMPUTERS -

Hybrid computers combine the best qualities of both Analog as well as Digital computers. They are primarily used to the fields of monitoring applications, process control, etc.

ON THE BASIS OF PURPOSE -

1. GENERAL PURPOSE COMPUTERS -

These computers are used for general everyday computations like data processing, presentations, entertainment etc.

2. SPECIFIC PURPOSE COMPUTERS -

These computers are created and used for specific purposes, for eg. gaming consoles, embedded systems in automobiles, etc.

OUTPUT DEVICES :-

Output Devices are PERIPHERAL devices used to display or transmit data processed by the computer. The output could be text, graphics, audio, video, etc.

Some of the Output Devices are as follows -

1. MONITOR - Monitors are the primary output devices of a computer. They can display text, images, videos etc. They come in different sizes, and can use multiple technologies like CRT (Cathode Ray Tube), LED (Liquid Crystal Display), LED (Light Emitting Diode) etc.

2. **PRINTER** - Printers are used to produce HARD COPIES of documents including text, images etc. on paper or other media. Various types of printers are LASER, THERMAL, DOT-MATRIX, INKJET etc.

3. **SPEAKERS** - Speakers are used for audio: voices, sounds, system-sounds, alerts, music, etc. They can vary in sound quality, size etc. They can either have a wired connection, or can work on WiFi/Bluetooth.

4. **PROJECTOR** - Projectors are used to display data on a large screen / surface, and is used for group-viewing. They can be used in classrooms, meeting rooms, auditorium, etc.

5. **HEADPHONES/EARPHONES** - Headphones or earphones are used when listening to music, attend voice calls, gaming etc. in cases where the listener does not want to disturb others. They can be wired/wireless/on-the-ear, in-the-ear, over-the-ear. They can come with noise-cancellation abilities.

6. **PLOTTERS** - Plotters are special output devices used to plot maps, architectural designs, blueprints etc. where precision is of utmost importance.

✓

Q 2) (a) DIFFERENCES BETWEEN LAN AND WAN

ASPECT	LAN	WAN
FULL-FORM	Local Area Network	Wide Area Network
COVERAGE AREA	Geographical area is limited to a building or a few buildings.	Geographical area is vast, spanning cities or even countries.
SIZE/SCALE	Only a few limited no. of users, small scale.	Huge no. of users, large scale.
OWNERSHIP	Single, Private Organizations	Private / Public Organizations
BANDWIDTH/SPEED	Ranging from 100 Mbps to 10 Gbps.	Ranging from 100 Mbps to 1 Gbps.
CONNECTIVITY	Ethernet cables, Bluetooth, WiFi etc.	Fiber-optics cables, satellite links, microwaves, etc.
COST	Less expensive.	More expensive.
SECURITY	Very secure.	Less secure.
LATENCY	The lag is minimum due to the proximity	There can be a significant lag due to the wide area.
MAINTENANCE	Less Maintenance is required.	More Maintenance is required.

ASPECT	LAN	WAN
RELIABILITY	It is reliable, as down-time would be reduced.	It is less reliable, owing to more chances of downtime.
EXAMPLES	Home, Offices, Schools, etc.	Large Universities, across-cities-offices etc.

4

Q 24 (b) EDUCATIONAL USAGE OF BLOGS -

Blogs (also known as / short for WEBLOGS) are an online digital platform, on which individuals or groups of individuals can regularly publish articles, posts etc.

The Blogs are a Versatile and Accessible way of information sharing / accessing.

The educational uses of BLOGS are as follows -

1. REFLECTIVE THINKING -

Blogs can be used by students as a Reflective journal, in order to note down their educational activities, or to critically think about their own progress.

2. WRITING SKILLS -

Students can practise writing and communication skills by using Blogs for Essay-writing, report-writing etc.

3. KNOWLEDGE SHARING -

Teachers or even students can share the knowledge that they have, to a large no. of people using blogs. Teachers can even use Blogging as an ~~Re~~ Instructional Method.

4. DIGITAL PORTFOLIO -

Regular Blogging of their activities can also be showcased as their DIGITAL PORTFOLIO

to the students, Teachers, their Parents, School Authorities / Stakeholders etc.

5. COLLABORATIVE PROJECTS -

Teachers can assign collaborative projects to students using Blogs, in which each student writes Blogs about tasks assigned to them.

6. FEEDBACK AND ASSESSMENT -

Teachers can keep a track of students' progress, and provide comments/feedback to them using the students' Blogs.

7. COMMUNITY BUILDING -

The Teachers/ students can connect a no. of people interested in the blogs, and form a community of followers and comment-writers.

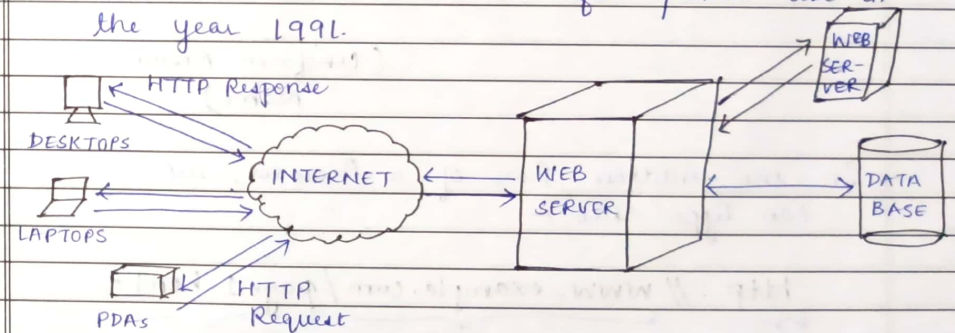
4

Q 24 (d) WORLD WIDE WEB (WWW)

World Wide Web, or simply called WEB, is a collection of Websites or Webpages, stored in Web-servers, and accessed over the Internet.

WWW can be defined as a Network of interconnected Web-Servers.

The Technology was first used by a BRITISH SCIENTIST TIM BERNERS LEE, in order to share and transmit and access documents / research publications of the 1700 scientists at CERN, which worked in different countries. This was first used in the year 1989, and was made available for public use in the year 1991.



WORLD WIDE WEB

There are three primary components of WWW -

1. HTML (HYPER TEXT MARKUP LANGUAGE) :- HTML is a standardized language used to create and structure WEB-PAGES. Web-pages (or HTML documents)

can include Text, Images, Animations; etc.
These web-pages can be interpreted by the Browsers and rendered as interactive Web pages. So HTML documents can be viewed as interactive Web pages.

2. URI (UNIFORM RESOURCE IDENTIFIERS)

URIs are unique addresses by which an HTML document / web-page / Image etc. can be accessed.

URI = URL + URN

(Uniform Resource Identifier) = (Uniform Resource Locator) +

(Uniform Resource Name)

In the Address Bar of a Browser, we can type this -

http : // www.example.com / page1.html

PROTOCOL DOMAIN NAME PATH

3. HTTP (HYPER TEXT TRANSFER PROTOCOL)

HTTP or HTTPS (Secure HTTP) are protocols which are followed in order to transmit or access web-pages or web-sites. It determines how the web-servers communicate with each other, and also with browsers of

the clients (Desktops, Laptops etc.).

HTTP has various ways of (accessing / modifying / deleting) the data using GET, PUT, POST, DELETE methods.

WORLD WIDE WEB uses a CLIENT-SERVER MODEL, where the Browser of a CLIENT's Server, request for a particular webpage or resource from the SERVER, i.e. the WEB-SERVER. The requesting is done using an HTTP REQUEST from the Browser, and the response is sent by the Web-server using an HTTP RESPONSE.

4

Q3210

Q 34 (a) FILL IN THE BLANKS :-

- (i) e-paper is an example of Blog.
- (ii) Common symbol of e-mail is @.
- (iii) Mouse is an input device.
- (iv) Ctrl + A is used to Select.
- (v) WAN means Wide Area Network.

Q 34 (b) GIVE THE FULL-FORMS :-

- i) MAN : METROPOLITAN AREA NETWORK
- ii) RAM : RANDOM ACCESS MEMORY
- iii) HTML : HYPER TEXT MARKUP LANGUAGE
- iv) ISP : INTERNET SERVICE PROVIDER
- v) CPU : CENTRAL PROCESSING UNIT

10



Q 4 Scope, Place and Objectives of ICT at Secondary level.

With an explosion of Data and Information in recent times, and the advancement in technology, everyone needs to be able to use the ICT (INFORMATION COMMUNICATION TECHNOLOGY) to access and utilize the huge amount of data available.

Hence teaching and learning ICT as a course becomes extremely important.

SCOPE OF ICT AT SECONDARY LEVEL :-

1. TEACHING - LEARNING PROCESS -

ICT is used as a subject in the Secondary level, to be taught by the Teacher, and learnt as a subject by the students. For now, it is an optional subject, but it should ideally be made compulsory.

2. PUBLICATION -

Various Text-books, Reference Books, Learning Materials related to ICT are published and distributed. They can be in the form of hard-copies or soft-copies, or digital learning resources.

3. TRAINING -

The Training of Teachers and their Digital Literacy is a very important process.

4. EVALUATION -

Various types of Assessments and Evaluations are now done using ICT / Digital / Online tools of assessment or evaluation.

5. RESEARCH -

ICT can be used to perform Research on various fields. We can get surveys filled online, reporting and analysis can be done using ICT.

6. ADMINISTRATION -

Various administrative functions like record-keeping, financing, calendar-creation etc. can be done using ICT.

PLACE OF ICT AT SECONDARY LEVEL :-

1. DEDICATED COURSES OF ICT -

At Secondary Level, there are various dedicated courses related to ICT. For eg. Studying of Database Management Systems (DBMS), Digital Signal Processing etc.

2. INTERDISCIPLINARY INTEGRATION -

Integration of ICT is done with all other subjects like languages, Science, Mathematics, etc. For eg. Online projects can be given to students in science, or preparation of a Multimedia Presentation of a topic of History, etc.

3. ONLINE LEARNING PLATFORM -

A multitude of digital learning resources are

available for both students as well as Teachers. The learning management systems (LMS) or Learning Content Management Systems (LCMS) are examples of online/digital learning resources.

4. PROFESSIONAL DEVELOPMENT-

Various Pre-service and In-service trainings are done/completed by Teachers using ICT, for eg. a Webinar, or an Online Training, etc.

OBJECTIVES OF ICT AT SECONDARY LEVEL-

1. DIGITAL LITERACY :-

Teaching and Learning ICT at Secondary level promotes and carries out Digital literacy, which is an extremely useful 21st century skill.

2. CRITICAL THINKING :-

Use of ICT in learning, inculcates the skills like critical thinking and problem-solving skills in students.

3. CREATIVITY AND INNOVATION :-

Use of digital tools, projects etc. are useful to draw out the creativity and innovation of both students as well as Teachers.

4. EMPOWERMENT AND ADVOCACY :-

Digital literacy and use of ICT is helpful in creating Empowered and capable citizens

who can themselves Advocate for ICT skills in the future.

5. CYBER SECURITY -

Teaching of ICT/Learning of ICT helps students and Teachers understand the importance of Cyber security while using Networks, and be aware of the types of Frauds/ Attacks, and how to mitigate them.

6. CAREER / COLLEGE READINESS -

Learning ICT at Secondary level, prepares students for future careers/college education, build on the foundation of secondary education in ICT.

11/2

Q5y 'BLENDED LEARNING APPROACH'(a) CONCEPT OF BLENDED LEARNING APPROACH -

Blended Learning refers to the combination of Traditional face-to-face learning approach, and online learning.

Online learning would include digital tools and online resources available. Blended Learning gives a flexibility to students to choose between either or both options available.

TYPES OF BLENDED LEARNING -

- 1y Online / Offline
- 2y Structured / Unstructured
- 3y Custom / Off-the-shelf etc.

MODELS OF BLENDED LEARNING -

- 1y Face-to-Face Drive
- 2y Online Drive
- 3y Flex Model
- 4y Rotational Model
- 5y A La Carte Model
- 6y Self Blend Model

Blended Learning Approach was designed to include the best features of traditional method of instruction, and online/digital learning.

(b) FEATURES OF BLENDED LEARNING APPROACH -1y INTEGRATION OF MODALITIES -

Different modes of teaching learning, such as traditional face-to-face teaching/instruction, is integrated with digital resources/online learning.

2y FLEXIBILITY -

The teaching learning process is flexible. The learning can either occur at school, or at home, at a time of the learners' convenience. The concept of 'any-time, any-where' learning is applicable.

3y PERSONALIZATION -

The learners having different learning needs/requirements can have a personalized learning experience, which they can control at their own pace and difficulty level.

4y ASSESSMENT AND FEEDBACK -

Students can get an IMMEDIATE feedback after their learning experience, for eg. on completing an online quiz or interactive game.

5y ACCESSIBILITY -

Students can access a variety of learning resources digitally as well as in print.

6y INTERACTIVE -

Blended Learning Approach is intrinsically interactive and engaging to students.

(C) MERITS -

1. Active engagement -
Students play an Active Part in the learning process, and are engaged in the activity due to the interactive and interesting teaching-learning process.
2. Flexibility -
Students can access the learning resources, or instructions from school, from home, at any time they prefer.
3. Personalized Learning -
The learning is self-paced, the students can also choose the difficulty level.
4. Assessment and Feedback -
The Assessment and Feedback are almost immediate, which saves time of both students as well as Teachers.
5. Improved Learning Outcomes -
It has been proven that the Blended Learning Approach has been successful in improving the learning outcomes of students.

(D) LIMITATIONS -

1. TECHNOLOGICAL BARRIERS -
Students and Teachers might not be capable or

trained enough to be able to use online / digital resources.

2. DIGITAL DIVIDE -

Not all students are privileged enough to be able to get access to internet or electronic devices, thus creating a digital divide amongst students.

3. MANAGEMENT AND SUPPORT -

The Blended Learning Approach requires a lot of co-ordination, back-end and technological support, and administration, which might or might not be readily available.

4. SOCIAL ISOLATION -

Students might feel isolated by lack of interaction between students and teachers, and between students and other students.

EDUCATIONAL IMPLICATIONS :-

1. DIGITAL LITERACY -

Use of Blended Learning Approach promotes digital literacy.

2. LIFELONG LEARNING -

Learning using Blended Learning Approach, is shown to be retained in memory for the entire life.

3. INCLUSIVE EDUCATION -

All types of learners having individual differences, learning styles, learning paces etc. can benefit from Blended-learning Approach.

4. EDUCATIONAL EQUITY-

Blended Learning Approach supports the 'Education for all' principle, and is just and fair for all learners.

5. INCREASE PEDAGOGICAL INNOVATIONS-

Blended Learning Approach is a revolutionary concept, and has opened the doors to a huge no. of pedagogical innovations in this field.

✓

Q 6 (a) DIFFERENCE BETWEEN CURRICULUM AND SYLLABUS -

ASPECT	CURRICULUM	SYLLABUS
DEFINITION	Curriculum is a structured framework which consists of the contents to be taught, the objectives, the learning experiences, and the expected learning outcomes.	Syllabus is a subset of the Curriculum, which outlines the contents and activities of a particular subject and grade.
SCOPE	Curriculum is made at a level, which might include multiple grades, boards, etc.	Syllabus is focused on a particular subject of a particular grade.
FLEXIBILITY	Curriculum is NOT very flexible. It is somewhat rigid.	Syllabus is not rigid, it is flexible to a certain extent.
LONGEVITY	Curriculum is created for a long duration of time.	Syllabus is created for a short period of time, and is temporary.
COMPONENTS	Objectives, Content, Learning Experiences, Expected Learning Outcomes, Assessments and Evaluations.	Content and Learning Experiences.

The IMPLEMENTATION of Curriculum is done at a BROAD level, and across various grades, whereas the implementation of SYLLABUS is NARROW and focuses only on particular subject's contents - what is to be taught and how it is to be taught.

CURRICULUM cannot be MODIFIED at a School level, whereas SYLLABUS can be modified at a School/Teacher's level, as per the individual learning needs of students.

3/2

$$Q6 = 7\frac{1}{2} = 8$$

Q6) (b) COMPUTER ASSISTED INSTRUCTION (CAI)

It is also known as COMPUTER AIDED INSTRUCTION.

The easiest definition of Computer Assisted Instruction, is that, it is the Instruction Method that uses / is done with the help of a COMPUTER.

It can either be done by using a Multimedia Presentation, or by using a Learning Management System (LMS), or anything else.

The features of CAI are as follows:-

1. DELIVERY -

The delivery of content in the form of text, graphics, audio, video, etc. can be done by showing an audio-visual, or by creating a multimedia presentation, or by engaging students in an educational game etc.

2. PERSONALIZATION -

The CAI can be used to personalize instruction as per the students' learning needs, eg. a blind learner can learn by using a screen reader along with CAI.

3. IMMEDIATE FEEDBACK AND ASSESSMENT -

CAI can get immediate feedback from the students/Computer regarding the performance. The assessment can also be done alongside the instruction.

4) SELF-PACED -

CAI can be self-paced, i.e. the students can pace their own learning as per their needs. Slow learners can learn the lessons slowly as per their understanding.

5) ACCESSIBILITY AND FLEXIBILITY -

CAI are accessible over the Internet from anywhere and at any suitable time. The concept of 'Any-time' and 'Any-where' is applicable to CAI.

6) INCREASED ENGAGEMENT -

Computers use a variety of sounds, music, videos, games etc. to make the lessons more engaging to students.

7) MONITORING AND TRACKING -

The monitoring and tracking of a student's progress in learning, becomes a lot easier for the teacher as well as parents.

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— X —

कांतिलाल खिंवसरा शिक्षणशास्त्र महाविद्यालय (बी.एड.)

लक्ष्मणनगर धेरगांव पुणे ३३ .

सूक्ष्म अध्यापन

१. प्रस्तावना कौशल्य (Set Induction)

१. चित्रे/तक्ते दाखवून योग्य शैक्षणिक साहित्याचा वापर करून कथा मांगून अथवा प्रश्न विचारून आकर्षकरित्या पाठाची सुरुवात करावी .
२. प्रस्तावने मध्ये शिक्षकाने विद्यार्थ्यांचे पर्वानुभव पूर्वज्ञान आणि शिक्षक देणार असलेली नवीन माहिती यामध्ये प्रश्न विचारून संबंध जोडण्याचा प्रयत्न करावा .
३. नवीन घटक अथवा संकल्पना शिकण्यापुर्वी त्या संदर्भातील कृती करून अथवा प्रश्न विचारून विद्यार्थ्यांना प्रेरित/उदयुक्त केले जावे .
४. प्रस्तावनेमध्ये विद्यार्थी शिक्षकाने त्या घटकाला अनुरूप असे शैक्षणिक साहित्य वापरणे आवश्यक आहे .
५. शिक्षक तामाला जे नवीन ज्ञान देणार आहेत त्या ज्ञानाशी सुसंगत अशी असावी याचाच अर्थ प्रस्तावनेत सांगितलेली उदाहरणे कथा प्रश्न यांचा नवीन ज्ञानाशी संबंध असला पाहिजे .
६. आपण काय व का शिकणार आहोत हे विद्यार्थ्यांना समजण्यासाठी हेतूकथनात पाठाचा उद्देश स्पष्ट केला जावा .
७. शिक्षकांनी सुवाच्य अक्षरात शीर्षकलेखन फलकावर लिहावे .
८. प्रस्तावना करित असताना वापरलेल्या साधनामध्ये, कृतीमध्ये पध्दतीमध्ये सर्जनशीलता व नाविन्य असावे .
९. प्रस्तावना अतिशय दीर्घही नसावी तसेच संक्षिप्त नसावी .
१०. नवीन पाठ शिकण्यासाठी विद्यार्थ्यांची मनोभूमिका तयार करण्यासाठी प्रस्तावना परिणामकारक असावी .

अध्यापन /पुनराध्यापन (Teach/Retech)

प्रशिक्षणार्थी नाव : Rashmi Chandraprakash Mahulkar रोल नंबर : 71

कौशल्याचे नाव : Set Induction १) प्रस्तावना दिनांक : 19/12/2022

विषयाचे नाव : Science इयत्ता : VIIIth

घटक उपघटकाचे नाव : Cell-structure & functions वेळ : 5 min

पाठक गति
Teacher's Activity

Teacher enters the classroom and wishes, Good afternoon and wishes.

Students:

So students:

Teacher said, Cells are the basic building blocks of all living things. The human body is composed of trillions of cells. They provide structure for the body; take in nutrients from food, convert these nutrients into energy, and carry out specialized functions.

Teacher asks "now tell me, what are the basic unit of building?"

What will happen when we don't put bricks in a building?

What are the basic unit of our body?

Good!

Do you think plants & animals made up of some types of cells?

So students today we will study about the "cell".

पाठक गति
(Student's Activity)

Student answer good afternoon mam!

Student listen carefully

Student answers Bricks, cement, Conrete etc. are the basic unit of building

The building can not be constructed

Cell is the basic unit of our body.

शुरुआत (Beginning)

एकत्रितीय शुरुआत (Effective Beginning)

पाठक गति
(Teacher's Activity)

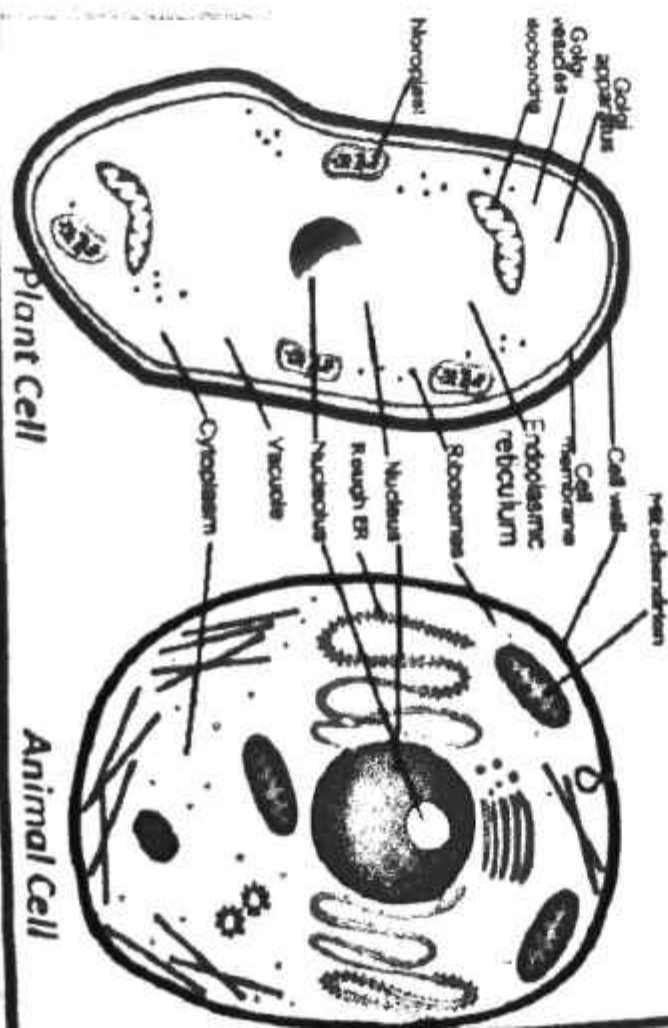
Teacher shows something to I have something to show you my students & show A chart (Diagram of cells).

पाठक गति
(Student's Activity)

Use of teaching aid

Plant and Animal Cell Chart

Structure: Plant and Animal Cell



Write on blackboard.

Arouding Curiosity

फलक लेखन

दिनांक 19/12/2022

विषय : Science

घटक : Cell structure & functions

उपघटक :

इयता : 30
तुकडी : A

निरीक्षण नोंद तक्ता

Set Induction Skill प्रस्तावना कौशल्य

उपकौशल्य	Rating Skill			
	1	2	3	4
1. Effective /Stimulating/ Attractive beginning				✓
2. Revival of previous knowledge				✓
3. Arousing curiosity				✓
4. Use of teaching -aids			✓	
5. Proper linking with the unit				✓
6. Statement if aim				✓
7. Title writing			✓	
8. Creativity / Innovative				✓
9. TimeManagement				✓
10. Effectiveness				✓
Total Marks एकुण गुण 50				38

Remedial Feedback (if any) (उपचारात्मक प्रत्याभरण)

19/12/22

evh. dekar

कांतिलाल खिंवसरा शिक्षणशास्त्र महाविद्यालय (बी.एड.)

लक्ष्मणनगर धेरगांव पुणे ३३ .

सूक्ष्म अध्यापन पाठ टाचण


फलक कार्य - फलक लेखन (Black Board Writing)

अध्ययन अध्यापन प्रक्रिया प्रभावी करण्यासाठी फळयांना अत्यंत महत्त्वाचे स्थान आहे. फळयामुळे केवळ कथनाकडे लक्ष वेधले जात नाही तर दृक माध्यमांद्वारे विद्यार्थी जास्तीत जास्त ज्ञान ग्रहण करतात व त्यांची एकाग्रता वाढते. फलक लेखन करताना खालील मुद्यांकडे लक्ष द्यावे .

१. फलकावरील उपलब्ध जागेचा योग्य उपयोग करण्याच्या दृष्टीने आशयांची मांडणी करावी .
२. अक्षर सुवाच्च वळणदार शुध्द व स्पष्ट असावे .
३. दोन अक्षरांमध्ये शब्दांमध्ये व ओळींमध्ये योग्य अंतर असावे .
४. अक्षरांचा आकार योग्य असावा व सरळ ओळीत लेखन असावे .
५. लेखनामध्ये कमवध्दता प्रमाणवध्दता व आटोपशीरपणा असावा .
६. फलकलेखनामध्ये आशयातील सर्व मुद्दयांचा समावेश असावा .
७. लेखनातील महत्त्वपूर्ण भागाकडे लक्ष वेधण्यासाठी रंगीत खडूचा योग्य उपयोग करावा .
८. फलकलेखन करताना आवश्यक तेथे आकृत्या व रेखाचित्रांचा योग्य वापर करावा .

अध्यापन / पुनराध्यापन (Teach/Retech)

प्रशिक्षणार्थी नाव : Rashmi C. Mahulkar रोल नंबर : 71
कौशल्याचे नाव : Black Board Writing १) फलक लेखन दिनांक : 22/12/2022
विषयाचे नाव : Science इयत्ता : X
घटक उपघटकाचे नाव : lens & it's types वेळ : 5m

Teacher's Activity	Student's Activity
<p>Teacher enters the classroom and wishes "good afternoon" Students.</p> <p>So students,</p> <p>Today we are going to learn about lens & it's types.</p> <p><u>Lens</u>: It is a transparent medium bounded by two surfaces, out of which one or both surfaces are spherical.</p> <p>Teacher will draw the tree diagram of Types of lenses on blackboard.</p> <p><u>Types of lenses are of 2 types</u></p> <p>Convex lens Concave lens</p> <p><u>Convex lens</u>:- It is also called as converging lens. A lens which is thicker at centre & thinner at ends.</p> <p>Teacher will draw the diagram of convex or converging lens.</p> 	<p>Student listen carefully</p> <p>Good Afternoon!</p> <p>Students observing carefully</p>

Teacher's Activity	Student's Activity	उपकौशल (Subskills)
<p>Types of convex lens</p> <p>There are 3 types of convex lens</p> <p>parallel rays of light</p> <p>simple</p> <p>f</p> <p>c</p> <p>convex lens</p> <p>light rays converging (forming focus)</p> <p>focus length f</p> <p>A convex lens converges a parallel beam of light to a point F on its other side (right side)</p> <p><u>Types of convex lens</u></p> <p>Concave-convex lens</p> <p>Concave lens</p> <p>light rays diverging (spreading out)</p> <p>focus length f</p> <p>A concave lens diverges a parallel beam of light rays</p>	<p>Speed of ...</p>	<p>Speed of ...</p>

कार्बन
Carbon

कार्बन एक अत्यंत महत्वपूर्ण तत्व है। यह पृथ्वी की सतह पर चौथे क्रम में अधिकतम पाया जाता है। यह एक गैर-धातु है और यह एक चालक नहीं है।

कार्बन के दो प्रमुख अलोट्रोपिक रूप हैं: हीरा और ग्रेफाइट।

हीरा एक कठोरतम पदार्थ है, जबकि ग्रेफाइट एक नरम और चालक है।

कार्बन का परमाणु क्रमांक 6 है।

कार्बन का परमाणु द्रव्यमान 12 है।

कार्बन का परमाणु संरचनात्मक सूत्र $1s^2 2s^2 2p^2$ है।

कार्बन का परमाणु संरचनात्मक सूत्र $1s^2 2s^2 2p^2$ है।

कार्बन का परमाणु संरचनात्मक सूत्र $1s^2 2s^2 2p^2$ है।

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कार्बन का परमाणु संरचनात्मक सूत्र $1s^2 2s^2 2p^2$ है।

कांतिलाल खिंचसरा शिक्षणशास्त्र महाविद्यालय (बी.एड.)

लक्ष्मणनगर धेरगाव पुणे ३३.


सूक्ष्म अध्यापन पाठ टाचण

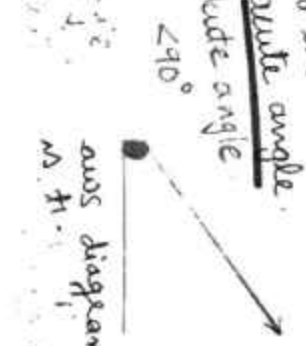
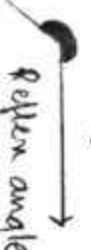

३. चेतकबदल कौशल्य (Stimulus Variation)

१. आशयानुसार शिक्षकाचे हावभाव योग्य असावेत.
२. विद्यार्थांचे लक्ष केंद्रित करण्यासाठी शिक्षकाने हेतुपूर्ण व अर्थपूर्ण हालचाली कराव्यात उदा. फलकलेखन शिक्षणिक साधनांचा वापर
३. आशयानुसार बोलण्याच्या पध्दतीत बदल केला जावा.
४. अध्यापन करीत असताना संवेदन लक्षात शिक्षकाने बदल करावा.
५. अध्यापन करीत असताना शिक्षक विद्यार्थी विद्यार्थी विद्यार्थी विद्यार्थ्यांच्या इ. आंतरक्रिया घडवून आणाव्यात.
६. अध्यापन करताना विद्यार्थ्यांच्या शब्दिक सहभाग घेऊन विद्यार्थ्यांना पाठात समाविष्ट करून घ्यावे.
७. अध्यापन चालू असताना शिक्षकाने विद्यार्थ्यांना कृती करायला लावावी. उदा. फलकलेखन करणे नकाशा वाचन करणे इ.
८. अध्यापन करीत असताना शिक्षकांनी सर्व विद्यार्थ्यांकडे पाहून अध्यापन करावे.
९. पाठ वेळेत पूर्ण केला जावा.
१०. शिक्षकाच्या हालचाली हावभाव आणि संवेदना लक्षातील बदल परिणामकारक व्हावा.

अध्यापन / पुनराध्यापन (Teach/Retech)

प्रशिक्षणार्थी नाव : Rashmi C. Mahulkar रोल नंबर : 71
कौशल्याचे नाव : Stimulus Variation ३) चेतक बदल दिनांक : 26/12/2022
विषयाचे नाव : Maths इयत्ता : VIth
घटक उपघटकाचे नाव : Angles & their types वेळ : 5 min

गुरुकृति (Teacher's Activity)	विद्यार्थीकृति (Student's Activity)	उत्कृति (Subskills)
<p>Teacher wishes "good Afternoon to all students".</p> <p>Students, Today we are going to learn about angle and their different types.</p> <p>Teacher draws a diagram on blackboard & asks students what is this?</p> <p>You're right my students, Teacher reply.</p> <p>Teacher says, "I draw one more ray from the same point."</p> 	<p>Student reply "Good Afternoon, mam!"</p> <p>Students listen carefully.</p> <p>Mam, It is a ray.</p> <p>Student listens & observes carefully.</p> <p>Student listens carefully.</p>	<p>Verbal Participation of students</p>
<p>Then the teacher forms an angle between them.</p> <p>For example, In watches minutes hand & hour's hand makes an angle between them.</p> <p>So students, let's discuss different types of angles formed between two rays.</p> <p>Teacher draws diagram on blackboard & says, "If the angle between</p>	<p>Student listens carefully.</p>	<p>Use of Teaching aid</p> <p>Change in voice</p>

गुरुकृति (Teacher's Activity)	विद्यार्थीकृति (Student's Activity)	उत्कृति (Subskills)
<p>Two rays is less than 90° then it is called an <u>acute angle</u>.</p> <p>Acute angle $< 90^\circ$</p>  <p>Teacher draws diagram on blackboard.</p> 	<p>Student listens and observes carefully.</p> <p>Student listens and observe carefully.</p>	<p>gesture of teacher</p> <p>change in Sensory focus</p> <p>Movement, Focusing, Gestures</p>
<p>Even it is called a <u>straight angle</u>.</p> <p>straight angle 180°</p>  <p>Teacher draws diagram on blackboard. The angle which lies between 180° and 360° is called a <u>reflex angle</u>.</p>	<p>student listens carefully</p> <p>student listens and observe carefully</p>	<p>Change in voice, Focusing, Visual switching</p> <p>Change in voice, Focusing, Visual switching.</p>

फलक लेखन

दिनांक 26/12/2022

विषय : Maths

घटक : Angle & their types

उपघटक :

इयत्ता : VI

मुकडी : A

Types of Angles

Ray

Acute angle $< 90^\circ$

Right angle $= 90^\circ$

Obluse angle $> 90^\circ$

Straight angle $= 180^\circ$

Reflex angle $> 180^\circ$

निरीक्षण नोंद तक्ता

STIMULUS VARIATION SKILL - चेतक बदल कौशल्य

उपकौशल्य	Rating Skill			
	1	2	3	4
1 Gestures of Teacher				✓
2 Movement of Teacher				✓
3 Change in speech pattern				✓
4 Change in sensory focus			✓	✓
5 Change in interaction pattern				✓
6 verbal participation of students				✓
7 Active participation of Student			✓	✓
8 Eye to eye contact				✓
9 Time Management				✓
10 Effectiveness			✓	✓
Total Marks एकुण गुण 50				

Remedial Feedback (if any) (उपचारत्मक प्रत्याभरण)

50/50

26/12/22

दिनांक

निरीक्षक प्राध्यापक

सूक्ष्म अध्यापन पाठ टाचण

४. प्रश्न कौशल्य (Questioning)

१. प्रश्नांची रचना नेमकी आणि अचूक असावी .
२. प्रश्न रचना व्यकरणिकदृष्ट्या निर्दोष असावी .
३. पाठ्यघटकास पोषक अशी प्रश्नरचना असावी .
४. प्रभावी अध्यापनासाठी विद्यार्थ्यांच्या विचाराला चालना देणारे उच्चस्तरीय प्रश्न विचारले जावेत .
५. प्रश्न माध्या सरळ भाषेत सुस्पष्टरित्या योग्य आवाजात व योग्य गतीने विचारावेत .
६. प्रश्न विचारताना सर्व विद्यार्थ्यांना समान संधी दिली जावी .
७. प्रश्न विचारल्यानंतर विद्यार्थ्यांना विचार करण्यासाठी पुरेसा वेळ दिला जावा .
८. प्रश्न विचारताना त्यामध्ये सुसंगती तसेच क्रमवध्दता असावी .
९. विद्यार्थ्यांकडून वगवेर उत्तर मिळाल्यानंतर शिक्षकाने योग्य ते शाब्दिक किंवा अशाब्दिक प्रवलन द्यावे .
१०. प्रश्न विचारण्याचा हेतू माध्य झाला पाहिजे .

अध्यापन / पुनराध्यापन (Teach/Retech)

प्रशिक्षणार्थी नाव : Rashmi C. Mahulkas रोल नंबर : 71
कौशल्याचे नाव : Questioning ४) प्रश्न कौशल्य दिनांक : 29/12/2022
विषयाचे नाव : Science इयत्ता : IXth
घटक उपघटकाचे नाव : Natural Resources वेळ : 5 min

पिढाक कृती (Teacher's Activity)	पिढारणी कृती (Student's Activity)	उपकौशल (Subskills)
<p>Good Afternoon Students</p> <p>Teacher showing furniture to students.</p> <p>What is used in making furniture?</p> <p>So students, wood is resource to make furniture.</p> <p>A resource is any means of supplying a natural held in resource which can be transferred into more valuable and useful item.</p> <p>What do you mean by <u>Natural Resources</u>?</p>	<p>Students reply "Good Afternoon mam"</p> <p>Student answers, wood</p> <p>Student's listens carefully</p> <p>Student answers, Resources supplies by nature are called natural resources.</p> <p>Sun, water, air, Soil.</p> <p>plants, forests, coal, petroleum, minerals.</p> <p>Natural resources are classified as:</p> <p>1) Renewable resources</p> <p>2) Non-Renewable resources</p>	<p>High level</p> <p>low level</p> <p>low level</p> <p>low level</p>
<p>1] What are the <u>example of natural resources</u>?</p> <p>2] Any other example of natural resources.</p> <p>3] How will you classified Natural resources?</p> <p>4] What are Renewable resource?</p> <p>5] Do you think water and air get exhausted?</p>	<p>No response.</p> <p>No, As they are unlimited, they are inexhaustible</p>	<p>low level</p>

पिढाक कृती (Teacher's Activity)	पिढारणी कृती (Student's Activity)	उपकौशल (Subskills)
<p>So, what is <u>Renewable resources</u>?</p> <p>7] Give <u>example of Renewable resources</u>.</p> <p>8] <u>Define Non-Renewable resource</u>. Teacher ask one student.</p> <p>9] Define non-Renewable resource. Teacher ask to another student.</p> <p>10] What is the example of Non-renewable resources?</p> <p>11] What resources are found inside the earth & take millions year to form?</p> <p>12] So, what is the example of non-renewable resources?</p> <p>13] What are the difference between two resources?</p> <p>14] How can we protect our Natural Resources?</p>	<p>Renewable resources are those that are present in unlimited quantity in nature or those that will replace themselves over time.</p> <p>wood, paper, air, water</p> <p>No response</p> <p>Non-Renewable resource are those that are limited in nature and will replace themselves.</p> <p>No response</p> <p>Coal, petroleum, fossil fuels.</p> <p>Coal, petroleum, fossil fuels.</p> <p>Coal, petroleum, fossil fuels.</p> <p>Renewable resources are those are present in unlimited quantity in nature. Non-renewable resources are those that are limited in nature.</p> <p>Conserve water, plant more trees, Reduce, Reuse & Recycle</p>	<p>High level</p> <p>low level</p> <p>low level</p> <p>low level</p> <p>low level</p> <p>low level</p> <p>High level</p> <p>High level</p>
<p>In this way today we have learn about <u>Natural Resources</u></p>	<p>Student listen carefully</p>	<p>High level</p>

फलक लेखन

दिनांक 29/12/2022

विषय : Science

घटक : Natural Resources

उपघटक :

इयत्ता :

तुकडी : 12

What do you mean by Natural Resources ?

A Natural Resources is something found in nature that people can use to meet their needs.

Natural Resources are mainly classified into 2 different categories:

- 1] Renewable natural resources
- 2] Non renewable natural resources.

निरीक्षण नोंद तक्ता

QUESTIONING SKILL - प्रश्न कौशल्य

उपकौशल्य		Rating Skill			
		1	2	3	4
1. Clear & Concise	सुस्पष्ट आणि संक्षिप्त				✓
2. Grammatically correct	व्याकरणदृष्ट्या निर्दोष				✓
3. Thought Provoking	विचार प्रवर्तक प्रश्न				✓
4. Logical sequence of the questions	प्रश्नांचा तार्किक वध्दता				✓
5. Inc. of Lower, Middle & Higher order questions.	निम्न मध्यम व उच्च स्तरीय प्रश्नांचा समावेश				✓
6. Clarity in asking questions	प्रश्न विचारण्यात स्पष्टता				✓
7. Interrogative tone	प्रश्नार्थक उच्चारण				✓
8. Properly distributed in class	दोफे प्रश्नांचे वितरण				✓
9. Time Management	वेळचे व्यवस्थापन				✓
10. Effectiveness	परिणामकारकता				✓
Total Marks एकुण गुण 50					40/50

Remedial Feedback (if any) (उपचारात्मक प्रत्याभरण)

दिनांक

Handwritten signature

निरीक्षक प्राध्यापक

कांतिलाल खिंवरसरा शिक्षणशास्त्र महाविद्यालय (बी.एड.)

लक्ष्मणनगर धेगांव पुणे ३३ .

सूक्ष्म अध्यापन पाठ टाचण

५ . स्पष्टीकरण कौशल्य (Illustration)

१. स्पष्टीकरण करताना देण्यात येणारी उदा . ही साधी म्हणजेच त्यांच्या अनुभव विश्वाशी निगडित असावी .
२. उदाहरणे ही आकर्षक असावी की जेणेकरून विद्यार्थ्यांच्या मनामध्ये पाठविषयी उत्सुकता निर्माण होईल .
३. उदाहरणे ही पाठयघटकांशी संबंधितच असावी .
४. एखादा घटक अथवा संकल्पना स्पष्ट करण्यासाठी योग्य अशी शैक्षणिक साधने वापरावी .
५. स्पष्टीकरणामध्ये ओघ व सातत्य असावे . याचाच अर्थ एका मुद्द्यातून दुसरा मुद्दा स्पष्ट केला जावा .
६. स्पष्टीकरण करताना जर तर यामुळेच म्हणूनच तात्पर्य कारण की त्यामुळेच या सारख्या स्पष्टीकरण दुव्यांचा वापर करावा .
७. विद्यार्थ्यांच्या मनात एखादी नविन संकल्पना व्याख्या विवचण्यासाठी स्पष्टीकरण करीत असताना आवश्यक त्या मुद्द्यांची अर्थपूर्ण पुनरावृत्ती केली जावी .
८. स्पष्टीकरण करत असताना साध्या सरळ आणि व्याकरणिक दृष्ट्या शुध्द भाषांचा वापर करावा .
९. स्पष्टीकरण निर्धारित वेळेतच केले जावे .
१०. स्पष्टीकरण उदाहरणांचा योग्य तो वापर करून योग्य त्या भाषेत परिणामकारकरित्या केले जावे .

अध्यापन / पुनराध्यापन (Teach/Retech)

प्रशिक्षणार्थी नाव : Rashmi C. Mahulkar रोल नंबर : 71
कौशल्याचे नाव : Illustration ४) स्पष्टीकरण दिनांक : 21/1/2023
विषयाचे नाव : Maths इयत्ता : VIIth
घटक उपघटकाचे नाव : Exponential form वेळ : 5 min

Teacher's Activity	Student's Activity	Observation (Student)
<p>Teacher enters the Classroom and wishes Students.</p> <p>Teacher ask Students: What is the exponents in 10^3?</p> <p>And what is the base in above example?</p> <p>Tell me Students some laws of exponents.</p> <p>Well students today we will discuss about exponential forms.</p> <p>Power the notation for writing the product of an integer by its self several times.</p> <p>Let $a \times a \times a \dots n$ times (By write on the black board).</p> <p>$a = \text{Base}$</p> <p>$n = \text{Powers}$</p> <p>eg:- $5 \times 5 \times 5 \times 5 = 5^4$</p> <p>There are 6 laws of Exponents.</p> <p>Teachers shows Laws of Exponents model</p> <p>II Multiplication of Powers with the same Base.</p> <p>If 'a' is a non-zero integer, and 'm' and 'n' are</p>	<p>Student wishes back.</p> <p>Student answers 3</p> <p>No response</p> <p>Student listen carefully.</p> <p>Student looking at the black board</p> <p>Student listen carefully & observes carefully</p>	<p>Student Participate</p>

Teacher's Activity	Student's Activity	Observation (Student)
<p>Whole numbers then, $a^m \times a^n = a^{m+n}$</p> <p>Division of powers with</p>	<p>Student write the Laws in notebook</p>	<p>Student solving the problem is</p> <p>(i) $(23)^4 \div (11)^4 = (100)^2$</p> <p>(ii) $(100)^2 = 1$</p>



Model of Laws of Exponents

$a, a^0 = 1$

Students solve the problems

In this way exponents are solve by using the exponents laws.

Student solving the problem is

(i) $(23)^4 \div (11)^4 = (100)^2$

(ii) $(100)^2 = 1$

Participation

Types of Angles:

Acute angle

Acute angle = 90°

Right angle = 90°

Obtuse angle $> 90^\circ$



निरीक्षण नोट लक्ष्मी

STIMULUS VARIATION SKILL - कृपक काल होना

उपयोगिता

Rating Skill

- | | | |
|-------------------------------------|--------------------------------|--|
| 1. Gestures of Teacher | शिक्षक के हाथ | |
| 2. Movement of Teacher | शिक्षक का आवागमन | |
| 3. Change in speech pattern | शिक्षक के वक्तव्य में परिवर्तन | |
| 4. Change in sensory stimuli | बहुधा उपयोगिता | |
| 5. Change in interaction pattern | बहुधा उपयोगिता | |
| 6. Verbal participation of students | शिक्षक के वक्तव्य में भाग लेना | |
| 7. Active participation of student | शिक्षक के वक्तव्य में भाग लेना | |
| 8. Eye to eye contact | शिक्षक के वक्तव्य में भाग लेना | |
| 9. Time Management | काल प्रबंधन | |
| 10. Effectiveness | उपयोगिता | |

Total Marks एकुल गुण 50

Remedial Feedback (if any) (उपयोगिताक उपयोगिता)

50

सूक्ष्म अध्यापन पाठ टाचण

५. स्पष्टीकरण कौशल्य (Illustration)

१. स्पष्टीकरण करताना देण्यात येणारी उदा. ही साधी म्हणजेच त्यांच्या अनुभव विश्वाशी निगडीत असावी.
२. उदाहरणे ही आकर्षक असावी की जेणेकरून विद्यार्थ्यांच्या मनामध्ये पाठविषयी उत्सुकता निर्माण होईल.
३. उदाहरणे ही पाठयघटकांशी संबंधितच असावी.
४. एखादा घटक अथवा संकल्पना स्पष्ट करण्यासाठी योग्य अशी शैक्षणिक साधने वापरावी.
५. स्पष्टीकरणामध्ये ओघ व सातत्य असावे. याचाच अर्थ एका मुद्द्यातून दुसरा मुद्दा स्पष्ट केला जावा.
६. स्पष्टीकरण करताना जर तर यामुळेच म्हणूनच तात्पर्य कारण की त्यामुळेच या सारख्या स्पष्टीकरण दुव्यांचा वापर करावा.
७. विद्यार्थ्यांच्या मनात एखादी नविन संकल्पना व्याख्या विववण्यासाठी स्पष्टीकरण करीत असताना आवश्यक त्या मुद्द्यांची अर्थपूर्ण पुनरावृत्ती केली जावी.
८. स्पष्टीकरण करत असताना साध्या सरळ आणि व्याकरणिक दृष्ट्या शुध्द भाषोचा वापर करावा.
९. स्पष्टीकरण निर्धारित वेळेतच केले जावे.
१०. स्पष्टीकरण उदाहरणांचा योग्य तो वापर करून योग्य त्या भाषेत परिणामकारकरित्या केले जावे.

अध्यापन / पुनराध्यापन (Teach/Retech)

प्रशिक्षणार्थी नाव : Rashmi C. Mahulkar रोल नंबर : 71
कौशल्याचे नाव : Illustration ४) स्पष्टीकरण दिनांक : 2/11/2023
विषयाचे नाव : Maths इयत्ता : VIIth
घटक उपघटकाचे नाव : Exponential form वेळ : 5 min

Teacher enters the Classroom and wishes Students.

Teacher asks Students, What is the exponents in 10^3 ?

And what is the base in above example?

Tell me students some laws of exponents.

Well students today we will discuss about exponential forms.

Power the notation for writing the product of an integer by its self several times.

Let $a \times a \times a \dots \dots \dots n$ times (By write on the Black board).

$a = \text{Base}$
 $n = \text{Powers}$

eg:- $5 \times 5 \times 5 \times 5 = 5^4$

There are 6 Laws of Exponents.

Teachers shows Laws of Exponents model

II Multiplication of Powers with the same Base.

If 'a' is a non-zero integer, and 'm' and 'n' are

Student wishes back.

Student answers 3

10

No response.

Student listen carefully.

Student looking at the black board

Student listen carefully & observes carefully

Student Participate

Explanation

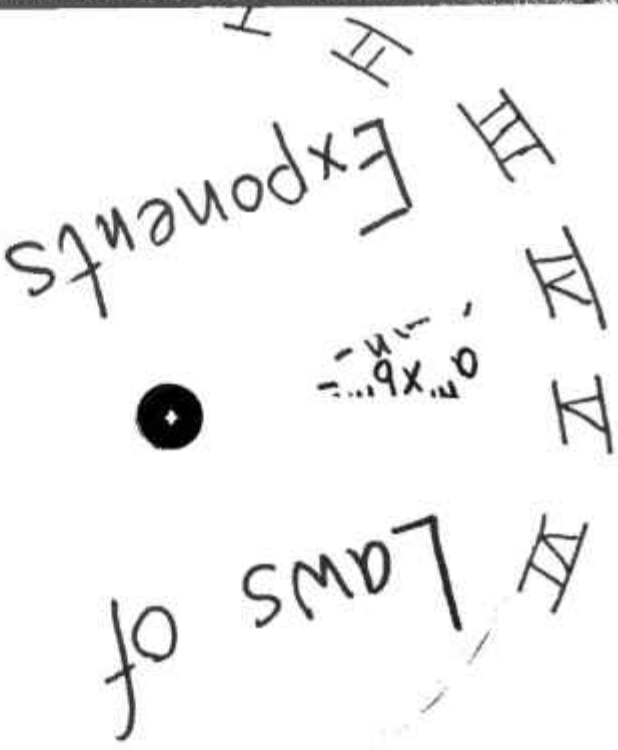
Relevant Sam

Teaching aid

Whole numbers then, $a^m \times a^n = a^{m+n}$

Division of powers with

Student write the Laws in notebook



Model of Laws of Exponents

$a^0 = 1$

Students solve the problems

- i) $(23)^0$ (ii) $(100)^0$

In this way exponents are solve by using the exponents laws.

Student solving the problem 12

- (i) $(23)^0 = 1$
- (ii) $(100)^0 = 1$

Participation

फलक लेखन

दिनांक 26/12/2022

विषय : Maths

घटक : Angle & their types

उपघटक :

इयत्ता : VI

तुकडी : A

Types of Angles

Ray →

- 1) Acute angle $< 90^\circ$
- 2) Right angle $= 90^\circ$

- 3) Obtuse angle $> 90^\circ$
- 4) Straight angle $= 180^\circ$
- 5) Reflex angle $> 180^\circ$

निरीक्षण नोंद तक्ता

STIMULUS VARIATION SKILL - चेतक बदल कौशल्य

उपकौशल्य		Rating Skill			
		1	2	3	4
1. Gestures of Teacher	शिक्षकाचे हावभाव				✓
2. Movement of Teacher	शिक्षकाची हालचाल				✓
3. Change in speech pattern	बोलण्याच्या पध्दतीतील बदल				✓
4. Change in sensory focus	संवेदन लक्ष्यात बदल			✓	✓
5. Change in interaction pattern	आंतरक्रियेत बदल				✓
6. Verbal participation of students	विद्यार्थ्यांचा शब्दिक सहभाग				✓
7. Active participation of Student	विद्यार्थ्यांचा कृतियुक्त सहभाग			✓	✓
8. Eye to eye contact	विद्यार्थ्यांकडे पाहून अध्यापन				✓
9. Time Management	वेळचे व्यवस्थापन				✓
10. Effectiveness	परिणामकारकता			✓	✓

Total Marks एकुण गुण 50

40/50

Remedial Feedback (if any) (उपचागतिक प्रत्याभरण)

दिनांक

निरीक्षक प्राध्यापक सही

भारतीय ज्ञानवर्धिनी सभा द्वारा मंचालित
कांतिलाल खिंवसरा शिक्षणशास्त्र महाविद्यालय (बी.एड.)
लक्ष्मणनगर धेरगांव पुणे ३३.

सूक्ष्म अध्यापन पाठ टाचण

६. कथन (Narration)

- कथन करताना शिक्षकाचे भाषेवर प्रभुत्व असावे. कथनात विविध म्हणी वाक्यप्रचार यांचा वापर शिक्षकाने करावा.
- कथन करताना उच्चार सुस्पष्ट व योग्य प्रमाणभाषेत असावेत.
- कथनात ओघवतेपणा व प्रवाहीपणा असावा.
- पाठपघटकाच्या आशयानुसार कथन करत असताना शिक्षकांच्या आवाजामध्ये योग्य उदात्तार असावा.
- कथन हे सुस्पष्ट व योग्य असावे.
- कथन करत असताना पाठयांशातील प्रमुख व विशिष्ट मुद्द्यांवर भर देण्यात यावा.
- कथन करत असताना पाठयांशातील आशयानुसार शिक्षकांचे हावभाव असावेत.
- कथनामध्ये आरंभ मध्य व शेवट या क्रमाने पाठयांशाची मांडणी सुमंगतपणे केली जावी.
- कथन हे निर्धारित वेळेतच केले जावे.
- कथन हे प्रभावी व परिणामकारक असावे.

५. दिग्दर्शन (Demonstration)

- प्रयोगाला सुरुवात करण्यापूर्वी प्रयोगाचा हेतू स्पष्ट असावा.
- प्रयोगाला सुरुवात करण्यापूर्वी प्रयोगासाठी आवश्यक असणा-या सर्व साहित्याची जमवा जमव व त्याची मांडणी योग्य रितीने करावी.
- प्रयोगाला सुरुवात करण्यापूर्वी प्रयोगाची कच्ची आकृती गुंडाळी फलकावर अथवा फलकावर काढून दाखविण्यात यावी.
- शिक्षकाकडून प्रयोगासाठी वापरल्या जाणा-या साहित्याची हाताळणी योग्य प्रकारे व्हावी.
- प्रयोग करत असताना प्रयोगातील इतरकृती करण्यासाठी देखील विद्यार्थ्यांना मंथी देण्यात यावी.
- विद्यार्थ्यांना प्रयोगाचे निरीक्षण करण्यासाठी व निष्कर्ष काढण्यासाठी पुंग्मा वेळ देण्यात यावा.
- प्रयोग करत असताना प्रयोगासंदर्भातील आवश्यक ते फलकलेखन करण्यात यावे.
- प्रयोगासाठी योग्य वातावरणाची निर्मिती करण्यात यावी.
- प्रयोग निर्धारित वेळेत पूर्ण करावा.
- प्रयोगाचा हेतू साध्य व्हावा या दृष्टीने प्रयोग केला जावा.

अध्यापन / पुनराध्यापन (Teach/Reteach)

प्रशिक्षणार्थी नाव : Rashmi C. Mahulkar रोल नंबर : 71
कौशल्याचे नाव : Narration ६) कथन दिनांक : 5/1/2023
विषयाचे नाव : Maths इयत्ता : IXth
घटक उपघटकाचे नाव : Cyclic Quadrilateral वेळ : 5 min

Good Afternoon Students!

Teacher says, to understand what a cyclic quadrilateral is, we should know what quadrilaterals are.

A quadrilateral is called a level, two-dimensional geometrical figure with four sides, four angles, and four vertices. Square, rectangle, rhombus and trapezium are a few examples of quadrilaterals. A four-sided shape that a circle can circumscribe is a cyclic quadrilateral.

To students by comparing the properties, we can say all rectangles are parallelograms but all parallelograms are not rectangle.

Teacher will continue, "A cyclic Parallelogram is a rectangle."

Teacher will draw a cyclic parallelogram on a blackboard.

Students, "Let us draw a cyclic parallelogram ABCD with interior angles $\angle 1, \angle 2, \angle 3$ and $\angle 4$ "

Good Afternoon! Mam

Students will listen attentively and try to group

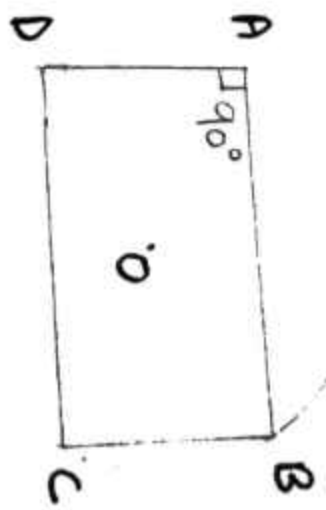
Student listen carefully

The students will listen attentively and draw diagram from blackboard



As we know the sum of opposite angles...

A cyclic parallelogram is a rectangle.



$\angle A = \angle C$... (opposite angles of parallelogram)

$\angle A + \angle C = 180^\circ$
 $\angle A + \angle A = 180^\circ$
 $\angle A = 90^\circ$

$\angle C = 180^\circ - 90^\circ = 90^\circ$

From the above, it can be concluded that a cyclic parallelogram is a rectangle.

Very good students!

Calculations

Use of explaining links

Concluding statement

Cyclic parallelogram ABCD possesses all the properties of a rectangle, i.e., opposite sides are equal and each interior angle 90° .

दिनांक 5/1/2023

फलक लेखन

विषय : Maths

घटक : Cyclic Quadrilateral इयत्ता : IXth

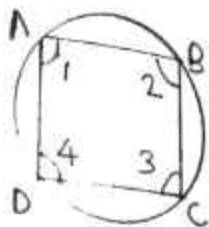
उपघटक : तुकडी : A

Quadrilateral :-

It is a closed, two-dimensional geometrical figure with four sides, four angles and four vertices.

Cyclic quadrilateral :-

It is a quadrilateral which has all its four vertices lying on a circle.



निरीक्षण नोंद तक्ता

Skill of Narration - कथन कौशल्य

उपकौशल्य	Rating Skill			
	1	2	3	4
1. Use of accurate Language	अचूक भाषणेचा वापर			
2. Clear pronunciation	स्पष्ट उच्चार			
3. Fluency	आघ			
4. Change in voice	आवाज बदल			
5. Stress on main points	प्रमुख मुद्द्यांवर भर			
6. Gesture	हावभाव			
7. Harmony in presentation	सादरीकरणानेच गुमंगती			
8. Audibility according to content	श्रवणीयता			
9. Time Management	वेळचे व्यवस्थापन			
10. Effectiveness	परिणामकारकता			
Total Marks एकुण गुण 50				

Remedial Feedback (if any) (उपचारात्मक प्रत्याभरण)

दिनांक

निरीक्षक प्राध्यापक सक्षि

**SAVITRIBAI PHULE PUNE UNIVERSITY,
PUNE
(FORMERLY UNIVERSITY OF PUNE)**

FACULTY OF EDUCATION

**REVISED SYLLABUS FOR THE
B.Ed. TWO YEAR PROGRAMME
Choice Based Credit System
Annual Pattern-2015**

SAVITRIBAI PHULE PUNE UNIVERSITY, PUNE

(FORMERLY UNIVERSITY OF PUNE)

B.ED. TWO YEAR PROGRAMME

Choice Based Credit System

Annual Pattern-2015

Preamble

The **Bachelor of Education** Programme (B.Ed.) is a professional course that prepares teachers for upper primary (Classes VI-VIII), secondary level (classes IX-X) and Higher secondary level (classes XI-XII).

1. Eligibility for Admission

(a) A candidate should have passed the Bachelor's Degree/Master Degree in Sciences, Social Sciences/Humanities/Commerce of Savitribai Phule Pune University or of any other recognized university with at least 50 % marks. Or Bachelor in Engineering / Technology with specialization in Science and Mathematics of any recognized university with at least 55 % marks.

S/he should have offered at least one school subject at the first and/or second degree level as a principal or subsidiary or allied or optional subject. (School subject means the subject included in the syllabus of Secondary/Higher secondary level of State/Central Education Board in India)

For Foreign students the Maharashtra State Government rules will be applicable.

(b) The reservation and relaxation of 5 % marks will be given to the candidates belonging to S.C./ S.T./ V.J.N.T./ O.B.C./P.W.D. and other notified categories as per the Maharashtra State Government Rules.

2. Admission procedure

Admission to the eligible candidates shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or as per the selection procedure laid down by the State Government of Maharashtra and Pravesh Niyantaran Samiti, Mumbai from time to time.

3. Eligibility Norms for appearing B.Ed. examination

Student teacher should have kept two terms with at least 80 % attendance in the sessions (for both the years) conducted in the college in which s/he has taken admission. S/he

should have completed all the practical and other work expected in the syllabus to the satisfaction of the Principal. S/he should have obtained such a certificate for both the years from the Principal of the college. Unless and until s/he obtains such a certificate, s/he will not be allowed to appear for University examination.

4. Medium of Instruction

Medium of Instruction at the B.Ed. course will be Marathi or English.

5. Medium of Answer

The candidate appearing for the B .Ed. examination will have the option of answering all papers either in English or Marathi. This option can be exercised course wise and not section wise or question wise.

The medium of answering the paper for course in 'Understanding disciplines and school subjects' and 'Pedagogy of school subjects' (language course) will be in the concerned language / English/ Marathi.

6. General objectives of the B. Ed. Programme

To enable the student teacher:

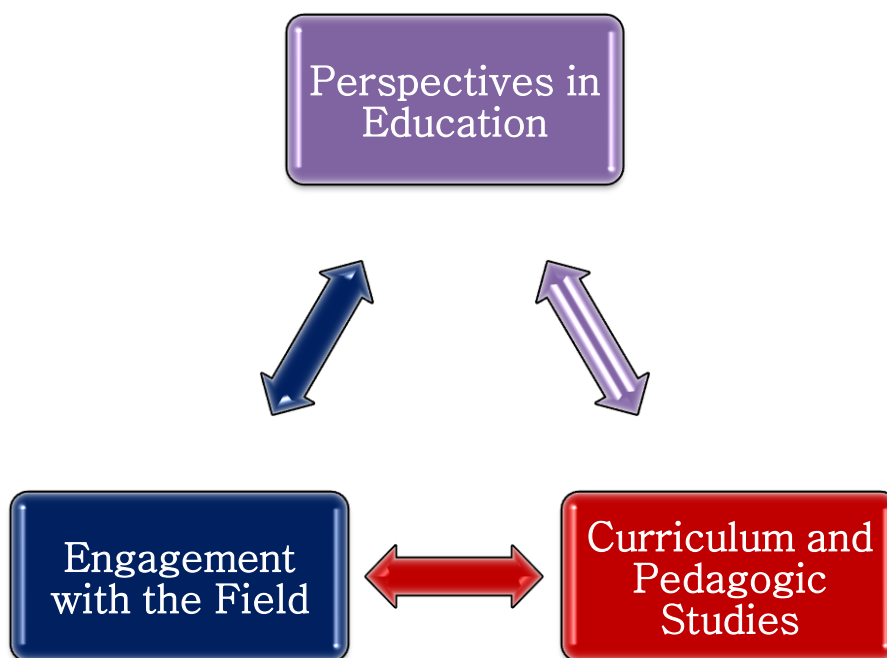
1. to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skill in student teachers.
2. to promote capabilities for inculcating national values and goals as mentioned in the Constitution of India.
3. to act as agents of modernization and social change.
4. to promote social cohesion, international understanding and protection of human rights and rights of the child.
5. to become competent and committed professionals willing to perform the identified tasks.
6. to use competencies and skills needed for becoming an effective teacher in a normal setup and in an inclusive setup.
7. to understand, develop and apply various evaluation procedures in education.
8. to be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, critical understanding of ICT, yoga education, etc.
9. to inculcate rational thinking and scientific temper among the students.
10. to develop critical awareness about the social realities among the students.
11. to use managerial and organizational skills.
12. to enrich himself/herself by actual engagement in the field.
13. to enable him/her to become aware about the day to day problems in the field and develop the capacity to solve them through research.
14. to develop an understanding of the interdisciplinary perspectives in education
15. to develop the habit of reflective teaching among the student teachers.
16. to enhance professional capacities like reading and reflecting on texts, understanding of self, understanding the use of drama and art in education, etc.

7. Curricular Areas of the Teacher Training Programme

The programme structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. It comprises of three broad inter related curricular areas:-

- I. Perspectives in education
- II. Curriculum and Pedagogic studies
- III. Engagement with the field.

All the curricular areas include theoretical inputs along with the practical work from an interdisciplinary perspective.



B. Ed. SYLLABUS FRAMEWORK 2015
(Based on NCTE Regulations 2014)

B.Ed. FIRST YEAR

Course Code	Title of the Course	Credits	Hours	Marks (External +Internal)
PERSPECTIVES OF EDUCATION – CORE COURSES				
BED101	Childhood and Growing up	4	64	80+20
BED102	Contemporary Indian Education, Gender and Society	4	64	80+20
BED103	Learning and Teaching	4	64	80+20
BED104	Assessment and Evaluation for Learning	4	64	80+20
BED105	Advanced Pedagogy and Application of ICT	4	64	80+20
SPECIALIZED COURSES- OPTIONAL COURSES				
BED106 01 to 11	Understanding disciplines and school subjects (any two from the list No. 1)	4 (2+2)	64 (32+32)	40+10 40+10
BED107 01 to 11	Pedagogy of school subjects (any two from the list No. 2)	4 (2+2)	64 (32+32)	40+10 40+10
PRACTICING FOR CONSTRUCTIVIST TEACHING LEARNING				
BED108	Teaching Competency I (a)Micro Teaching (b)Integration Lessons and Simulation Lessons	2	32	50
BED109	Teaching Competency II (a) Technology based teaching (b) Team teaching (c)Lessons using Models of teaching	2	32	50
BED110	Teaching Competency III (a)Practice Lessons (b) Introduction to Internship	4	64	100
ENHANCING PROFESSIONAL CAPACITIES				
BED 111	A) Critical understanding of ICT – Practical B) Co curricular Activities and social service	2 (1+1)	32 (16+16)	50 (25+25)
BED 112	Health and Yoga	2	32	50
TOTAL		40	640	1000

B.Ed. SECOND YEAR

Course Code	Title of the Course	Credits	Hours	Marks (External +Internal)
PERSPECTIVES OF EDUCATION – CORE COURSES				
BED 201	Quality and Management of School Education	4	64	80 + 20
BED 202	Knowledge and curriculum, Language across curriculum	4	64	80 + 20
BED 203	School and Inclusive School	4	64	80 + 20
SPECIALIZED COURSES- OPTIONAL COURSES				
BED 204	Elective (any one from the list No. 3)	4	64	80 + 20
BED 205 01 to 28	Additional Pedagogy Course : Understanding disciplines and Pedagogy of schoolsubject (any one from the list No. 4)	4 (2+2)	64 (32+32)	40 + 10 40 + 10
PRACTICING FOR CONSTRUCTIVIST TEACHING LEARNING				
BED 206	Teaching Competency IV: Practice Lessons	2	32	50
BED 207	Teaching Competency V: Internship	8	128	200
ENHANCING PROFESSIONAL CAPACITIES				
BED 208	Reading and Reflecting on Texts	2	32	50
BED 209	Understanding of Self	2	32	50
BED 210	Basics of Research	2	32	50
BED 211	Drama and Art in Education	2	32	50
BED 212	Open Course or Entrepreneurship Development	2	32	50
TOTAL		40	640	1000

B.Ed. FIRST YEAR

- Courses **BED 101 to BED 105** are common for all student teachers.
- For course **BED 106 – Understanding disciplines and school subjects**, student teacher will select any two subjects from the following list. Out of these, two subjects one subject must be the subject in which admission is given.

List No. 1: List of school subjects for BED 106

BED 106-01	Marathi	BED 106-07	Geography
BED 106-02	Hindi	BED 106-08	General Science
BED 106-03	English	BED 106-09	Mathematics
BED 106-04	Sanskrit	BED 106-10	Economics
BED 106-05	Urdu	BED 106-11	ICT
BED 106-06	History		

The scope of BED 106 Understanding disciplines and School subject is the syllabus of that subject up to the secondary level.

- For course **BED 107 – Pedagogy of School subjects** the student teacher will select two subjects from the following list. Student should select the same two subjects s/he has offered for course **BED 106**.

List No. 2: List of school subjects for BED 107

BED 107-01	Marathi	BED 107-07	Geography
BED 107-02	Hindi	BED 107-08	General Science
BED 107-03	English	BED 107-09	Mathematics
BED 107-04	Sanskrit	BED 107-10	Economics
BED 107-05	Urdu	BED 107-11	ICT
BED 107-06	History		

BED 108: Teaching Competency I: 2 credits (50 marks)

(a) Micro teaching (6 skills -12 lessons) (1 credit) – 25 marks

Student teachers will give 12 micro-lessons. For these lessons, they will select any six teaching skills from the list given below. They will complete the cycle of two lessons i.e. ‘teach-reteach’ for each skill. Marks calculated out of 25 are to be given for the micro teaching lessons.

List of Teaching Skills

- | | |
|---|---|
| <input type="checkbox"/> Set Induction | <input type="checkbox"/> Demonstration |
| <input type="checkbox"/> Stimulus Variation | <input type="checkbox"/> Reinforcement |
| <input type="checkbox"/> Narration | <input type="checkbox"/> Black Board Work |
| <input type="checkbox"/> Questioning | <input type="checkbox"/> Closure |
| <input type="checkbox"/> Illustration | <input type="checkbox"/> Reading |

(b) Integration (6 lessons) and Simulation lessons (2 lessons) (1 credit) – 25 marks

After practicing 6 skills in micro-teaching, student teacher will give six lessons of minimum 20 minutes duration to integrate the skills which they have practiced. Marks calculated out of 25 are to be given for the integration lessons.

Each student teacher will conduct two simulation lessons of minimum 30 minutes duration. Marks calculated out of 25 are to be given for simulation Lessons. Any type of lessons excluding traditional lessons.

The total marks for integration and simulation lessons are to be calculated out of 25.

The total marks for the course BED 108 shall be calculated out of 50.

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

(a) Technology based teaching: (2 lessons) – 50 marks

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

(b) Team teaching (2 lessons) – 50 marks

Student teacher will conduct two lessons based on concept of team teaching. Marks calculated out of 50 are to be given for lessons based on team teaching.

(c) Lessons using Models of Teaching (2 lessons) – 50 marks

Student teacher will conduct two lessons based on any two models of teaching suitable for the course BED 107- Pedagogy of school subjects which s/he has chosen. Marks calculated out of 50 are to be given for lessons based on models of teaching.

The total marks for the course BED 109 shall be calculated out of 50.

BED 110: Teaching Competency III: Practice lessons and Introduction to Internship: 4 credits – 100 marks

(a) Practice lessons (6 lessons) (2 credits) – 50 marks

Each student teacher will give 6 class-room lessons as far as possible equally distributed in the two school subjects but not less than 2 lessons per school subject. These lessons are to be given in the secondary school i.e. Std VI to X. However those who want to specialize for higher secondary classes may give not more than three lessons at the higher secondary level.

Marks calculated out of 50 are to be given to these practice lessons.

Non -credit activity: Each Student teacher should observe all type of lesson from BED 108 to 110 and record it in observation book. This will be non -credit activity

(b) Introduction to Internship: Duration: 4 Weeks (2 credits) – 50 marks

This course focuses on student teachers Engagement with the field. The aim is to develop in the students perspectives about education, professional capacities, teacher sensibilities and skills. It also will help student teachers realize the necessity to cater to the diverse needs of the learner.

Objectives of the introduction to the internship are to enable the student teacher:

- i. to get an opportunity to observe the teaching of experienced school teachers.
- ii. to develop lesson plans under the guidance of the school teacher.
- iii. to observe the co-curricular and extracurricular activities organized in the school.
- iv. to assist the school teacher in her/his day to day work.
- v. to conduct lessons in the field.

In the introduction to the Internship the student teacher will complete the following activities:

- Observation of 4 lessons of experienced school teachers preferably two of each school subject.
- Develop 4 lesson plans to cater to the diverse needs of the students preferably two of each school subject under the guidance of the school teacher.
- Writing a report of the observed co curricular and extracurricular activities organized in the school.
- Writing an essay reflecting on the activities in which the student teacher has assisted the school teacher in his/her work.
- Conduct of 2 lessons in the school classroom.

Marks calculated out of 50 are to be given to the Introduction to the Internship.

The total marks for the course BED 110 shall be calculated out of 100.

Note: Detailed planning of BED 110 will be done by concerned Teacher Education Institute.

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.

B) Co curricular Activates and social sevicees (1 credit) 25 marks

Co- curricular Activites: The student teacher will organize and participate in co-curricular activities and extracurricular activities arranged regularly throughout the year in the college.

Social Service (Working with the community) :-Student teacher will select and participate in any one activity from the list of the activities given below:

Adult education programme, School Health services,

Cultural activities, Sports activities, City /Village development programme, Family planning programme, Civil Defence, Rally on different social issues.

The college can modify the above list according to the local needs and availability of

resources and resource persons. However a prior permission from the University of Pune will be necessary.

Marks out of 50 shall be given for BED 111

BED 112: Health and Yoga (2 credits) – 50 marks

For this programme at least two periods per week will be assigned in the college time table. In these periods some physical exercises, games, special programmes on yoga and suryanamaskar, sports activities, lectures on physical and mental health, awareness lectures, etc will be organized for the student teachers under the guidance of the teacher educator. Student teacher should maintain a report of the activities.

Marks calculated out of 50 are to be given for the same.

B.Ed. SECOND YEAR

- Course **BED 201 to BED 203** are common for all.

BED 204: Student teacher will select **any one** course from the given list under course **BED 204** as **Elective subject**.

List No. 3 : List of elective subjects for BED 204

BED 204-01 Guidance and Counseling
BED 204 -02 Education for Human Rights and Peace Education
BED 204 -03 Women Education
BED 204 -04 Life Long Education
BED 204-05 Population Education and Family Life Education
BED 204-06 Education for Sustainable Development and Environment Education
BED 204 -07 Disaster Management
BED 204 -08 Inclusive Education
BED 204- 09 Introduction to Educational Research
BED204 -10 Water, Air and Energy Education

- **Course BED 205 Additional Pedagogy Course: Understanding disciplines**

▪

- **and Pedagogy of School subject.**

Student teacher has to select any one from the following list excluding the subjects selected as BED 106 and BED 107.

List No. 4: List of school subjects for BED 205

BED 205-01	Marathi	BED 205-15	Physics
BED 205-02	Hindi	BED 205-16	Chemistry
BED 205-03	English	BED 205-17	Biology
BED 205-04	Sanskrit	BED 205-18	Home Science
BED 205-05	Urdu	BED 205-19	Commerce

BED 205-06	History	BED 205-20	Psychology
BED 205-07	Geography	BED 205-21	Philosophy
BED 205-08	General Science	BED 205-22	Sociology
BED 205-09	Mathematics	BED 205-23	Political Science
BED 205-10	Economics	BED 205-24	Logic
BED 205-11	ICT	BED 205-25	Physical Education
BED 205-12	German	BED 205-26	Yoga Education
BED 205-13	French	BED 205-27	Music and Art Education
BED 205-14	Japanese	BED 205-28	Value Education

The scope of BED 205 Understanding disciplines and School subject is the syllabus of that subject up to the higher secondary level

• **Course BED 206: Teaching Competencies IV:
Practice Lessons : 2credits (50 marks)**

Each student teacher will conduct 6 classroom lessons as far as possible equally distributed in the three subjects selected under Course BED 107 and Course BED 205. These lessons shall be engaged preferably at upper primary, secondary and higher secondary level.

Marks are calculated out of 50.

• **Course BED 207: Teaching Competencies IV:
Internship: 8 credits (16 weeks) 200 marks**

It is expected that student teachers are exposed to a variety of approaches for teaching, observation of children in multiple socio-cultural environment and involve themselves in reflective thinking. It is also expected that student teachers engage themselves in CCE through planning of formative and summative evaluation. The activities should be planned in such a way so as to facilitate mentoring, supervising and assessing the student teachers mutually by the teacher educators and school teachers.

Objectives of the Internship:- To enable the student teacher :-

- to develop lesson plans and conduct lessons.
- to develop a plan of evaluation for the unit taught.
- to know the various types of records are prepared and maintained in the school.
- to organize co-curricular and extracurricular activities in the school.
- to observe, give feedback and reflect on the lessons given by peers.
- to get a feel of total experience of teaching in the school.

In the Internship the student teacher will complete the following activities:

(a) Lessons (6 lessons) : 3 credits (75 marks)

The student teacher will select one unit from the school subject in consultation with the school teacher and faculty. S/he will prepare the lesson plan for that unit. S/he will teach that unit for at least three periods under the guidance and observation of the school teacher /teacher educator. The same shall be repeated for other school subject. **These lessons shall be engaged preferably at upper primary, secondary or higher secondary level.**

Marks calculated out of 75 are to be given for the conduct of six lessons.

(b) Plan of evaluation :1 credit (25 marks)

The student teacher will prepare a Unit Plan providing formative (for each lesson plan) and summative evaluation (unit test after completion of the unit) for both the above selected units. S/he will develop and conduct a unit test. S/he will also prepare a blue print and model answer and marking scheme for the developed unit test. The same shall be repeated for other school subject.

Marks calculated out of 25 are to be given for the plan of evaluation.

(c) Study of the records maintained by the school: 1 credit – 25 marks

This activity is to enable the student teacher to understand the administrative aspects of school life. It will help him/her to realize the need of maintaining the records and their importance in the smooth functioning of the school. The student teacher shall write a report on any 4 records prepared and maintained by the school.

Marks calculated out of 25 are to be given for the report.

(d) Organization of co curricular/extracurricular activities: 1 credit – 25 marks

To enhance the organizational and managerial skills the student teacher will participate in the organization of the co-curricular and extracurricular activities arranged regularly during the internship period in the school. S/he has to maintain a detailed record of the same. It is expected that s/he shall reflect and write about these experiences. It will help her/him in understanding and addressing her/his professional identity as a teacher.

Marks calculated out of 25 are to be given for the write up.

(e) Observation of peers:1 credit(25 marks)

Peer learning is an important and integral part of learning process of an individual. It will assist in boosting the confidence of the student teachers. In this activity the student teacher shall observe, reflect and give feedback to her/his peers on the lessons conducted. (6 lessons)

Marks calculated out of 25 are to be given for observations notebook.

(f) Other School Activities/Programmes : 1 credit (25 marks)

To get a feel of the working of the school, the student teacher shall complete any one activity from those given below. S/he shall write a report and enlist the process outcomes of the same.

- Develop an academic calendar for the various activities to be organized in the school under the guidance of the school teacher.
- Information regarding Parent teacher association.
- Professional organization of teachers
- Practices of inclusion.
- Provision for slow learners.
- Activities for gifted students.
- Community related work.
- Activities for professional growth of teaching and non-teaching staff.
- Any other innovative/special practices adopted by the school.

Marks out of 50 are to be given for the same.

The total marks for the course BED 207 shall be calculated out of 200.

Course BED 208:- Reading and reflecting on texts: 2 credits (50 marks)

OBJECTIVES OF THE COURSE: - To enable the student teacher to:-

1. get exposure to a wide variety of texts/e-texts
2. engage with these texts/e-texts interactively – individually as well as in small groups
3. enhance their capacities as readers and writers.
4. read, reflect and reproduce in writing in the form of conjectures, justifications, interpretations, arguments for or against, etc. on the read text/e-texts

The course should be conducted in the following manner:-

A:- Orientation and Activities

- ◆ Orientation Session for a theoretical background: - It can be in the form of symposium or lectures or panel discussion. Following topics can be covered: - (The following list is only suggestive and not exhaustive. The college can modify the list according to the local needs and availability of resources and resource persons. However a prior permission from the Savitribai Phule Pune University will be necessary.)
 - ✓ Types of texts (like school texts, newspapers, policy documents, research articles, project reports, autobiographies, reference books, etc.)
 - ✓ Features of these texts.
 - ✓ Reading and reflecting on the texts.
 - ✓ Reproducing the read text in writing in their own words.
- ◆ Activities Session for reading, reflecting and reproducing the text: - Workshop can be conducted on the basis of the following activities: - (The following list is only suggestive and not exhaustive. The college can modify the list according to the local needs and availability of resources and resource persons. However a prior permission from the Savitribai Phule Pune University will be necessary.)
 - ✓ Activities for reading different types of texts/e-texts.
 - ✓ Activities for writing the read texts in the form of: - predictions, notes, questions and answer, critiques, summarization, retelling in the form of a story, dialogue, monologue, drama or play, etc., prepare concept maps,

mind maps, flowcharts, etc.

It is necessary that students work in groups of about 5-6 during the activity sessions. Encouragement should be given to the students to discuss among themselves and share their views on the content read and how it can be reproduced. The main purpose of the course is to develop in them the reading with understanding skill and reproduce it in a variety of ways effectively.

B:- Reporting

- ◆ Report of the orientation session as well as the activities session. (25 marks)
- ◆ Reading, reflecting and reproducing in writing any one text. (This is to be done individually on text other than the one used in the activities session)(25 marks)

The total marks for the entire course shall be calculated out of 50.

Course BED 209:- Understanding of self: 2 credits (50 marks)

Objectives of The Course: - To enable the student teacher to:-

1. develop an understanding of self as a person
2. develop an understanding of self as a teacher
3. engage himself/herself in continuous self-reflection
4. get a holistic understanding about himself/herself
5. become an integrated personality

The course should be conducted in the following manner:-

A:- Orientation and Activities

- ◆ Orientation Session for a theoretical background: - It can be in the form of symposium or lectures or panel discussion. A few topics are suggested below for conducting these orientation sessions: - (The following list is only suggestive and not exhaustive. The college can modify the list according to the local needs and availability of resources and resource persons. However a prior permission from the Savitribai Phule Pune University will be necessary.)
 - Self-concept and self esteem
 - Life skills
 - Personality
 - Knowing oneself
 - Writing ones resume, bio-data and CV

◆ Activities Session for self understanding:- Workshop can be conducted on the basis of the following activities:- (at least 4 activities have to be organized) (The following list is only suggestive and not exhaustive. The college can modify the list according to the local needs and availability of resources and resource persons. However a prior permission from the Savitribai Phule Pune University will be necessary.)

- Personality development
- Life skills
- Making SWOT analysis
- Facing an interview.
- Group discussions.
- Debate
- Sharing case studies
- Skits
- Songs and speeches
- Life stories
- Films and videos
- Painting and drawing and craft

It is necessary that students work in groups of about 15-20 during the activity sessions. Encouragement should be given to the students to discuss among themselves and share their personal experiences. The main purpose of the course is to make them realize themselves.

B:- Reporting

- ◆ Report of the orientation session as well as the activities session.
- ◆ Writing of a diary for reflection on how the course has helped in understanding of self as a person and as a teacher.

A format is given below for writing the report and reflective diary. (The following format is only suggestive and not exhaustive. The college can modify it according to their needs. However a prior permission from the Savitribai Phule Pune University will be necessary.)

Title of the session: - Orientation Session (Marks out of 25)

Item	Description
<u>Report section:-</u>	
Details of the session (resource persons, date, time, etc.)	
Description of the session	
<u>Reflection section:-</u>	
What did I learn from the session?	
Reflection on how it has helped me as a person	
Reflection on how it has helped me as a teacher	

Title of the session: - Activities Session (Marks out of 25)

Item	Description
<u>Report section:-</u>	
Details of the session (resource persons, date, time, etc.)	
Description of the session	
<u>Reflection section:-</u>	
What did I learn from the session?	
Reflection on how it has helped me as a person	
Reflection on how it has helped me as a teacher	

The total marks for the entire course shall be calculated out of 50.

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

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

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

The report shall be evaluated for 50 marks.

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

Real education implies reflection, introspection and action, with a deep relationship

between the Head, Heart and Hand. Drama and art helps the student teacher to understand the self and to realize it as a form of self expression and for enhancing creativity.

Following activities can be organized under the course: (any two)

- Script writing
- Street play
- Visit to an art gallery
- Visiting/Organizing exhibitions
- Visiting/Organizing cultural fests
- Report on the folk life
- Interview with experts from the field like artists, actors, singers, writers, poets, painters, musicians, dancer, etc
- Appreciation of a film/drama/novel/folk drama, etc.
- Use of Music/ Arts in Education

The student teacher has to write a report of the activities organized under the course and marks shall be given out of 50.

Course BED 212:- Open Course/Entrepreneurship Development: 2 credits (50 marks)

The student teacher is expected to complete any one from the following courses i.e Open course or Entrepreneurship course.

Open Course: (2 credits) – 50 marks

The student teacher will complete **any oneskill/** activity under the course. The following list is only suggestive and not exhaustive. The college can modify the above list according to the local needs and availability of resources and resource persons. However a prior permission from the Savitribai Phule Pune University will be necessary. The student teacher will make a report based on the activities organized under this course.

List No. 5: List of skills under Open course

Sr. No	Course Title	Sr. No.	Course Title
1	Presentation skills	11	Communication skills
2	Decision making skills	12	Event management skills
3	Life skills	13	Creative writing skills
4	Interpersonal skills	14	Team building skills
5	Managerial skills	15	Problem solving skills
6	Research skills	16	Stress management skills
7	Analytical skills	17	Self-awareness skills
8	Time management skills	18	Developing learning resources skills
9	Leadership skills	19	Social awareness skills
10	Soft skills	20	Spoken English skills

The student teacher will write a report of the various programmes organized under the course. Marks out of 50 shall be given for the same.

OR

Entrepreneurship development: 2 credits (50 marks)

Education system plays a critical role in the economic advancement of nation, since it is the primary developer of human resource. Entrepreneurship education and training is about the development of professional skills and qualities of the student teachers so that they can gain knowledge and understand the ways in which the economy works. This evolves approaches to the development of creativity, problem solving, decision making, team working, leadership and other individual skills. It also identifies the role of the entrepreneur in the society and various requirements of self-employment.

Objectives of the course:

- 1) To make education as a tool to empower teacher.
- 2) To build self awareness among the novice teacher about the professional opportunities.
- 3) To provide dynamic platform to the novice teacher to explore the professional strengths in the field of education.
- 4) To promote the professional competencies of the novice teachers.

Following activities shall be organized under the course: (any 1) –1 credit – 25 marks

Development of a product:-

- Computer based product
- Multimedia product
- Learning material /resource
- Educational blog/website
- Newsletter/Brochure/Pamphlet / Printed material, etc.

Following activities shall be organized under the course: (any 1) –1 credit – 25 marks

Field work:-

- Educational Market Survey for needs analysis
- Interview of Educational Book Publisher/Entrepreneurs
- Visit to Vocational Institute
- Survey of the usability of an existing /self developed educational product
- Write an essay on 'Entrepreneurship'

The total marks for the course shall be calculated out of 50.

Choice Based Credit System

Learning load per credit = 30 Clock hours

(16 Clock hours Classroom Interactions +

14 Clock hours for Assignment and self-study)

Marks per credit = 25 marks

The total hours for BED programme are 1200 for each year. Out of which 640 hours are for face to face interactions in the classroom and 560 hours are for **preparatory work**.

EVALUATION OF B.Ed. COURSE

Year	BED Course	External Evaluation		Internal Evaluation		Total Marks
		Marks Per Course	Total	Marks Per Course	Total Marks	
First Year	101 to 105	80	400	20	100	
	106 & 107	80 (40+40)	160	20 (10+10)	40	
	108	-	-	50	50	
	109	-	-	50	50	
	110	-	-	100	100	
	111	-	-	50	50	
	112	-	-	50	50	
Total Marks		-	560	-	440	1000
Credits			22		18	40
Second Year	201 to 204	80	320	20	80	
	205	80 (40+40)	80	20 (10+10)	20	
	206	-	-	50	50	
	207	-	-	200	200	
	208	-	-	50	50	
	209	-	-	50	50	
	210	-	-	50	50	
	211	-	-	50	50	
212	-	-	50	50		
Total Marks			400	-	600	1000
Credits			16		24	40
Total Marks of the Two Years Course			960	-	1040	2000
Total Credits			38	-	42	80
Weightage			48%	-	52%	100%

Activities for Internal Evaluation

First Year

BED 101 to BED 107: For Continuous Assessment, three activities should be organized during the year for the Courses BED 101 to BED 105. Out of the three activities one activity should be the **Practical work** given under each course, one another compulsory activity will be **written examination** and student can select any one activity from the following list:

1. Multiple Choice Questions
2. Quiz
3. Presentations

4. Field Visits
5. Projects
6. Seminars
7. Group Discussion/ Panel Discussion
8. Tutorials
9. Assignment

For the Courses BED 106& BED 107, Practical Work given under each course and Written Examination will be the activities for internal evaluation.

BED 108 to BED 112: The prescribed activities for courses BED 108 to BED 112 are compulsory as per syllabus.

Second Year

For Continuous Assessment, three activities should be organized during the year for the Courses BED 201 to BED 204. Out of the three activities one activity should be the **Practical work** given under each course, one another compulsory activity will be **written examination** and student can select any one activity from the following list:

1. Multiple Choice Questions
2. Quiz
3. Presentations
4. Field Visits
5. Projects
6. Seminars
7. Group Discussion/ Panel Discussion
8. Tutorials
9. Assignment

For the Course BED 205, Practical Work given under each course and Written Examination will be the activities for internal evaluation.

BED 206 to BED 212: The prescribed activities for courses BED 206 to BED 212 are compulsory as per syllabus.

The College will do internal assessment. The University will provide tool for internal assessment. The college should follow the same criteria. If any college wants to use different criteria, the same should approved by the University. For the assessment the college will give marks and will submit it to the University. The University will convert these marks into the grades so obtained will be shown on the mark sheet of the converted grades also at the bottom of the mark sheet.

GRADING SYSTEM

Marks	Grade	Grade Point
80-100	O : Outstanding	10
70-79	A+ : Excellent	9
60-69	A : Very Good	8
55-59	B+ : Good	7
50-54	B : Above Average	6
0-49	F : Fail	0

For the rationalization of internal marks the University will appoint a moderation committee. The Committee will take review of the entire internal work done by the student teacher and

internal marks given by the college and submit the report based on these observations to the University. The copy of the same will be made available to the college also. The committee will give the 'No Objection Certificate' to the college. The college shall submit the same along with the internal marks to the University. This Procedure shall be followed for both the years.

• **B.Ed. Examination Rules :**

1 Assessment shall consist of Continuous Assessment (CA) and Year End Examination (YEE) with 20% and 80% weightage respectively for BED 101 to BED 107 and BED 201 to BED 205.

2 Assessment shall consist of Continuous Assessment (CA) of complete weightage i.e. 100% for practical courses i.e. BED 108 to BED 112 and BED 206 to BED 212.

3 The concerned teacher is responsible for conduct and evaluation towards CA and shall announce at the beginning of the course about the mechanisms under which CA would take place. However, the YEE shall cover the entire syllabus prescribed for that course.

4 The CA towards 20% marks will be a continuous activity and at least one written test must be conducted in addition to at least two other CA activities.

A teacher may devise a mechanism other than written test in addition to above in order to flourish the course contents.

a) It is mandatory for a teacher to hand over the assessed C.A. answer sheets to the respective students well before the commencements of the YEE.

b) It is also mandatory to declare the score gained by all the students in a course towards CA on the notice board duly signed by the concerned teacher of the course and the Principal.

5 YEE for the remaining 80% marks will be conducted by SPPU for BED 101 to BED 107 and BED 201 to BED 205.

6 A student has to obtain 50% marks taken together of CA and YEE with a minimum of 50% in each of these separately.

7 A student will have to obtain a minimum aggregate of 50% marks in each course to be counted for the minimum number of credits required for the completion of the program.

8 If a student misses an internal assessment examination he/she will have a second chance with the endorsement of the Principal in consultation with the concerned teacher. Such a second chance shall not be the right of the student.

9 a) If student is declared as "Pass" in a course (Grade other than F), then he/she cannot choose/reappear that course unless appearing under "CLASS/GRADE IMPROVEMENT" for YEE only.

CA is not available for a course in which the student has been declared as "PASS".

9b) If student is declared as "FAIL" (Grade F) in a course, then the student is allowed to choose such a course, with CA and YEE both, only in a year in which the course is conducted, irrespective of the previous score in CA.

Otherwise, the student may appear only for YEE in that course in any of the following/forthcoming year, provided that the student has scored at least 50% of the total 100% in CA.

9c) In case of 9 (b), the maximum duration available to register/reappear for a course will be as follows.

2 years B.Ed. Program – Up to 4 (four) years (i.e. if a student is registered/admitted for first year in 2015-16, then the student is allowed to register/reappear up to year 2018-19)

9d) In the case of 9 (b), the number of attempts (excluding registered for first time) available to register/reappear for the course would be 3(three) only, subject to 9 (c).

9e) In an exceptional case, if there are sufficient number of students who wish to register for a course for CA and YEE both in which they have failed, then such a course can be conducted in the immediate following term only, in addition to the courses conducted in that term. However, there cannot be more than two such courses at a time in that year.

10 The student will be finally declared as failed if the minimum numbers of credits are not earned within a total period of Four years from the time of admission, after which, such a student will have to seek fresh admission as per the admission rules prevailing at that time.

11 A student cannot register for second year, if she/he fails to complete 50% credits of the total credits expected to be ordinarily completed within One year.

12 There shall be a revaluation of the answer scripts of YEE as per Ordinance No.134 A & B, but not of CA.

13 While marks will be given for all examinations, they will be converted into grades. The year end Grade sheets will be generated by using marks and grades and the final grade sheets and transcripts shall have grade points average and total percentage of marks (up to two decimal points). The final grade sheet will also indicate the name of College/ Teacher Education Institute to which the student is registered.

- **Assessment and Grade Point Average**

1. **The system of evaluation will be as follows:** Each CA and YEE will be evaluated in terms of marks. The marks for CA and YEE will be added to convert into a grade and later a grade point average. There is no grade independently for CA or YEE.

2. Result of a student will be declared for each year after the YEE only.

3. The student will get a Grade Sheet with total grades earned and a Grade Point Average, after earning the minimum number of credits towards the completion of the B.Ed. program (subject to 9).

4. Marks/Grade/Grade Point w.e.f. AY 2015-16 (10 Point Scale):

Marks	Grade	Grade Point
80-100	O: Outstanding	10
70-79	A+: Excellent	9
60-69	A: Very Good	8
55-59	B+: Good	7
50-54	B: Above Average	6
0-49	C: Average F-Fail	0

Remarks : There will be no grade point below 6 as pass standard is 50%.

5. Final Grade w.e.f. the AY 2015-16 (10 Point Scale):

Grade Point Average	Grade
09.00 – 10.00	O
08.50 – 08.99	A+
07.50 – 08.49	A
06.50 – 07.49	B+
06.00– 06.49	B
00.00-05.99	F

Formula :

WeightedGPA = $\frac{\text{The sum of (units of credits X grade points)}}{\text{Total number of credits of the course}}$

Remark: a) B+ is equivalent to 55% marks and B is equivalent to 50% marks.

b) There will be no grade below B (other than F) as passing standard is 50% or GPA 6.00 and above.

6. If the GPA is higher than the indicated upper limit in the three decimal digit, then higher final grade will be awarded (e.g. a student getting GPA of 7.492 may be awarded 'A' grade). (Applicable for grades other than F)

7. There will be only final compilation and moderation at GPA (Final) level done at the University. While declaring the result, the existing relevant ordinances are applicable. There is also a provision for verification and reevaluation, subject to the rules applicable at that time.

8. For grade improvement for two year program, student will have to reappear for YEE only in the courses comprising a minimum of 20 credits. These courses will be from the parent college only in which the student has earned the credits. A student can opt for the Grade Improvement Program only after the declaration of earning minimum number of credits and completion of the B.Ed. Program (subject to B.Ed. Exam Rules 9) within the period of two years from the completion of program.

9. The formula for GPA will be based on Weighted Average. The final GPA will not be printed unless a student earns a minimum number of credits out of the total 80 credits.

10. The description for the grades is as follows:

O: Outstanding: Excellent analysis of the topic, (80% and above)

Accurate knowledge of the primary material, wide range of reading, logical development of ideas, originality in approaching the subject, Neat and systematic organization of content, elegant and lucid style;

A+: Excellent: Excellent analysis of the topic (70 to 79%)

Accurate knowledge of the primary material, acquaintance with seminal publications, logical development of ideas, Neat and systematic organization of content, effective and clear expression;

A: Very Good: Good analysis and treatment of the topic (60 to 69%)

Almost accurate knowledge of the primary material, acquaintance with seminal publications, logical development of ideas, Fair and systematic organization of content, effective and clear expression;

B+: Good: Good analysis and treatment of the topic (55 to 59%)

Basic knowledge of the primary material, logical development of ideas, Neat and systematic organization of content, effective and clear expression;

B: Pass: Some important points covered (50 to 54%)

Basic knowledge of the primary material, logical development of ideas, Neat and systematic organization of content, good language or expression;

F: Fail: None of the above (0 to 49%)

11. One credit is equivalent to 25 marks for evaluation purpose.

Modus Operandi of Evaluation under Credit System- 2 years programs

1. Each regular student will normally appear for all the 100% i.e. 40 credits in a year out of the minimum number of credits required to obtain a degree.

2. A student who wishes to register to the second year should have gained at least 50% credits out of the total number of credits offered in the first year.

3. Evaluation of each credit will be in two parts, namely CA and YEE.

4. A course may be of 1 or 2 or 3 or 4 or 5 credits.

5. The evaluation of a course means the evaluation of total number of credits of that course. As such, all the credits taken together of a particular course will be evaluated in two parts CA and YEE.

6. Weightage for CA would be 48% and for YEE would be 52%.

7. A course will be evaluated in the form of 20 marks for CA and 80 marks for YEE.

8. A student will gain all the credits of a course after having obtained minimum 50 marks from CA and YEE (minimum 40 out of 80) taken together and will get the respective grade and grade points in the respective course. Otherwise, a student will get grade F (Fail) in that respective course and will not gain any credits or grade points towards that course.

9. CA: The teacher would evaluate a student towards a course through interaction throughout the year which would include one or more (but not less than 3 including compulsory written test/s) out of the mechanisms given in this structure with their maximum weightage out of 20 marks. This essentially enables the teacher to get positive feedback about a student's overall understanding/ability and in nutshell enhances the teaching-learning process.

- A teacher may propose any other mean towards CA (other than written test) that may suit for a particular course and implement only after the approval of Internal Evaluation Committee of the College.

10. If a student could not attend the CA written test due to some unavoidable reasons then the teacher may consider a request for retest in writing with furnishing the reason of absence.

11. If a student fails to gain the credits of any course (declared F grade in that course) then the student can reattempt the course with CA (if the course is conducted in that year) and YEE both or with YEE only (if one has scored 25 in CA) in the subsequent YEEs (maximum two such attempts) within a period of 4 years from the date of admission to the programme.(subject to Examination Rules 9)

12.In case a student fails to earn the minimum number of credits required for obtaining a degree within the stipulated period of 4 years then such a student will be considered to have made an 'INCOMPLETE EXIT'and in such a case the student can seek a fresh admission as per the admission rules prevailing at that time.

13. The policies and procedures determined by the SPPU from time to time will be followed for the conduct of examinations and declaration of the result of a candidate.

14.YEE: Each credit will be evaluated for a maximum period of 45 minutes. The following would be an outline for setting the question paper for YEE.

Credits	Duration	Questions to be attempted	Number of Sub questions	Marks for sub questions
1	45 min	1 out of 2	3 (for 2 questions)	4+3+3 or 5+3+2 or 4+4+2
2	90 min	3 out of 5	3 (for 3 questions)	4+3+3 or 5+3+2 or 4+4+2
			2 (for 2 questions)	5+5
3	150 min	4 out of 6	2 (for 4 questions)	4+3+3 or 5+3+2 or 4+4+2
			2 (for 2 questions)	5+5
4/5	180 min	5 out of 8	3 (for 6 questions)	4+3+3 or 5+3+2 or 4+4+2
			2 (for 2 questions)	5+5

Note: A question paper for course of the B.Ed. program of 3/4/5 credits under any Faculty other than Science, Engineering, Technology, Management and Pharmacy may contain a question of 10 marks(1 out of 2) without a subquestion.

15. If a student obtains grade F in a course then such a course will not be taken into account for calculating GPA and overall grade. In fact, all the courses in which a student has passed will be taken into account for calculating the GPA and overall grade.

B.Ed. FIRST YEAR

BED101:CHILDHOOD AND GROWING UP

Objectives: To enable the student teacher to:

1. understand the growth and development of the learner and its importance in the teaching learning process with special reference to adolescent stage.
2. become aware regarding the individual differences among learners
3. Identify the educational needs of diverse learners.
4. Get acquainted with the new (contemporary) theories of learning.
5. Understand Political, Social and Cultural dimensions along with their implications on childhood and growing up.
6. Become familiar with the impact of mass communication media on childhood and growing up.

UNIT 1: UNDERSTANDING THE GROWTH AND DEVELOPMENT OF THE

LEARNER: -

1 CREDIT

1.1 Heredity and environment; social heredity - meaning, nature, importance in teaching learning process

1.2 Growth, Maturation and Development of the learner:

- a) Differences between growth and development
- b) Principles of growth and development
- c) Relationship between development and learning
- d) Stages of Growth and Development
- e) Adolescence stage: (Physical, mental, emotional, moral and social aspects)

1.3 Facilitating holistic development: Implications for education (school, teacher, parents) w.r.t. to adolescence stage.

UNIT 2: EDUCATION AND INDIVIDUAL DIFFERENCES: -

1 CREDIT

2.1 Individual differences: (age, sex, intelligence, multiple intelligences, emotional

intelligence, socio economic background, interests, introvert and extrovert.), implications for learning to facilitate holistic development.

2.2 Concept of Inclusive Education and Children with Special Needs:

- a) Inclusive Education: concept and need
- b) Children with Special Needs: Characteristics of visually impaired (challenged), hearing impaired (challenged), learning disabled, slow learners, gifted, creative, mentally retarded and physically challenged.
- c) Teacher's role in educating them in general classrooms.

UNIT 3: EDUCATION AND LEARNER DIVERSITY IN CLASSROOM: -

1 CREDIT

3.1 Diversity in learning styles:

- a) Meaning and concept of learning styles
- b) Types of learning styles (Visual, Auditory and Kinesthetic)
- c) Implications for learning

3.2 Diversity due to multiculturalism:

- a) Meaning and concept of multiculturalism,
- b) Differences in learners arising due to multiculturalism
- c) Role of the teacher in a multicultural classroom

UNIT 4: POLITICAL, SOCIAL AND CULTURAL DIMENSION OF CHILDHOOD AND GROWING UP: -

1 CREDIT

4.1 Meaning and Implications of Political Dimensions on childhood and growing up:

- a) Political Dimensions: Democratic, Dictatorship, Communism and Socialism – features of the governments and its general policies on education/
- b) Government Policies in India for the education of children, women, minority and backward classes and their implications on development.

4.2 Meaning and Implications of Social Dimensions on childhood and growing up:

- a) Social dimensions: Family, neighbourhood, friends and society
- b) Implications of the social dimensions on childhood and growing up.

4.3 Meaning and Implications of Culture Dimensions on childhood and growing up:

- a) Cultural dimensions: Social values, customs, traditions, cultural institutions
- b) Implications of cultural dimensions on childhood and growing up.

4.4 Impact of Media on childhood and growing up:

- a) Types of Mass Media: Print, Electronic and Social Medium.
- b) Implications of Mass Media on childhood and growing up.

Practical: (any one from the given list)

1. Case study of an adolescent learner
2. Plan and implementation of one lesson catering to any of the diverse needs of students (individual difference/ special need/learning styles/ multiculturalism)
3. Review and write a report on a biography/ story/ children's diary etc. to understand the lived realities of children grown up in different political, social and cultural settings.
4. Conduct a study on 'Impact of Media on growing up of children.'

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B.ED 102: CONTEMPORARY INDIAN EDUCATION, GENDER & SOCIETY

Objectives : To enable the student teacher to:-

1. understand the concept and aims of education.
2. learn the concept of social change and process of social change.
3. develop gender sensibility amongst student teacher.
4. make student understand about the gender issues faced in school.
5. make them aware about constitutional provision regarding gender education.
6. identify the contemporary issues in education.
7. make them aware about the contribution of thinkers in education.

UNIT: 1 EDUCATION IN CONTEMPORARY INDIAN SOCIETY 1 CREDIT

1.1. Concept of Education: - Meaning, Definition, Aims of Education in contemporary Indian society

- a. Types :- Formal , Non formal and informal
- b. Agencies of Education : Family , school , community, State, Peer group, reference group, NGO

1.2. Role of Education in Contemporary Issues

UNIT: 2 EDUCATION AND SOCIAL CHANGE 1 CREDIT

2.1 Concept of social change : Meaning , Definition, Factor , Types

2.2 Process of social change

2.3 Obstacles in social change

2.4 Role and limitation s of education in social change

UNIT 3 GENDER AND EDUCATION 1 CREDIT

3.1 Gender : Meaning , Definition , Difference between Gender and Sex

3.2 Gender and school: Issues related to gender in school, gender bias in School enrollments, dropouts and household responsibilities, socialattitudes, sexual abuse

3.3 Role of Education :

- a. Challenging gender inequalities
- b. Reinforcing gander parity
- c. Teaching strategies to develop sensitivity.

Provision regarding gender equality

- i) Constitutional provisions

ii) Laws and Rights

UNIT 4 ISSUES, POLICIES AND THINKERS

1 CREDIT

4.1 Issues :

- a. Equalization of Educational opportunities
- b. Sustainable Development
- c. Liberalization, Privatization and Globalization.

4.2 Policies:

- a. National policy on Education – 1986, 1992
- b. Right to Education Act- 2009: concept , Feature
- c. Rashtriya Uchatar Shiksha Abhiyaan.

4.3 Thinkers: Swami Vivekanand , Dr.Ravindranath Tagore,Dr. Babasaheb Ambedkar , J.P Naik, Mahatma Phule and Savitribai Phule.

Mode of Transaction:Lecture, Discussion, Assignment, Film show, Street Play

Role Play, Project, Field Visit, Survey, Seminar and Interview

Practical Work(*any one from the given list*):

1. Study of any one Contemporary issue of Education (Identification, causes, impact and role of teacher)
2. Study of any one thinker (Which is not included in syllabus
3. Identification about various schemes and scholarships available for deprived Sections of society and prepare a Report.
4. Planning and implementation of Activities
 - a) Visit to the NGO
 - b) Creating awareness Programmes on Social Problems
 - c) Seminar
 - d) PPT / Poster Presentation
 - e) Conducting survey
 - f) Group Discussion
 - g) Interview

References:

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10. Walia J.S. Principal and methods of Education Rai B.C – Theory of Education - Sociological and Philosophical bases of Education.
11. Chobhe Dr. S. P. and Akhilesh - Philosophical and Sociological foundation of Education.
12. Bhatia Kamala and Bhatia - Baldev - The Philosophical and Sociological foundation of Education.
13. Gaiind D.N. and Sharma R. P. - Education Theories and Modern Trends.
14. Rai B.C - Theory of Education - Philosophical and Sociological bases of Education.
15. S.S. Mathur - A Sociological approach to Indian Education.
16. NCERT - The Teacher and Education in Emerging Indian Society
17. Toffler Alwin - The future shock

BED 103: LEARNING AND TEACHING

OBJECTIVES :- To enable the student teacher to:-

1. understand the concept of learning
2. comprehend the theories of learning
3. appreciate the idea of learning as construction of knowledge
4. realize the connection between learning in school and learning outside school
5. recognize the relationship between teaching and learning
6. analyze the complex process of teaching
7. acquaint themselves with different approaches of teaching that support learning
8. value the relevance of reflection in the teaching learning process
9. realize the significance of the context in which the teaching learning process occurs
10. acknowledge that teaching is a profession

UNIT 1: LEARNING THEORIES AND INSTRUCTIONAL STRATEGIES: -1 CREDIT

1.1 Concept of Learning –

- a) Definition of learning, Meaning of formal, informal and non-formal learning
- b) Process of learning- the learning curve.
- c) Learning through observation and imitation
- d) Factors affecting learning (Individual and Environmental: Maturation, Motivation, Intelligence, Interest, Attention, Fatigue)
- e) Transfer of learning: concept and types.
- f) Implications for teaching

1.2 Traditional Theories of Learning by:

- a) Thorndike,
- b) Pavlov
- c) Skinner
- d) Kohler
- e) Implications for teaching of the above theories

UNIT 2: ACTIVE ENGAGEMENT IN LEARNING:-

1 CREDIT

2.1 Theory by:

- a) Pavio – Dual coding theory
- b) Implications of the theory for learning: Relevance in learning, Role of teacher and Role of learner.

2.2 Theory of Constructivism:

- a) Cognitive constructivism(concept and features)
- b) Social Constructivism (concept and features)
- c) Concept mapping and Mind mapping
- d) Characteristics of a Constructivist classroom

2.3 Implications of Constructivism for teaching

2.4 Brain based learning: Principles and Educational Implications.

UNIT 3: ASPECTS OF TEACHING:-

1 CREDIT

3.1 Concept of teaching:-

- a)Definitions of teaching
- b) Levels of teaching
- c) Teaching for diversity in the classrooms: Lecture Method, Seminars, Pair work and Group work, Project work, Flipped Classroom and Technology based teaching
- d) Pedagogy and Andragogy – Concept and implications for teaching

3.2 Functions of teaching

3.3 Micro teaching and teaching skills, 21st century teaching skills

3.4 Diagnostic testing and Remedial Teaching

3.5 Need and importance of :- (i) Annual Plan

(ii)Unit Plan

UNIT 4: PLANNING FOR EFFECTIVE TEACHING

1 CREDIT

- 4.1 Parameters of effective teaching
- 4.2 Maxims of teaching
- 4.3. Principles of teaching
- 4.4 Models of teaching – Concept, Features, Families and implications for classroom

- a. Advance Organizer Model
 - b. Concept Attainment Model
 - c. Inquiry Training Model
 - d. Jurisprudential Inquiry Model
- 4.5 Team teaching - Concept and implications for teaching
- 4.6 Reflective teaching – Concept and implications for the teaching
- 4.7 Teaching as a profession

Mode of Transaction:Lecture, Discussion, Assignment, Group work,Project, Field Visit, Poster Presentation, Seminar and Interview

PRACTICAL (*any one from the given list*)

1. Construct and develop a concept map or a mind map on any unit or topic from the course.
2. Experiment on (any 2)
 - a. Learning,
 - b. Attention or
 - c. Fatigue.
3. Develop an Annual Plan and Unit Plan (one school subject).
4. Plan and implementation of one lesson using Models of Teaching.

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- १५ ढजगताप, ह.ना. ;१९९७द्ध. अध्ययन उपपत्ती व अध्यापन. पुणे : नूतन प्रकाशन
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- १८ ढकुलकर्णी, के.वि. ;१९९६द्ध. शैक्षणिक मानसशास्त्र. पुणे : श्रीविद्या प्रकाशन
19. जगताप, ह.ना. ;२००५द्ध. शैक्षणिक व प्रायोगिक मानसशास्त्र. पुणे : नूतन प्रकाशन

BED 104: ASSESSMENT AND EVALUATION FOR LEARNING

OBJECTIVES: To enable the student to:-

- understand the process of evaluation.
 - develop the skill in preparing, administering and interpreting the achievement test.
 - understand and use different techniques and tools of evaluation for learning.
 - comprehend the process of assessment for learning
 - develop skills necessary to compute basic statistical measures to assess the learning.
-

UNIT 1 – PROCESS OF EVALUATION

(1 CREDIT)

- 1.1 Measurement, Assessment and Evaluation in Education – Concept & Relationship
- 1.2 Taxonomy of instructional objectives (Revised Blooms Taxonomy and R.H.Dave) and its importance
- 1.3 Principles of Evaluation
- 1.4 Educational objectives and learning outcomes
- 1.5 Criteria for selection of a good learning experiences and Types
- 1.6 Relationship between educational objectives, learning experiences, content and evaluation.

UNIT 2 -TOOLS AND TECHNIQUES OF EVALUATION

(1 CREDIT)

- 2.1 Characteristics of measuring tools: Validity, Reliability, Objectivity, Usability, Adequacy and Discrimination Power (Concepts and Factors Affecting them)
- 2.2 Evaluation Techniques and Tools:
 - (a) Observation Technique: Rating Scale and Check List
 - (b) Self Reporting Technique: Interview and Questionnaire
 - (c) Projective Technique: Thematic Apperception Test (TAT) and Sentence Completion Test
 - (d) Sociometric Technique: Sociogram and Guess Who?
- 2.3 Quantitative Tools of Evaluation
 - (a) Construction of achievement test with special reference to Content area,

Objectives and Types of Questions (Blue Print)

(b) Diagnostic Test

(c) Performance Test: Jigsaw and Puzzle

(d) Oral Test and Practical Test

UNIT 3 -ASSESSMENT FOR LEARNING (1 CREDIT)

3.1 Significance of assessment for learning

3.2 Self assessment and peer assessment

3.3 Records used in Assessment:

- a) Profiles: Meaning, Steps involved and criteria for developing and maintaining a comprehensive learner profile.
- b) Evaluation rubric: Meaning , Construction and Uses
- c) Cumulative records : Meaning, Significance

3.4 Ethical Principles of Assessment

3.5 Examination Reforms

- a. Continuous and Comprehensive Evaluation (CCE)
- b. Choice Based Credit System (CBCS)
- c. Open Book Examination

3.6 Feedback in Assessment

- a) Importance of Feedback in learning
- b) Types of Feedback : Constructive feedback, Oral and Written, Individual & Group

UNIT 4 INTERPRETING TEST SCORES (1 CREDIT)

Statistical measures to interpret the test scores (Meaning, Characteristics, and Uses)

4.1 Measures of Central Tendency : Mean, Median, Mode

4.2 Measures of Variability : Quartile Deviation, Standard Deviation

4.3 Percentile and Percentile Rank

4.4 Co-efficient of correlation by Spearman's Rank Difference method

4.5 Standard Scores: Z and T (Concept Only)

4.6 Graphical representation of data : Histogram, Frequency polygon

4.7 Normal Probability Curve : Properties, Uses

4.8 Skewness and Kurtosis

Mode of Transaction:

- Lecture cum Discussion
- Group Discussion
- Cooperative Learning
- Student Presentation (PPT)
- Assignments
- School Visit
- Seminar
- Quiz

PRACTICALS (Any One):

1. Developing an achievement test with its Blue Print, Answer Key and Marks Distribution.
2. Developing a Portfolio / Profile / Evaluation Rubric
3. Evaluation of available Unit test and reformation of the same.
4. Designing Questionnaire / Interview Schedule on a given topic
5. Preparing any four evaluation tools for Formative Assessment.

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BED 105: Advanced Pedagogy and Application of ICT

Objectives: To enable the student teacher to

1. understand the concept of Advanced Pedagogy and its implementation in classroom
2. use of Pedagogical methods to meet the needs of diverse learners.
3. understand the concept, need and importance of ICT and its application in education
4. understand ICT based teaching-learning strategies & resources.
5. create awareness about appropriate use of ICT
6. develop educational material using advanced pedagogical strategies and ICT tools.

UNIT: 1 Introduction to Advanced Pedagogy (CREDIT 1)

1.1 Concept, Need and Significance of Advanced Pedagogy.

1.2 Principles of Advanced Pedagogy

1.3 Philip Jackson Model- Pre-active phase

Interactive Phase

Post-active phase

Teacher's role in these phases

1.4 Use of Various Pedagogies-

- | | |
|----------------------|--|
| a) Student Voice | b) Differentiation |
| c) Critical Pedagogy | d) Engagement student in Teaching Learning Process |

1.5 Application of Advanced Pedagogy for Development of e-content

UNIT: 2 Advanced Pedagogical Approaches (CREDIT 1)

2.1 Blended Learning

2.2 Experiential Learning

2.3 Problem based learning

2.4 Scenario based learning

2.5 System Approach in Teaching

UNIT: 3 ICT in Education (CREDIT 1)

3.1 ICT in Education: Concept, Need and Importance

3.2 Application of ICT in Education

a) Teaching – Learning b) Research c) Publication d) Administration e) Evaluation

3.3 Challenges and barriers to integration of ICT in Indian Schools

3.4 ICT Teacher- Skills and Qualities

3.5 Safe use of ICT-Net safety, Netiquettes, Copy Right, Plagiarism

UNIT: 4 ICT Supported Advanced Teaching Learning Strategies (CREDIT 1)

4.1 Advanced ICT Supported teaching strategies concept, need, features, principles and importance.

4.2 ICT & Teaching –learning Strategies

- a) Web based learning
- b) M-Learning
- c) Co-operative learning
- d) Collaborative Learning
- e) C A I

4.3 Smart Classroom-Nature, Features, Advantages

4.4 On-Line Learning resources- e-library, Video Conferencing, Webinars

4.5 Social networking for learning with special reference to facebook & WhatsApp tool.

4.6 Agencies using ICT for Education- Open Schools & universities, intel, MOOC, MCKL

Modes of Transaction:

- a) Lecture cum discussion
- b) Presentations
- c) Seminars
- d) Demonstrations
- e) Activity based teaching methods
- f) Project method
- g) Group discussion
- h) E-communication tools
- i) Assignments

Practical Work (*any one from the given list*):

1. Design a teaching plan for any unit of school subject by using methods of advanced pedagogy
2. Develop a CAI Programme on any one unit of your teaching method
3. Review an educational mobile app and write a report.
4. Develop e-content material for any one unit of School subject by using advanced pedagogical strategies.

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BED- 106-01- UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

मराठी

उद्दिष्ट्ये :

- १) व्यक्ती विकास व समाज विकास यातील मातृभाषेचे महत्त्व समजून घेण्यास विद्यार्थी शिक्षकास मदत करणे.
- २) मातृभाषेचा विकास विद्यार्थी शिक्षकात घडवून आणणे.
- ३) मातृभाषेचे लेखन, भाषण यांच्याद्वारा समर्थपणे अभिव्यक्ती कौशल्य संपादन करण्यास प्रवृत्त करणे.
- ४) मातृभाषेचे व्याकरण व त्याची उपांगे यांचे सखोल अध्ययन करणे.
- ५) मातृभाषेसंबंधी योग्य अभिवृत्ती विकसित करणे.
- ६) मराठीतील वाङ्मय प्रकारांचा स्थूलमानाने परिचय करून देणे.
- ७) मराठीचे अध्यापन कौशल्ये अवगत करणे.
- ८) इ. ५वी ते १२वी पर्यंतचा मराठी विषयाचा अभ्यासक्रम समजून घेणे.
- ९) उपयोजित मराठी भाषेची कौशल्ये अवगत करणे.

घटक क १ अ- अ) वर्णविचार – वर्णमाला (सुधारित वर्णमाला, महाराष्ट्र शासन, मसाप, पुणे)

;१ बतमकपज दु

ब) शब्दविचार – शब्दांच्या जाती, विभक्ती व कारकार्य

क) वाक्यविचार- १) वाक्याचे प्रकार अर्थानुसंधाने, क्रियापदाच्या रूपावरून, वाक्यातील विधानानुसार

२) काळ व त्याचे प्रकार

३) वाक्याचे प्रयोग व प्रकार

घटक क १ ब- शब्दसिद्धी – १) सिद्ध व साधित शब्द

- २) उपसर्ग घटित शब्द
- ३) प्रत्यय घटित शब्द
- ४) संधी व प्रकार नियम
- ५) समास व त्याचे प्रकार

घटक क २ अ) – रस, वृत्त, कालंकार

;१ बतमकपज

द्व

अ) रस व्याख्या व प्रकार

ब) वृत्त – वृत्तांचे प्रकार

अक्षरवृत्ते – इंद्रवजा, उपेंद्रवजा, भुजंगप्रयात, शिखरिणी, वसंततिलका, मालिनी, पृथ्वी, मंदाकांता, मंदारमाला, शार्दूलविक्रीडीत.

मात्रावृत्ते – पादालुतल, दिंडी, आर्या, नववधु.

छंद प्रकार – १) ओवी- ज्ञानेश्वरी, मुक्तेश्वरी, एकनाथ.

२) अभंग- लहान, मोठा

ड) मुक्तछंद –

इ) अलंकार – महत्व, प्रकार – यमक , अनुप्रास, श्लेष, उपमा, उत्प्रेक्षा, व्यतिरेक, अपन्हुती, अतिशयोक्ती, चेतनगुणोक्ती, अन्योक्ती, अर्थान्तरन्यास, दुष्टांत, विरोधाभास (लक्षणे व उदाहरणे)

घटक क २ ब) – १) शुद्धलेखन विषयक युधारित नियम व उपयोग.

२) व्यावहारीक व उपयोजित प्रकार – औपराचिक पत्र, आकलन, सारांश लेखन, भाषांतर, वृत्तलेखन, जाहिरात क्षेत्र, अभिप्राय लेखन आणि बोलीभाषांचा परिचय, सुत्रसंचालन, सादरीकरण, कौषवाडमय, पटकथा लेखन

अभ्यासकमाचे वर्गातील संप्रेषण – १)व्याख्यान २) संमिनार, प्रकल्प, क्षेत्रभेट, पॉवर पॉईंट सादरीकरण, चित्र सादरीकरण

प्रात्यक्षिक कार्य – १) कोणत्याही एका साहित्यिकाच्या साहित्य प्रकारावर पोस्टर सादर करा किंवा

२) व्याकरणाच्या कोणत्याही एका घटकावर पोस्टर सादर करा किंवा

३) तुमच्या आवडीच्या साहित्य प्रकारातील एका साहित्य प्रकाराविषयी तुमचे लिखित मत व्यक्त करा. (प्रकार, वैशिष्ट्ये, सामाजिक दृष्ट्या महत्व)

संदर्भपुस्तिका- १) सुगम मराठी व्याकरण – मो. रा. वालिंबे

२) मराठी व्याकरणाची मुलतत्वे – ज.त. केळकर

३) वृत्ते आणि अलंकार – प्र.न. जोशी

४) मराठी व्याकरण- प्रा. मुरकुटे, नाशिक

५) मराठी व्याकरण- प्रा. डॉ. के. पी. शहा, अजब पब्लिकेशन, कोल्हापूर

६) साहित्य साधना – मा. का. देशपांडे

BED 106-02: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

हिन्दी

उद्देश्य :

छात्र अध्यापक को हिन्दी बोलने, लिखने और पढ़ने में अपनी क्षमता विकसित करनेमें सहायता करना
हिन्दी भाषा का गठन एवं विकास संबंधी जानकारी प्राप्त करने हेतु छात्र अध्यापक की सहायता
करना.

छात्र अध्यापक को हिन्दी भाषा तथा व्याकरण के अंगोपांगो का सूक्ष्म अध्ययन करने के लिये प्रेरित
करना.

माध्यमिक तथा उच्च माध्यमिक शिक्षास्तरीयों के लिए निर्धारित पाठ्यक्रम एवं पाठ्यपुस्तकों का सूक्ष्म
अध्ययन करने में छात्र अध्यापक को प्रेरित करना.

छात्र अध्यापक को हिन्दी साहित्य के इतिहास को अध्ययन करने प्रोत्साहित करना.

छात्र अध्यापक को हिन्दी की साहित्य विधाओं तथा सुविख्यात साहित्यकारों से परिचित कराना.

घटक क १ अ- व्याकरण

;१ बतमकपज

द्व

१) वर्ण विचार, शब्द विचार, वाक्य विचार, क्रिया

२) उपसर्ग, प्रत्यय, समान, संधि

३) शब्द – समानार्थ, विपरीत, भरमानेवाले शब्द. शब्द समूह के लिए एक शब्द.

४) मुहावरे एवं कहावतें

घटक क १ ब- रचना

१) पत्रलेखन

२) निबंध

३) कथा लेखन

४) कल्पना विस्तार

५) गदखंड – पद्यखंड – अर्थग्रहण

६) सार लेखन

७) वृत्तांत लेखन

८) भाषण – स्वागत, बिदाई, धन्यवाद, परिचयात्मक

घटक क २ अ) – हिन्दी साहित्य का इतिहास

; १ बतमकपज दू

१) आदिकाय

२) मध्यकाय

३) आधुनिक काल

घटक क २ ब) – साहित्यिकों का परिचय : कक्षा ६ से १० वीं तक की प्रचालित पाठ्यपुस्तकों में जिनकी रचनाएँ हैं उन साहित्यिकों का सामान्य परिचय तथा विशेषताएँ

अधिनियम गतिविधियाँ –

१) व्याख्यान

२) चर्चा

३) सेमिनार

४) क्षेत्र भेंट

५) पॉवर पॉइंट प्रेजेंटेशन

६) वादविवाद

स्पर्धाओं का आयोजन

प्रात्यक्षिक कार्य –

१) व्याकरण पर आधारित अध्ययन सामग्री तैयार करना

२) विद्या के अनुसार साहित्यिकों का वर्गीकरण किजीये

३) किसी एक काल का विस्तृत अध्ययन कर रिपोर्ट तैयार करना (हिन्दी साहित्य के इतिहास के काल)

संदर्भ ग्रंथ –

१) संक्षिप्त हिन्दी व्याकरण – कामताप्रसाद गुरु

२) आधुनिक हिन्दी व्याकरण और रचना – डॉ. वासुदेवनंदन प्रसाद

३) हिन्दी साहित्य का इतिहास – आ. शुक्ल

४) साहित्य विवेचन – क्षेमचंद सुमन

५) हिन्दी साहित्य का इतिहास – डॉ. राजनाथ शर्मा

६) हिन्दी भाषा विज्ञान – डॉ. भोलानाथ तिवारी

BED 106-03: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

ENGLISH

Objectives: To enable the students to:-

1. acquire proficiencies in listening, speaking, reading, writing and communication skills.
2. acquaint with essential aspects of English Grammar and composition.
3. understand the scope of syllabi in English.
4. develop interest and attitude towards English as foreign language.

UNIT – 1

(1CREDIT)

A) Phonetics

1. Phonemes, syllabus and words
2. Vowels , Diphthongs and consonants
3. Semantics
4. Intonation – Stress , accent , Intonation pattern

B) Grammar:

1. Parts of speech
2. Punctuation
3. Kinds of sentences
4. Tense
5. Transformation of sentences

* Direct and indirect speech.

* Voice

* As soon as

- * Degree
- * Not only but also
- * Remove 'Too'
- * Question tag

Other transformation of sentences from the prescribed Text Books of Std V to X

UNIT - 2

(1CREDIT)

A) Application of language

1. Letters – Formal and Informal
2. Report Writing
3. Dialogue Writing
4. Essay Writing
5. Story Writing

B) Functional English

1. Note making and note taking
2. Writing summary
3. Preparation of tree diagram, web diagram and pie chart
4. Preparation of Advertisement

Mode of Transaction:

- Lecture
- Discussion
- Seminar
- Project
- Poster Presentation
- Use of Technology

Practical (Any 1 from the following)

1. Project report on any topic related to English Language.
2. Develop one short story
3. Prepare three diagram / web diagram / pie charts based on any five units / lessons.

References:

1. Teaching of English - P.K. Gupta, Anil Gandhi, and S.S. Bhatnagar
2. Teaching of English - A Modern Approach, Bose F.L
3. The technique of Language teaching, Bose F.L
4. Teaching of English as second Language - Allen H.B.
5. Language Testing - Labo Robert
6. The essentials of English Teaching - R.K. Jain
7. Teaching of English - G.L. Gadre
8. Structural Approach to Teaching of English - B.D. Shrivastav
9. English Language Teaching in India - Kudchedkar S.
10. Content Cum Methodology of English - Dr. C.H. Surywanshi
11. Content Cum Methodology of English - Patil and Vaze

BED 106- 04: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

संस्कृत

उद्दिष्टे :-

- विद्यार्थीषिक्षकांनासंस्कृतलेखन व वाचनकौषल्यावरप्रभुत्वविळविण्यास सक्षमकरणे
- विद्यार्थीषिक्षकांनासंस्कृतमधूनविचारव्यक्तकरण्यास सक्षमकरणे
- विद्यार्थीषिक्षकांनासंस्कृतव्याकरणसमजावून घेण्यास सहाय्य करणे
- विद्यार्थीषिक्षकांनासंस्कृतव्याकरणाचेउपयोजनकरण्यास सक्षमकरणे

घटक क 1 अ:-वर्ण व शब्दविचार

;1 ब्मकपज द्द

अ)वर्णांचीओळख

ब)संस्कृतलेखन व वाचननियम

क) शब्दरूपे-(स्वरान्त शब्द , व्यंजनान्त शब्द व सर्वनाम) , विभक्तिप्रत्ययान्त शब्दस्वरूप व कारकार्थ,

ड)क्रियापद रूपे (परस्मैपदाचे व आत्मनेपदाचेवर्तमानकाळ, भूतकाळ व भविष्यकाळी , आज्ञार्थ व विध्यर्थप्रत्यय) , गणांचापहिलागत व दुसरागत

ड)विषेषणे-गुणवाचक, तर-तमभाववाचक, संख्यावाचक, क्रमवाचक

घटक क 1 बवाक्य विचार

अ)वाक्य प्रयोग, वाक्य परिवर्तन-कर्तरि, कर्मणि व भावेप्रयोग, सतिसप्तमी, प्रयोजकरचना

ब)कारकविचार

क)वृत्तविचार

ड) शुध्दाषुध्दीविवेक

घटक क 2 अ) संधी व समास

;1 ब्मकपजद्व

अ)स्वरसंधी, व्यंजन संधी व विसर्ग संधी

ब)समास-अव्ययीभाव, तत्पुरुष, द्वंद्व व बहुव्रीही(प्रकारासह)

क)तद्धित (अपत्यार्थक प्रत्यय, तत्र जातः, तत्र भवः या अर्थाचेप्रत्यय, मत्वर्थीय प्रत्यय, इतच् प्रत्ययान्त, दाप्रत्यय, तरप् -तमप् प्रत्यय)व कृदन्त (धातुसाधितनामे, अव्यये व विशेषणे)

घटक क 2 ब)

अ)पत्र लेखन

ब)निबंध लेखन

क)संस्कृतसाहित्याचीतोंडओळख

ड)कथा / उतारेपूर्णकरणे

इ) गद्य व पद्य भाषांतर

Mode of Transaction:

- Lecture
- Discussion
- Seminar
- Project
- Poster Presentation
- Use of Technology

प्रात्यक्षिककार्य—

- संस्कृतमधील एकानवसाहित्याकाचीमाहितीसंकलितकरणे
- व्याकरणाच्याकोणत्याही एका घटकावरपॉवरपॉइंटप्रेझेंटेशन
- सज्जनप्रशंसा, विद्याप्रशंसा, कूट श्लोक, अन्योक्ति, योगमहात्म्य, उद्यमप्रशंसा, अर्थमहात्म्य या विषयांवरआधारितप्रत्येकी 5संस्कृत श्लोकसंकलितकरणे व त्यांचाअर्थलिहिणे

संदर्भ :-

- नवीनअनुवादचन्द्रिका, चौखम्बाप्रकाशन, —अर्चनाकुलकर्णी
- शालेय संस्कृतव्याकरण—विद्याबाम
- सुगमसंस्कृतव्याकरण—प्र.शं. जोषी
- अभ्यासपुस्तकम्—संस्कृतभारती, बेंगलुरु
- इ. 8वी ते इ. 12 संस्कृत—पाठ्यपुस्तकनिर्मितीमंडळ, पुणे

BED 106- 05: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

URDU

Objectives:

1. To help student teachers to acquire skills in speaking, reading and writing Urdu.
2. To help student teachers to acquire linguistic skills.
3. To acquaint student teachers with different trends in Urdu content & grammar.
4. To help student teachers understand the scope of the syllabus in Urdu prescribed for std 6th To 12th.
5. To acquaint student teacher about different form of literature included in the text book.
6. To make student teacher aware about the famous writers & poet of Urdu prescribed in 6th to 12th text book.

Unit I A) Grammar

(1 Credit)

- 1.1 Lectures of alphabet, vowels formation of words, idioms.
- 1.2 Kinds of nouns, adjectives, adverbs, pronouns, number, case, gender, tense.
- 1.3 Kinds of sentences figures of speech.
- 1.4 Kinds of sentences according to the classes.
- 1.5 Figures of speech, simple perfect parameters.

Unit I B)

Practice in composition

- 2.1 Essay writing
- 2.2 Letter writing
- 2.3 Story telling
- 2.4 Precise writing
- 2.5 paraphrase

Unit II

(1 Credit)

A) History of Urdu literature

3.1 Ancient

3.2 Medieval

3.3 Modern

B) Elementary knowledge of forms of literature and writers.

Prose , poetry (prescribed in the text book 6th to 12th)

Mode of transaction

1. Lecture
2. Discussion
3. Seminar
4. Field Visit
5. Power point – presentation
6. Debate
7. Poster presentation

Practical work

1. Prepare a learning material based on grammar
2. Study and prepare a report of any one poet / writer prescribed in 6th to 12th text book.
3. Collect the information and categorize the adeeb cwnter / shair (Poet) on the bases of Zamana (Periods)

REFERENCES:

1. Tadress-e-Urdu- Akhtar Sheerani
2. Tadress-e- Urdu-NCPUL (National Council for Promotion of Urdu Language.
3. Tadress-e- Urdu- Moinuddin
4. Tadress-e-Urdu- Najmus-Sehar.

BED 106- 06: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

HISTORY

Objectives:-

To enable the student teacher to-

1. Understand the Indian Culture and World.
2. Realize the concept of Election Process.
3. Take interest in the study of Fundamental Rights & Human Rights.
4. Appreciate the significance and the role of Political Parties, Government Bodies.
5. Realize the Importance of the contribution of Shivaji Maharaj in History.
6. Realize the importance of Movements for Freedom.
7. Comprehend the concept of democracy and different religious diversity of India.

Unit I

(1 Credit)

A)– India’s culture & A People’s King

1. India : Cultural.
2. Ancient India and the World.
3. Maharashtra before the times of Shivaji Maharaj.
4. A People’s King.

B) – Movements, Democracy and Diversity

1. The Revolutionary Movement.
2. The quit India Movement.
3. International co-operation and Development.
4. Democracy and Diversity –
 - A) Caste and Democracy
 - B) Religion and Democracy.

Unit II

(1Credit)

A) – Progress of India

1. Renaissance & Feudalism –
 - A) Medieval Feudalism
 - B) Renaissance.
2. Election Process –
 - A) Voter
 - B) Political Party
 - C) Direct & Indirect Election.
3. Fundamental Rights and Duties-
 - A) Fundamental Rights and Duties mentioned in Indian Constitution
 - B) Human Rights.
4. Progress in Science and Technology

B) – Government Bodies, United Nations

1. Local Government Bodies
 - A) The Zilla Parishad
 - B) The Municipal Corporation
2. Union Government – The Legislature and The Judiciary
3. The Functions of the United Nations.

Mode of transaction

1. Lecture
2. Discussion
3. Seminar
4. Field Visit
5. Power point – presentation
6. Debate
7. Poster presentation

Practical :

1. Prepare a report of Indian Constitution with reference to Fundamental Rights and Duties.
2. Write a report any one Government Bodies from following
 - a) The Panchayat Samiti.
 - b) The Municipal Council.
 - c) Municipal Corporation.
3. Prepare report of Indian Democracy and Diversity related to Caste or Religion.

References –

The text books and the reference books which are prescribed by the Maharashtra State Board of Secondary & Higher Secondary Education are recommended for study.

BED 106-07: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

GEOGRAPHY

Objectives

1. To enable student teachers to revise the knowledge of all Branches of Geography subject at a school level.
2. To enable the student teachers to understand the interdependence and interrelationship among the various concepts and processes in Geography Subject.
3. To enable student teachers to acquire the skills related to map and instruments in Geography.
4. To develop a technique of observation and reporting of Geographical phenomenon among student teacher.
5. To create interest of Geography subject among student teachers.

Unit I: The Earth and Physical Geography

(1 Credit)

A. The Earth

A.1. Universe

A2. Solar System & Motion of earth

A3.Eclipses : Solar and Lunar : subtypes, effects, prejudices and scientific importance

A4.Graticule : Latitude and Longitude

A5. Interior of earth

B. Physical Geography

B1. Atmosphere-

B1.1. Structure of atmosphere

B1.2. Weather and Climate

B1.3. Factors affecting climate

B2. Elements of Air –

B2.1. Air Temperature: Definition, Factors affecting temperature and temperature zone on earth

B2.2. Air Pressure: Definition, Factors affecting air pressure and pressure belt on earth

B2.3. Wind : Definition, Types of wind-Global and Local

B2.4. Rainfall: meaning, forms of rainfall, types of rainfall- convectional, orographic and cyclonic, factors affecting distribution of rainfall.

B3. Lithosphere –

B3.1. Meaning of Lithosphere

B3.2. Movements of earth crust – i) Rapid Movements – Earthquake & Volcano – Causes, effects and zones

ii) Slow movements – Fold and fault – meaning and examples

B4. Landforms –

B4.1. Mountain, plateau and plain : definitions and types

B4.2. Rocks

B4.2.1. Meaning and types of rock

B4.2.2. Agents of erosion – running water, wind, sea waves and glacier : work and landforms created by these agents

B5. Hydrosphere

B5.1. Types of waterbodies - Ocean, sea, bay, gulf, strait, creek, river and lake – concept and examples

B5.2. Ocean Currents – Concept, types and its effects

B5.3. Tides – Meaning, causes and effects

B5.4. Salinity – Definition, factors affecting salinity

Unit II. Human, Regional and Practical Geography

(1 Credit)

C. Human Geography

C1 Human Settlement – concept, types-rural & urban, factors affecting settlement

C2.Population – Meaning of population, birthrate and death rate, causes and effects of population explosion, factors affecting density of population.

C3.Occupation – Meaning and classification of occupation- primary, secondary, tertiary and quaternary

C4.Biosphere - Concept and composition of biosphere, meaning and structure of food chain, concept of eco system.

C5. Pollution – Meaning, types, causes, effects and pollution controlling measures.

D. Regional Geography :

D1. Introduction to the continents

D2. Introduction to natural regions

D3. India : Location, Physiographic features, Climate, natural resources and Human life.

D4. Maharashtra: Location, Physiographic features, Climate, natural resources and Human life.

E. Practical Geography :

E1. Map – Definition of Cartography and map, elements of map, types of map

E2.Graph – Definition and types of graph

E3. Field visit and Report writing – meaning and importance

E4. Geographical Instruments – Thermometer, Wind vane, Barometer, Rain gauge and seismograph: diagram and functions

Mode of Transaction:

1. Discussion cum Lecture
2. Demonstration
3. Seminar
4. Supervised Study
5. Project based approach
6. Field visit
7. Technology based interaction
8. Blended approach
9. Observation technique
10. Heuristic method

Practical

1. To prepare a geographical instrument or model.
2. A visit to geographical place and writing a report.
3. To prepare a technology based program on any geographical concept i.e. presentation, CAI, e-content, video, blog, animation etc.

References :

1. Std.6th to Std. 12th Geography/Social Science text books of State boards of Maharashtra and CBSE Board.

2. Chandan and Puri, Regional Development
3. Doniwal Hemant Kumar, Population of Geography, Authors Press
4. Frederick K.Lutgens, Edward J.Tarback & Dennis Tasa,The atmosphere: an introduction to meteorology
5. Joshi and Kaji, Principles of General Geography
6. K. Siddharth, Ecology and Environment, Kosalaya Publication
7. Majid Husain, Geography of India, McGraw Hill Education series
8. Majid Husain, Human Geography, Rawat Publication, New Delhi
9. Majid Husain, Models in Geography,Rawat Publication, New Delhi
10. Oxford Publication, Dictionary of Geography
11. Sawadi A.B., Physical Geography
12. Singh Savindar, Physical geography, Prayag Pustak Bhawan
13. Singh Savindra, Geomorphology
14. Roger Minshull, Regional Geography: Theory and Practice, Aldine Transaction

BED 106-08: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

GENERAL SCIENCE

Objectives: To enable student teacher to

- 1) understand nature, scope & importance of general science at secondary level.
- 2) analyze the textbook & content of general science at secondary level.
- 3) Understand life on the earth.
- 4) Understand the basic concepts of different branches of chemistry.
- 5) Understand concepts in Physics.
- 6) familiarize facts, terms, concepts, laws & principles in general science.

Unit – I

(1 Credit)

A) Life on Earth

1. Cell: The Unit of Life
2. Genetic Basis of inheritance
3. Plant and Animal Life
4. Organ System (only humans)

B) Concepts of Chemistry

1. Chemistry of Carbon Compounds – Hydrocarbons
2. Metals and Non-metals
3. Chemical Reactions and Chemical Equations

Unit – II

(1 Credit)

A) Concepts in Physics

1. Motion, Energy and Force
2. Heat and Light
3. Electric Current and Magnetism
4. Sound and Wave

B) Environmental Science

1. Biodiversity and Ecosystem
2. Microorganism

3. Striving for a better environment – Waste Management, Vermicompost pit
4. Conservation of Resources

Mode of Transaction:

- Discussion cum Lecture
- Demonstration
- Seminar
- Project based approach
- Field visit
- Technology based interaction

Practical (Any one of the following):

1. Textbook Analysis (General Science)
2. Visit of a Science Laboratory
3. Investigatory Project/ Model

List of Books Recommended:

The text books and the reference books which are prescribed by the Maharashtra State Board of Secondary and Higher Secondary Education are recommended for study.

BED 106-09: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

MATHEMATICS

Objectives: To enable student teacher to

- 1) understand nature, scope & importance of Mathematics at secondary level.
- 2) analyze the textbook & content of Mathematics at secondary level.
- 3) Understand basic concepts in Arithmetic, algebra, and Geometry.
- 4) familiarize facts, terms, concepts, laws & principles in Mathematics.
- 5) Apply basic concepts of Mathematics in daily life.

Unit 1 :

(1 Credit)

A. Arithmetic

1. Numbers
 - a) Natural, whole, integers, rational, irrational, real numbers
 - b) Operations on numbers: addition, subtraction, multiplication and division
 - c) Use of brackets
 - d) Indices, squares, square roots, cube, cube roots.
2. Unitary method, variation- direct and inverse
3. Ratio and proportion

B. Algebra

1. Basics of Algebra
2. Use of letters in place of numbers.
3. Algebraic expressions, addition, subtraction, multiplication and division of algebraic expressions.
4. Polynomials: factors and multiples.
5. Identities.
6. Equations: equations with one variable, linear equations in two variables, quadratic equations.

Unit 2 :

(1 Credit)

A. Geometry

1. Basics of Geometry
 - i. Basic concepts
 - ii. Angles, pairs of angles, triangles and quadrilaterals – types & properties.
 - iii. Triangles- congruence and similarity.
2. Circle – basic concepts, circumference, area, theorems.
3. Quadrilaterals – properties of different quadrilaterals, theorems.
4. Geometric construction

B. Applied Mathematics

1. Mathematics in day to day life
 - i. Profit and loss.
 - ii. Percentages
 - iii. Simple and compound interest
 - iv. Discount and commission
2. Statistics – measures of central tendency and variability, Graphs.
3. Mensuration – Area and volumes of different geometrical figures.
4. Co- ordinate geometry.

Mode of transaction:

1. Lecture
2. Deductive
3. Analytic and synthetic
4. Discussion
5. Seminars
6. Presentation
7. Projects

List of Practical (Any one of the following):

1. Investigatory Project/ Model
2. Visiting a Mathematics Institute
3. Contribution of Indian Mathematicians

References: Text books published by Maharashtra State Bureau of Textbook production and curriculum research, Pune and Maharashtra state board of secondary and higher secondary education , Pune.

BED 106-10: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

ECONOMICS

Objectives :-To enable the student teacher to:

1. understand the meaning, nature, scope & importance of Economics Subject & basic concepts of Economics.
2. understand various sources of Income & Concept Types & Importance of Budget.
3. understand meaning, features, types & basic problems of economy
4. understand concept, causes & effects of inflation & measures to control it.
5. know about P.D.S. & Consumer Protection.
6. understand concept of Economic Growth , Economic Development & Quality of Human life & their importance.
7. be aware about the major challenges before Indian Economy & their economic effects.
8. know about economic reforms in India.
9. understand the concepts of Micro & Macro Economics & their importance.
10. know the meaning, scope & importance of Statistics in Economics.

Unit : I

(1 Credit)

A) Economics as a subject

A-1 Economics – Meaning, Definition, Nature , Scope , Need & Importance of the study of Economics.

A-2 – Basic concepts of Economics

- a) Human Wants – Meaning , features and classification
- b) Resources – Meaning , Scarcity
- c) Utility – Meaning , Types & Characteristics
- d) Value – Meaning , Examples
- e) Price – Meaning & Examples
- f) Demand & Supply – Meaning and Definition

B) Sources of Income

B-1 Personal Income – Meaning and sources of personal Income.

B-2 Baluta System – Meaning , Nature , Merits & Demerits of Baluta System

B-3 Agro – based industries

B-4 Trade – concept of trade

B-5 – Modern sources of Income

B-6 Budget – concept & importance of Budget , types and components of Budget , concept & merits offamily Budget.

Unit 2

(1 Credit)

A) Introduction of Economy

A-1 – Meaning & definition of Economy

A-2- Features and types of Economy

A-3- Basic problems of Economics & their solution.

B) Global Economic concept

B-1 – Inflation – Concept, causes , effects of Inflation , measures to control Inflation.

B-2- Public Distribution system (P.D.S)& consumer protection

- a) Meaning & objectives of P.D.S
- b) Progress of P.D.S
- c) Drawbacks o P.D.S
- d) Remedial Measures
- e) Consumer protection – Rights & duties of a consumer.

Mode of Transaction:

1. Discussion cum Lecture
2. Seminar
3. .Project based approach
4. Field visit

5. Technology based interaction

6. Blended approach

Practical Work;-

Any one of the Following.

1. To prepare any type of self learning material (Booklet) / Model related to any unit of Economics & write a report.
2. To prepare a ppt or poster for presentation on any unit of Economics. (Presentation and report writing)
3. Field visit and report writing. (any cottage or small scale industry)

References :-

1. Text books of Economics from 9th to 12thstd.
2. Elementary Economic Theory by Dewett.
3. अर्थशास्त्र परिचय – रा.म. गोखले.

BED 106-11: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Objectives

The student teachers should be able to-

1. Acquire basic knowledge of Computers.
2. Study the ICT tools.
3. Make effective use of information and communication technology.
4. Understand the concepts in Multimedia.
5. Develop capabilities to access Information using Internet.
6. Learn the basic concepts of Computer Networking.
7. Acquire skills for creation of Basic Web Pages.
8. Acquaint with basic techniques and knowledge required for computing applications.
9. Be aware of cyber laws and ethics.

Unit I: Introduction to Computer

(1 Credit)

1. Introduction to Computers : Definition, Structure, Types
2. Hardware- Concept and classification – CPU & Peripherals- Input, output and storage
3. Generations of computer
4. Software- Concept and types
5. Operating system – Concepts, type and functions
6. Application Software - Concepts, type
 - 6.1 Word processors
 - 6.2 Applied art
 - 6.3 Multimedia
 - 6.4 Spreadsheets
 - 6.5 Presentations
 - 6.6 LOGO
7. Animation
8. Introduction to basic programming
9. Generation of Programming Language

10. Unicode
11. Binary number system
12. Introduction to C programming

Unit II: Introduction to Networking

(1 Credit)

- 1 Concepts of ICT, Necessity of ICT
- 2 ICT Tools
 - 2.1. Computer
 - 2.2 Cellular phones
 - 2.2 Radio and TV
 - 2.3 Internet
3. Introductions to Network :
 - 3.1. Definition and types of Network – LAN to WAN
 - a. World Wide Web
 - b. e-mail
 - c. Instant Messaging and Chat
 - d. Blog
 - e. VoIP
 - f. e-maps
- 4.Uses of ICT in Languages, Social Sciences and Arts
5. Morals and Ethics
6. Computer Lab : Concept, requirement and lab management
7. ICT in day-to-day life – in personal, social and professional life

Mode of Transaction:

- Discussion cum Lecture
- Demonstration
- Seminar
- Project based approach

- Technology based interaction

Practical (Any one of the following) :

1. 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.
2. Prepare a Multimedia Presentation on ICT unit
3. Prepare a poster on ICT useful to display in lab by using any software.

Reference :

Text books of ICT subject of std VIII to X

BED 107-01: PEDAGOGY OF THE SCHOOL SUBJECT

MARATHI

Objectives: After studying this course the student-teacher will be able to-

1. Understand the nature, scope and importance of the subject.
2. State the co-relation of the subject with other subjects.
3. State the objectives of teaching of the subject at secondary and higher secondary level.
4. Explain and use the different methods, approaches and techniques of teaching learning of subject.
5. Explain and understand the structure of subject.
6. Explain importance and use of core elements, life skills and values.
7. Analyze the textbook and content.
8. Explain the concept and types of curriculum and syllabus.
9. Analyze the various resources in teaching learning of subject.
10. Understand role and qualities of a good teacher.

UNIT-1

(1 Credit)

A) Introduction of Marathi Education

1. Nature and Scope of the subject- Marathi
2. Place of Marathi in the school curriculum
3. Objectives of Teaching Marathi at secondary level.
4. Relation of the subject Marathi with other school subjects
5. Problems related to Marathi Education

B) Pedagogical Approaches for the subject Marathi

1. Methods of Prose Teaching
2. Methods of Poetry teaching
3. Methods of Grammar Teaching

4. Methods of composition teaching

UNIT-2

(1 Credit)

A) Analysis of the subject Marathi

1. Structure of the subject Marathi
2. Curriculum and syllabus
3. Core elements, values and life skills
4. Text Book Analysis
5. Content Analysis

UNIT-2 B) Learning Resources and subject Teacher

1. Concept, need and importance of learning resources
2. Traditional learning resources
3. Technology based learning resources
4. Qualities of good Marathi teacher
5. Role and Responsibilities of Marathi Teacher

Modes of Transaction

- a) Lecture
- b) Discussion
- c) Seminar
- d) Poster Presentation
- e) Power Point Presentation

Practical Work (Any One of the following)

- a) Text Book analysis
- b) Preparation of Teaching Aids/Poster
- c) Power Point Presentation
- d) Field Visits
- e) Group Discussion.

संदर्भ सूची

१. राष्ट्रभाषा की शिक्षा - डॉ. श्री. ना. मुखर्जी
२. हिंदी की अध्यापन पद्धति - के. णी. कुलकर्णी
३. राष्ट्रभाषा का अध्यायन - ग. न. साठे
४. राष्ट्रभाषा कैसे पढाए - रा. तु. भगत
५. राष्ट्रभाषा हिंदी का अध्यायन शास्त्रीय विश्लेषण - डॉ. विठ्ठाय मुरकुटे
६. हिंदी आशययुक्त अध्यापन पद्धति - डॉ. आनंद वास्कर
डॉ. पुष्पा वास्कर
७. हिंदी अध्यापन पद्धति - प्रा. बा. सं. बोबे

BED 107-02: PEDAGOGY OF THE SCHOOL SUBJECT

Hindi

Objectives

1. To understand the nature, scope and importance of the Hindi subject.
2. To know and understand the objectives of teaching of the subject at secondary and higher secondary level.
3. To explain the use of different methods of teaching Hindi.
4. To understand the role and responsibilities of good Hindi teacher.
5. To acquaint the learner with all learning resources of Hindi subject.

Unit I

(1 Credit)

A) : Nature of the subject Hindi

1. Nature and scope of the subject Hindi
2. Place of the Hindi in the school curriculum.
3. Objectives of teaching Hindi at the secondary level.
4. Relation of the subject Hindi with other subjects.
5. Problems related to Hindi education.

B) Pedagogical Approaches for the subject Hindi

1. Methods of prose teaching
2. Methods of poetry teaching
3. Methods of grammar teaching
4. Methods of composition teaching
5. Methods of reading
6. Methods of writing.

Unit : II

(1 Credit)

A) Analysis of the subject Hindi

1. Structure of the subject Hindi
2. Curriculum and syllabus
3. Core elements , value and life skills.

4. Analysis of the text book
5. Content analysis

B) : Learning Resources for the subject Hindi

1. Concept , Need and Importance of learning resources.
2. Hindi Laboratory
3. Traditional learning resources
4. Technology based ;earning resources.
5. Teacher of the subject Hindi Qualities and Role

Mode of Transaction.

1. Lecture
2. Discussion
3. Seminar
4. Poster Presentation
5. Power point Presentation

Practical Work (Any one of the following)

1. Text book analysis
2. Preparation of teaching aids / poster
3. Power point presentation
4. Field visits & language laboratory visit.
5. Group Discussion

संदर्भ

हिन्दी शिक्षण – डॉ. केशव प्रसाद

हिन्दी आशययुक्त अध्यापन – डॉ. विठ्ठल मुरकुटे

हिन्दी अध्यापन – डॉ. पंडित

हिन्दी अध्यापन – डॉ. केशी कुलकर्णी

हिन्दी आशययुक्त अध्यापन – डॉ. पुष्पा वास्कार

डॉ. आनंद वास्कार

BED 107-03: PEDAGOGY OF THE SCHOOL SUBJECT

ENGLISH

Objectives :

To enable the student teacher to:-

1. Understand the nature, scope and importance of the subject.
2. State the objectives of the subject.
3. Explain and use different approaches, methods and techniques of teaching learning of subject.
4. Explain and understand the structure of subject
5. Explain the concept and types of curriculum and syllabus.
6. Explain the importance and use of core elements, values and life skills.
7. Analyze the text book and content.
8. Analyze the various resources in teaching learning of the subject.
9. Understand qualities of a good teacher.
10. Analyze and evaluate the new trends of current issues in the subject.

Unit : 1

(1 Credit)

A) :- Nature of the subject English

- 1 Nature and scope of subject English
- 2 Place of English in Secondary and Higher Secondary School curriculum.
- 3 Objectives of teaching of English subject at secondary and higher secondary school level.
- 4 Relation of the subject English with other school subjects.
- 5 Relation of the subject English with Education.

B) Analysis of the subject English

1. Structure of the subject English.
2. Curriculum and syllabus (Concept and types)
3. Core Elements, values and Life skills at secondary and Higher Secondary Level.
4. Analysis of Textbook.
5. Content Analysis.

Unit : 2

(1 Credit)

A) Pedagogical Approaches , Methods and Techniques for teaching English subject :

Features , merits , limitations and educational implication of -

1. Communicative Approach
2. Structural Approach
3. Direct Method
4. Grammar Translation method
5. Dr. West Method
6. Inductive and Deductive method.
7. Techniques :- Dramatization , Story telling , Language games ,Vocabulary games, group work & pair work.

B) Learning Resources for the learning

Concept , need and importance of learning resources.

1. Traditional and Technology based learning resources. (Language Lab , Mobile Apps , Websites)
2. Evaluation of English Language Learning
3. Skills: - Listening , speaking , reading and writing.
4. Teacher of the subject English – Competencies & Role.

Mode of Transaction:

- Lecture
- Discussion
- Seminar
- Project
- Poster Presentation
- Use of Technology

Practical Work (Any one of the following)

1. Text book Analysis.
2. Book Review (Novel/Drama of Indian Author)
3. Critical analysis of advanced learning resources (Software , apps , blogs , website etc)

References:

1. Teaching of English - P.K. Gupta, Anil Gandhi, and S.S. Bhatnagar
2. Teaching of English - A Modern Approach, Bose F.L
3. The technique of Language teaching, Bose F.L
4. Teaching of English as second Language - Allen H.B.
5. Language Testing - Labo Robert
6. The essentials of English Teaching - R.K. Jain
7. Teaching of English - G.L. Gadre
8. Structural Approach to Teaching of English - B.D. Shrivastav
9. English Language Teaching in India - Kudchedkar S.
10. Content Cum Methodology of English - Dr. C.H. Surywanshi
11. Content Cum Methodology of English - Patil and Vaze

संस्कृत

Pedagogy of the school subject Sanskrit

Unit I : Nature of the subject Sanskrit

- 1.1 : Nature and scope of the subject Sanskrit
- 1.2 : Place of the Sanskrit in the school curriculum
- 1.3 : Objectives of teaching Sanskrit at the secondary level
- 1.4 : Relation of the subject Sanskrit with other subjects
- 1.5 : Problems related to Sanskrit education

Unit II : Pedagogical Approaches for the subject Sanskrit

- 2.1 : Methods of Prose teaching
- 2.2 : Methods of Subhashit teaching
- 2.3 : Methods of Grammar teaching
- 2.4 : Methods of composition teaching
- 2.5 : Methods of Reading
- 2.6 : Methods of writing

Unit III : Analysis of the subject Sanskrit

- 3.1 : Structure of the Subject Sanskrit
- 3.2 : Curriculum and Syllabus
- 3.3 : Core elements, value and life skills
- 3.4 : Analysis of the text book
- 3.5 : Content analysis

Unit IV : Learning Resources for the subject Sanskrit

- 4.1 : Concept , Need and importance of learning resources
4.2 : Sanskrit laboratory
4.3 : Traditional learning resources
4.4 : Technology based learning resources
4.5 : Teacher of the subject Sanskrit- Qualities and

• Mode of Transaction

- Lecture
- Discussion
- Seminar
- Poster Presentation
- Power point Presentation

• Practical work

- Text book analysis
- Preparation of Teaching aids/poster
- Group Discussion
- Power point presentation

References :

संदर्भ :-

- शालेय संस्कृतव्याकरण-विद्याबाम
- सुगमसंस्कृतव्याकरण-प्र.शं. जोषी
- अभ्यासपुस्तकम्-संस्कृतभारती, बेंगलुरु
- नवीनअनुवादचन्द्रिका, चौखम्बाप्रकाशन, -अर्चनाकुलकर्णी
- इ. 8वी ते इ. 12 संस्कृत-पाठ्यपुस्तकनिर्मितीमंडळ, पुणे

BED 107-05: PEDAGOGY OF THE SCHOOL SUBJECT

URDU

Objectives: To enable the student :

1. To understand the nature, scope and importance of the subject.
2. To understand the co-relation of the subject with other subject.
3. To know and understand the objectives of teaching of the subject at secondary and higher secondary level.
4. To explain the use of different methods of teaching urdu.
5. To understand the role and responsibilities of good urdu teacher.
6. To acquaint the learner with all learning resources of Urdu subject.

UNIT 1

(1 Credit)

A) Nature of the Urdu Subject.

1. Nature and Scope of the Urdu Subject.
2. Place of the Urdu in the school curriculum.
3. Objectives of teaching urdu at the secondary level.
4. Co-relation of urdu subject with other subjects.
5. Problems related to urdu education

B) Pedagogical Approaches for the Urdu Subject

1. Methods of Prose Teaching
2. Methods of Poetry Teaching
3. Methods of Grammar teaching
4. Methods of composition teaching
5. Methods of reading
6. Methods of writing

UNIT- 2

(1 Credit)

A) Analysis of the Subject Urdu

1. Structure of Urdu Subject
2. Curriculum & syllabus
3. Core elements, values and life skills
4. Analysis of the text book
5. Content Analysis

B) Learning Resources for the Urdu

1. Concept, Need and Importance of learning resources.
2. Urdu Laboratory
3. Traditional learning resources
4. Technology based learning resources

5. Role & Qualities of Urdu subject teacher

Mode of Transaction

- a) Lecture
- b) Discussion
- c) Seminar
- d) Poster Presentation
- e) Power Point Presentation

Practical Work (Any One of the following)

- a) Text Book analysis
- b) Preparation of Teaching Aids
- c) Power Point Presentation
- d) Field Visit, Language Laboratory visit
- e) Group Discussion.

References

- Tadrees-Urdu
- Methods & resources of tadrees

BED 107-06:PEDAGOGY OF THE SCHOOL SUBJECT

HISTORY

Objectives: To enable the student teacher to-

1. Understand the nature, scope and importance of the subject.
2. State the objectives of the subject.
3. Explain and use different approaches methods and techniques of teaching learning of subject.
4. Explain and understand the structure of subject.
5. Explain the concept and types of curriculum and syllabus.
6. Explain importance and use of core elements values and life skills.
7. Analyze the text book and content.
8. Analyze the various resources in teaching learning of subject.
9. Understand qualities of good teacher
10. To analyze and evaluate the new trends of current issues in subject.

UNIT 1

(1 Credit)

A) Nature of the Subject History

1. Nature and scope of the Subject History
2. Place of the Subject history in the Higher secondary school curriculum
3. Types of History
4. Objectives of teaching the subject history at the Higher secondary school level
5. Correlation with other subject.

B) Pedagogical Approaches for the Subject History

1. story telling
2. Narration
3. Dramatization
4. Discussion
5. Source
6. Project
7. Journey

UNIT 2

(1 Credit)

A):- Analysis of the Subject History

1. Structure of the Subject History
2. Curriculum and syllabus
 - a) Concept
 - b) Methods of construction of curriculum
 - i. Concentric
 - ii. Chronological
 - iii. Periodic
 - iv. Regressive
 - c) Core elements, values and life skills.
 - d) Analysis of the Text book.
 - e) Content analysis.

B) Learning Resources for the Subject History

- a) Concept, Need and importance of learning resources
- b) Traditional learning resources.
- c) Technology based learning resources.
- d) History Room
- e) Qualities of an ideal History Teacher.

MODE OF TRANSACTION:-

- a) Lecture
- b) Discussion Seminar
- c) Visit to Historical Place
- d) Poster presentation Film Show

PRACTICAL WORK:- (any one of the following)

1. Textbook analysis
2. Preparation of Teaching aids/posters.
3. Group Discussion.
4. Field visit.

REFERENCES:-

1. Teaching of History – V.D. Ghate
2. Teaching of History – S.V. Kochar

3. Teaching of History – Jaskiran Vir Kaur
४. इतिहासाचे आशययुक्त अध्यापन डॉ. सुशिल मोडियार
५. आशययुक्त अध्यापन पध्दती संपादक, डॉ. अनंत जोशी.
६. इतिहासाचे अध्यापन – वि. द. घाटे
७. इतिहासाचे अध्यापन – न. रा. पारसनीस
८. इतिहास अध्यापन पध्दती व तंत्र – प्रा. श्री. मा. पत्की
इतिहास अध्यापन पध्दती –
९. यशवंतराव चव्हाण मुक्त विद्यापीठ, नाशिक
१०. इतिहासाचे आशययुक्त अध्यापन – डॉ. विलास रणसुरे.
११. इतिहास शिक्षण – एक आधुनिक दृष्टिकोन – प्रा. संदीप पाटील
१२. इतिहासाचे अध्यापन शास्त्रीय विश्लेषण – प्रा. श्री. सूर्यभान आर. वाजे व डॉ. रामदास बरकले
१३. इतिहास आशय अध्यापन पध्दती – डॉ. सुरेश करंदीकर व डॉ. मीना मंगरुळकर
१४. उघाच्या शिक्षकांसाठी इतिहास शिक्षण – डॉ. रामदास बरकले, डॉ. नलिनी पिक्ड व प्रा. वैशाली सुर्यवंशी.
१५. इतिहास अध्यापन पध्दती – प्रा. स्वाती देशपांडे
१६. इतिहासाचे अध्यापन – डॉ. अरविंद दुनाखे

BED 107-07 :PEDAGOGY OF THE SCHOOL SUBJECT

GEOGRAPHY

Objectives :- To enable the student teacher to :-

1. Understand the nature,scope and importance of the subject.
2. State the objectives of the subject.
3. Explain and use different approaches , methods and techniques of teaching learning of subject.
4. Explain and understand the structure of subject.
5. Explain importance and use of core elements life skills & values.
6. Analyze the text book & content.
7. Explain the concept and types of curriculum and syllabus.
8. Analyze the various resources in teaching learning of subject.
9. Understanding qualities of good teacher.

Unit : 1

(1 Credit)

A) Nature of the subject Geography

1. Meaning , nature , scope and various concepts of Geography
2. Place of subject Geography at upper primary , Secondary and Higher Secondary curriculum.
3. Objectives of teaching the subject geography at different levels (upper primary , secondary , Higher secondary)
4. Co-relation :- Within the subject and with other school subject.
5. Importance of Local Geography.

B) Pedagogical Approaches for the subject Geography

1. Regional Method
2. Journey Method
3. Excursion method
4. Project method
5. Comparative method
6. Lecture cum discussion method
7. Question answer method
8. Object method

9. Field Visit
10. Experimental method.

Unit : 2

(1 Credit)

A) Analysis of the subject Geography

1. Structure of the subject Geography
2. Curriculum and syllabus (Concept and types)
3. Core elements , values and life skills.
4. Analysis of the Text Book.
5. Content analysis.

B) Learning Resources for the subject Geography

1. Concept , need and importance of learning resources
2. Traditional learning resources.
3. Technology based learning resources.
4. Geography room
5. Qualities of an Ideal Geography teacher.

Mode of Transaction :

1. Lecture
2. Discussion
3. Seminar
4. Filed Work
5. Technology based Interaction
6. Observation

Practical Work (Any one of the following))

1. Text – book Analysis
2. Content Analysis of any one Unit.

3. Prepare a report of Geographical information of a native place.

References:

१. भूगोल अध्ययन- अध्यापन- भा.गो. बापट
२. भूगोलाचे अध्यापन - द.बा. पोंक्षे.
३. आशययुक्त अध्यापनपद्धती - प्रा.(श्रीमती) यु.बी. पाटील ., श्रीमती. सुरेखा
४. जोशी.
५. भूगोलाचे अध्यापन - प्रा. पाटणकर.
६. भूगोल परिचय - प्रा. खतीब .
7. . Handbook of suggestion on the teaching of Geography.(UNESCO)
8. . Geography teaching, sterling publishers New Delhi, Verma O.P.
9. . Teaching of Geography - B.C. Rai.
१०. अध्यययुक्त अध्यापन पद्धती- यशवंतराव चव्हाण,महाराष्ट्र
११. जाधव के.के. - भूगोल आशययुक्त अध्यापन पद्धती.
१२. जोशी आनंत - आशययुक्त अध्यापन पद्धत.

BED 107- 08: PEDAGOGY OF THE SCHOOL SUBJECT

GENERAL SCIENCE

Objectives: To enable the student teacher to

- Understand nature, scope & importance of general science at secondary & higher secondary level.
- Analyze the textbook & content of general science at secondary & higher secondary level.
- Implement methods & models of teaching learning of general science.
- acquire the competencies of general science teacher
- Familiarize facts, terms, concepts, laws & principles in general science.

Unit 1: Nature of general science (Credit:1)

- 1.1 Nature, scope & place of general science at secondary & higher secondary level.
- 1.2 Objectives of teaching general science at secondary & higher secondary level.
- 1.3 Curriculum & syllabus of general science at secondary & higher secondary level.
- 1.4 Text book and content analysis of general science.

Unit 2: Pedagogical approaches & resources of general science, general science (Credit:1)

- 2.1 a) Methods of teaching: lecture – demonstration, Experimental, & project
b) Model: 5 E Learning Model
- 2.2 Planning, organizing and maintaining general science laboratory.
- 2.3 Learning resources in general science.
- 2.4 Competencies of general science teacher.

Mode of Transaction:

- Discussion cum Lecture
- Seminar
- .Project based approach
- Field visit
- Technology based interaction

PRACTICAL WORK:- (Any One of the following)

1. Textbook analysis
2. Interview of an experienced Science teacher

3. Organize a Science exhibition and prepare a report
4. Field Visit and Report Writing

Reference:

संदर्भ सूची

१. डॉ. अनंत जोशी – आशययुक्त अध्यापन.
२. कदम बोंदार्डे – शास्त्र आशययुक्त अध्यापन पद्धती.
३. प्रा. बोंदार्डे – विज्ञान अध्यापन.
4. Sharma and Sharma Nair - Teaching of Science.
5. Ghansham Das - Teaching of Science.
6. Dr. Borse - Science Education.

BED 107-09- PEDAGOGY OF THE SCHOOL SUBJECT

MATHEMATICS

Objectives: To enable student teacher to-

- Understand nature, scope & importance of mathematics at secondary & higher secondary level.
- Analyze the textbook & content of mathematics at secondary & higher secondary level.
- Implement methods & models of teaching learning of mathematics.
- acquire the competencies of mathematics teacher
- Familiarize facts, terms, concepts , laws & principles in mathematics.

Unit 1: Nature of mathematics

(Credit: 1)

1. Nature, scope & place of mathematics at secondary & higher secondary level.
2. Objectives of teaching mathematics at secondary & higher secondary level.
3. Curriculum & syllabus of mathematics at secondary & higher secondary level.
4. Text book and content analysis of mathematics.

Unit 2: Pedagogical approaches & resources of mathematics, mathematics

(Credit: 1)

1. Methods of teaching: lecture – demonstration, Experimental, & project,
2. inductive, deductive method, Questioning.
3. Model: 5 E Learning Model
4. Planning, organizing and maintaining mathematics laboratory.
5. Learning resources in mathematics.
6. Competencies of mathematics teacher.

Mode of Transaction:

- Discussion cum Lecture
- Seminar
- .Project based approach
- Field visit
- Technology based interaction

PRACTICAL WORK:- (Any One of the following)

1. Textbook analysis
2. Interview of an experienced mathematics teacher
3. Organize a Exhibition of mathematics models/ projects and prepare a report
4. Field Visit and Report Writing.

References:

संदर्भ सूची

१. डॉ. पोंक्षे, डॉ.मखिजा – गणित अध्यापन.
२. डॉ. गागरे, – गणित विषयज्ञान.
३. डॉ.चव्हाण – गणित आशययुक्त अध्यापन.
४. डॉ. ह.ना. जगताप – गणित अध्यापन पद्धती.
5. Eleccher - Teaching of Mathematics.
6. Sidhu and Agarwal - Teaching of Mathematics

BED 107-10: PEDAGOGY OF THE SCHOOL SUBJECT

ECONOMICS

Objectives:

1. Understand the Nature, scope & importance of the subject.
2. State the objectives of the subject.
3. Explain and use different approaches methods and techniques of teaching learning of subject.
4. Explain and understand the structure of subject.
5. Explain the concept and types of curriculum and syllabus.
6. Explain importance and use of core elements value & Life skills.
7. Analyze the text book and content.
8. Analyze the various resources in teaching learning of subject.
9. Understand qualities of good teacher.

Unit: I

(1 Credit)

A) Nature of the subject Economics

1. Concept , Meaning , Nature and scope of the subject Economics
2. Place of subject economics at secondary and higher secondary school curriculum.
3. Objectives of teaching the subject economics at secondary & higher secondary school level.
4. Co-relation of economics with other school subjects.
5. Importance of Economics in daily life.

B) Pedagogical approaches for the subject Economics

1. Project method
2. Problem solving method
3. Field Visit
4. Question Answer method
5. Observation
6. Dramatization.

Unit : II

(1Credit)

A) Analysis of the subject Economics

1. Structure of the subject Economics

2. Curriculum and syllabus (Concept & Types)
3. Core elements, values and life skills.
4. Analysis of the text book
5. Content analysis.

B) Learning Resources for the subject Economics

1. Concept, Need and importance of learning resources.
2. Traditional learning resources.
3. Technology based learning resources.
4. Field visit as a learning resources.
5. Qualities of an ideal Economics Teacher.

Mode of Transaction

1. Lecture
2. Discussion
3. Seminar
4. Field Work
5. Technology based interaction.
6. Observation

Practical Work (Any One)

1. Text book analysis of any one standard.
2. Content analysis of any one unit of Economics
3. Prepare a report of field visit related to Economics subject.

References:

- 1 Teaching of Economics - (Faculty of Education Baroda)
- २ अर्थशास्त्र अध्यापन पद्धती - प्राचार्य गाजरे, प्रा.पुराणिक
- ३ आशयुक्त अध्यापन - संपादक, डॉ. अनंत जोशी

BED 107-11: PEDAGOGY OF THE SCHOOL SUBJECT

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Objectives: To enable student teacher to

- Understand nature, scope & importance of ICT at secondary & higher secondary level.
- Analyze the textbook & content of ICT at secondary & higher secondary level.
- Implement methods & models of teaching learning of ICT.
- Acquire the competencies of ICT teacher
- Familiarize facts, terms, concepts , laws & principles in ICT.

Unit 1: Nature of ICT

(1 Credit)

1. Nature, scope & place of ICT at secondary & higher secondary level.
2. Objectives of teaching ICT at secondary & higher secondary level.
3. Curriculum & syllabus of ICT at secondary & higher secondary level.
4. Text book and content analysis of ICT.

Unit 2: Pedagogical approaches & resources of ICT.

(1 Credit)

- 1.a) Methods of teaching: lecture – demonstration, Experimental, & project
- b) Model: 5 E Learning Model, CAI, PBL, TAL, Online Demonstration, Offline Demonstration, Web based teaching/learning
2. Planning, organizing and maintaining ICT laboratory.
3. Learning resources in ICT.
4. Competencies of ICT teacher.

Mode of Transaction

1. Lecture
2. Discussion
3. Seminar
4. Field Work
5. Technology based interaction.
6. Blended Learning

Practical:

Activities from Intel Programme introduced by Pune University should be completed by students and preparing the reports will be the Practical Work.

REFERENCES:

1. Computer fundamentals - Arora Bansal
2. Information and communication - Kishore, Chavan
3. Information Technology - Dyne, Nandkishore
4. Crumlish Christian - ABC of internet
5. Fun of computer - Singh and Sukhvir
6. ICT stragies of for school - Mohanty Laxman

BED 201

Title of Course: Quality and Management of School Education

Objectives of Course: To enable the student teacher to-

1. Understand the concept of Management.
2. Understand the concept of quality and enlist the dimensions of quality.
3. Understand the need and importance of school accreditation.
4. Acquire knowledge regarding the concept and process of Human Resource Management in school.
5. Get acquainted with the essential infrastructural resources for quality management.
6. Identify the problems and its management in secondary and Higher secondary education.
7. Become familiar with different types of school boards in India.
8. Understand the administrative set up of Government and function of supportive authorities.

Unit I

➤ Fundamentals of Management and Quality Management (1-Credit)

1. Meaning and functions of Management
2. Types of Management :
 - a) Time Management
 - b) Event Management
 - c) Class room management
3. Modern Theories of Management
 - a) Henry Fayol
 - b) Peter Ducker
4. Concept of Quality management and SWOT Analysis.
5. TQM in Education and school Accreditation Meaning, Need and criteria for School Accreditation.

Unit : II Managerial Practices : Human and Infrastructural Resources (1 Credit)

1. Training and Development of Human Resource.
 - a) Pre-Service
 - b) In-service
2. Role and Qualities of Human Resource
 - a) Teacher
 - B) Supervisor and Head Master
 - c) Parents
3. Leadership:- Concept , Styles and Types
4. Essential infrastructural facilities in secondary and higher secondary schools
5. Quality Management of Infrastructural Resources.
 - a) Creation
 - b) Maintenance
 - c) Optimum Use.

Unit : III Management of Various problems at Secondary and Higher Secondary Level.

(1 Credit)

1. Wastage and stagnation
2. Crowded classes.
3. Discipline problem in school
4. Vocationalisation of Education
5. Current issues and problems at Higher Secondary Level

Unit IV : Components of School Management and Administrative setup in Education.

(1 Credit)

1. School Records- Types and its importance
2. Co-curricular activities : Need and importance of organization of Co-curricular activities.
3. Government administrative setup and authorities.
4. Types of School Board:-
 - a) S.S.C. and H.S.C.
 - b) CBSE (Central Board of Secondary Education)
 - c) ICSE (International Certificate of Secondary Education)
 - d) IGCSE (International General Certificate of Secondary Education)
5. Structure and functions of- NCERT, SCERT, NCTE,

Mode of Transaction: - Lectures, Discussion, Use of ICT, Field visits, Assignments, Seminar presentation.

Practical (Any One)

1. Study of School Management- Management of Infrastructural resources in school.
2. Organization of any one Co-curricular activity in school and prepare a report on its management and problems faced.
3. Preparation of an awareness programme on various indiscipline problems faced in schools.

BED 202

KNOWLEDGE & CURRICULUM AND LANGUAGE ACROSS THE CURRICULUM

Objectives:

To enable the student teacher to:

1. Understand the sources and generation of knowledge.
2. Realize the interrelationship between knowledge, information and skills in the present social context.
3. Understand the dimensions of curriculum development
4. Understand the social basis of framing curriculum
5. Get acquainted with the views of Indian thinkers on the social basis of framing curriculum.
6. Comprehend the concept and relevance of multilingualism in the Indian context.
7. Get acquainted with the activity based learning approaches.
8. Realize the concept and relevance of language in learning.
9. Become familiar with the strategies for developing language skills.

Unit 1. Knowledge and Education

1 Credit

- 1.1 Data , Knowledge, information, skill & wisdom
- 1.2 Sources and Generation of Knowledge
- 1.3 Modern child centered education: Learning through activity
- 1.4 Modern child centered education: Learning through discovery
- 1.5 Modern child centered education: Learning through dialogue

Unit 2. Dimensions of curriculum

1 Credit

- 2.1 Meaning, Concept and types of Curriculum
- 2.2 Principles of Curriculum Development
- 2.3 Knowledge, curriculum, syllabus and textbook
- 2.4 Development of Curriculum – Models of curriculum construction (Hilda Taba model, Tyler model) with respect to following points :-
 - a) Planning of Curriculum
 - b) Curriculum Design
 - c) Curriculum Transaction

2.5 National curriculum framework - 2005

Unit 3. Social basis of framing curriculum in education

1 Credit

- 3.1 Values in the Indian Constitution and their reflection in curriculum of secondary education
- 3.2 Dr. Babasaheb Ambedkar's views on curriculum of secondary education
- 3.3 Mahatma Gandhi's views on curriculum of secondary education
- 3.4 Tagore's views on curriculum of secondary education
- 3.5 Multicultural context of education

Unit 4. Language and Curriculum

1 Credit

- 4.1 Language – Meaning, Home language and School language, Standard language and dialects, foreign language
- 4.2 Bullock report with reference to the concept of language across the curriculum
- 4.3 Using oral language in classroom learning: vocabulary, discussion and questioning
- 4.4 Reading in different content areas/ Reading strategies for different content, making connections between reading and presenting it in our writing
- 4.5 Multilingualism – Meaning & Concept, Importance of Multilingualism and catering to Multilingualism in classroom

Mode of Transaction:

- Discussion
- Panel discussion
- Group Work
- Symposium
- Exercises
- Assignments
- Language Games
- Pair and Share
- School visits & sharing of experiences
- Lecture

Practical Work:

1. Visit to SPPU Pune, DIET, MSCERT Pune for study of curriculum development process.
2. Comparative study of the curriculum of different boards (SSC, ICSC, CBSE, IB).

3. Analysis of children literature and teachers handbook in the context of knowledge, curriculum, language and society. (any one).
4. Presentation of subject content in the form of a summary/explanatory note/precise writing/ diagrammatic presentation.

References:

1. Agarwal, J.C. & Gupta, S.(2005). Curriculum Development.Shipra Publisher.
2. Balrara, M. (1999). Principles of Curriculum Renewal.Kanishka Publishers.
3. Candra, A. (1977). Curriculum Development and Evaluation in education. Sterling Publishers.
4. Jenkins, D., &Shifrnan, D.M. (1976). Curriculum an introduction. Pitman Publishing House.
5. Khan, M.I. and Nigam, B.K. (2007). Curriculum reform change andcontinuity. Kanishka publication.
6. Kumari, S., and Srivastava, D.S. (2005). Curriculum and Instruction. Shipra Publisher.
7. Panday,M.(2007). Principles of Curriculum Development.Rajat Publications.
8. Rajput,J.S. (2004). Encyclopedia of Indian Education. New Delhi: NCERT.
9. Sharma, R. (2002). Modern methods of Book Curriculum Organisation.Book Enclave.
- 10.Srivastva, H.S.(2006). Curriculum and methods of teaching.Shipra Publishers.
- 11.Yadav, Y.P.(2006). Fundamentals of Curriculum design. ShriSai Pritographers.
- 12.Bob Wilson, Handbook on teaching learning.

BED 203

SCHOOL AND INCLUSIVE SCHOOL

Objectives:

To enable the student teachers to:

1. Understand the concept & nature of Inclusive Education.
2. Examine the status of Inclusive Education in India.
3. Understand the National policies, programmes and Acts with respect to the disabled.
4. Familiarize with the nature and needs of different categories of disabled children.
5. Understand inclusive instructional strategies.
6. Train the students to cope in an Inclusive setup.
7. Realize the various issues and concerns related with creation of an inclusive culture in school.
8. Analyze the role of teachers and teacher educators in facilitating Inclusive Education.

Unit 1. Inclusive Education, Concept and Nature.

1Credit

- 1.1 Types of School- Mainstream, Special, Integrated and Inclusive.
- 1.2 Concept, need and importance of Inclusive Education.
- 1.3 National policies for Inclusive Education
- 1.4 Programmes for Inclusive Education
- 1.5 Acts for Inclusive Education in India

Unit 2. Types of Disabilities and Inclusive Instructional Strategies

1Credit

- 2.1 Types of Disabilities:-
 - (a) Sensory Disabilities
 - i) Hearing Impaired (HI)
 - ii) Visually Impaired (V.I.)
 - (b) Physical Disabilities
 - i) Orthopedic Impaired
 - ii) Cerebral Palsy
 - (c) Intellectual Disabilities
 - i) Mentally Impaired
 - ii) Learning Disability
 - iii) Autism

- 2.2 ADHD child: Characteristics and catering to their needs
- 2.3 Social, Economic and Cultural inclusion – Concept, need and importance
- 2.4 Inclusive Instructional Strategies at school level
 - a) Remedial Teaching
 - b) Team Teaching
 - c) Buddy System
 - d) Circle of Friends
 - e) Blended Learning
- 2.5 Developing I.E.P. (Individualized Educational Plan) for students with disabilities

Unit 3. Inclusive School

1Credit

- 3.1 Characteristics of Inclusive School
- 3.2 Infrastructural facilities for an Inclusive School
- 3.3 Challenges for Inclusive Schools
- 3.4 Issues and Concerns in Inclusion – Support and active participation of children in the classroom, Parental attitude and Community awareness for inclusion
- 3.5 Developing an inclusive culture in the school

Unit 4. Teacher's Role in Inclusive School

1Credit

- 4.1 Qualities of Inclusive Teacher
- 4.2 Role of Teacher educators for facilitating Inclusive Education
- 4.3 Assistive technology for successful inclusion
- 4.4 Assessment and evaluation in an inclusive setup
- 4.5 Training programmes for Inclusive Teachers

Practical Work: (Any One)

- 1. Visit to school and preparation of report w.r.t. identification of barriers to learning and participation regarding inclusion
- 2. A study of any special teacher training college or institute
- 3. Preparation of a report of recent developments done in the field Inclusive Education
- 4. Visit to school/Interview of H. M. regarding policies and practices of the school for developing an inclusive culture

Transactional Mode:

- Lecture
- Group Discussion
- Seminars
- Assignments
- Co-operative Learning
- Flip Class
- Field Visit

BED204 -ELECTIVE SUBJECTS
BED204-01
GUIDANCE AND COUNSELLING

Objectives:

To enable the student teacher to:

1. Understand the concept and need of guidance.
2. Get acquainted with the principles and procedure of guidance.
3. Develop understanding about the role of school in guidance.
4. Understand the various areas in guidance.
5. Understand the concept, need and meaning of counseling.
6. Get acquainted with the principles and process of counseling.
7. Realize the qualities and role of a school counselor.
8. Understand the tools and techniques in guidance and counseling.
9. Realize the need of counseling children with special needs and for parents.

Unit 1: Guidance in School

(1 Credit)

- 1.1. Concept and Need of Guidance
- 1.2. Principles of Guidance
- 1.3. Procedure of Guidance (steps)
- 1.4. Areas - Personal, Educational and vocational Guidance, Seven Point Plan in Guidance
- 1.5. Role of school in Guidance

Unit 2: Counselling in School

(1 Credit)

- 2.1 Meaning, Concept and Need of Counselling**
- 2.2 Principles of Counselling**
- 2.3 Counselling process**
- 2.4 Difference between Guidance and Counselling**
- 2.5 Types - Directive, Non- Directive & Eclectic Counselling; Individual and group counselling**

Unit 3: Tools and Techniques in Guidance and Counselling (1Credit)

3.1 Tools: Blanks and Cumulative Record Cards

3.2 Tools: Rating scale, Questionnaires

3.3 Tools: Psychological Tests and Inventories

3.4 Techniques: Observation and Interview

3.5 Techniques: Sociometry and Dramatics

Unit- 4 Areas of Guidance and Counseling (1 Credit)

4.1 Qualities and role of a school counselor

4.2 Functions of Guidance and Counselling at different educational levels

4.3 Problems and concerns regarding Guidance and Counselling

4.4 Counseling for the children with special needs

4.5 Counseling for parents.

Practical Work (any one)

1. Interview of a school counselor / Mobile Teacher in ZP School
2. Preparation and administration of any one test and make its report.
(2 students from 5th to 10th std)
3. Visit to a guidance/ counselling center and write a report.
4. Preparation of a tool for identifying the educational needs of children.

Reference books:

N.R. Sharma. *Educational & Vocational Guidance*

J.C. Aggarwal. *Educational & Vocational Guidance & Counselling.*

Bengalee. *Guidance & Counselling.*

Kochhar. *Educational & Vocational Guidance in secondary schools.*

S.K. Gupta. *Guidance & Counseling in Indian Education.*

BED204-02-Education for Human Rights and Peace Education

Objectives:

To enable the student teacher to:

1. Understand the concept of human rights and child rights.
2. Realize the importance and need of human rights and child rights.
3. Grasp the role of the Constitution in human rights and child rights.
4. Comprehend the concept of peace education.
5. Recognize the importance of peace education in national development.
6. Know the pedagogy and evaluation for peace education.

Unit-1 Human Rights

1Credit

- 1.1 Human Rights – concept, meaning and definition
- 1.2 Human Right Education – meaning, significance, need of Human Right Education, pedagogy for Human Right Education
- 1.3 Child Rights - Concept, Need and Importance of Child Rights
- 1.4 Human Rights Act, 1993
- 1.5 Human Rights Commission- National and State level

Unit-2 Status of Social and Economically Disadvantaged people and their rights

1Credit

- 2.1 Rights of women and children in the context of Social status from International and National perspective
- 2.2 Human Rights of Aged and Disabled
- 2.3 The Minorities and Human Rights
- 2.4 Status of SC/ST and Other Indigenous People in the Indian Scenario
- 2.5 Human rights of economically disadvantaged

Unit 3 Understanding peace as a dynamic social reality

1 Credit

- 3.1 Awareness of relevance of peace
- 3.2 Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life

3.3 Concept, need & approaches to peace education

3.4 Highlights of various philosophies of peace, of Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, Gijubhai Badhecha, The Dalai Lama, initiatives at National and International levels

Unit – 4 Education for peace

1 Credit

4.1 Challenging the traditional models of learning to constructivist approaches in teaching

4.2 Rethinking authority relations from democratic perspective: Promoting dialoging and developing capabilities for decision-making Understanding social justice in local context – its implications for beliefs, attitudes, and values and school / social practices and conflict resolution at all levels

4.3 Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level

4.4 Compassion, love and caring, mindfulness in all transaction of avoid hurt , humiliation, degrading over academic , personal , social and culture matters. On- evaluative orientation empathetic founding academic and discipline problems.

4.5 Becoming peace teacher – acquisition of relevant knowledge, attitudes, values and skills.

Practical: (Any one of the following)

1. Write an Essay on Human Rights/Child Rights/Women Rights
2. Role plays/Street Play to enact situations involving conflict, corporal punishment, discrimination and domestic violence in day-to-day life.
3. Developing an action plan for peace in school and local community/Poster presentation.
4. Policy analysis regarding Child Rights-Report writing
5. Organization of awareness programme and Report writing.

BED 204-03-WOMEN EDUCATION

Objectives:

To enable student teachers to:

1. To understand the need, importance and objectives of women education
2. To explain advantages of women education.
3. To identify the problems related to women education.
4. To understand the history of women education.
5. To know the contribution of Thinkers on women education.
6. To make aware student teacher about constitutional provisions and government strategies on women education.
7. To enlighten on current issues in women education and women empowerment.

UNIT: 1 Introduction to Women Education

1 Credit

1. Women Education- Need, importance, objectives
2. Causes, advantages of women education
3. Problem related to Women Education.

UNIT: 2 History of Women Education

1 Credit

1. History of women education
2. Ancient India
3. Medieval India
4. Modern India

UNIT: 3 Efforts towards Women Education

1 Credit

1. Contribution of thinkers to women education
2. Raja Ram Mohan Roy
3. Maharshi Dhondo Keshav Karve
4. Tarabai Shinde

5. Mahatma Phule

6. Dr. Babasaheb Ambedkar

UNIT: 4 Provisions for Women Education

1 Credit

1. Constitutional Provisions and Government Strategies

*Article – 14, 15 (3), 39 (9) 42

2. Government Planning

-National Plan Action

-N.P.E., NHP 1983, NCW 1990

3. Various educational commissions on women education

4. Programmes for the betterment of women education

5. Current issues in women education and women empowerment.

Practical Work (Any One)

1. Analysis of any one programme for the betterment of women education.

2. Collect the information about constitutional provisions regarding women education.

3. Contribution of any one thinker on women education(excluding the thinkers given in Unit 3)

4. Conduct any one of the following activities and prepare a report for the same.

a. Role Play

b. Group Discussion

c. Poster Preparation

d. Conducting street play

Mode of Transaction

➤ Lecture

➤ Seminar

➤ Group Discussion

➤ Panel Discussion

References

1. Women Education in India, S.P. Agarwal, J.C. Agarwal, Concept publishing company, 1992.
2. Development of Education in India, A. Biswas, S.P. Agarwal.
3. Women Education and Development, Neha publishers.
4. Contemporary India and Education, M.S. Sachdeva, K.K. Sharma, Bookman, Delhi, Publisher, Twenty First century publication.
5. Indian Constitution

BED204-04 LIFELONG EDUCATION

Objectives:

To enable student teacher to:

1. Define meaning concept and scope of Lifelong Learning
2. Understand the needs of improving access for Lifelong Learning
3. Apply the tools and techniques of Lifelong Learning.
4. Understand the learning process.
5. Develop the awareness of community practices for lifelong learning.

Unit 1. Introduction to Lifelong Learning

1 Credit

- 1.1 Meaning and Concept of Lifelong Learning
- 1.2 Learning for Human Resource Development
- 1.3 Patterns of Learning as a process
- 1.4 Developing Skills for Lifelong Learning
- 1.5 Family Learning and Workforce Learning

Unit 2. The Impact of Lifelong Learning on School

1 Credit

- 1.1 Keeping Everybody up to date (Continuous improvement in schools)
- 1.2 New Learning Resources from the Community
- 1.3 Basic Skills and Competencies for a Lifelong Learning World
- 1.4 Creating Environment for Learning (Guidance, Support and Counseling)
- 1.5 Bringing the School in Community and The Community in the School

Unit 3. Tools and Techniques for Lifelong Learning

1 Credit

- i. Recognizing The needs of People
- ii. Learning Organization
- iii. Learning to Learn and Learning to Live
- iv. Personal Learning Action Plan
- v. Learning Tools in Action
- vi. Empowering the Learner
- vii. Community Mentoring
- viii. Learner Oriented Evaluation
- ix. Active Citizenship

Unit 4 Perspectives on Learning Theory

1 Credit

- i. Paulo Freire
- ii. Robert M Gagne
- iii. Knud Illeris
- iv. Malcolm Knowles
- v. Jack Mezirow

Practical Work :(Any one)

- 1. To develop the learning Design for adult and execute it in community. (Duration of learning programme not more than four hours).**
- 2. Develop one day workshop for Former and Execute it in rural Community.**

References

1. Penny Jane Burke and Sue Jackson, (2007)Reconceptualising Lifelong Learning, Routledge Taylor & Francis Group, London and New York
2. Lalini Varanasi (1997) Education Literacy And Experience, A.P.H. Publishing Corporation New Delhi
3. Jarvis Peter, (2010) Adult Education and Lifelong Learning Theory and Practice,Routledge Taylor & Francis Group, London and New York
4. Longworth Norman, (2003) Lifelong Learning in Action, Transforming Education in 21st Century,Routledge Taylor & Francis Group, London and New York
5. JarvisPeter, (2006),Human Learning Routledge, Taylor & Francis Group, London and New York
6. Illeris Knud,(2006) How We Learn Learning and non-learning in School and beyond Routledge, Taylor & Francis Group, London and New York
7. Filip Dochy, David Gijbels, Mien Segers and Pietvan Bossdche (2011)Theories of Learning for Workplace Routledge, Taylor & Francis Group, London and New York
8. David A Kolb (1984) Experiential Learning, Experience As the Source of Learning and Development, Prentice Hall PTR, Upper Saddle River, New Jersey

BED 204-05 POPULATION EDUCATION AND FAMILY LIFE EDUCATION

Objectives: To enable the student teachers to-

1. Understand the concept of population education.
2. Realize the importance and need of population education.
3. Comprehend the problems that arise out of uncontrolled population growth.
4. Understand the ideological base of quality of life and needs of family in the context of family life cycle.
5. Understand the concept of sexual health and develop insight into human sexuality and sexual behavior.
6. Examine population and other related policies and initiatives by government and NGOs.

UNIT 1. Population Education-World and Indian Population

CREDIT:1

- 1.1) Concept of population education
- 1.2) Objectives, need, importance and scope of population education.
- 1.3) Scope of world population and Indian population.
- 1.4) Characteristics of World population and Indian population.
- 1.5) Structure of Indian population.
- 1.6) Population inability in India.

UNIT2. Problems of Population

CREDIT:1

- 2.1.a)) Social problems
 - b) Economic Problems
 - c) Educational problems
 - d) Urbanization problems
 - e) Environmental problems
 - f) Effects on natural resources, health and standard of living.
- 2.2) Population Control

- a) Planning and Remedies
- b) HRD and qualities of population in India.

UNIT 3. Family Life education and Areas

CREDIT: 1

- 3.1 Concept, philosophy, goals and significance of FLE in the context of quality of life.
- 3.2 Value education as part of FLE programme.
- 3.3 Objectives of family life education for various age groups.
- 3.4 Premarital preparation, ,marriage and married life.
- 3.5 Planned parenthood, family relationships, communication in family.
- 3.6. Home management aging and retirement, special focus on adolescent life skill training.

UNIT4. Human Sexuality

CREDIT: 1

- 4.1. Concept of sexual health.
- 4.2 Sexually Transmitted Diseases, HIV AIDS, cause and implications to individuals and families.
- 4.3 Significance and objectives and content of sexual education for various age groups and target groups.
- 4.4 Review of Government and NCO initiatives in sexuality education.

Practical Work (any one form following practical)

- 1. Conduct the survey if population growth and prepare report.
- 2. Conduct a survey on any two family life information and prepare report.
- 3. Role play/street/ awareness programme to emphasize the need of avoid the diseases.
- 4. Visit and review of any one NGO which takes initiatives in sexuality education and prepare its report.

**BED-204-06 EDUCATION FOR SUSTAINABLE DEVELOPMENT &
ENVIRONMENTAL EDUCATION**

Objectives: To enable the student teacher to:-

1. Understand concepts concerning various aspects of the Educational for sustainable Development.
2. Recognize dependence of human life on the environment.
3. Identify local and region specific environmental problems.
4. Understand the role of individuals, society, the government, ICT and media in Protection, preservation and conservation of environment.
5. Develop awareness about rules, regulations and legal provisions for protection, preservation and conservation of the environment.
6. Develop awareness, desirable skills and appreciation for the protection, preservation and conservation of the environment.

UNIT 1. UNDERSTANDING: SUSTAINABLE DEVELOPMENT (1 credit)

- 1.1 Meaning of Sustainable development
- 1.2 Environment and Development
- 1.3 Economic growth and sustainable consumption
- 1.4 Sustainable use of forest produces.
- 1.5 Biological control for sustainable agriculture

UNIT 2. ENVIRONMENTAL EDUCATION: NEED AND SCOPE (1 credit)

- 2.1 Importance of need and scope of environmental education.
- 2.2 Bio-Diversity in India
- 2.3 The teacher as an Environmental Educator
- 2.4 Greening the textbook
- 2.5 Environmental degradation and its impact on the health of people

UNIT 3. BASIC ECOLOGY AND LIFE SUPPORT SYSTEM (1 credit)

- 3.1 Earth: The living planet

3.2 Ecology, Populations and species

3.3 Structure and functions of ecosystems

3.4 Evolution, Adaption and Diversity

UNIT 4. CONSERVATION OF NATURAL RESOURCES

(1 credit)

4.1 Environmental conservation in the globalized world

4.2 Deforestation in the context of tribal life Role of individual in conservation of natural resources: water, energy and food

4.3 Traditional knowledge and biodiversity conservation

4.4 Developmental projects, including Government initiatives and their impact on biodiversity conservation

4.5 Role of individual in prevention of pollution: air and water etc.

4.6 Community participation in natural resource management – water, forests, etc.

4.7 Wild Life Protection Act.

4.8 Project Tiger and its impact on ecological balance

Practical: (any one)

1. The students will submit a small assignment in the form of an activity. This may include observation of important relevant days, preparation of bulletin board materials, wall games, crossword puzzles, worksheets etc. The class can also form an environment club.

2. The activity has to be on some local specific issue pertaining to the place of residence of the student. The student will be assigned one topic. The student will develop a seminar document, which will be submitted after the seminar. The seminar document will be evaluated by teacher educators.

References:-

1. Agarwal, A., Narain, S. and Sen, S. (1999). The Citizens Fifth Report. Part II-Sustainable

2. Database. New Delhi, Centre for Science and Environment.

3. Braidotti, R., Charkiewicz, E., Hausler, S and Wieringa, S. (1994). Women, the environment, and sustainable development: Toward a theoretical synthesis. London: Zed Books.

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7.Guba, E. G., and Lincoln, Y. S. (1989). Fourth generation evaluation. Newbury Park, CA: Sage.

8.McKeown, R. (2002). Education for Sustainable Development Toolkit. University of Tennessee, Knoxville, TN.

9.Palmer, J.A. and Neal, P. (1994). The handbook of environmental education. London: Routledge.

10.Pepper, D. (1996). Modern environmentalism: An introduction. London: Routledge.

11.Sarabhai, K.V. (1988). Greening Formal Education. Ahmedabad. CEESpeth, J. G. (2003).

Worlds apart: Globalization and the environment. Washington, DC: Island Press.

12.Westra, L. (1994). An environmental proposal for ethics: The principle of integrity. Lanham, MD: Rowman and Littlefield.

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BED-204 07 DISASTER MANAGEMENT

Objectives: To enable the student teacher to

1. Understand the concept of Disaster and Disaster Management
2. Know act of Disaster Management
3. Comprehend what is Disaster Preparedness.
4. Get acquainted with manifesting the mitigation
5. Understand rescue from Disaster and Relief for Disaster
6. To get acquainted about the Disaster Risk Reduction concept.
7. To know Government Policies about Disaster Management

UNIT 1. INTRODUCTION OF DISASTER MANAGEMENT 1 CREDIT

1.1 Disaster – Meaning & Concept

1.2 Types of Disaster

1. Natural – Earthquake, flood, Drought
2. Manmade – Accident, Terrorism, Fire causer & affects.

1.3 Meaning & concept of Disaster Management need of Disaster Management, cycle of DM, Steps of DM – (Three)

1.4 Disaster Management Act. 2005, Mechanism of Disaster Management.

UNIT 2. DISASTER MANAGEMENT – PREPAREDNESS & MANIFESTING THE MITIGATION 1 CREDIT

2.1 Disaster Preparedness at community level

i) Individual

ii) Society

iii) Place of work – Industry, offices, educational institutes, Hospitals, Hotels, Place of entertainment & Religious please.

2.2 Manifesting the mitigation

1. Matching the resource availability working out requirement of medical teams
Establishing a control center

2. forming & Deploying of Rescue Teams
3. uniting Activities at grand zero security
4. disposal of Dead & Records
5. casualty evacuation

UNIT 3.

CREDIT: 1

- 3.1 Disaster Risk Reduction in school.
- 3.2 Disaster Risk Reduction in Curriculum
- 3.3 Teachers Role in Disaster Management.
- 3.4 Role of community in Disaster Management

UNIT 4.

CREDIT: 1

- 4.1 Preventive Disaster Management
- 4.2 Long term activities for Disaster Management
- 4.3 Role of school in Disaster Management.
- 4.4 State and Central Government policies for Disaster Management.

BED 204-08 INCLUSIVE EDUCATION

Objectives:

To enable the student teacher;

1. To understand historical aspects of Inclusive Education
2. To review various policies for Inclusive Education
3. To understand the concept, need and principles of Inclusive Education
4. To know the importance of development of competencies for successful Inclusive Education
5. To understand the idea of inclusive school
6. To know the importance of collaboration among various factors of society for inclusive Education.

Unit 1. Historical Concept of Inclusive Education and its policies

1 Credit

- 1.1 Concept of Disability(Medical and Social Model)
- 1.2 Special needs Education
- 1.3 Special, Integrated, Mainstreaming, Inclusive Education
- 1.4 Policies: a) Universal declaration of Human rights 1948 b) UN conventions on the rights of the child c) World declaration for Education for all (1990) d) Standard Declaration on Equalization of Opportunities for Persons with Disability e) UNESCO Salamanka Statement and framework for Action 1994 f) Dakar Framework for Action(2000)
- 1.5 Indian Policies: a) PWD act 1995 b) SSA , National Curriculum Framework 2005 c) RTE 2009

Unit 2 Theoretical aspects of Inclusive Education

1 Credit

- 2.1 Concept of Inclusive Education
- 2.2 Need and Importance of Inclusive Education
- 2.3 Principles of Inclusive Education
- 2.4 Philosophical Approaches to Inclusive Education

Unit 3 Developing Competencies for Inclusive Education

1 Credit

- 3.1 Importance of attitude for Inclusive Education
- 3.2 Developing positive attitude among teachers, students, parents and society towards Inclusive Education

- 3.3 Developing Competencies a) Knowledge b) Self- efficacy c) Skills regarding Inclusion
- 3.4 Social skills for Inclusive Education

Unit 4 Inclusive practices in School

1 Credit

- 4.1 Developing an Ideal Inclusive School
- 4.2 Teachers role for successful Inclusive Education
- 4.3 Applying different instructional strategies for effective Inclusive Education
- 4.4 Developing effective collaboration among policy makers, teacher educators, school administration, teachers, parents for successful Inclusion of students

Practical: Any one from the following

1. A study of one inclusive school in your city
2. Draft a counselling program for a student with special needs from secondary school
3. Prepare a design of inclusive school

Transactional Mode:

- Lecture-discussion
- Group discussions
- Cooperative techniques
- Seminars
- Assignments
- Flip class

References:

1. Loreman, Deppeler and Harvey- Inclusive Education, AllwenandUnwin Australia.
2. Corbett Jenny – Supporting Inclusive Education, RoutledgeFalmer, 2001.
3. Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, RoutledgeFalmer, 2004.
4. Mike Adams and sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.
5. Peter Mittler- Working towards Inclusive Education, David Fulton Publishers, 2000

6. Nind, Sheehy and Simmns, Inclusive Education –Learners and Learning Context, Devid Fulton Pub.`17) Integrated and Inclusive Education, Premavathyand Mittal, R C I, 2006.
7. Advani, Lal. andChadha, Anupriya(2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Pvt. Ltd. 8. Sharma, KaushalandMahapatra (2007). Emerging Trends in Inclusive Education' , Delhi, IVY Pub.

BED 204-09 INTRODUCTION TO EDUCATIONAL RESEARCH

Objectives:

1. To understand the concept, need and importance of Research.
2. To make them aware of the various methods of types of research.
3. To help the learner to realize the research problem and try to find solutions through research.
4. Use the library, on line sources & other sources of knowledge for educational research.
5. To help the learner to prepare tools & techniques of educational research.

UNIT-1 – Concept of Educational Research

1 Credit

- 1.1) Research- concept & definition, research cycle.
- 1.2) Educational Research: Concept, characteristics and need.
- 1.3) Areas of Educational Research.
- 1.4) Variables in research- Independent, dependent, controlled and extraneous.
- 1.5) Review of related literature, concept of related literature, sources if related literature.
- 1.6) Need and importance of review of related literature, sources of related literature.

UNIT-2: Approaches of Educational Research

1 Credit

- 2.1) Fundamental Research- Concept, need & application.
- 2.2) Applied Research- Concept, need and application.
- 2.3) Action Research- Concept, need and application.

UNIT- 3- Methods if Educational Research

1 Credit

- 3.1) Historical- concept, need and steps.
- 3.2) Survey- concept, need and steps.
- 3.3) Experimental – concept, need and steps.

3.4) Research design- Single group design, Two group design.

3.5) Hypothesis- concept, need and characteristics of a good research hypothesis.

UNIT- 4- Tools and techniques of Educational Research

1 Credit

4.1) Observation- concept, characteristics, need, types, merits and limitations.

4.2) Questionnaire- Definition, characteristics, need, types, merits and limitations.

4.3) Rating Scale- concept, characteristics, need, types, merits and limitations.

4.5 Achievement Test- concept, characteristics, need in research, merit and limitations.

4.6) Population and sampling- concept, need, characteristics and techniques- probabilistic and non-probabilistic.

BED-205-01-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject

मराठी

उद्दिष्ट्ये :

- १) मराठीभाषेचीमाध्यमिक व उच्चमाध्यमिक स्तरावरीलउद्दिष्ट्ये, भाषेचेस्वरूप , व्याप्ती व महत्वसमजावुन घेणे.
- २) मराठीभाषा अध्यापनाच्याविविध पद्धती, उपक्रम व तंत्रे माहीतकरून घेऊनत्यांचामाहीतकरून घेऊनत्यांचावापरकरणे.
- ३) मराठीभाषेचीमाध्यमिक व उच्चमाध्यमिक स्तरावरीलपाठ्यपुस्तकाचे व आशयाचेविश्लेषणकरणे.
- ४) मराठीभाषेचेइयत्तासहावी व बारावीअंतर्गतव्याकरण व त्याचीउपांगेसमजावुन घेणे.
- ५) मराठीभाषेतीलसाहित्यप्रकारांचीओळख करून घेणे.
- ६) उपयोजितमराठीलेखनाचीकौशल्येआत्मसातकरणे. मराठीभाषा

घटक १

बल्मवज्जु १

- अ) वर्णविचार : वर्णमाला (सुणारित वर्णमाला, महाराष्ट्र शासन, मसाप, पुणे)
- ब) शब्दविचार : शब्दांत्याजाती, विभक्ती व कारकार्य
- क) वाक्यविचार :
 - १) वाक्याचेप्रकार-अथानुसंधाने, क्रियापदाच्या रूपावरून
 - २) काळ-प्रकार
 - ३) वाक्याचेप्रयोग-प्रकार
- ड) शब्दसिद्धी :
 - १) सिद्ध व साधित शब्द
 - २) उपसर्गघटित शब्द
 - ३) प्रत्ययघटित शब्द
- इ) संधीप्रकार
- फ) समासप्रकार
- ग) मराठीसाहित्यप्रकारांचीओळख -प्रकार, स्वरूप व वैशिष्ट्ये

घटक २ :

बल्मवज्जु १

- अ) वृत्त-अर्थ व प्रकार
 - १) अक्षरवृत्त-अर्थ, प्रकार-इंदवजा, उपेंदवजा, भुजंगप्रयात, शिखरिणी, वसंततिलका, मालिनी, पृथ्वी, मंदाकांता, मंदारमाला, शार्दूलविक्रीडीत
 - २) मात्रावृत्त-अर्थ, प्रकार-पादाकुलक, दिंडी, आर्या, नववधू, फटका
- ब) छंद -प्रकार (उदाहरण व वैशिष्ट्ये)
 - १) ओवी-ज्ञानेश्वरी, मुक्तेश्वरी, एकनाथ
 - २) अभंग-मोठाअभंग, लहानअभंग

क) मुक्तछंद- (उदाहरण व वैशिष्ट्ये)

ड) अलंकार-महत्व, प्रकार- यमक, अनुप्रास, श्लेष, उपमा, उत्प्रेक्षा, व्यतिरेक, अपन्हुती, अतिशयोक्ती, चेतनगुणोक्ती, अन्योक्ती, अर्थान्तरन्यास, दृष्टांत, विरोधाभास (उदाहरण व लक्षण)

इ) रस-अर्थ, महत्व, प्रकार (उदाहरण व लक्षण)

फ) उपयोजितमराठीलेखनप्रकार-

औपचारिकपत्र, आकलन, सारांशलेखन, भाषांतर, वृत्तलेखन, जाहिरातलेखन, अभिप्राय लेखन, बोलीभाषांचापरिचय, सुत्रसंचालन, सादरीकरण, कोशवाङ्मय, पटकथालेखन, सर्जनशीललेखन, मुलाखात, भाषेचेवाङ्मयीनउपयोजन

घटक ३) अ) मराठीशिक्षणाचीओळख

बल्मवज्जु १

१) मराठीविषयाचेस्वरूप व व्याप्ती

२) माध्यमिक व उच्चमाध्यमिक स्तरावरीलअभ्यासकमातमराठीचेस्थान

३) माध्यमिक व उच्चमाध्यमिक स्तरावरीलमराठी अध्यापनाचीउद्दिष्ट्ये

४) मराठीविषयाचाइतर शालेय विषयांशीअसणारासमवाय

५) मराठीशिक्षणशीसंबंधितसमस्या

ब)मराठीविषयाचे अध्यापन शास्त्रीय उपागम

१) गद्य अध्यापनाच्या पद्धती

२) पद्य अध्यापनाच्या पद्धती

३) व्याकरण अध्यापनाच्या पद्धती

४) रचना अध्यापनाच्या पद्धती

घटक ४ :

अ) मराठीविषयाचीविश्लेषण

१) मराठीविषयाचीसंरचना

२) अभ्यासकमआणिपाठ्यक्रमविश्लेषण

३) गाभाघटक, मूल्ये व जीवन कौशल्ये

४) पाठ्यपुस्तकविश्लेषण

५) आशय विश्लेषण

ब) अध्ययन स्रोतआणिमराठीविषय शिक्षक

१) अध्ययन स्रोत-संकल्पना, बरज व महत्व

२) पारंपारिक अध्ययन स्रोत

३) तंत्रज्ञानाधारित अध्ययन स्रोत

४) वांगल्यामराठीविषय शिक्षकाचीगुणवैशिष्ट्ये

५) मराठीविषय शिक्षकाचीभूमिका व जबाबदाऱ्या

आदानप्रदान पद्धती

१) व्याख्यान

२) वर्चा

३) गटवर्चा

४) भिक्तीपत्रक वसादरीकरण

५) पॉवरपॉईंटप्रेझेंटेशन

प्रात्यक्षिककार्य

१) मराठीव्याकरणातील एका घटकावरसंकल्पनावित्र तयारकरणे

२) मराठीसाहित्यप्रकारावरआधारितप्रकल्पसादरीकरण

३) माध्यमिकस्तरावरीलमराठीविषयाच्यापाठ्यपुस्तकाचेविश्लेषण

४) क्षेत्र भेट-साहित्यकांशीसंबंधितठिकाणे / प्रासंगिकसाहित्य संमेलन / स्मारके / भाषाप्रयोगशाळा / ग्रंथालय इ.

संदर्भग्रंथ :

१) आहरे मी.ल. (२००८) मातृभाषामराठीचेआशययुक्त अध्यापन, पुणे : नित्यनूतनप्रकाशन

२) बामणे, ल. वि. (२०१४)मराठीआशययुक्त अध्यापन पद्धती, कोल्हापूर : फडकेप्रकाशन

३) करंदीकर, सु. (१९६६) मराठी अध्यापन पद्धती, कोल्हापूर : फडकेप्रकाशन

४) घोरमडे क. (२००८) मराठी अध्यापन पद्धती, नागपूर : विद्याप्रकाशन

५) दुनाखेअं. (२००५) मराठीचेआशययुक्त अध्यापन, पुणे : नित्यनूतनप्रकाशन

६) पवारना. ग. (२००५) मातृभाषामराठीचेआशययुक्त अध्यापन, पुणे : नूतनप्रकाशन

७) विवड न. आणिबरकलेरा. (२००५) मातृभाषामराठीचे अध्यापनशास्त्रीय विश्लेषण, नाशिक : इनसाइटप्रकाशन

८) रणसुरेवि. (२००८) मराठीशिक्षण व आशययुक्त अध्यापन, मिरज : संधिमित्रा प्रकाशन

९) वाळंबेमां. (२००५) सुगममराठीव्याकरणलेखन, पुणे : नितीनप्रकाशन

१०)इयत्ता ६वी ते १२वी या इयत्तांचीमातृभाषामराठी (प्रथम भाषा) पाठ्यपुस्तके

**BED-205-02-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

विषय –हिन्दी

इसविषयके अध्ययन के उपरान्तछा. शिक्षक सक्षमहोंगे:-

- १) हिन्दीभाषाकास्वरूप एवंसंरचना समझना
- २) उच्चमाध्यमिकस्तरपरहिन्दीभाषा अध्यापन के उद्देश्य समझना
- ३) हिन्दीविषय की अध्यापन पद्धतियाँ स्पष्टकरना
- ४) हिन्दीविषय पाठ्यपुस्तकपरिक्षण एवंआशय विश्लेषणकरना
- ५) हिन्दी अध्ययन के विविध स्त्रोतोंको समझना
- ६) हिन्दी अध्यापक के गुणोंसेपरिचितहोना
- ७) हिन्दीभाषाकाव्याकरण समझना
- ८) हिन्दीभाषा के विविध रचनाप्रकारोंको समझना
- ९) हिन्दीसाहित्य के इतिहासको समझना
- १०) हिन्दी की विभिन्नविधाओं एवंसाहित्यिकोंको समझना

घटक १ : हिन्दीभाषाकाव्याकरण

CREDIT: १

१.१) व्याकरण : वर्ण, शब्द, वाक्य, क्रिया, उपसर्गप्रत्यय, संधि, मुहावरे एवंकहावते

१.२) रचना : पत्रलेखन, निबंध, कथालेखन, कल्पनाविरुत्तार, अर्थगुहण, सारलेखन, वृत्तांतलेखन, भाषणप्रकार

घटक २ : हिन्दीसाहित्य काइतिहास, साहित्यिकविधाएं एवंसाहित्यिकोंकापरिचय

ब्लम्बज्ज १

२.१) हिन्दीसाहित्य काइतिहास—आदिकाल, मध्यकालऔरआधुनिककालसंक्षिप्तपरिचय

२.२) हिन्दीसाहित्य की विधाओंकासंक्षिप्तपरिचय

२.३) कक्षा ६वी से १२ वी तक की प्रचलितपाठ्यपुस्तकोंमेंसेजिनकीरचनाएँ हैं उन साहित्यिकोंकासामान्य परिचय तथाविशेषताएँ

घटक ३ : हिन्दीभाषाकास्वरूप

CREDIT: १

३.१) हिन्दीभाषाकास्वरूप, हिन्दीह्रस्व विषय संरचना

३.२) हिन्दीभाषाकाउच्चमाध्यमिकस्तर की पाठ्यवर्यामेंस्थान

३.३) उच्चमाध्यमिकस्तरपरहिन्दीभाषा अध्यापन के उद्देश

३.४) हिन्दीभाषा की पाठ्यपुस्तक एवंआशय विश्लेषण

घटक ४ : हिन्दी अध्यापनशास्त्रीय अध्ययन – अध्यापन स्रोत एवं हिन्दी अध्यापक CREDIT: १

४.१) अध्यापन पद्धति : गद्य, पद्य, व्याकरण एवं रचना

४.२) भाषाप्रयोगशाला : नियोजन, संगठन एवं रखरखाव

४.३) हिन्दी अध्ययन के स्रोत

४.४) हिन्दी अध्यापक के गुण

अधिगमगतिविधियाँ

व्याख्यान, चर्चा, संगोष्ठी, पॉवरपॉइंटप्रेजेंटेशन, वादविवाद, क्षेत्रभ्रम (केवल एक)

प्रात्यक्षिककार्य

१) व्याकरणपरआधारित अध्ययन सामग्रीतैयारकरना

२) हिन्दीसाहित्य विधा के आधारपरसाहित्यकीकावर्गीकरणकरना

३) पाठ्यपुस्तकविश्लेषण– कक्षानौवीसेबारहवीतक की किसी एक पाठ्यपुस्तककाविश्लेषण

४) क्षेत्रभ्रम

संदर्भ

१) हिन्दीआशययुक्त अध्यापन : डा. विठ्ठलमुरकुटे

२) हिन्दी शिक्षण : डा. केशवप्रसाद

३) हिन्दी साहित्य काइतिहास–आ. शुक्ल

४) साहित्य विवेचन– क्षेमचंदसुमन

५) हिन्दीसाहित्य काइतिहास– डा. राजनाथ शर्मा

६) हिन्दीभाषाविज्ञान– डा. भोलानाथतिवारी

**BED-205-03-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

ENGLISH

Understanding Disciplines and school subjects

Objectives: To enable student teacher to-

1. acquaint with essential aspects of English grammar and composition.
2. develop interest and attitude towards English as foreign language.
3. understand the nature of English as a subject at Higher Secondary Level.
4. comprehend various methods of English Teaching.
5. understand various learning resources in English Subject.
6. create awareness about the qualities and competencies of English Teacher.

UNIT-1 School Content

(1 Credit)

A) Phonetics

1. Phonemes, syllabus and words.
2. Vowels, Diphthongs and consonants.
3. Semantics.
4. Intonation-Stress, accent, intonation pattern.

B) Grammar

1. Parts of Speech.
2. Punctuation
3. Kinds of Sentences.
4. Tense
5. Transformation of Sentences
 - a) Direct and Indirect Speech.
 - b) Voice
 - c) As soon as
 - d) Degree

- f) Remove “too”
- g) Not only....but also.
- h) Question tag

Note: Other transformation of sentence from the prescribed text-books of std VIII to XII

UNIT – 2 Subject Pedagogy

(CREDIT-1)

A) Functional Language-I

1. Answering the questions based on passage.
2. Drafting questions for an interview.
3. Preparing a book review.
4. Article writing on the topic.

B) Functional Language-II

1. Prepare a speech.
2. News drafting
3. Initiating and sustaining a conversation.
4. Describing an event/incident

Unit :3

(1 Credit)

Nature of the subject English and English Teacher

- 1 Nature and scope of subject English
- 2 Place of English in Higher Secondary School curriculum.
- 3 Objectives of teaching of English subject at higher secondary school level.
- 4 Relation of the subject English with other school subjects.
- 5 Qualities and Competencies of English Teacher.

Unit:4

(1 Credit)

➤ Pedagogical Approaches , Methods and Learning Resources.

1. Features , merits , limitations and educational implication of -
2. Communicative Approach
3. Structural Approach
4. Direct Method

5. Grammar Translation method
6. Dr. West Method
7. Inductive and Deductive method.

- **Learning Resources for English**

1. Concept , need and importance of learning resources.
2. Traditional and Technology based learning resources. (Language Lab , Mobile Apps , Websites)

Practical:

1. Preparing Project about vocabulary (10 pgs)
2. Develop any one short story (10 pgs)
3. Prepare tree diagram / web diagram/ pie-charts based on any five units/lessons

Mode of Transaction

- Inductive and deductive method.
- Lecture
- Discussion
- Seminar
- Project
- Poster Presentation
- Use of Technology
- Workshop

References:

1. Wren PC and Martin M, highschool English grammar and composition.
2. Thomson A.J., Martine A.V., A practical English Grammar.
3. Hornby A.S. Guide to patterns and usage in English.
4. Basal and Harison, Spoken English for India.

5. ChobheRavindra, English Grammar.
6. Teaching of English- P.K. gupta, Anil Gandhi and S.S. Bhatnagar.
7. Teaching of English- A modern approach, Bose F.L.
8. The technique of Language Teaching, Bose F.L.
9. Teaching of English as Second Language- Allen H.B.
10. Language Testing- Rabo Robert
11. The essentials of English Teaching- R.K. Jain.
12. Teaching of English- G.L. Gadre
13. Structural approach to teaching of English
14. English Language Teaching in India- Kudchedkar S.
15. Content Cum Methodology of English – Dr. O. H. Suryawanshi
16. Content Cum Methodology of English- Patil and Vaze.

**BED-205-04-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

विषय :-संस्कृत

उद्दिष्ट्ये –

1. संस्कृतभाषेचेस्वरूपतसेचसंरचनासमजणे
2. संस्कृतभाषेचेव्याकरणसमजणे
3. संस्कृतभाषेच्याउच्चमाध्यमिक स्तरावरीलपाठ्यपुस्तकाचे व आषयाचेविश्लेषणकरणे
4. संस्कृतभाषेचीमाध्यमिक व उच्चमाध्यमिक स्तरावरीलउद्दिष्ट्ये, स्वरूप , व्याप्ती व महत्त्वसमजावून घेणे.
5. संस्कृतभाषेतीलसाहित्यप्रकारांचोओळख करून घेणे.
6. संस्कृतभाषा अध्यापनाच्याविविध पध्दती, उपक्रम व तंत्रे माहित करून घेऊनत्यांचावापरकरणे

घटक 1 :- शब्दविचार

CREDIT: 1

अ)वर्णांचीओळख

ब)संस्कृतलेखन व वाचननियम

क) शब्दरूपे—(स्वरान्त शब्द , व्यंजनान्त शब्द व सर्वनाम) , विभक्तिप्रत्ययान्त शब्दस्वरूप व कारकार्थ,

ड)क्रियापद रूपे (परस्मैपदाचे व आत्मनेपदाचेवर्तमानकाळ, भूतकाळ व भविष्यकाळी , आज्ञार्थ व विध्यर्थप्रत्यय) , गणांचापहिलागत व दुसरागत

ड)विशेषणे—गुणवाचक, तर—तमभाववाचक, संख्यावाचक, क्रमवाचक

घटक 2 :-संस्कृतव्याकरण

CREDIT: 1

अ)वाक्य प्रयोग, वाक्य परिवर्तन—कर्तरि, कर्मणि व भावेप्रयोग, सतिसप्तमी, प्रयोजकरचना

ब)कारकविचार

क)स्वरसंधी, व्यंजन संधी व विसर्ग संधी

ड) समास-अव्ययीभाव, तत्पुरुष, द्वंद्व व बहुव्रीही(प्रकारासह)

इ)उच्चमाध्यमिक स्तरावरीलप्रचलितसंस्कृतपाठ्यपुस्तकातीलसाहित्यिकांची व त्यांच्यासाहित्याचीतोंडओळख

घटक 3:-संस्कृतभाषेचेस्वरूप व व्याप्ती

CREDIT: 1

अ)उच्चमाध्यमिक स्तरावरीलअभ्यासक्रमातसंस्कृतभाषेचेस्थान

ब)उच्चमाध्यमिक स्तरावरसंस्कृतभाषा अध्यापनाचीउर्षित्ये

क)संस्कृतविषयाचाइतरविषयांशीअसलेलासमवाय

ड) संस्कृतविषयाचीसंरचना

घटक 4 :-

CREDIT: 1

अ) अध्यापनशास्त्रीय विश्लेषण

1. अभ्यासक्र व पाठ्यक्रमविश्लेषण
2. आशय विश्लेषण
3. पाठ्यपुस्तकविश्लेषण
4. गाभाघटक, मुल्ये व जीवन कौशल्ये

ब)संस्कृत अध्यापनपध्दतीव शिक्षक

1. संस्कृत गद्य, सुभाषित व व्याकरण अध्यापनपध्दती
2. चांगल्यासंस्कृतशिक्षकाचीगुणवैषिष्ट्ये
3. पारंपारिक अध्ययन स्रोत
4. तंत्रज्ञानाधारित अध्ययन स्रोत

प्रात्यक्षिककार्य-

- संस्कृतमधील एकासाहित्याकाचीमाहितीसंकलितकरणे
- उच्चमाध्यमिकस्तरावरीलसंस्कृतविषयाच्यापाठ्यपुस्तकाचेविश्लेषण

- व्याकरणावरआधारित अध्ययन साहित्य तयारकरणे

संदर्भ :-

- नवीनअनुवादचन्द्रिका, चौखम्बाप्रकाशन, –अर्चनाकुलकर्णी
- शालेय संस्कृतव्याकरण–विद्याबाम
- सुगमसंस्कृतव्याकरण–प्र.शं. जोषी
- अभ्यासपुस्तकम्–संस्कृतभारती, बंगलुरु
- इ. 8वी ते इ. 12 संस्कृत–पाठ्यपुस्तकनिर्मितीमंडळ, पुणे

**BED-205-05-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

URDU

UNIT 1 –Grammar& Composition practice in Urdu. CREDIT:1

- 1.1 Letters of alphabets, vowels, formation of words idioms.
- 1.2 Kinds of nouns,adjectives, adverbs, pronoun,numbers,case ,gender& tenses.
- 1.3 Kinds OF sentences& figures of speech.
- 1.4 Essay writing, Letter writing, Precise writing & story telling.

Unit 2- History of Urdu literature & introduction of urdu writers. CREDIT:1

- 2.1 Ancient, Medieval & modern.
- 2.2 Types of Urdu literature (precise) .
- 2.3 Brief introduction of writers prescribed in 9thto 12th text books .

Unit 3 – Nature of Urdu& structure of Urdu. CREDIT:1

- 3.1Nature,scope& place of Urdu at higher secondary level.
- 3.2 Objectives of teaching Urdu at higher secondary level.
- 3.3Curriculum & syllabus of Urdu at higher secondary level.
- 3.4. Text book Evaluation& content analysis of Urdu.

UNIT 4 - Pedagogical approaches & resources of Urdu & Urdu teacher.

CREDIT: 1

- 4.1 Methods of teaching –prose,poetry,composition, grammar,Reading& writing.

4.2 Planning organizing & maintaining of Urdu laboratory.

4.3 Learning resources in Urdu.

4.4 Competencies of Urdu teacher.

Mode of Transaction.

- **Lecture.**
- **Discussion.**
- **Seminar.**
- **Field Visit.**
- **PowerPoint presentation.**
- **Debate.**
- **Poster Presentation.**

Practical work.

- Text book Analysis of Urdu.(9TH TO 12TH).
- Field Visit .
- Prepare learning material based on grammar.
- Collect information of poet/writer prescribed in 9th to 12th text books & prepare the report.

REFERENCES.

*Qawad e urdu1 & 2-----Maulvi Abdul Haque.

QaWad e urdu-----NCPUL.

Tadrees e urdu.-----NCPUL

Tadrees e urdu---AhsanHussain

Urdu Zabankitadrees ----- Moinuddin.

**BED-205-06-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

HISTORY

Objectives :-

1. Interpreted the past for better understanding of the present.
2. Compare social, economic, cultural and political background of different civilizations of ancient and medieval world.
3. Study critically the impact of political, social, economical and cultural trends in various dynastic of ancient and medieval Bharat.
4. Develop the feeling of universal brotherhood and international harmony.
5. Develop critical and analytical thinking and problem solving activity.
6. Apply the knowledge acquired in Historical Research.
7. Explain and implementation use of core elements, values and life skills.
8. Understand different evaluation techniques and procedures.
9. Explain the importance of CCM.

SCHOOL CONTENT

Unit I – Civilization, Revolutions and Progress of Maharashtra (1Credit)

1.1 Harappa and Vedic – Civilization and life in the period.

1.2 Ancient and Medieval Civilization- India.

1.3 Age of Revolutions- Industrial Revolution, American War of Independence, French

Revolution.

1.4 Twentieth Century- Age of Conflict-

A) First World War

B) Russian Revolution.

1.5 Progress of Maharashtra – 1960 to 2000

A) Political

- B) Economic
- C) Educational
- D) Social-cultural.

Unit II – Constitution and Democracy

(1Credit)

- 2.1 The functions of the United Nations.
- 2.2 Making of Constitution –
 - A) Need of the Constitution,
 - B) Preamble to Indian Constitution.
- 2.3 Challenges to Democracy.
- 2.4 21st Century and Importance of Applied History
- 2.5 Mass Media and History.

PEDOGAGY OF SUBJECT

Unit III – Content Cum Methodology, Maxims & Historical Research (1Credit)

3.1 Content CumMethodology.

- A) Concept
- B) Importance
- C) Syllabus
- D) Difference between syllabus and curriculum.

3.2 Place of the Subject history and civics in the Higher secondary school curriculum

3.3 Principles and Maxims in teaching History

3.4 Technology based learning resources.

3.5 Need & Importance of Historical Research

UNIT IV Evaluation and E-learning Resources

(1 Credit)

4.1 Planning and Evaluation

A) Planning

B) Unit Plan

C) Unit Test

4.2 Achievements Tests, Diagnostic Test & Remedial Teaching in History

4.3 Analysis of the Civics Textbook.

4.4 Use of Values, Core-elements & Life Skills in day to day life.

4.5 Use of e-learning resources in teaching history.

MODE OF TRANSACTION:-

- Lecture
- Discussion
- Seminar
- Visit to Historical Place
- Poster presentation
- Film Show

List of Books Recommended –

Unit I & Unit II:-

The text books and the reference books which are prescribed by the Maharashtra State Board of Higher Primary, Secondary & Higher Secondary Education are recommended for study.

Unit III & IV

1. दुनाखे, अरविंद (2001) इतिहासविषयज्ञान व पाठनियोजन, नूतनप्रकाशनपुणे.
2. ओडेयर, सुनीला (1994) आषययुक्त अध्यापनपद्धती इतिहास, मेहतापब्लिंग हाऊसपुणे.
3. तिवारी, सी.एम. (1999) इतिहास अध्यापनपद्धती, नूतनप्रकाशनपुणे.
4. गिरगावे व कटटी (2009) इतिहास, नागरिकशास्त्र व प्रशासन, फडकेप्रकाशनपुणे.
5. सगर गिवाजी (2010) इतिहास, नागरिकशास्त्र व प्रशासन, सुविचारप्रकाशनपुणे.
6. बरकले रामदास, पिचडनलिनी व सुर्यवंशीवैगली (2008) उद्याच्या शिक्षकांसाठी इतिहासशिक्षण, इनसाईटपब्लिकेन्स नागिक.
7. वाजे, सूर्यभान व बरकले, रामदास (2002) इतिहासाचे अध्यापन शास्त्रीय विश्लेषण, आदित्य प्रकाशननागिक .

8. पाटिल, संदीप (2008) इतिहास शिक्षण- एक आधुनिक दृष्टिकोन, इनसाईट पब्लिकेशन्स नागपूर.

9. रणसुरे, विलास (2005) इतिहासाचे आधुनिक अध्येषण, संघमित्रा प्रकाशन मिरज.

10. Kochar, S.V. (1991) Teaching of History, Sterling Publishers Private Limited New Delhi.

11. Singh, V.K. (2014) Teaching of History, APH Publishing Corporation New Delhi.

12. B.D. Shaida & Sahab Singh (2000) Teaching of History, Dhanpat Rai Publishing Company (P) Ltd.

Practical:

Any one -

1. Write a report on any one Historical Place.
2. Write a note on any one Revolution – Industrial or French Revolution.
3. Write a report on one Indian Culture and its life style.
4. Write a report on Historical Museum or Historical Research Institute.
5. Prepare a Achievements Test or Diagnostic Test related to std. 6 to 12 students.

BED-205-07-Additional Pedagogy Course Understanding disciplines and school subjects And pedagogy of School Subject

Geography

School Content

Objectives :

1. To enable student teachers to revise the knowledge of all branches of Geography subject at a school level.
2. To enable the student teachers to understand the interdependence and interrelationship among the various concepts and processes in Geography Subject.
3. To enable student teachers to acquire the skills related to map and instruments in Geography.
4. To develop a technique of observation and reporting of Geographical phenomenon among student teacher.
5. To create interest of Geography subject among student teachers.
6. To understand the nature, scope and importance of the subject.
7. To state the objectives of the subject Geography.
8. To explain and use different approaches, methods and techniques of teaching learning of subject.
9. To explain and understand the structure of subject.
10. To explain importance and use of core elements, life skills and values.
11. To analyze the text book and content.
12. To analyze the various resources in teaching learning of subject.
13. To understand qualities of a good Geography teacher.

Unit I : Physical Geography

CREDIT: 1

- 1.1** Solar System & Motion of earth, Graticule : Latitude and Longitude and Interior of earth

- 1.2** Structure of atmosphere and Factors affecting climate, Air Temperature: Definition, Factors affecting temperature and temperature zone on earth, Rainfall : Concept and types of convectional, orographic and cyclonic,
- 1.3** Lithosphere : Concept, Mountain, plateau and plain : definitions and types, Earthquake & Volcano – Causes and zones
- 1.4** Types of water bodies - Ocean, sea, bay, gulf, strait, creek, river and lake – concept and examples

Unit II.Human,Regionaland Practical Geography

CREDIT: 1

- 2.1 A. Population – Meaning of population, causes and effects of population explosion and density of population
- 2.1 B. Occupation – Meaning and classification of occupation- primary, secondary, tertiary and quaternary
- 2.2 Biosphere - Concept and composition of–biosphere, meaning and structure of food chain, concept of eco system and bio-diversity.
- 2.3. Regional Geography -India : Location, Physiographic features, Climate, natural resources and Human life (Brief)
- 2.4 Practical Geographhy -Definition and elements of map, types of map and Field visit and Report writing – meaning and importance , Geographical Instruments – Thermometer, Wind vane, Barometer, Rain gauge and seismograph: diagram and functions

Pedagogy

Unit : 3Nature of the subject Geography

CREDIT: 1

- 3.1. Meaning , nature , scope, various concepts, Place and objectives of Geography at upper primary , Secondary and Higher Secondary curriculum
- 3.2 Co-relation :- Within the subject and with other school subject.
- 3.3 Structure of the subject Geography and Core elements , values and life skills
- 3.4 Text Book and Content analysis

Unit : 4 Pedagogical Approaches and Learning Resources for the subject Geography
CREDIT: 1

4.1 Pedagogical Approaches - 1. Regional Method 2. Journey Method 3. Excursion method
4. Project method 5. Comparative method 6. Lecture cum discussion method 7. Question
answer method 8. Object method 9. Field Visit 10. Experimental method.

4.2 Learning Resources : Concept , need, importance & types of learning resources -
Traditional learning resources and Technology based learning resources.

4.3 Geography room

4.4 Qualities of an Ideal Geography teacher

Practical : Any One of the Following

1. To prepare a geographical instrument or model.
2. A visit to Geographical / Native place and writing a report.
3. Text – book Analysis
4. Content Analysis of any one Unit.

Mode of Transaction:

1. *Discussion cum Lecture*
2. *Demonstration*
3. *Seminar*
4. *Supervised Study*
5. *Project based approach*
6. *Field visit*
7. *Technology based interaction*
8. *Blended approach*
9. *Observation technique*
10. *Heuristic method*

References :

School Content :

15. Std.6th to Std. 12th Geography/Social Science text books of State boards of Maharashtra and CBSE Board.
16. Chandan and Puri, Regional Development
17. Doniwal Hemant Kumar , Population of Geography, Authors Press
18. Frederick K.Lutgens, Edward J.Tarback& Dennis Tasa,The atmosphere: an introduction to meteorology
19. Joshi and Kaji, Principles of General Geography
20. K. Siddharth, Ecology and Environment, Kisalaya Publication
21. Majid Husain, Geography of India, McGraw Hill Education series
22. Majid Husain, Human Geography, Rawat Publication, New Delhi
23. Majid Husain, Models in Geography,Rawat Publication, New Delhi
24. Oxford Publication, Dictionary of Geography
25. Sawadi A.B., Physical Geography
26. Singh Savindar, Physical geography, PrayagPustakBhawan
27. Singh Savindra, Geomorphology
28. Roger Minshull, Regional Geography: Theory and Practice,AldineTransaction

Pedagogy :

१. भूगोल अध्ययन- अध्यापन- भा.गो. बापट ५.
२. भूगोलाचेअध्यापन - द.बा. पोंक्षे. ६.
३. आशययुक्त अध्यापनपद्धती - प्रा.(श्रीमती) यु.बी. पाटील ., श्रीमती. सुरेखा ७. जोशी. ८.
४. भूगोलाचेअध्यापन - प्रा. पाटणकर. ९.
५. भूगोलपरिचय - प्रा. खतीब . १०.
६. Handbok of suggestion on the teaching of Geography.(UNESCO) 11.
7. Geography teaching, sterling publishers New Delhi, Verma O.P. 12.
8. Teaching of Geography - B.C. Rai. 13.
9. अध्यययुक्त अध्यापन पद्धती- यशवंतराव चव्हाण,महाराष्ट्र १४.
१०. जाधवके.के. - भूगोलआशययुक्तअध्यापनपद्धती. १५.
११. जोशीआनंत - आशययुक्तअध्यापनपद्धत.

**BED-205-08-Additional Pedagogy Course Understanding disciplines and school subjects
and Pedagogy of School Subject
GENERAL SCIENCE**

Objectives: To enable student teacher to

- Familiarize facts, terms, concepts, laws & principles in general science.
- understand nature, scope & importance of general science at secondary & higher secondary level.
- analyze the textbook & content of general science at secondary & higher secondary level.
- Implement methods & models of teaching learning of general science.
- acquire the competencies of general science teacher

Unit 1: Concepts in Physics & Chemistry (Credit:1)

1.1 Chemistry: a) Hydrocarbons

b) Periodic Table

c) States of Matter

1.2 Physics: a) Magnetism

b) Electricity

c) Light

Unit 2: Concepts in Biology (Credit:1)

2.1 Classification & Life Process: Plants & Animals

2.2 Biodiversity & Biotechnology

2.3 Microorganism

Unit 3: Nature of general science (Credit:1)

3.1 Nature, scope & importance of general science at secondary & higher secondary level.

Correlation of science with other disciplines

3.2 Objectives of general science at secondary & higher secondary level.

3.3 Curriculum & syllabus of general science at secondary & higher secondary level.

3.4 Text book and content analysis of general science.

Unit 4: Pedagogical approaches & resources of general science, general science(Credit:1)

4.1 a) Methods of teaching: lecture – demonstration, laboratory, & project

b) Model: 5 E Learning Model

4.2 Planning, organizing and maintaining general science laboratory.

4.3 Learning resources in general science.

4.4 Competencies of general science teacher.

MODE OF TRANSACTION:

- Lecture cum Discussion
- Seminar
- Presentation (Poster/PPT)
- General Science Laboratory Visit
- Scientific Inquiry

Practical (Any One)

4. Analysis of General Science Text Book (IX/XthStd.)
5. Investigatory Project/ Model
6. General Science Laboratory visit

REFERENCES

For Unit 1 & 2

The text books and the reference books which are prescribed by the Maharashtra State Board of Secondary and Higher Secondary Education are recommended for study.

For Unit 3&4

- Prasad, J. (1999). *Practical aspects in teaching of science*. New Delhi: Kanishka Publication
- Rao V. K. (2007). *Science Education*. New Delhi. APH Publishing corporation.
- Sharma, B.M. (2007). *Teaching of Science*. Chandigarh: Abhishek Publication.

- Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpatrai publishing comp.
- Siddiqyi, N.N. & Siddiqyi, M.N. (2009). Teaching of science : Today & tomorrow. Delhi :Doaba House.
- Sood, J.K. (). Teaching of Science, Agra ,vinodpustakMandir.
- Vaidya, N. (2003). Science teaching for the 21st century. New Delhi: Deep and Deep.
- NCERT.(2006). Position paper on ‘Teaching of Science’. New Delhi: NCERT.
- Borse, Chandrakant. (2007). Science education: Pedagogical analysis. Nashik : Insight Publication.
- Das, R.C. (2009). Science teaching in schools. New Delhi : sterling Publishers Pvt. Ltd.
- Kalra, Rajinder. M.(2007). Teaching of Science : for Primary and secondary pre and In – service teachers. Delhi :Shipra Publication.
- Malhotra, Vinayak. (2007). Methods of teaching science.Delhi : Crescent Publishing Corportation.
- Mangal, S.K. (2004). Teaching of general science. Ludhiana :Tandon Publications.

**BED-205-09-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

MATHEMATICS- 205-09

Objectives: To enable the student teacher to-

- Understand the basic concepts in arithmetic and algebra
- Understand the basic concepts in geometry and applied mathematics
- Understand nature, scope, place & importance of mathematics at secondary level
- Understand the objectives of mathematics subject and classroom objectives of mathematics subject
- Understand the concept of curriculum, syllabus and methods of construction of curriculum
- Analyze the textbook & content of mathematics at secondary level
- Acquaint with methods and models of mathematics teaching
- Realize the importance of mathematics laboratory
- Understand different types of learning resources for mathematics
- Acquire the competencies of mathematics teacher
-

Content of the subject

Unit 1: Arithmetic and Algebra

(Credit: 1)

A. Arithmetic

1. Numbers a) Natural, whole, integers, rational, irrational, real numbers b) Operations on numbers: addition, subtraction, multiplication and division c) Use of brackets d) Indices, squares, square roots, cube, cube roots.

2. Unitary method, variation- direct and inverse

3. Ratio and proportion

B. Algebra

1. Basics of Algebra

2. Algebraic expressions, addition, subtraction, multiplication and division of algebraic expressions. 3. Polynomials: factors and multiples.

4. Identities.

5. Equations: equations with one variable, linear equations in two variables, quadratic equations.

Unit 2: Geometry and Applied Mathematics

(Credit: 1)

A. Geometry

1. Basics of Geometry

i. Basic concepts ii. Angles, pairs of angles, triangles and quadrilaterals – types & properties.

iii. Triangles- congruence and similarity.

2. Circle – elements, circumference, area, theorems.

3. Quadrilaterals – properties of different quadrilaterals, theorems.

4. Geometric construction

B. Applied Mathematics

1. Mathematics in day to day life i. Profit and loss. ii. Percentages iii. Simple and compound interest iv. Discount and commission

2. Statistics – measures of central tendency and variability, Graphs.

3. Mensuration – Area and volumes of different geometrical figures.

4. Co- ordinate geometry.

Pedagogy of the subject

Unit 3: Nature of mathematics

(Credit: 1)

1. Nature, scope & place & importance of mathematics at secondary & higher secondary level.

2. Objectives of teaching mathematics at secondary & higher secondary level.- General and Classroom objectives.

3. Curriculum & syllabus: - concept, methods of construction of curriculum (Concentric, linear, mixed). Comparison between curriculum and syllabus

4. Text book & Reference book, analysis of mathematics text book.
5. Correlation of mathematics-
 - a. Daily life.
 - b. with other school subjects.
 - c. Within the branches
 - d. within the units.

Unit 4: Pedagogical approaches & resources of mathematics, mathematics

(Credit: 1)

1. Methods of teaching: lecture – demonstration, Experimental, & project, inductive, deductive method, Analysis –Synthesis.
2. Model: 5 E Learning Model, Concept Attainment Model
3. Concept & importance of mathematics laboratory.
4. Learning resources in mathematics.
5. Competencies of mathematics teacher.

Mode of Transactions

1. Lecture cum discussion
2. Seminar
3. Technology based interactions
4. Field visit
5. Projects
6. Group Discussion

Practical

1. Textbook Analysis
2. Content analysis of any one unit
3. Visit to Mathematics Laboratory
4. Preparation of Teaching aids and Exhibition

**BED-205-10-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

ECONOMICS

Objectives- To enable student teacher to-

1. Understand meaning, nature, scope, importance & basic concepts of economics.
2. Understand major challenges before Indian Economy
3. Understand the concept & scope of micro and macro economics.
4. Understand basic concepts of teaching of economics.
5. Understand and implement pedagogical approaches & learning resources of economics.
6. Understand qualities of good economics teacher.

UNIT-1 –Economics as subject and basic concept

CREDIT-1

- 1.1.) Economics- meaning, definition, nature, scope, need and importance of the study of economics
- 1.2.) Basic concepts of economics.
 - a) i) Human Wants ii) Resources iii) Value in price.
 - b) Major challenges before Indian Economy
 - i) Population ii) Poverty iii) unemployment iv) Terrorism v) Corruption
 - vi) Hoarding vii) Black Magic viii) Deterioration and its economics effect.

UNIT – 2 Micro and Macro Economics

CREDIT-1

- 2.1.) Micro Economics Concept
- 2.2.) Various concepts of micro economics, utility, demand, supply, forms of market, factors of production.
- 2.3.) Macro Economics- Concept.
- 2.4.) Various concepts of macro economics, National Income, Money, Commercial Banking, Central Banking and Government Budget.

UNIT – 3- Basics of Economics Teaching

- 3.1.) Objectives of teaching economics.
- 3.2.) Place of subject economics of secondary and higher secondary school curriculum.

3.3.) Co-relation if economics with other school subjects.

3.4.) Structure of the subject economics.

3.5.) Curriculum, syllabus and text book of economics

UNIT- 4: Pedagogical approaches and learning resources of the subject of economics and teacher of economics **CREDIT-1**

4.1.) Methods of teaching of economics

i) Lecture ii) Question Answer iii) Problem Solving iv) Project v) Field Visit

4.2.) Learning resources for the subject economics

i) Concept, need and importance of learning resources.

ii) Traditional learning resources.

iii) Technology based learning resources

iv) Qualities of a good economic teacher.

Practical Work

1. Text Book analysis of any one standard.

2. Field Visit and report writing.

3. Preparation of structure of economics subject.

4. PPT or Poster Presentation if any unit of economics and report writing.

Mode of Transaction

1. Lectures

2. Discussion

3. Seminars

4. PPT/ Poster Presentation

5. Supervised study

6. Project

**BED-205-11-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Objectives: The student teachers should be able to-

1. Acquire basic knowledge of Computers.
2. Make effective use of information and communication technology.
3. Understand the concepts in Multimedia.
4. Develop capabilities to access Information using Internet.
5. Acquaint with basic techniques and knowledge required for computing applications.
6. Be aware of cyber laws and ethics.
7. Understand nature, scope & importance of ICT at secondary & higher secondary level.
8. Analyze the textbook & content of ICT at secondary & higher secondary level.
9. Implement methods & models of teaching learning of ICT.
10. Acquire the competencies of ICT teacher

School Content

Unit I: Introduction to Computer

(1 Credit)

1.1 Introduction to Computers : Definition, Structure, Types

1.2 Components of Computer - i) Hardware- Concept and classification – CPU & Peripherals- Input, output and storage ii) Software- Concept and types iii) Operating system – Concepts, type and functions iv) Application Software - Concepts, type - Word processors, Multimedia, Spreadsheets, Presentations, LOGO

1.3 Introduction to basic programming, Introduction to C programming, Generation of Programming Language

1.4 Introduction to Unicode and Binary number system

Unit II: Introduction to Networking

(1 Credit)

2.1. Definition and types of Network – LAN to WAN

2.2 Internet Facilities - a. World Wide Web b. e-mail c. Instant Messaging and Chat d. Blog

e. VoIP f. e-maps

2.3 Morals and Ethics of with reference to cyber law, copyright act and netiquette

2.4 Computer Lab : Concept, requirement and lab management

Pedagogy

Unit III: Nature of ICT

(1 Credit)

3.1. Nature, scope & place of ICT at secondary & higher secondary level.

3.2. Objectives of teaching ICT at secondary & higher secondary level.

3.3. Curriculum & syllabus of ICT at secondary & higher secondary level.

3.4. Textbook and content analysis of ICT

Unit IV: Pedagogical approaches & resources of ICT.

(1 Credit)

4.1. a) Methods of teaching: lecture – Demonstration, Experimental, & Project

b) Models & Approaches : 5-E Learning Model, Computer Assisted Instruction, Project based learning, Blended Learning,

4.2 Use of ICT for students from Deprived Community

4.3. Learning resources in ICT

4.4. Competencies of ICT teacher

Mode of Transaction:

1. Discussion cum Lecture

2. Demonstration

3. Seminar

4. Project based approach

5. Technology based interaction

6. Blended Learning

7. Self Learning

Practical (Any one of the following) :

1. 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.

2. Prepare a Multimedia Presentation on ICT unit

3. Critical analysis of any online course/ web based learning programme.

4. Analysis of textbook of ICT

Reference :

1 .Text/Reference books of ICT subject of std VIII to XII

2. Arora Bansal - Computer fundamentals

3. Chavan Kishor - Information and communication

4. Crumlish Christian - ABC of internet

5. Dyne, Nandkishore- Information Technology

6. Mohanty Laxman- ICT strategies of for school

7. Singh and Sukhvir - Fun of computer

**BED-205-12-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

GERMAN

Objectives:

1. To help the student teacher to acquire proficiencies in listening, speaking, reading, writing and communication skills.
2. To acquaint the student teacher with essential aspects of Grammar and composition.
3. To enable the student-teacher to understand the scope of syllabi in German.
4. To encourage the student-teacher to develop proper interest and attitude towards German as a foreign language.

UNIT-1-

CREDIT: 1

A) Phonetics

1. Phonemes, Syllables and words.
2. Bowels, Diphthongs and consonants
3. Intonation-stress, intonation pattern.
4. Pronunciation and accent.

B) Grammar

1. Verb conjugations
2. W Questions and Yes/No questions
3. Separable Verbs and their usage
4. Modal auxiliaries and their usage in sentences
5. Imperative
6. Present Perfect Tense/ Past Tense
7. Conjunctions: weil, wenn, obwohi, indirect questions, interrogative pronouns as questions.
8. All types of prepositions.

9. Degrees of Comparison
10. Konjunktiv II: Use of “would be”
11. Adjective declension
12. Reflexive and reciprocal verbs

C) Vocabulary

1. Understanding Vocabulary
2. Use of vocabulary in different contexts.

UNIT : 2

CREDIT:1

Application of Language

A) Written Application

1. Informal Letter
2. Picture Description
3. Dialogue Writing
4. Composition writing with the help of points given

B) Oral Application

1. Introducing oneself
2. interviewing a partner
3. Telephone communication
4. Picture Description
5. Reacting orally as per the given situation
6. Describing one's own experience in daily routine.

UNIT:3 INTRODUCTION OF GERMAN AS A FOREIGN LANGUAGE**CREDIT: 1/2**

- 3.1) Importance of German as a foreign language
- 3.2) Place of German in school curriculum
- 3.3) Functional, cultural and literary roles of German as a foreign language
- 3.4) Objectives of learning German as a foreign language

UNIT: 4 TEACHING PEDAGOGY AND LEARNING RESOURCES OF GERMAN AS A FOREIGN LANGUAGE**CREDIT:1.5**

- 4.1) Methods of teaching learning German as a foreign language (Grammar translation method, direct method, audio lingual and audio visual method and communicative didactics)
- 4.2) Modern approaches of teaching learning German (project method, Handlungsorientiertes, Lernen, autonomies Lernen)
- 4.3) Teaching learning and evaluation of listening, reading, writing and speaking.
- 4.4) Sozialformen (pair work, group)
- 4.5) Teaching learning of Grammar and culture and civilization.
- 4.6) Teaching learning of German as a foreign language in large group.
- 4.7) Need and importance of learning resources
- 4.8) Authentic learning material
- 4.9) Language laboratory
- 4.10) Traditional Learning resources
- 4.11) Visual and audio-visual learning resources
- 4.12) Technology based learning resources
- 4.13) Qualities of a German Teacher

References

BED-205-13-Additional Pedagogy Course Understanding disciplines and school subjects

Andpedagogy of School Subject

French

Objectives: To enable student teacher to

- acquire proficiencies in listening, speaking, reading, writing and communication skills.
- acquaint with the essential aspects of French language
- understand the different methods of teaching French
- develop Interest and attitude towards French as a foreign language

UNIT – 1 School Content-1

CREDIT: 1

- a. Conjugation of verbs in present, passe compose, futurproche, future, imparfait, subjonctif, conditionnel etc.
- b. Masculine and feminine
- c. Articles definite and indefinite
- d. Interrogation
- e. Pronoms
- f. Preposition
- g. Adjectif
- h. Adverb
- i. Active and passive voice - rules
- j. Other rules of grammar- e.g. use of adjective, adverb, pronom relative, demonstrative and possessif, masculine, feminine rules etc.

UNIT: 2 School Content-2

CREDIT: 1

- a. **Vocabulary** – topic based vocabulary development. For ex. names of trees, fruits, animal, bird, body parts, transportation, food items etc.
- b. **Speech** – Simple Verbal description of things, self, family etc.
- c. **Oral** – Topic based Discussion
- d. **Phonetics**– sounds and differentiation
- e. **Comprehension** – Both oral and written
- f. **Writing** – Letter, paragraphs, articles etc.
- g. **Synonym and antonyms**

UNIT – 3 Nature, objectives, place and methods of teaching French. CREDIT: 1

- a. Nature of French Subject and Place of French in the curriculum
- b. Objectives of teaching French at Higher Secondary Level

- c. Reading for pronunciation
- d. Grammar exercises
- e. Writing projects- topic based
- f. Listening practice – comprehension oral
- g. Topic based group activity – oral presentation
- h. Group activity for vocabulary

UNIT: 4- French and Daily Life

CREDIT: 1

- a. Simple day to day life conversation e.g. in a grocery store, book shop etc.
- b. Topics based oral presentation
- c. Reading and extract writing
- d. Conversation
- e. Explanation of word meaning French
- f. Discuss synonym and antonyms - refer French to French dictionary

References:

Online References:

- ielanguages.com/french.html
- french.about.com
- bescherelle.com
- www.collinsdictionary.com/dictionary/english-french
- www.larousse.com/en/dictionaries/french-english
- www.wordreference.com/
- dictionary.reverso.net/french-english
- <http://www.goyalpublisher.com/>

Dictionary:Collins; Larousse; Bescherelle

**BED-205-15-Additional Pedagogy Course Understanding disciplines
and school subjects and pedagogy of School Subject**

PHYSICS

Objectives: To enable student teacher to

- Familiarize facts, terms, concepts, laws & principles in physics.
- Understand nature, scope & importance of physics at secondary & higher secondary level, correlation with other discipline.
- analyze the textbook & content of physics at secondary & higher secondary level.
- implement methods & models of teaching learning of physics.
- acquire the competencies of physics teacher

Unit 1:

(Credit:1)

1.1 General Physics:

- a) Measurement
- b) Scalars & Vectors

1.2 Work, Energy & Power:

1.3 Heat

1.4 Force

Unit 2: (Credit:1)

2.1 Motion

2.2 Magnetic Effect of Electric Current

2.3 Sound

Unit 3: Nature of physics

(Credit: 1)

3.1 Nature, scope & importance of physics at secondary & higher secondary level, Correlation with other discipline.

3.2 Objectives of physics at secondary & higher secondary level.

3.3 Curriculum & syllabus of physics at secondary & higher secondary level.

3.4 Text book and content analysis of physics.

Unit 4: Pedagogical approaches & resources of physics, physics teacher

(Credit:1)

4.1 a) Methods of teaching: lecture – Demonstration, Laboratory & Project

b) Model: 5 E Learning Model

4.2 Planning, organizing and maintaining physics laboratory.

4.3 Learning resources in physics.

4.4 Competencies of physics teacher.

MODE OF TRANSACTION:

- Lecture cum Discussion
- Seminar
- Presentation (Poster/PPT)

- Physics Laboratory Visit
- Scientific Inquiry

Practical(Any One)

7. Analysis of Physics Text Book (XI/XIIth Std.)
8. Investigatory Project/ Model
9. Physics Laboratory visit

REFERENCES

For Unit 1&2

The text books and the reference books which are prescribed by the Maharashtra State Board of Secondary and Higher Secondary Education are recommended for study.

For Unit 3& 4

- Borse, Chandrakant. (2007). Science education: Pedagogical analysis. Nashik: Insight Publication.
- Das, R.C. (2009). Science teaching in schools. New Delhi: sterling Publishers Pvt. Ltd.
- Kalra, Rajinder. M. (2007). Teaching of Science: for Primary and secondary pre and in – service teachers. Delhi:Shipra Publication.
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- Mangal, S.K. (2004). Teaching of general science. Ludhiana:Tandon Publications.
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- RaoV. K. (2007). Science Education. New Delhi. APH Publishing Corporation.
- Sharma, B.M. (2007). Teaching of Science. Chandigarh: Abhishek Publication.
- Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpatrai publishing comp.
- Siddiui, N.N. &Siddiqyi, M.N. (2009). Teaching of science: Today & tomorrow. Delhi:Doaba House.
- Sood, J.K. Teaching of Science, Agra,vinodpustakMandir.
- Vaidya, N. (2003). Science teaching for the 21st century. New Delhi: Deep and Deep.
- NCERT.(2006). Position paper on ‘Teaching of Science’. New Delhi: NCERT.

BED-205-16-Additional Pedagogy Course Understanding disciplines and school subjects And pedagogy of School Subject

CHEMISTRY

Objectives: To enable student teacher to

- familiarize facts, terms, concepts, laws & principles in chemistry.
- understand the nature, scope & importance of chemistry at secondary & higher secondary level.
- analyze the textbook & content of chemistry at secondary & higher secondary level.
- implement methods & models of teaching learning of chemistry.
- acquire the competencies of chemistry teacher

Unit 1: Organic and Inorganic Chemistry (Credit: 1)

- 1.1 Hydrocarbons – Types, IUPAC Nomenclature
- 1.2 Alkanes, Alkenes, alkynes & Aromatic compounds
- 1.3 Alcohols, phenols and ethers
- 1.4 Periodic Table, s,p,d and f block elements

Unit 2: Physical and Inorganic Chemistry (Credit: 1)

- 2.1 States of matter
- 2.2 Solid state, Solutions and colligative properties
- 2.3 Chemical Thermodynamics
- 2.4 Chemistry in everyday Life

Unit 3: Nature of chemistry

(Credit: 1)

- 3.1 Nature, Scope & Importance of Chemistry at secondary & higher secondary level.
Correlation of Chemistry with other discipline.
- 3.2 Objectives of Chemistry at secondary & higher secondary level.
- 3.3 Curriculum & Syllabus of Chemistry at secondary & higher secondary level.
- 3.4 Text book and Content Analysis of chemistry

Unit 4: Pedagogical approaches & resources of chemistry, chemistry teacher

(Credit: 1)

- 4.1 a) Methods of teaching: lecture – Demonstration, Laboratory & Project
b) Model: 5 E Learning Model
- 4.2 Planning, organizing and maintaining chemistry laboratory.
- 4.3 Learning resources in Chemistry.
- 4.4 Competencies of Chemistry teacher.

MODE OF TRANSACTION:

- Lecture cum Discussion
- Seminar
- Presentation (Poster/PPT)

- Chemistry Laboratory Visit
- Scientific Inquiry

Practical(Any One)

1. Analysis of Chemistry Text Book (XI/XIIth Std.)
2. Investigatory Project/Model
3. Chemistry Laboratory visit

REFERENCES

For Unit 1&2

The text books and the reference books which are prescribed by the Maharashtra State Board of Secondary and Higher Secondary Education are recommended for study.

For Unit 3&4

- Borse, Chandrakant. (2007). Science education: Pedagogical analysis. Nashik: Insight Publication.
- Das, R.C. (2009). Science teaching in Schools. New Delhi: Sterling Publishers Pvt. Ltd.
- Kalra, Rajinder. M.(2007). Teaching of Science: for Primary and secondary pre and In – service teachers. Delhi: Shipra Publication.
- Malhotra, Vinayak. (2007). Methods of teaching science. Delhi: Crescent Publishing Corporation.
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**BED-205-17-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

BIOLOGY

Objectives: To enable student teacher to.....

- familiarize facts, terms, concepts , laws & principles in biology.
- understand nature, scope & importance of biology at secondary & higher secondary level. co-relation with other disciplines.
- analyze the textbook & content of biology at secondary & higher secondary level.
- implement methods & models of teaching learning of biology.
- acquire the competencies of biology teacher

UNIT 1: Cells & Plant -Animal Kingdom **(Credit 1)**

- 1.1 Cell Structure – Plants, Animals
- 1.2 Micro organisms
- 1.3 Classification of Plants and Animals
- 1.4 Life Processes in Plants, Animals and Humans

Unit 2: Food, Health & Ecosystem **(Credit 1)**

- 2.1 Food Pyramid
- 2.2 Enhancement in food production
- 2.3 Human health and diseases
- 2.4 Biodiversity and Ecosystem
- 2.5 Biotechnology – Process and Application

Unit 3: Nature of biology **(Credit:1)**

- 3.1 Nature, scope, importance of biology at secondary & higher secondary level. Co-relation with other disciplines
- 3.2 Objectives of biology at secondary & higher secondary level.
- 3.3 Curriculum & syllabus of biology at secondary & higher secondary level.
- 3.4 Text book analysis and content analysis of biology

Unit 4: Pedagogical approaches & resources of biology, biology teacher

(Credit: 1)

4.1 a) Methods of teaching: lecture – demonstration, Laboratory& project

b) Model: Biological Science Inquiry Model

4.2 Planning, organizing and maintaining biology laboratory.

4.3 Learning resources in biology.

4.4 Competencies of biology teacher.

MODE OF TRANSACTION:

- Lecture cum Discussion
- Seminar
- Presentation (Poster/PPT)
- Biology Laboratory Visit
- Scientific Inquiry

Practical (Any One)

1. Analysis of Biology Text Book (XI/XIIth Std.)
2. Investigatory Project/ Model
3. Biology Laboratory visit

REFERENCES

For Unit 1&2

The text books and the reference books which are prescribed by the Maharashtra State Board

of Secondary and Higher Secondary Education are recommended for study

For Unit 3&4

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- NCERT.(2006). Position paper on 'Teaching of Science'. New Delhi: NCERT.

**BED-205-18-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

Home Science

Objectives:

1. To understand the content of Home Science at Higher Secondary Level
2. To acquaint students about textiles.
3. To explain the nutrients in food.
4. To understand the objectives and methods of teaching home science at Higher Secondary Level.

UNIT-1-

CREDIT: 1

A) Textiles

- 1.1) a) Introduction to Textiles.
b) Fabric Construction.
- 1.2) a) Consumer Awareness
b) Methods of Laundering
c) Stain Removal

B) Food Science

1.3) Nutrients in Food

- a) Carbohydrates
 - b) Proteins
 - c) Fats
 - d) Vitamins
 - e) Minerals
- 1.4. a) Spices and condiments
b) Food Adulteration

UNIT-2-

CREDIT: 1

A) Child Development

2.1) Growth and Development

B) Home Management

2.2 a) Family Income and Time Management

b) Work Simplification

c) Consumer Awareness

UNIT-3

CREDIT: 1

3.1) Nature, scope & importance at Home science at degree level. Correlation at Home Science with other disciplines.

3.2) Objectives at Home Science at degree level.

3.3) Curriculum & syllabus at Home Science at degree level.

3.4) Text Book and content analysis at Home Science.

UNIT-4

CREDIT: 1

4.1) Methods of Teaching: Lecture, demonstration, laboratory and project.

4.2) Planning, organizing and maintaining Home Science laboratory (Textile and Food)

4.3 Learning resources in Home Science.

Mode of Transaction

1. Lecture cum Discussion

2. Seminar

3. Presentation (Poster/PPT)

4. Home Science Laboratory Visit.

5. Science Inquiry.

References

For Unit 1 to Unit 4

The Text Books and the reference books which are prescribed by the Maharashtra State Board at Secondary and Higher Secondary Education are recommended for study.

**BED-205-19-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

COMMERCE

Objectives- To enable student teacher to-

1. Understand internal trade
2. Understand forms of business organizations
3. Understanding marketing process.
4. Understand nature, significance, principles and functions of management.
5. Understand nature, scope and importance of commerce at higher secondary level.
6. Understand & implement methods & techniques of teaching-learning of commerce.
7. Understand the competencies of commerce teacher.
8. Understand various resources in teaching learning of commerce

UNIT- 1

CREDIT: 1

A) Internal Trade

- i) Wholesale Trade
- ii) Retail Trade
- iii) Itinerant retailers and fixed shops, Departmental stores, super market, chain store.

B) forms of Business organization

- i) Sole Proprietorship
- ii) Joint Hindu Family
- iii) Co-operative societies
- iv) Company

UNIT – 2

CREDIT: 1

A) Marketing

- i) Meaning, Functions, Role

- ii) Marketing Mix
- iii) Physical distribution
- iv) Price
- v) Promotion

B) Nature and significance of Management

- i) Management- concept, objectives, importance
- ii) Nature of management
- iii) Levels of management
- iv) Principles of Management
- v) Functions of Management

UNIT – 3- Introduction and background of Commerce subject

CREDIT: 1

- i) Commerce concept, meaning, nature and scope.
- ii) Commerce subject structure.
- iii) Importance of commerce in daily life
- iv) Objectives of commerce education
- v) Correlation of commerce with other subject.

UNIT- 4 – Pedagogical Approaches and Learning Resources

CREDIT: 1

- i) Lecture method
- ii) Inductive, deductive method
- iii) Project method
- iv) Problem solving method
- v) Question Answer technique
- vi) Field Visit
- vii) Qualities of good commerce teacher
- viii) Concept, need, importance and types of learning resources

Mode of Transaction

1. Lectures
2. Discussions
3. Seminars
4. PPT/ Poster Presentation
5. Project
6. Field Visit

Practical Work

1. Text Book analysis of any one standard
2. Content analysis of any unit of commerce.
3. An interview of whole seller/ retail seller
4. Visit to a mall and report writing

References

1. Organization of commerce and management- XI std Text Book
2. Organization of Commerce and management – XII std Text Book
3. आशययुक्तअध्यापनपद्धति- डॉ. अनंतजोशी
4. वाणिज्यअध्यापनपद्धति- प्रा. गाजरे, नानकर.
5. Teaching of Commerce- Lulla
6. Teaching of Commerce- Seem Rao
7. Teaching of Commerce- Dr. R.P. Singh.

**BED-205-20-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

Psychology

Objectives: To enable the student teacher to-

- familiarize with the definition and branches of psychology.
- understand the nature, scope and importance of the subject.
- state the objectives of the subject.
- explain and use different approaches methods and techniques of teaching-learning of the subject.
- explain and understand the structure of subject.
- explain the concept and types of curriculum and syllabus.
- explain importance and use of core elements values and life skills.
- analyze the text book and content.
- analyze the various resources in the teaching- learning of the subject.
- understand the qualities of a good teacher
- to analyze and evaluate the new trends of current issues in subject.

Unit 1: Introduction To Psychology

Credit 1

(A)

1.1 Definitions of Psychology - Wundt, Watson, Morgan and King, Feldman.

1.2 Branches of Psychology:

- **Cognitive Psychology**
- **Biological Psychology**
- **Developmental Psychology**
- **Social Psychology**
- **Environmental Psychology**
- **Health Psychology**
- **Clinical and Counselling Psychology**
- **Organizational Psychology**

- **Educational Psychology**

1.3 Recent Perspectives of Psychology - Behaviouristic Perspective, Psychoanalytic Perspective, Biological Perspective, Humanistic Perspective.

Unit 1: Introduction To Psychology

(B)

1.4 Important Methods of Data Collection:

- **Observational method**
- **Experimental method**
- **Correlational method**
- **Survey method**
- **Psychological Testing**
- **Case Study and**
- **Project method**

Unit 2: Cognitive Psychology:

Credit 1

(A)

2.1 Attention and Perception – meaning, differences between attention and perception, principles of perception, illusion.

2.2 Memory and Forgetting – meaning, types of memory, factors affecting memory and forgetting.

Unit 2: Cognitive Psychology:(B)

2.3 Motivation – Nature, types, Maslow’s hierarchy of needs

2.4 Attitude – Definition and Attitude formation

2.5 Stress Management – Nature of stress and stress management techniques

2.6 Psychological Disorders and Therapies – Concept and classification of psychological disorders, types of therapies.

Pedagogy Of School Subject: Psychology
Unit 3:- Nature Of The Subject Psychology

Credit 1

(A)

3.1 Nature and scope of the Subject Psychology

3.2 Place of the Subject Psychology in the Higher secondary school curriculum

3.3 Objectives of teaching the subject psychology at the Higher secondary school level

3.4 Relation of the Subject Psychology with Natural Sciences (biological and development, Medical Science) and with Social Sciences (Philosophy, Economics, Political Science, Sociology, Mass communication, Law and Criminology) and other disciplines (Architecture, Engineering, Computer Science, Arts and Fine Arts).

3.5 Relation of the Subject Psychology with Education

3.6 Lecture cum discussion method

3.7 Seminar method

3.8 Experimental method

3.9 Observation method

3.10 Case study method

Unit 4:- Analysis Of The Subject Psychology
(A)

Credit 1

4.1 Structure of the Subject Psychology

4.2 Curriculum and syllabus (Concept and types).

4.3 Core elements, values and life skills.

4.4 Analysis of the Text book/ Reference Book.

4.5 Content analysis.

B):- Learning Resources For The Subject Psychology

4.6 Concept, need and importance of learning resources

4.7 Psychology laboratory

a) Importance of the laboratory in learning of the Subject Psychology

b) Planning, organizing and maintaining a laboratory of Psychology

4.8 Psychology tests and inventories – Importance and Types

4.9 Technology based learning resources.

4.10 Teacher of the Subject Psychology – Qualities and role

Mode Of Transaction

- ◆ Lecture
- ◆ Discussion
- ◆ Seminar
- ◆ Experimental Method/Experiments
- ◆ Poster presentation

Practical Work:- (Any Two Of The Following)

Experiment (any 2)

- ◆ Case study (any 1))
- ◆ Interview of counselor/ psychologist/ experienced teacher of psychology (any 1)
- ◆ Administration of a test (any 1))
- ◆ Visit to a psychology lab and writing a report
- ◆ Textbook analysis

Reference:

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- Breakwell G., Hammond S, Fife-Schaw, C. (1995). *Research Methods in Psychology*. London: SAGE Publication.
- Bhatia, H. R. (2000). *A textbook of Educational Psychology*. India: Macmillan India Limited.
- Dandapani, S. (2002). *A Textbook of Advanced Educational Psychology*. India: Amol Publications Private Ltd.
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- Mohan, J. (1993). *Educational Psychology*. New Delhi: Wiley Eastern Limited.
- Report of UGC review committee (2003). *Psychology in the Indian University*
- *Maharashtra State Board of Secondary and Higher Secondary Education:*

Syllabi for std. XI and XII.

- **Mangal, S.K. & Mangal, U. (2010). *Learner, Learning and Cognition*. India, Ludhiana: Tandon Publications.**
- Mangal, S.K. (2005). *Advanced Educational Psychology*. (2nd ed.). New Delhi, India: Prentice Hall of India Private Limited.
- **Nayak, A.K. & Rao, V.K. (2008). *Educational Psychology*. India: APH Publishing Corporation. New Delhi.**

- Websites:
- <http://www.examsadda.in/2015/01/free-download-ncert-text-books-class-12-science.html>
- http://ncertbooks.prashanthellina.com/class_11.Psychology.IntroductiontoPsychology/index.html
- http://ncertbooks.prashanthellina.com/class_12.Psychology.Psychology/index.html
- http://ncertbooks.prashanthellina.com/class_12.Psychology.Manovigyan/index.html

- References:
- **Manasshastra (General Psychology Marathi): Varte Nache Sashtra (THE SCIENCE OF BEHAVIOUR) -by Dr. Shobhana Abhyankar, Dr. Amruta Oke and Dr. Sheela Golwilkar**

**BED-205-21-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

Philosophy

Objective

1. To understand the nature of philosophy
2. To explain the various theories of Philosophy
3. To comprehend the nature of knowledge.
4. To know the western and Indian sources of knowledge.
5. To understand the basic concept of philosophy.
6. To know the objectives of philosophy teaching at Higher Secondary Level.
7. To understand various teaching learning sources of Philosophy.
8. To enlighten qualities of Philosophy.

UNIT-1- Nature of Philosophy

CREDIT:1

- 1.1) Meaning, Definition and nature of Philosophy.
- 1.2) Branches of philosophy- Metaphysics, Epistemology, Ethics, Logic, Aesthetics.
- 1.3) Moral philosophy- Nature, scope, conduct and characteristic.
- 1.4) Moral Concepts- Right, Good, Duty, Virtue, Concept of Self, The concept of God.
- 1.5) Environmental Ethics, Applied Ethics.

UNIT-2- Nature of Knowledge & Theories

CREDIT:1

- 2.1) Concept of knowledge-origin of knowledge, types of knowledge, sources of knowledge.
- 2.2) Western-Rationalism, Empiricism, Perception, Intuition, Inference, Testimony
Indian- Nyaya Darshan, Pratyakshya Anumana
- 2.3) Theories of Punishment- Concept of Punishment, Natural and Moral Pre-suppositions and purposes of punishment- Deterrent, Retributive, Reformative.

2.4) Theories of Truth

- Sentence and proposition
- The Correspondence Theory of truth.
- The Coherence Theory of Truth.
- The Pragmatic Theory of Truth.

UNIT: 3

CREDIT: 1

- 3.1.Nature and scope of Philosophy.
 - 3.2. Place of Philosophy in Higher Secondary School Curriculum
 - 3.3.Objectives of teaching Philosophy in Higher Secondary School Curriculum.
 - 3.4. Relation of Philosophy with other subjects.
 - 3.5. Relation of Philosophy with Education.
 - 3.6. Methods of teaching Philosophy
- Lecture
 - Seminar
 - Discussion
 - Library Method

UNIT: 4

CREDIT: 1

- 4.1. Structure of Philosophy.
- 4.2. Curriculum and syllabus of philosophy.
- 4.3 Core element and values in Philosophy.
- 4.4. Content Analysis

Practical Work (Any One)

1. Study of a philosophical branch.
2. Analysis of any one text book of philosophy at Higher Secondary Level.

3. Comparison of Philosophy with special reference to
-metaphysics, knowledge, values and other features.

**BED-205-22-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

SOCIOLOGY

Objective:

1. To introduce the student teacher about meaning, nature, scope of sociology.
2. To make students aware of basic concepts of sociology and social system in India.
3. To understand concept of social stratification, social change, socialization.
4. To introduce different stages of formation of Indian Society.
5. To make student teacher aware of social problems in India.
6. To understand various learning resources of sociology.
7. To know the different teaching methodologies of sociology.
8. To understand the role and responsibilities of good sociology teacher.

UNIT: 1- Nature of Sociology

CREDIT:1

- 1.1) Introduction to sociology- Meaning, definition and nature, structure of sociology.
- 1.2) Scope and uses of sociology.
- 1.3) Place of sociology at Higher Secondary Level
- 1.4) Objectives of Teaching sociology at Higher Secondary Level

UNIT: 2-A) - Basic concepts, social system, social process and social change

CREDIT:1

- 2.1) Concept, society, social group, community , association, social stratification.
- 2.2) Social system, marriage, family and religion.
- 2.3) Social process- socialization, social interaction.
- 2.4) Social change-meaning, factors.

UNIT: 2 B- Introduction to Indian Society and major social problems

CREDIT:1

- 3.1) Formation of Indian Society-Ancient, medieval, British, Post Independence.
- 3.2) Segments of Indian society-Tribal community, Rural community, Urban Community.
- 3.3 Changing nature of Social problems in India.
- 3.4) Major Social problems in India- Population, Women problems, child labour, urbanization, farmers suicide.

UNIT-3- Place, objectives and relation of sociology with other subjects

CREDIT: 1

- 3.1) Place of Sociology in Higher Secondary Curriculum
- 3.2) Objectives of teaching sociology at higher secondary level.
- 3.3) Relation of Sociology with other Social Science Subjects.
- 3.4) Relation between sociology and education.

UNIT: 4- Teaching Methodology of Sociology learning resources and sociology teacher

CREDIT:1

- 4.1) Structure of Sociology
- 4.2. Curriculum and syllabus of sociology.
- 4.3. Core elements, values and life skills in sociology.
- 4.4) Content Analysis in sociology
- 4.5) Teaching Methodology
 - a) Lecture
 - b) Project
 - c) Field Visit
 - d) Survey

4.6) Various Learning Resource

- a) Traditional
- b) Technology Based

4.7) Sources of Data Collection

- a) Observation
- b) Interview
- c) Questionnaire

4.8) Quality of good sociology teacher.

Mode of Transaction

1. Lecture
2. Discussion
3. Power Point Presentation
4. Seminar

Practical

1. To conduct a survey regarding changing nature of any one social institution and prepare a report.
2. to organize an activity to solve any one social problem and prepare a report.
3. To prepare structure of sociology subject.

References

1. Ahuja Ram 1993, Indian Social System, Jaipur, Rawat Publications.
2. Debibnath 2005-contemporary social problems in India, New Delhi, Anmol Prakashan.
3. N.C.E.R.T. Text Books on Sociology
4. Handbook of Indian sociology edited by Veena Das.
5. Social stratification and change in India by Y.Singh.

**BED-205-23-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

POLITICAL SCIENCE

Objectives

1. To introduce to student teacher various concepts from political Science.
2. To explain the political theory and contemporary world politics.
3. To comprehend the constitution of India
4. To understand various social political movements in India.
5. To know the objectives of political science at secondary level.
6. To understand various teaching learning sources of political science.
7. To know the pedagogy of political science.
8. To enlighten qualities of political science teacher.

UNIT-1- Political Theory and Contemporary World Politics

CREDIT : 1

- 1.1) State, Nation, Liberty, Human Rights
- 1.2) Contemporary world politics- Changing World, end of Bipolarization, Emergence of uni-polar system, Multi-polar system.
- 1.3) International Organization- Need, International Organization, Regional Organization.
- 1.4) World Security- Meaning, Importance, factors, endangering world security, Terrorism, violation of Human Rights, Poverty in the World.Arms Race.

UNIT-2- Indian Constitution & Politics in India

CREDIT: 1

- 2.1) Indian Constitution- Characteristics, Fundamental Rights, Directive Principles and Fundamental duties.
- 2.2) Legislature- Parliament- Lok Sabha, Rajyasabha.
State- Vidhansabha, Vidhan Parishad
- 2.3) Executive- Union and State
Judiciary- Supreme court, High Court, sub-ordinate court, Lok Nyayalaya.
- 2.4) Politics in India

-Patterns of Party competition, political and social movements

- New trends in Indian Politics

UNIT: 3 Nature, scope, objectives and relation with other subjects. CREDIT: 1

3.1. Nature and scope of Political Science.

3.2. Place of Political Science in Higher Secondary School Curriculum

3.3.Objectives of teaching Political Science in Higher Secondary School Curriculum.

3.4. Relation of Political Science with other subjects.

3.5. Relation of Political Science with Education.

3.6 Qualities of a political science teacher.

UNIT: 4Pedagogy of Political Science

CREDIT:1

4.1. Structure of Political Science.

4.2 Core element and values in Political Science.

4.3. Content Analysis

4.4. Methods of teaching Political Science.

-Lecture

-Seminar

-Discussion

-Library Method

Practical Work (Any One)

1. Study of a Political Science branch.

2. Analysis of any one text book of Political Science at Higher Secondary Level.

3. Comparison of Democracy and Autocracy with special reference to Education

Mode of Transaction:

Lecture, Seminar, Field visit, Project

**BED-205-24-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

LOGIC

Objectives

1. To understand the nature of Logic.
2. To explain the various basic of Logic.
3. To understand the Traditional Logic and Predicate Logic.
4. To know the objectives of Logic teaching at Higher Secondary Level.
5. To understand various teaching learning sources of logic.
6. To know the pedagogy of logic.
7. To enlighten qualities of logic.

UNIT:1

CREDIT:1

A) Nature of Logic

1.1) Kinds of Inference- Deductive, Inductive, Difference between two types of inferences, Truth and Validity.

1.2) Nature of Propositions

-Modern view, Distinction between proposition and sentence, simple, compound, Truth-Functional and non-truth functional compound propositions.

1.3) Decision Procedure

-Nature, truth-table for stamen forms

-Tautology-contradiction, contingent.

-Testing validity of arguments using truth table methods

-Principle of reduction ad absurdum, shorter truth table method.

1.4 The method of Deduction

-Deductive proof, Direct proof, conditional proof, indirect proof of tautology and arguments.

UNIT: 2 Traditional Logic and Predicate Logic

CREDIT:1

2.1) Traditional- categorical, A.E.I. O.-preposition square of opposition of prepositions.

Representation of A,E,I, O. using Venn diagrams

2.2) Predicate Logic- Need, Types of preposition- singular, general. Symbolization of preposition.

2.3) Definition- Nature, purposes.Kinds-ostensive, Extensive, Bi-verbal, stipulative, Lexical.

2.4) Grounds of Induction- Material, formal.

UNIT:-3 A) Logic as a subject

CREDIT:1

3.1) Place of logic in curriculum

3.2) Objectives of Logic

3.3) Importance of Logic

UNIT: 3-B) Teaching-Learning Methods of Logic

3.1) Lecture Method

3.2) Method of Analysis

3.3) Deductive Method

3.4) Inductive method

3.5) Self learning

UNIT: 4 A) Subject Analysis

CREDIT:1

4.1) Structure of Logic

4.2) Curriculum of Syllabus, Concept, Method of construction of curriculum

-Concentric

-Chronological

- Periodic

UNIT: 4 B) Learning Resources and Subject Teacher

4.1) Concept, need and importance of learning resources

4.2) Types of Learning Resources

a) Traditional

b) Technology

References:

1. Introduction to Logic- Irving M. Copi and Carl Cohen.
2. First course in Logic- K.T. Basantani
3. Second Course in Logic- K.T. Basantani
4. Logic Text- Book (XI and XI Standard)

BED-205-25-Additional Pedagogy Course Understanding disciplines and school subject and pedagogy of School Subject

Physical Education

UNIT-1: Education and Physical Education

CREDIT: 1

- 1.1 Meaning and Concept of General Education
- 1.2 Meaning and definition of, aim, objective and scope of Physical Education.
- 1.3 Physical Education and its relationship with General Education.
- 1.4 Values and Ethics in Physical Education and Sports.

UNIT-2: Historical Foundations of Physical Education & Sports CREDIT: 1

- 2.1 History of Physical Education in India from ancient to modern period-pre Vedic period, epic period, Hindu period, Muslim period, British period.
- 2.2 Trends in physical education in Greece, China, U.S.A., Germany and U.K.
- 2.3 Historical perspectives of the Olympics. Olympic movement- Ancient and Modern Olympic.
- 2.3 Indian Legends: Khashaba Jadhav, Major Dhyanchand, Sachin Tendulkar, P.T. Usha, Milkha Singh, (What makes them different)
- 2.4 Issues, challenges and opportunities in Physical Education and sports
- 2.5 Careers in Physical Education and Sports.
- 2.6 Gender in Physical Education
- 2.7 Role Conflict in Physical Education and Sports.

UNIT-3: Analysis of Subject Physical Education

- 3.1. Structure of Physical Education
- 3.2. Curriculum and Syllabus of Physical Education

3.3 Core elements, values and life skills in Physical Education.

3.4 Content Analysis.

UNIT-4 Learning & Teaching of Physical Education

4.1 Concept, need and importance of learning resources in physical education.

4.2 Types of learning resources in Physical Education.

4.3 Methods of teaching Physical Education

a) Lecture

b) Demonstration

c) Seminar

d) Experimental method

e) Project method

4.4 Place & importance of play ground activities in Physical Education.

4.5 Qualities of Physical Education teacher.

References

1. Bucher, C.A., (2010). Foundation of Physical Education (16th ed) New Delhi, :
Tata McGraw-Hill.

2. Barrow, H.M. (1983). Man and Movement: Principles and Physical Education.
Phi. Lea and Febiger

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Sp. Education Tehno.

5. William, J.E. (1964). Principles of Physical Education, .Com. Philadelphia: W.B.
Sounders.

6. Kretchmar, R.S. (1994). Practical Philosophy of Sport. IL: Human Kinetics.
7. Shekhar, K.C. (2004). Principles and History of P.E. Delhi: Khel Sahitya Kendra.
8. Young, D.C. (2004) A brief History of Olympic Games. UK: Blackwell Publishing
9. Frank, A.M. (2003). Sports & Education. CA: ABC-CLIO.
10. Susan Capel, Susan Piotrowski. (2000) Issues in Physical Education. London: Routledge.

**BED-205-26-Additional Pedagogy Course Understanding disciplines and
school subject and pedagogy of School Subject**

Yoga Education

Objectives:

1. To provide information about yoga education
- 2.. To make them aware about healthy habits and hygiene (food, personal and group).
3. To help children know correct postural habits of basic movements so as to avoid postural defects and physical deformities.
4. To understand the historical and philosophical basis of Yoga.
5. To understand the therapeutic aspects of Yoga.

UNIT:1 Foundations of Yoga

CREDIT: 1

A. Introduction to yoga,

- Introduction to Yoga. Meaning, Definition and Characteristics
- History of YogaThe relevance of Yoga today
- Need and Importance of Yoga
- Benefits of yoga, Misconceptions of yoga,Difference between yogicpractices

B. Yoga Philosophy

- **Four Steps of Life** :Brahmacharya(Renunciation),Garahastha (Family Life)
Vanaprasthya (Non-attachment), Sanyas (Asceticism)

C. The Astanga Yoga: Yama - Don'ts, Niyama - Do's, Asana, Pranayama - Breath Control - Life Force Control, Pratyahara - Internalization, Dharana - Meditation, Dhyana – Realization and Samadhi - Absorption

D. Yoga in the Bhagavadgita/Schools of yoga - / Eight kinds of Yoga:

- 1.Karma Yoga - Work or Action, 2.Hatha Yoga – Physical 3.Raja Yoga- Mental,
- 4.Vedanta Yoga – Philosophical 5.Bhakti Yoga – Devotional, 6.Mantra Yoga -
Mantra Chanting 7.Laya Yoga – Esoteric, 8.Jnana Yoga – Wisdom

UNIT:2- Introduction to Asanas , Pranayama ,Meditation, Mudra, Shatkarma /kriya,bhandha **CREDIT: 1**

A. Introduction to Asana , Pranayama ,Meditation,

Introduction to Asanas :Yoga and the Spine, Understanding the following asanas , Standing poses,Sitting Poses, Kneeling Poses, Supine Poses, Prone Poses and Arm Support PosesSurya Namaskar& Chandra Namaskar (Sun sequence)

Pranayama: Breathing techniques:Aspects of Pranayama, The Pranickoshas(anamaya, manomaya, Pranamaya, Vijnanamaya, anandmayaKoshas),Breath health and Pranayama, general Considerations (Contraindications,time, diet, Place, Breathing sequence, Side effects) NadiShodhana -AnulomaViloma (alternate nostril breathing), Ujjayi, Sheetali, Sheetkari

,Bhramari,Bhastrika, Kapalabhati (lung cleansing exercise), Moorchha, SuryaBheda,

Major Nadis: Ida,Pingala and sushumna

Meditation: Pratyahar, dharna, dhyana, Samadhi & Relaxation techniques

B. Introduction to Mudra, Shatkarma /kriya,bhandha

Five Groups of Yoga Mudra : Hasta :(hand) Jnana&Chin,Yoni,Bhairava,Haridya,

Mana: (head)

hambhavi,Naskagradrushti,khechari,kaki,Bhujangini,Akashi,Shanukhi,Unmani,

Kaya: (postural) Vipareetakarni,Pashinee,prana,yoga,Manduki,Tadagi,

Adhara :(perineal) Ashwini,Vajroli/sahajoli

Shatkarma /Kriya:Neti, dhauti, Nauli,basti,Kapalbhati,Trataka

Bandha: Jalandhara (throat lock), Moola (perineum contraction),Uddiyana (abdominal contraction)

UNIT: 3- Yoga Therapy : **CREDIT: 1**

3.1 Need and Principles of Therapeutic yoga: Preventive yoga Practice principles,Alignment, Contraction versus Stretching of Muscles, Yoga Therapy of asanafor chronic and acute diseases and disorders

3.2 Yogic concept of Lifestyle diseases: The Five Kosha / Dimensions :Annamaya, anomaya, Pranamaya, Vigyanmaya, Anandmayakosha

3.3 Mind Management :Power of mind, Self discipline, Hatha Yoga and physical harmony, Raja Yoga and mental harmony

3.4 Mantra :Mantrasadhana, Vibrations and personality, Tuning the total personality with mantras

UNIT: 4

CREDIT: 1

4.1 Place of yoga in Secondary Education

4.2 Content Analysis of yoga

4.3 Relation of Yoga with education and other subjects.

4.4 Teaching methods for Yoga

- a) Lecture
- b) Group Discussion
- c) Experiment
- d) Discussion

References

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**BED-205-28-Additional Pedagogy Course Understanding disciplines and
school subject and pedagogy of School Subject**

VALUE EDUCATION

Objectives:

1. To understand the meaning and nature of Value Education.
2. To explain various types of values and social evils.
3. To understand the nature, scope objectives and methods of value education.
4. To develop the structure of value education.

UNIT: 1 Value Education as a subject

CREDIT: 1

A) Meaning and nature of values, Value Education- its purpose and significance in the present world, Value System, the role of culture and civilization, Holistic living.

B) Salient values for life- Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality- Time, Task and resource management- Problem solving and decision making skills- Interpersonal and Intra personal relationship- Team work- Positive and creative thinking.

UNIT:2 Types of Values and Social Evils

CREDIT:1

A) Types of Values-Personal, Social and National Values, Value Crisis.

B) Study of Indian Values with special reference to Indian Constitution.

C) Social Evils- Corruption, Cyber Crime, Terrorism,- Alcoholism, Drug Addiction- Dowry- Domestic violence- untouchability- female infanticide- atrocities against women- Role of Values through Education to face above problems.

UNIT: 3 Nature, Place, objectives and methods of value education CREDIT:1

- 3.1. Nature and scope of Values.
- 3.2. Place of Values in School Curriculum.
- 3.3. Objectives of teaching Values in School Curriculum.
- 3.4. Relation of Values with education.
- 3.5. Methods of teaching Values.

-Lecture

-Seminar

-Discussion

-Library Method

UNIT: 4 Value Education- Structure, curriculum and content analysis CREDIT:1

- 4.1. Structure of Values.
- 4.2. Curriculum and syllabus of Values.
- 4.3 Core element and values in National Policy of Education.
- 4.4. Content Analysis of Values..



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PRINCIPAL
Dr. Nirmala Tapkeer
(M.A.M.E.d Ph.D) (Edu.)

Year : 2019-2020

Continuous Internal Evaluation (CIE) Committee

Bhartiya Gyanvardhini Sabha's Kantilal Khinwasara B.Ed.College has Continuous Internal Evaluation (CIE) Committee for students . Kantilal Khinwasara B.Ed.College affiliated to Savitribai Phule Pune University and follows syllabus laid down by SPPU.All internal evaluation laid down by SPPU.Following purposes for this committee.


1. To Assess Students performance.
2. To Evaluate students' performance in accordance with the course objectives
3. To give reimbursement to students.

Name of the Members	Designation	Role
Dr.Nirmala Tapkeer	Principal	Chairperson
Mrs.Mrunalini Patil	IQAC - Coordinator	Member
Mrs.Surekha Rajwant	Exam Coordinator	C.E.O
Mrs. Neeta Puri	Teacher Representative	Member
Mrs.Jyoti Davkhar	Teacher Representative	Member
Mrs. Varsha Lambate	Teacher Representative	Member
Mrs.Pratibha Shewate	Teacher Representative	Member

Duties & Responsibilities of Continuous Internal Evaluation Committee:

1. Encourage students to progress continuously through understanding of the course.
2. Allows teachers to evaluate the performance of their students in accordance with the course objectives.




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Year : 2023-2024

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Year : 2019-2020

Report of Continuous Internal Evaluation (CIE)

Bhartiya Gyanvardhini Sabha's Kantilal Khinwasara B.Ed.College permanently affiliated to Savitribai Phule Pune University (SPPU) and follows syllabus prescribed by SPPU. The internal evaluation process decided by the university is implemented in the college. As it adopts student-centered learning teaching methods, evaluation is also done with the aim of student progress.

Internal evaluation details & marking systems & time period for all internal courses has mentioned in B.Ed. Syllabus, prescribed by SPPU. B.Ed. Syllabus also available on college website.


Various types of internal evaluation are conducted in the college throughout the year. In whole two year B.Ed. program, various internal activities implemented under various courses. Like Practical's, Seminar Presentations, Projects, Various programs, cultural activities, examinations, educational field visits, various lessons performances & classroom lessons, Internship etc.

Syllabus orientation organized from starting college. All internal work and internal marks explained under syllabus orientation. All internal works or practicals orientation organized in classroom. Before giving any practical, task, activities, programs to students, notices has displayed on notice board. Planning of Internal activities of every course has discussed with students.

After internal evaluation, marks of students in every course have display on notice board and discuss among student-teacher. If any grievances about internal evaluation from students side, resolve from examination committee.

Thus, Continuous Internal Evaluation (CIE) implemented in college.




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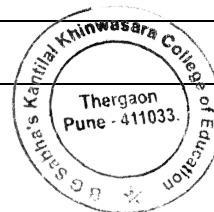
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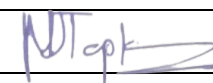
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Kantilal Khinwasara College of Education, Thergaon, Pune. F.Y.B.Ed. All Courses and Activities Chart:

Course No.	Title of the Course	Activities
101	CHILDHOOD AND GROWING UP	Activity No.1 :-Practical : 1) Case study of an adolescent learner Activity No. 2 :-PPT Presentation/ MCQ Activity No. 3 :-Prelim Examination
102	CONTEMPORARY INDIAN EDUCATION, GENDER & SOCIETY	Activity No. 1 :-Practical : Visit to the NGO Activity No. 2 :-PPT Presentation/ MCQ Activity No. 3 :-Prelim Examination
103	103 LEARNING AND TEACHING	Activity No. 1 :-Practical : Develop an Annual Plan and Unit Plan (one school subject). Activity No. 2 :-PPT Presentation/ MCQ Activity No. 3 :-Prelim Examination
104	104 ASSESSMENT AND EVALUATION FOR LEARNING	Activity No. 1 :- Practical : Developing an achievement test with its Blue Print, Answer Key and Marks Distribution. Activity No. 2 :- PPT Presentation / MCQ Activity No. 3 :- Prelim Examinations
105	105Advanced Pedagogy and Application of ICT	Activity No. 1 :-Practical : Review an educational mobile app and write a report. Activity No. 2 :-PPT Presentations / MCQ Activity No. 3 :- Prelim Examinations
106	Marathi	Activity No. 1 :- Practical : कोणत्याही एका साहित्यिकाच्या साहित्यप्रकारावर पोस्टर सादर करा Activity No. 2 :- Prelim Examinations
106	Hindi	Activity No. 1 :- Practical : एक पाठयपुस्तक का विश्लेषण Activity No. 2 :- Prelim Examinations
106	English	Activity No. 1 :- Practical : Project report on any topic related to English Language Activity No. 2 :- Prelim Examinations
106	History	Activity No. 1 :- Write a report any one Government Bodies from following 1.The Municipal Council. Activity No. 2 :- Prelim Examinations
106	Geography	Activity No. 1 :- 1. A visit to geographical place and writing a report. 2. To prepare a technology based program on any geographical concept i.e. presentation, CAI, e-content, video, blog, animation etc. Activity No. 2 :- Prelim Examinations
106	Science	Activity No. 1 :- Textbook Analysis (General Science) Activity No. 2 :- Prelim Examinations




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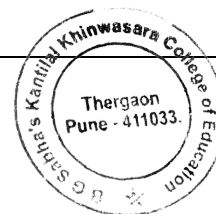



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106	Maths	Activity No. 1 :- Contribution of Indian Mathematicians Activity No. 2 :- Prelim Examinations
106	Economics	Activity No. 1 :- Field visit and report writing. (any cottage or small scale industry) Activity No. 2 :- Prelim Examinations
107	Marathi	Activity No. 1 :- Practical : Textbook Analysis Activity No. 2 :- Prelim Examinations
107	Hindi	Activity No. 1 :- Practical : Textbook Analysis Activity No. 2 :- Prelim Examinations
107	English	Activity No. 1 :- Practical : Textbook Analysis Activity No. 2 :- Prelim Examinations
107	History	Activity No. 1 :- Practical : Textbook Analysis Activity No. 2 :- Prelim Examinations
107	Geography	Activity No. 1 :- Practical : Textbook Analysis Activity No. 2 :- Prelim Examinations
107	Science	Activity No. 1 :- Interview of an experienced Science teacher Activity No. 2 :- Prelim Examinations
107	Maths	Activity No. 1 :- Practical : Textbook Analysis Activity No. 2 :- Prelim Examinations
107	Economics	Activity No. 1 :- Practical : Textbook Analysis Activity No. 2 :- Prelim Examinations
108	108 Teaching Competency I	(a)Micro Teaching (b)Integration Lessons and Simulation Lessons
109	Teaching Competency II (a) Technology based teaching (b) Team teaching (c)Lessons using Models of teaching	(a) Technology based teaching (b) Team teaching (c)Lessons using Models of teaching
110-A	Teaching Competency III	(a)Practice Lessons




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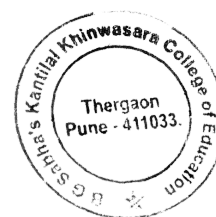



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110-B	Teaching Competency III	(b) Introduction to Internship
111-A	ENHANCING PROFESSIONAL CAPACITIES	A) Critical understanding of ICT – Practical -INTEL
111-B	ENHANCING PROFESSIONAL CAPACITIES	B) Co curricular Activities and social service
112	ENHANCING PROFESSIONAL CAPACITIES	Health and Yoga




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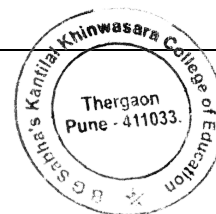
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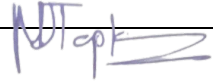
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S.Y.B.Ed. All Courses and Activities Chart:

Course No.	Title of the Course	Activities
201	QUALITY AND MANAGEMENT OF SCHOOL EDUCATION	Activity No.1 :-Practical : 1) Study of School Management, Infrastructural resource in school 2) Organization of an one co-curricular activity in school and prepare a report on its management and problem faced Activity No. 2 :-PPT Presentation/ MCQ Activity No. 3 :-Prelim Examination
202	KNOWLEDGE AND CURRICULUM	Activity No. 1 :-Practical : Comparative study of the curriculum of different boards (SSC, ICSC,CBSE, IB). Activity No. 2 :-PPT Presentation/ MCQ Activity No. 3 :-Prelim Examination
203	SCHOOL AND INCLUSIVE SCHOOL	Activity No. 1 :-Practical : Visit to school/Interview of H. M. regarding policies and practices of the school for developing an inclusive culture Activity No. 2 :-PPT Presentation/ MCQ Activity No. 3 :-Prelim Examination
204	GUIDANCE AND COUNSELLING	Activity No. 1 :- Practical :Interview of a school counselor Activity No. 2 :- PPT Presentation / MCQ Activity No. 3 :- Prelim Examinations
205-01	Marathi	Activity No. 1 :-Practical : माध्यमिक स्तरावरील कोणत्याही एका इयत्तेचे पाठ्यपुस्तकाचे विश्लेषण Activity No. 2 :-PPT Presentations / MCQ Activity No. 3 :- Prelim Examinations
205 -02	Hindi	Activity No. 1 :- Practical : कक्षा नौवी से बारवी तक की किसी एक पाठ्यपुस्तक का विश्लेषण Activity No. 2 :- PPT Presentations / MCQ Activity No. 3 :- Prelim Examinations
205-03	English	Activity No. 1 :- Practical : Prepare tree diagram / web diagram/ pie-charts based on any five units/lessons Activity No. 2 :- PPT Presentations / MCQ Activity No. 3 :- Prelim Examinations
205-06	History	Activity No. 1 :- Practical : 1. Write a report on any one Historical Place 2. Write a report on one Indian Culture and its life style. Activity No. 2 :- PPT Presentations / MCQ Activity No. 3 :- Prelim Examinations




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Bharatiya Gyanvardhini Sabha's Kantilal Khinwasara B.Ed. College

Laxman Nagar, Thergaon Pune- 411033.

NCTE Code No. : APW00791/123125

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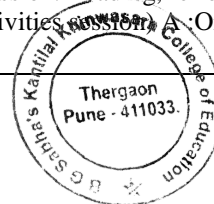


PRESIDENT
Shri. S.S. Tiwari
(M.Sc DCM)

Ph. No.: 020-27276785 Email.: kkbepune@gmail.com
Website : www.kkbepune.org.in

PRINCIPAL
Dr. Nirmala Tapkeer
(M.A.M.E.d Ph.D) (Edu.)

205-7	Geography	Activity No. 1 :- Practical: Content Analysis of any one Unit. Activity No. 2 :- PPT Presentations / MCQ Activity No. 3 :- Prelim Examinations
205-11	ICT	Activity No. 1 :- Practical: Prepare a Multimedia Presentation on ICT unit Activity No. 2 :- PPT Presentations / MCQ Activity No. 3 :- Prelim Examinations
205-15	Physics	Activity No. 1 :- Practical: Analysis of Physics Text Book (XI/XII thStd.) Activity No. 2 :- PPT Presentations / MCQ Activity No. 3 :- Prelim Examinations
205-16	Chemistry	Activity No. 1 :- Practical: Analysis of Chemistry Text Book (XI/XIIth Std.) Activity No. 2 :- PPT Presentations / MCQ Activity No. 3 :- Prelim Examinations
205-17	Biology	Activity No. 1 :- Practical: Analysis of Biology Text Book (XI/XII thStd.) Activity No. 2 :- PPT Presentations / MCQ Activity No. 3 :- Prelim Examinations
205-19	Commerce	Activity No. 1 :- Practical: Visit to a mall and report writing Activity No. 2 :- PPT Presentations / MCQ Activity No. 3 :- Prelim Examinations
206	Teaching Competencies IV: Practice Lesson	Each student teacher will conduct six classroom lesson as far as possible equally distributed in the three subjects selected under course BED 107 and course BED 205. These lessons shall be engaged preferably at upper primary, secondary and higher secondary level.
207	Teaching Competencies IV: Internship	In the internship the student teacher will complete the following activities (a) Conduct Lessons (6 lessons) (b) Plan of evaluation (c) Study of the records maintained by the school (d) Organization of co-curricular/extracurricular activities: (e) Observation of peers: (f) Other School Activities/Programs:
208	Reading and reflecting on texts	Report of the orientation session as well as the activities session. Reading, reflecting and reproducing in writing any one text. (This is to be done individually on text other than the one used in the activities session). A : Orientation and Activities B : Reporting



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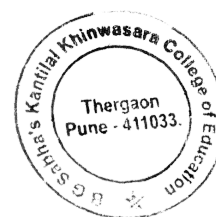



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PRINCIPAL
Dr. Nirmala Tapkeer
(M.A.M.E.d Ph.D) (Edu.)

209	Understanding of self	Practical 1: Report of the orientation sessions Practical 2:: Report of the activities sessions
210	Basics of Research	In the course student teacher will do the research and write the report Practical: Prepare the research proposal; conduct a research then write a report..
211	Drama and Art in Education	Activity 1 Script writing Activity 2 Visit to an art gallery or Activity Artist Interview
212	Entrepreneurship Development	Activity 1 Development of a product Activity 2 Write an essay on Entrepreneurship




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YEAR PLAN 2019- 2020 (Second Year)

Month	Practice Lesson	Internship	Reading & Reflecting	Understanding of Self	Intro. To Research	Drama&Art Education	Entrepreneurship	Internal Exam.	Practical work	IQAC	Cont.Education & BSM(SPPU)	Seminar/ Workshop
July	206 11 to 31	207 last week Orientation	208	209	210 3 - Orientation	211		212	201-205 Orientation			
Aug.		1 To 31								QCI-Prof. Puri Prof.Shinde		
Sep.		1 To 30			9-Proposal Presentation					Dr.Tapkeer N. Prof. Puri Prof.Patil		
Oct.			Orientation							Prof.Lambate		
Nov.	last week	1 to 30		Orientation		Orientation		Orientation	Orientation	Prof.Rajwant		
Dec.		1 To 31				Visit & Interview				Dr.Tapkeer D. Mr.K. Rajput,	Last Week	
Jan.												
Feb.							1 TO 31 1 To 28		MCQ Prelim.Exam.			
March	File Subm.	File Subm.	File Submission	File Submission	Presentation & File Submission	File Submission	File Submission	File Submission	Prelim.Exam. File Submission			
April												
May												

FINAL EXAMINATION
FINAL EXAMINATION



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Second Year Plan (2020-2021)

Month	Practice Lesson(206)	Internship 207	Reading& Reflecting(208)	Understanding of Self(209)	Intro.To Research(210)	Drama&Art Education(211)	Entrepreneur-ship(212)	Practical work (201 -205)	Int. Exam	IQAC	cont.Education & BSM (SPPU)	Seminar Workshop
June										FDP 1 to 5		
July												
Aug.	4th week Orientation	4th week Orientation	Last week Orientation	2nd week Orientation	Last week orientation			1st week orientation				
Sep.	21 to 30 lesson						1 st week orientation					
Oct.		Internship								4th oct Dr. Deo, 11 th oct Dr. Tapkeer	NIL	NIL
Nov.	1st week				Proposal Orientation	1st week Orientation						
Dec.		Internship										
Jan.	2nd & 3rd week	Internship										
Feb.		Internship										
March			Presentation		Report Presentation		Presentation		1st week, 3rd week			
April	Submission & Exam											
May	Exam											



Kantilal Khinwasara B.Ed. College Thergaon
YEAR PLAN 2021-2022 (First Year)

month	Teaching Competency 1&2	Practice Lesson	Internship	IQAC	Internal Exam.	Practical Work P101 To P107	Co-Curricular Activity	Social Service	Health & Yoga/ Sports	Intel	Cont. Education & BSM(SPPU)
Jan.							Savitribai Phule Jayanti, Swami Vivekanand Jayanti				
Feb.				Science Day, Counselling Session			Marathi Day & science day				
March	Micro Lesson			Women' day			Women's Day		Every saturday		
April	Simulation Lesson, TBL.T.& Model Lesson					Orientation	Dr. Ambedkar Jayanti		Every Saturday		
May	TBL.T.& Model Lesson					Orientation	Maharashtra Day		Every saturday	4 th week	
June	File submission	1st week orientation, 2nd & 3 rd week	orientation				Environment Day	orientation	Every saturday		Last week
July		1 st week	Full Month				Gurupournima	Full Month	Every Saturday		
Aug		File sub.	File submission		MCQ- 1st week, Prelim exam	Submission	Independence Day		Sports & game's		Twice in week
Sep	Moderation committee & Final Exam.										



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Month	1 Theory Course- 201 - 205	2 Practical 206	3 Internship 207	4 Reading & Reflecting (208)	5 Understanding of Self (209)	6 Introduction To Research (210)	7 Drama & Art Education (211)	8 Entrepreneur- ship (212)	9 Practical work (201 -205)	10 Int. Exam	11 IQAC	12 SPPU Activity	13 Seminar Workshop	14 Visit & Trip
Oct.	201 - 203 -Unit -1 204 - 205 - Unit - 1	22 To 30	16 -Orientation											Visit will be according to course
Nov	201 - 203 -Unit -2 201 - 203 -Unit -2		3rd & 4th Week											
Dec.	201 - 205-PPT Present. Of all Units		1st , 2nd & 3rd Week	21-Orientation of Whole Syllabus	23-Orientation Whole Syllabus	22-Orientation Whole Syllabus	24-Orientation Whole Syllabus	24-Orientation Whole Syllabus	1st week orientation	20- Orientation PPT -Presentation				
Jan.			Whole Month	Guidance Personality	Self Concept Personality	Research Proposal	Guidance	Guidance Of	Guidance	10 To 27		Prof.Rajwant - Balbharati Project		
Feb.			Whole Month	Activity-1- Report of Orientation & Activity	Life Skills Film & Video	Guidance Of Research Process	Guidance Of Visit To An Art Gallary	Development of Product	Guidance			Mrs. Jaya Chetwani - Guidance & Councelling Session	NIL	NIL
March			Whole Month	Reading, Reflecting & Reproducing In Writing any text	Resume , Bio- Data , C.V.	Guidance Of Research Implimentation	Guidance Of Sript Writing	write an essay on Entrepren- neurship	Guidance	Prelum		Dr.Nirmala Tapkeer NEP Workshop - Lonavala		
April	201 - 203 -Revision 204 - 205 -Revision					Report Presentation				6 To 10				
May	201 - 205 -Revision			File Submission	File Submission	File Submission	File Submission	File Submission	File Submission					
June	EXAMINATION													



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Kantilal Khinwasara B.Ed. College Thergaon Pune-33 F.Y.BEd YEAR PLAN

A/Y 2022-23

Month	Theory 101 to 107	Course 108 & 109	110 A+ B P.L Internship	Social Service & intel	Health & Yoga	Practicals 101 to 107	Co-Curriculum Activities	I.Q.A.C	Internal Exam	Seminar Workshop	Edu.Trip & Visit
November	Course-101 to 107 First Unit (As Per time table)							Lecture by Prof Davkhar			
December	Course-101 to 107 First Unit Continues (As Per time table)				31 st Dec Orientation	Course-101 to 107 Practical Orientation	Cultural Programme (Maths Day New year Celebration)	Lecture by Prof Patil			
January	101 to 107 Second unit (As Per time table)	Microteaching (108 Dec 31 Jan)		Intel orientation	Health & Yoga Activities lectures	101 to 107 practical orientation	Cultural Programme Geog day & republic day	Lecture by Dr Tapkeer (BOE)		Jaykar lecture series 28 th Jan	
February	101 to 107 Third & fourth unit (As per time table)	Course -109 First week	Practice Lessons 2 nd , 3 rd week	Intel practical	Health & Yoga Activities lectures		Cultural Programme Shivaji Jayanti Science & Marathi Day.	Lecture by Prof			Educational Visit And Educational Trip
March			Internship first to 31 st March	Social Service				Lecture by Prof Rajwant			
April	101 to 107 Revision			2 nd week intel Practical			Cultural Programme Dr Ambedkar Jayanti	Lecture by Prof Lambate	Exam 4 th April 8 th April MCQ		
May							1 st May Maharashtra Day	Lecture by Prof Chaturvedi			
June							Cultural Activity Environment & Yoga Day		Prelims & Re-Exam		
August									Final univ exam		

INCHARGE PROF

B.
Prof. Patil



NT Patil
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Thergaon, Pune-411033

PRINCIPLE

S.T.B.

Principal P.D.

Kantilal Khinwasara B.Ed College Thergaon

second year year Plan

2022/23

SR NO	MONTH	Theory LECTURE	COURSE 201 TO 205 PRACTICAL	206 P.L	207 INTERNSHIP PRACTICAL	208 READING & REFLECTING	209 UNDERSTANDING OF SELF	210 Basic of Research	211 Drama & Art Edu	212 Entrepreneur Development	Internal Exam	I Q A C	Continuous Edu. & BSM (SPPU)	Seminar & Workshop	Education Trip or Visit
1	September	201 TO 205 As per timetable	B.Ed. Course Orientation			Syllabus Orientation		Orientation Lecture						Workshop	
2	October	201 TO 205 As per timetable	201 -orientation Practical 15/10/22 202-Practical Orientation 15/10/22 Maths,Bio,ICT,Eng.Geo.Com m. 205- Hindi-chem P.Orientation 8/10/22 205- His-Practical orientation 11/10/22 204- Practical Orientation 15/10/2022 205 - Physics 14/10/22	Practice Lesson Orientation 08/10/2022		Activity Presentation		Lecture 01/10/2022 to 15/10/22 Lecture 31/10/22	14 & 15/10/22 Lecture and Orientation Lecture			Dr. Tapkeer Sub-outcome based education Learning	Research Proposal		
3	November	201 TO 205 As per timetable	203-26 Nov- Practical Orientation	21 Nov to 26 Nov2022	Internship programme Orientation 16/11/2022		Orientation Lecture & Activity 4/11/12 to 19/11/22	Lecture 1/11/22 to 9/11/22 Proposal Presentation Lecture 28,29,30	Lecture & Activity , Report writing.	19 Nov - Orientation		Prof. Patil (English is The window to the World) Education.	Workshop		
4	December	201 TO 205 As per timetable			01 Dec - 2022 to 21 Dec 2022 1 Dec to 21 Dec 2022 start						MCQ Activity	Prof. Davkhar (Education for national integration Prof. Puri Application in multi Media	Research Report	Educational Trip	
5	January				1 st Jan 2022 to Restart					Activity Presentation 3 rd week		Prof. Lambate How to use statistics in research	Seminar		
6	February				Internship Programme							Prof. Rajwant Data collection Tools			
7	March				31 st march 2022 end of internship Prog.						Prelim Exam & Re-Exam	Prof Chaturvedi Methods of research			
8	April	201 TO 205 As per timetable						2 week Research report presentation							
9	May	Submission Revision													

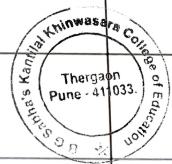


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Annual Plan A/Y 2023.2024

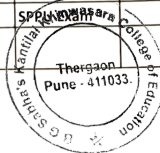
B.Ed.2nd Year

S.N.	Month	201 to 205 Theory	201 to 205 Practical	206 Practice Lesson	207 Internal	208	209	210	211	212	Internal Exam	IQAC	Seminar Work Shop
1	SEPTEMBER	Course 201 to 205 First Unit As per Time Table	201,202 203&204 Practical Orientation	Practice Lesson Orientation on 6/9/2023		Practical Orientation on 11/09/23 208 Course Work					8/9/2023 Orientation Course Work	Finance Literacy by Principal Mam Lecture	
2	October-23	Course 201to 205 Unit-3 As per Time Table	203-Practical Orientation 21/10/2023	9/10/2023 to 17/10/2023 Practice Lesson			14th October Orientation of Course	25th October Orientation of Course					
3	November-23	Course-201 to 205 Unit-3 As per Time Table			20 th Nov. Internship Starting	208 Course Work	16 th to 23 rd Course Work	Course Work 25 th 31 st		7/30/1900 Course Work		Naac Workshop Lecture by Prof.Puri	
4	Dcember-23				Internship					Course Work 10 th 17 th	27th to 31st MCQ		
5	Jan-24				Internship								
6	Feb.2024				Internship								1st Week Seminar NEP
7	Mar-24				Ending 23rd March					Course Work			
8	Apr-24	Revision	Practjcal Submission								3rd to 7 th April Prelims		
9	May-24	Revision	Practical Submission										
										6th Jun University			



B.G.Sabha's
Kantilal Khinwasara B.Ed. College Thergaon, Pune -33
YEAR PLAN 2018-2019 (First Year)

Month	Teaching Competency 1&2	Practice Lesson	Internship	IQAC	Internal Exam	Practical Work P 101 - P 107	Co-Curricular Activity	Social Service	Health & Yoga/ Sports	Intel	Cont.Education &BSM (SPPU)	Seminar/ Workshop
July												
Aug.												
Sep.							25th -Induction Programme , 26 th -Syllabus Orientation By Prof.NKP 30 th -111 B CCA -by Prof.SC					
Oct.	Teaching Competency 1 7th -orientation By Prof.JRD, 7th -Introduction skill By Prof.RSP,14 th B.B.Writing Skill By Prof.NKP, 23 rd -stimulus variation By Prof.SVR,28 th Questioning Skill By Prof.JRD			27 th Lecture on Health And Yoga By Prakash Saste		Course 102 And 103 Practical Orientation By Prof.JRD and Prof.SVR	Celebration of Gandhi Jayanti And Swachta Abhiyan, 14 th Reading Inspiration day Celebration 29 th Bhondala Celebration		7 th - Orientation of 112 By Prof.JRD 14		26 th To 28 th Dr.Babasaheb Jayakar Vyakhyanmala	
Nov.	4 th Explanation Skill By Prof.SC 22 nd Narretion by Prof.SC and Demonstration By VVL			4th Lecture on On Physical And Mental Health by Prof.NKP			8 th -Diwali Celebration		4th Lecture on On Physical And Mental Health by Prof.NKP			
Dec.	2 nd -Orientation of Integrated Lesson by Prof.JRD and Demo by Prof.MSP and SC 16 th Orientation of Simulation Lesson by Prof.JRD and Demo by Prof.SVR,VVL,NKP			17 th Guest Lecture Series On NEP-2020 30 th NGO Visit and Vachan Dindi			Crismas Celebration		9 th Lecture on Suryanamskar by Prof.SC 23 rd Lecture on Yoga by Prof.MSP		17 th Guest Lecture Series On NEP-2020	
Jan.	Teaching Competency -2 2nd - Orientation by Prof.VVL and Demo lessons by Prof.NKP 9 th Demo lesson by Prof.SVR and SC 13 rd Demo lesson by VVL,JRD,MSP,NKP,SVR	6 th - Orientation by SC 23 rd to 25th and 29th to 31 st P.L	27 th Orientation by Prof.MSP	6th -Lecture on Teaching Aid Making Workshop by Shri.Yashwant Nikam And Monoact on ' Mi Sau Boltey 'by Pradnya Gawali		13 th - 101,104,105 Practical Orientation 19 th -106 Practical Orientation 20 th -107 Practical Orientation	Makar Sankrant,Geography Day Celebration	6 th - Orientation by SC	13 th Lecture on Pranayam and Meditation by Prof.SVR 20 th Lecture on Personality Development by Prof.VVL 14 th Sports Day			
Feb.			Internship Full Month				Shivjaynti Celebration					
March					M.C.Q.101 to 105 Fourth week		Women's Day Celebration					
April					Prilim Exam second week							
May									21th International Yoga Day Celebration			
June												



Rajwal

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