



**MAEER's SAINT DNYANESHWAR B.Ed. COLLEGE,
ALANDI DEVACHI, PUNE**

**Performance of
students
(Holistic
Development)**

**F.Y. B.Ed.
101 - 112
ACTIVITIES REPORT**



MAEER's Saint Dnyaneshwar B.Ed. College, Alandi Devachi, Pune

2022 - 2023

BED 101 : Childhood and Growing up

Prof. Anagad Jawale

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.

Syllabus

UNIT 1: UNDERSTANDING THE GROWTH AND DEVELOPMENT OF THE LEARNER: - 1 CREDIT

- 1.1 Heredity and environment; social heredity
- 1.2 Growth, Maturation and Development of the learner
- 1.3 Facilitating holistic development

UNIT 2: EDUCATION AND INDIVIDUAL DIFFERENCES: - 1 CREDIT

- 2.1 Individual differences
- 2.2 Concept of Inclusive Education and Children with Special Needs

UNIT 3: EDUCATION AND LEARNER DIVERSITY IN CLASSROOM: - 1 CREDIT

- 3.1 Diversity in learning styles
- 3.2 Diversity due to multiculturalism

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
- 4.2 Meaning and Implications of Social Dimensions on childhood and growing up
- 4.3 Meaning and Implications of Culture Dimensions on childhood and growing up
- 4.4 Impact of Media on childhood and growing up

Mode of Transaction

Lecture, Discussion, Assignment, Film show, Street Play Role Play, Project, Field Visit, Survey, Seminar and Interview

Activities

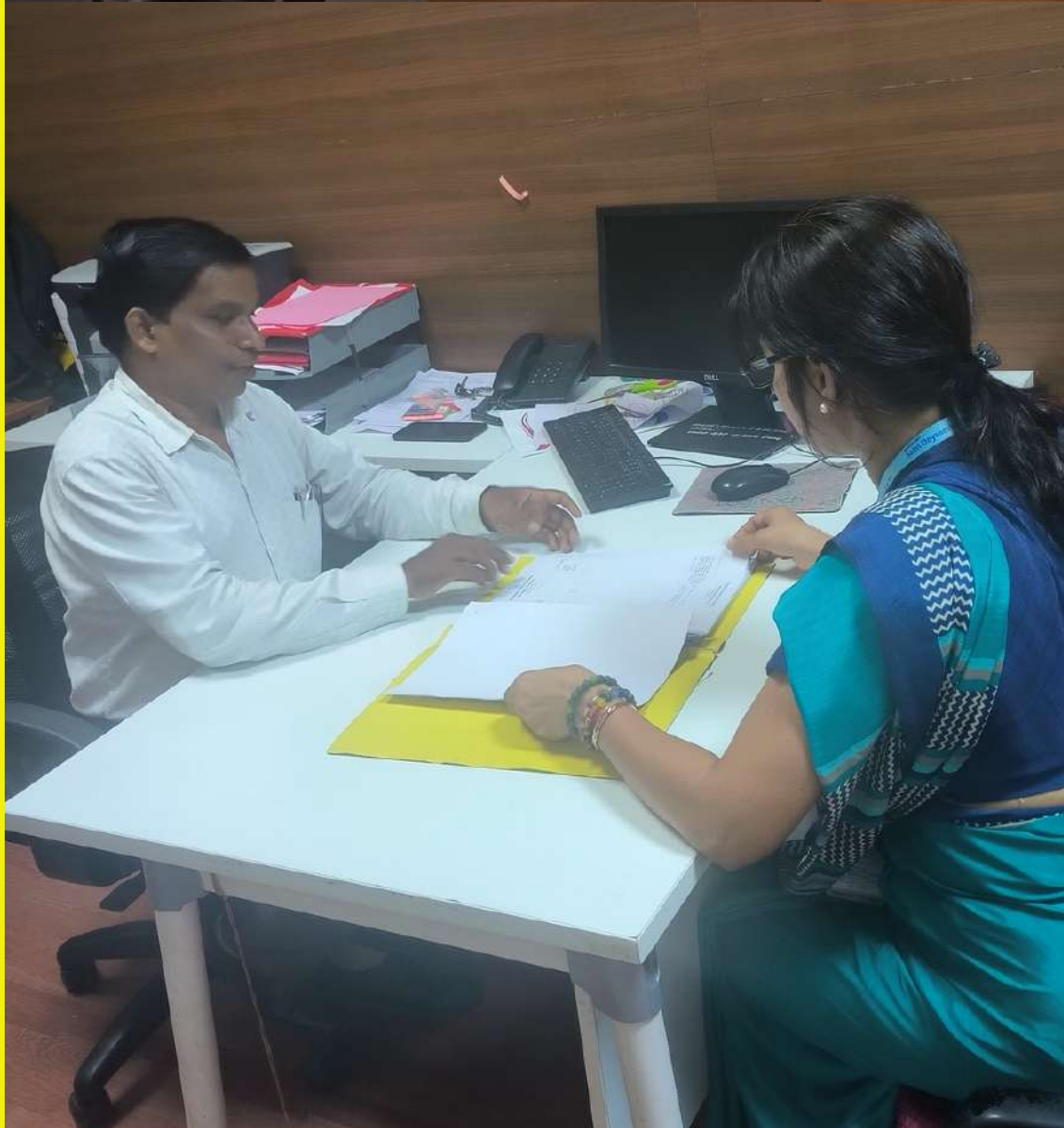
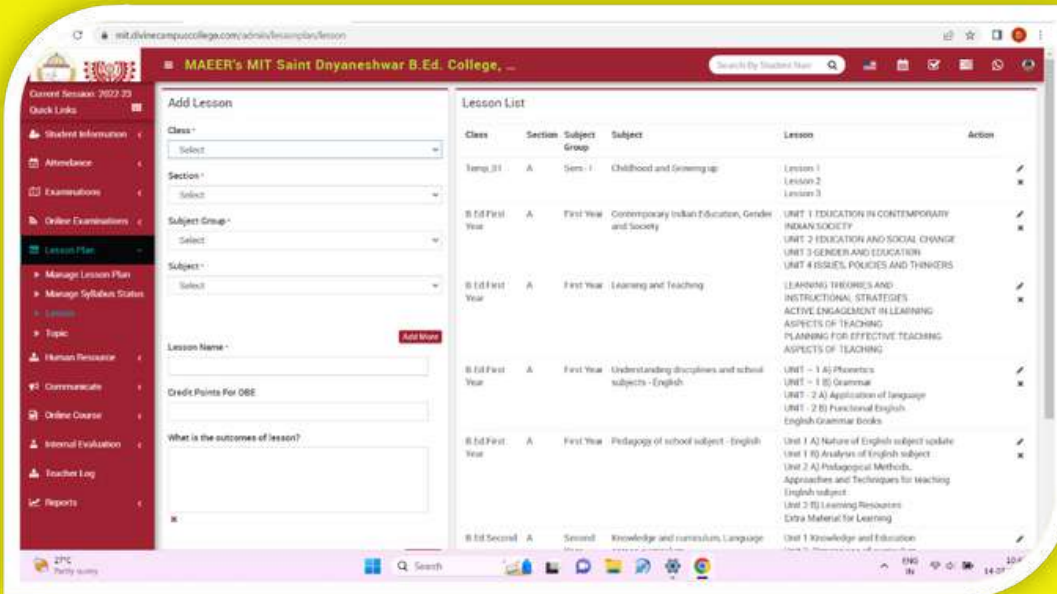
Activity 1 : Practical : Case study of an adolescent learner

Activity 2 : Assignment :

Activity 3 : Preliminary Exam

References

1. Hans Raj Bhatia - A Textbook of Educational Psychology , Macmillan Ltd.
2. S.B. Kakkar and Mahesh Bhargava - In Education and Psychology, H.P. Bhargava Books House.
3. Ram Nath Sharma and Ruchana Sharma – Experimental Psychology Atlantic, Delhi
4. A.R. Rather - Psychology of learning and Development Discovery publishing House, New Delhi
5. Shamshad Hussain- Human behaviour, H.P. Bhargava Book House, Agra.
6. Tara Chand - Modern child Psychology, Anmol Publications, New Delhi
7. Tara Chand - Educational Psychology, Anmol Publication, New Delhi
8. Aparna Chattopadhyaya - What's your Emotional I.Q., PustakMahal Delhi
9. S.P. Chaube - Educational Psychology and Educational Statistics, Lakshmi Narain Agarwal, Agra.



Prof. Anagad Jawale



MAEER's Saint Dnyaneshwar B.Ed. College, Alandi Devachi, Pune

2022 - 2023

B.ED 102: CONTEMPORARY INDIAN EDUCATION, GENDER & SOCIETY

Prof. Sanjay Shinde

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.

Syllabus

UNIT: 1 EDUCATION IN CONTEMPORARY INDIAN SOCIETY 1 CREDIT

1.1. Concept of Education

Types

Agencies of Education

1.2 1.1. Role of Education in Contemporary
Issues

UNIT: 2 EDUCATION AND SOCIAL CHANGE 1 CREDIT

2.1 Concept of social change

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

3.2 Gender and school

3.3 Role of Education

UNIT 4 ISSUES, POLICIES AND THINKERS 1 CREDIT

4.1 Issues

4.2 Policies

4.3 Thinkers

Mode of Transaction

Lecture, Discussion, Assignment, Film show, Street Play Role Play, Project, Field Visit,
Survey, Seminar and Interview

Activities

Activity 1 : Practical : 1. Study of any one thinker (Which is not included in syllabus)

Activity 2 : MCQ test

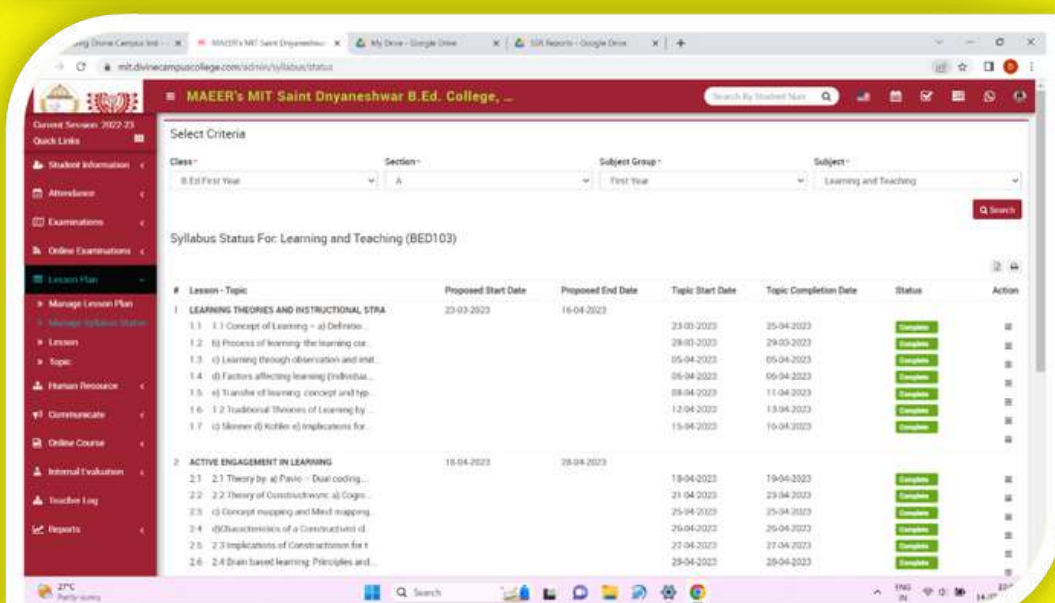
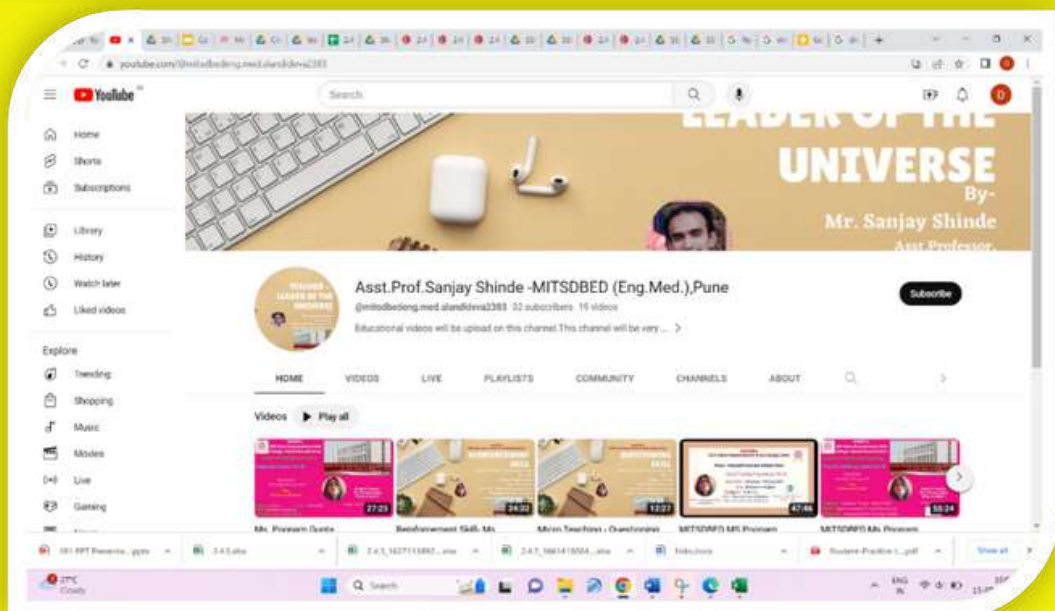
Activity 3 : Preliminary Exam

References

1. Walia J.S. Principal and methods of Education Rai B.C – Theory of Education - Sociological and Philosophical bases of Education.
2. Chobhe Dr. S. P. and Akhilesh - Philosophical and Sociological foundation of Education.
3. Bhatia Kamala and Bhatia - Baldev - The Philosophical and Sociological foundation of Education.
4. Gaiind D.N. and Sharma R. P. - Education Theories and Modern Trends.
5. Rai B.C - Theory of Education - Philosophical and Sociological bases of Education.
6. S.S. Mathur - A Sociological approach to Indian Education.
7. NCERT - The Teacher and Education in Emerging Indian Society 17. Toffler Alwin - The future shock



MITSDBED mind mapping



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Prof. Sanjay Shinde



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2022 – 2023

BED 103: LEARNING AND TEACHING

Prof. Disha Thakur

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

Syllabus

UNIT 1: LEARNING THEORIES AND INSTRUCTIONAL STRATEGIES: -1 CREDIT

- 1.1 Concept of Learning
- 1.1 Traditional Theories of Learning by
- UNIT 2: ACTIVE ENGAGEMENT IN LEARNING:- 1 CREDIT
- 2.1 Theory by:
- 2.2 Theory of Constructivism:
- 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 Functions of teaching
- 3.2 Micro teaching and teaching skills, 21st century teaching skills
- 3.3 Diagnostic testing and Remedial Teaching
- 3.4 Need and importance of 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 Models of teaching

Mode of Transaction

Lecture, Discussion, Assignment, Group work, Project, Field Visit, Poster Presentation, Seminar and Interview

Activities

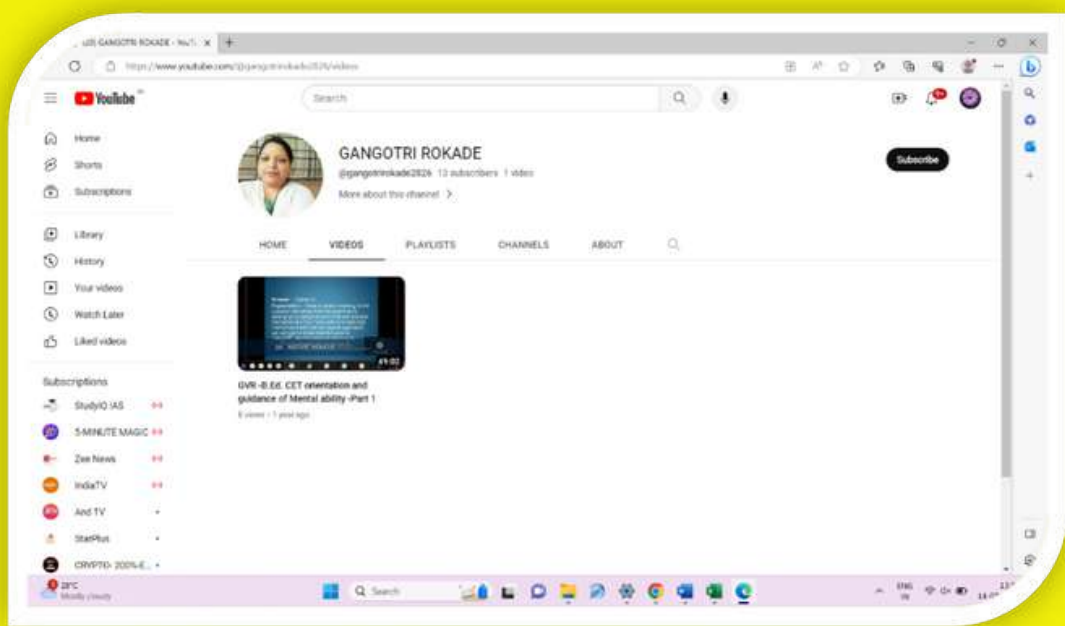
- Activity 1 :** Practical : 1. 1. Experiment on (any 2) a. Learning, b. Attention or Fatigue.
Activity 2 : MCQ test
Activity 3 : Preliminary Exam

References

1. Dandekar, W.N. and Makhija, Sanyogata (2002). Psychological Foundations of Education. New Delhi: MacMillan India Ltd.
2. Siddiqui, Mujibul Hasan (2008). Educational Psychology. New Delhi: APH Publishing Corporation.
3. Chaube, S.P. (2003). Developmental Psychology. New Delhi : Neelkamal Publications.
4. Mangal S.K. (2005). Advanced Educational Psychology. New Delhi: Prentice-Hall of India.
5. Mangal, S.K. and Mangal, Uma (2010). Learner, Learning and Cognition. Ludhiana: Tondon Publications.
6. Sharma, Promila (2005). Educational Psychology. New Delhi : A.P.H. Publishing Corporation.
7. Welton, J. (2010). The Psychology of Education. Delhi : Surjeet Publications.
8. Kundu, C.L. and Tutoo, D.N. (1998). Educational Psychology. New Delhi:



Prof. Disha Thakur



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2022 – 2023

BED 104: ASSESSMENT AND EVALUATION FOR LEARNING

Dr. Gangotri Rokade

OBJECTIVES :- To enable the student teacher to:-

1. Understand the process of evaluation.
2. Develop the skill in preparing, administering and interpreting the achievement test.
3. Understand and use different techniques and tools of evaluation for learning.
4. Comprehend the process of assessment for learning.
5. Develop skills necessary to compute basic statistical measures to assess the learning.

Syllabus

UNIT 1 – PROCESS OF EVALUATION (1 CREDIT)

- 1.1 Measurement, Assessment and Evaluation in Education.
- 1.2 Taxonomy of instructional objectives
- 1.3 Principles of Evaluation
- 1.4 Educational objectives and learning outcomes
- 1.5 Criteria for selection of a good learning experiences and Types.

UNIT 2 -TOOLS AND TECHNIQUES OF EVALUATION (1 CREDIT)

- 2.1 Characteristics of measuring tools
- 2.2 Evaluation Techniques and Tools
- 2.3 Quantitative Tools of Evaluation

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:
- 3.4 Ethical Principles of Assessment
- 3.5 Examination Reforms

UNIT 4 INTERPRETING TEST SCORES (1 CREDIT)

- 4.1 Measures of Central Tendency
- 4.2 Measures of Variability
- 4.3 Percentile and Percentile Rank
- 4.4 Co-efficient of correlation by Spearman"
- 4.5 Standard Scores: Z and T (Concept Only)
- 4.6 Graphical representation of data
- 4.7 Normal Probability Curve
- 4.8 Skewness and Kurtosis

Mode of Transaction

·Lecture cum Discussion ·Group Discussion ·Cooperative Learning ·Student Presentation (PPT) ·Assignments ·School Visit ·Seminar ·Quiz

Activities

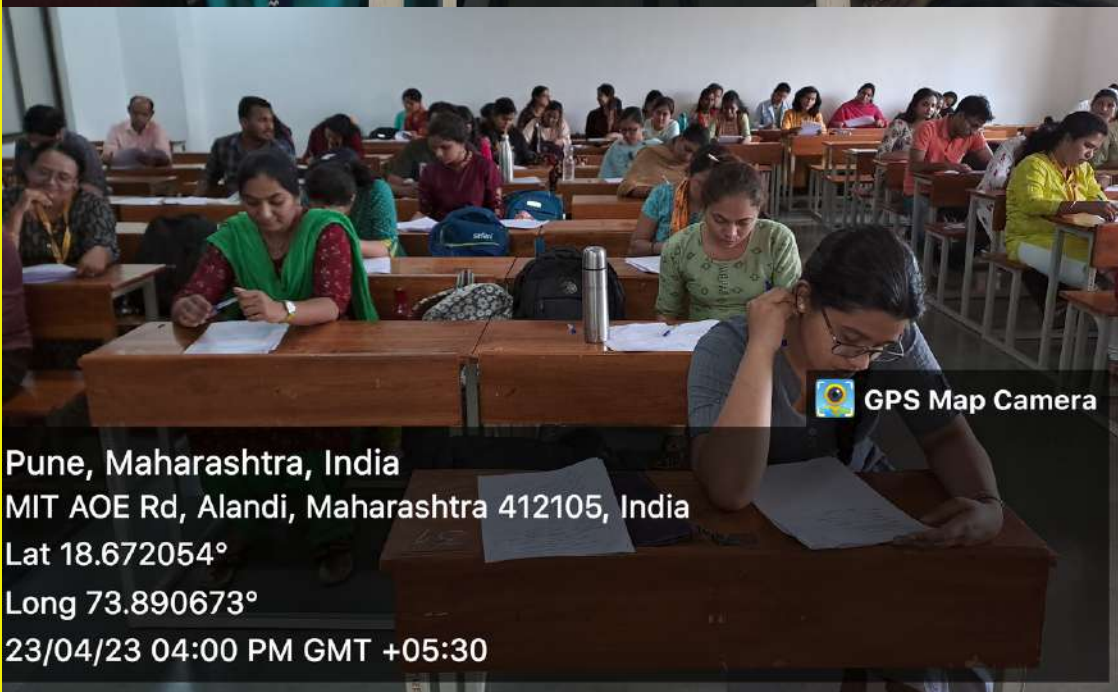
Activity 1 : Practical : Developing an achievement test with its Blue Print, Answer Key.

Activity 2 : MCQ test

Activity 3 : Preliminary Exam

References

- Dandekar, W.N. (2007). Evaluation in Schools. Pune: Shree Vidya Prakashan.
- Ebel, R.L. & Fresbie, D.A. (2009). Essentials of Educational Measurement. New Delhi: PHI Learning PVT. LTD.
- Gupta, S. K. (1994). Applied Statistics for Education. Mittal Publications.
- Garrett, H.E. (2008). Statistics in Psychology and Education. Delhi: Surjeet Publication.
- Mrunalini, T. (2013). Educational Evaluation. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Patel, R.N. (2011). Educational Evaluation Theory and Practice. Mumbai: Himalaya Publishing House Pvt. Ltd.
- Rani, P. (2004). Educational Measurement and Evaluation. New Delhi: Discovery Publishers.
- Rawat, D. S. (1970). Measurement, Evaluation and Statistics in Education. , New Delhi: New Raj Book Depot.
- Reynolds, C.R., Livingston, R.B., and Willson, V. (2011). Measurement and Assessment in Education. New Delhi: PHI Learning PVT. LTD.



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Dr. Gangotri Rokade



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2022 - 2023

BED 105: Advanced Pedagogy and Application of ICT

Dr. Vikas Tupsundar

OBJECTIVES :- To enable the student teacher to:-

- 1.1. understand the concept of Advanced Pedagogy and its implementation in classroom
- 2.2. use of Pedagogical methods to meet the needs of diverse learners.
- 3.3. understand the concept, need and importance of ICT and its application in education
- 4.4. understand ICT based teaching-learning strategies & resources.
- 5.5. create awareness about appropriate use of ICT
- 6.6. develop educational material using advanced pedagogical strategies and ICT tools.

Syllabus

UNIT: 1 Introduction to Advanced Pedagogy (CREDIT 1)

- 1.1 Concept, Need and Significance of Advanced Pedagogy.
- 1.2 Principles of Advanced Pedagogy
Philip Jackson Model
- 1.3. Use of Various Pedagogies

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
- 3.3 Challenges and barriers to ICT
- 3.4 ICT Teacher- Skills and Qualities
- 3.5 Safe use of ICT- Netsafety, Netiquettes, Copy Right, Plagiarism

UNIT: 4 ICT Supported Advanced Teaching Learning Strategies (CREDIT 1)

- 4.1 Advanced ICT Supported
- 4.2 ICT & Teaching –learning Strategies
- 4.3 Smart Classroom-
- 4.4 On-Line Learning resources- e-library,
- 4.5 Social networking for learning
- 4.6 Agencies using ICT for Education- Open Schools & universities, intel, MOOC, MCKL

Mode 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

Activities

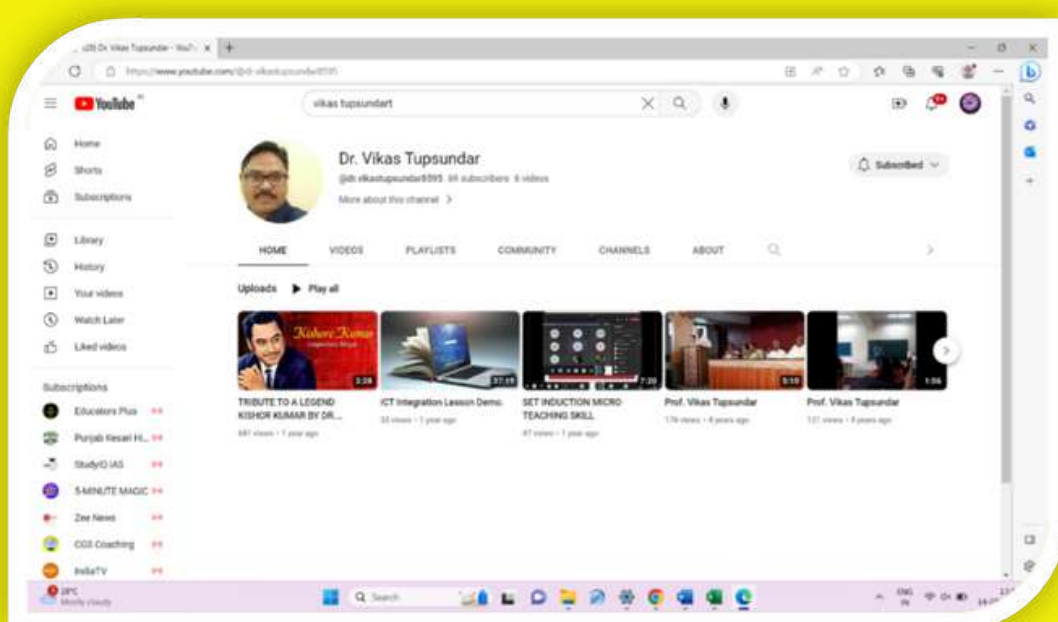
- Activity 1 :** Practical : 1. Review an educational mobile app and write a report.
- Activity 2 :** Assignment
- Activity 3 :** Preliminary Exam

References

1. Application of ICT in Education- by Dr. S. Arulsamy, Dr. P. Sivakumar Neelkamal Publication.
2. Essentials of Educational Technology and School Management by K.K. Bhatia & Jaswant Singh, Tandon Publication.
3. Teaching and Learning through information and communication technology by I-Sunder, Sarup Book Publishers Pvt. Ltd.
4. Educational Technology by Anil Kumar Srivastava, Kunal books, Delhi.
5. Project based learning– using information technology by David Moirsund.
6. Challenges of Educational Technology Trends Globalization by Hemlata Talesra, Maneesh Shukul, Umashankar Sharma, Authors Press.
7. Application of ICT in Education, by Dr. S. Arulsamy, Dr. P. Sivakumar, Neelkamal.
8. Internet Technology by S.K. Bansal, APH Publication.



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Dr. Vikas Tupsundar



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2022 - 2023

**BED- 106-01-10 : UNDERSTANDING DISCIPLINES AND
SCHOOL SUBJECTS:**

**Marathi, Hindi, English,
History, Geography,
Science, Mathematics,
&
Economics**

Objectives:

- 1.To help student teachers to acquire skills in speaking, reading and writing.
- 2.To help student teachers to acquire linguistic skills.
- 3.To acquaint student teachers with different trends in language content & grammar.
4. To help student teachers understand the scope of the syllabus in language 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 language prescribed in 6th to 12th text book.

Mode of Transaction

- Lecture cum Discussion
- Group Discussion
- Cooperative Learning
- Student Presentation (PPT)
- Assignments
- Visit
- Seminar
- Quiz

Activities

Activity 1 : Practical

Marathi : Poster Presentation of Grammer

Hindi : Field Visit

English: MCQ

History : Prepare a Report of Indian Constitution with reference to Fundamental Rights

Geography : Textbook Analysis

Science : Visit of a science laboratory

Mathematics : Contribution of Indian Mathematicians

Economics: PPT Preparation and Write a Report

Activity 2: Preliminary Exam



MIT SDBED Group Discussion



MIT SDBED Group Discussion





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2022 - 2023

BED- 107-01-10:
PEDAGOGY OF THE SCHOOL SUBJECT

Marathi, Hindi, English,
History, Geography,
Science, Mathematics,
&
Economics

Objectives:

- 1.To understand the nature, scope and importance of the 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 .
- 4.To understand the role and responsibilities of good teacher.
- 5.To acquaint the learner with all learningresources of subject.

Mode of Transaction

- Lecture cum Discussion
- Group Discussion
- Cooperative Learning
- Student Presentation (PPT)
- Assignments
- Visit
- Seminar
- Quiz

Activities

Activity 1 : Practical

Marathi : Textbook Analysis

Hindi : Textbook Analysis

English: Textbook Analysis

History : Textbook Analysis

Geography : Interview of an Experienced Geography Teacher

Science : Textbook Analysis

Mathematics : Textbook Analysis

Economics : Textbook Analysis

Activity 2: Preliminary Exam





MAEER's Saint Dnyaneshwar B.Ed. College, Alandi Devachi, Pune

2022 - 2023

BED 108: Teaching Competency I

Prof. Darshana Pawar

Duration (09-12-2022 to 08-01-2023)

Activities

(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.

(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.

Planning

Sr. No.	Date	Microteaching Skill	Name of the Lecturer
1	09/12/2022	Microteaching Orientation	Mrs. Darshana Pawar
2	09/12/2022	Set- Induction	Dr. Vikas Tupsundar
3	13/12/2022	Black board writing	Mr. Shekhar Kshirsagar
4	16/12/2022	Stimulus Variation	Mr. Sanjay Shinde
5	20/12/2022	Illustration	Mrs. Disha Thakur
		Demonstration	Dr. Pratibha Dabhade
		Reading	Dr. Surendra Herkal
6	23/12/2022	Questioning	Mr. Angadh Jawale
7	28/12/2022	Reinforcement	Dr. Gangotri Rokade
8	1/1/2023	Integration lessons Orientation	Mrs. Darshana Pawar
		Science	Dr. Pratibha Dabhade
		English	Mr. Sanjay Shinde
		Geography	Mr. Angadh Jawale
9	8/1/2023	Simulation lessons Orientation	Mrs. Darshana Pawar
		Technology based lesson: Demo	Mr. Sanjay Shinde
11	8/1/2023	Team teaching: Demo	Dr. Vikas Tupsundar
			Dr. Gangotri Rokade
			Dr. Partibha Dabhade
			Mrs. Disha Thakur





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2022 - 2023

BED 109: Teaching Competency II
(a) Technology based teaching
(b) Team teaching
(c) Lessons using Models of teaching

Prof. Disha Thakur

Planning

(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

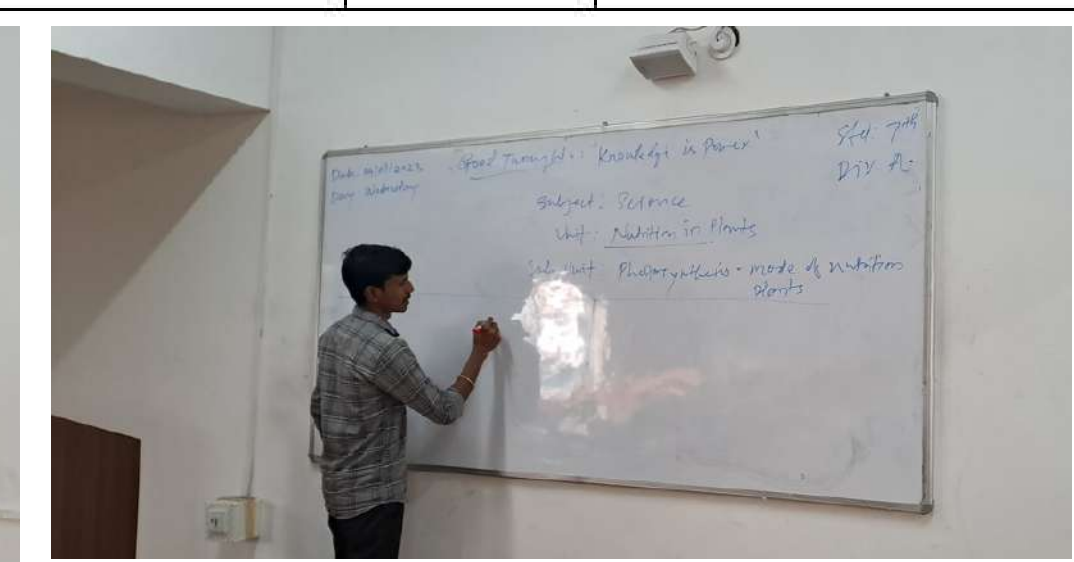
Student teacher will conduct two lessons based on any two models of teaching suitable for the course BED 107- Pedagogy of school subjects which s/he has chosen.

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.

Activities

Sr. No.	Name of Activities	Conducted By	Date	Observer
1.	TBT	Asst. Prof. Sanjay Shinde	18/01/2023	Asst. Prof. Shekhar Kshirsagar
2.	Team Teaching	Dr. Vikas Tupsundar Dr. Pratibha Dabhade Dr. Gangotri Rokade Asst. Prof. Disha Thakur	18/01/2023	Dr. Surendra Herkal
3.	Advanced Organizer Model (Geography)	Asst. Prof. Angad Jawale	24/01/2023	Dr. Vikas Tupsundar
4.	Concept Attainment Model (Science)	Dr. Pratibha Dabhade	24/01/2023	Dr. Gangotri Rokade
5.	Inquiry Training Model (History)	Asst. Prof. Darshana Pawar	24/01/2023	Asst. Prof. Angad Jawale





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2022 – 2023

BED 110: Teaching Competency III:
Practice lessons: 2credits – 50 marks

Dr. Vikas Tupsundar

Syllabus

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

Schools

- 1 Smt.Bhimabai Sopanrao Upadhye Eng. Med. School Alandi-Pune - 412105 1.5 KM
- 2 Kidz Paradise School , Kale Colony, Alandi, Charholi BK,Tal Haveli,Dist-Pune.-412105 1.5 Km
- 3 Dnyansagar English Medium School Gitai Colony, Chikhali Gaon, Pimpri Chinchwad ,Maharashtra-411062, 1.5 KM
- 4 RJSPM's Dnyanbhakti International School Dudulgaon Pune, Maharashtra -411015 1.0 KM
- 5 The Trinity English Medium School Kalas, Vishrant Wadi, Pune District, Maharashtra, 411015. 11 Km
- 6 Gladiolus English Medium School Ekta Nagar, Chakan, Maharashtra 410501 13 KM
- 7 Radcliffe School, Riddhi Siddhi Towers, Dighi, Pune, Maharashtra -412105 3.5 Km
- 8 Brilliant's City Public High School and Jr.College, Bhosari, Pune, Maharashtra-411039 9.5 KM
- 9 Priyadarshani School & Jr . College MIDC, Moshi, Pimpri-Chinchwad, Maharashtra 412105 6.0 KM
- 10 Aditya English Medium School Dudulgaon, Alandi,Tal.,Khed Dist., Pune - 412105 0.5 KM
- 11 Gayatri International School & Jr. College Charholi (Budruk) Pune, Maharashtra -412105 4.5 KM
- 12 Gayatri English Medium School Gandharv Nagari, Sector No.5, Moshi, Pimpri Chinchwad, Maharashtra - 411070 4.0 KM
- 13 New Wisdom International School Chandan Nagar, opposite Gurikrupa Auto Works, Pune, Maharashtra -411014 18.0 KM
- 14 Sri Sri Ravishankar Vidya Mandir Woodsville St, Bankar Vasti, Moshi, Pimpri Chinchwad, Maharashtra 412105 4.5 KM
- 15 Anjali English School Mate Nagar, Wadgaon Sheri, Pune, Maharashtra 411014 18.0 KM
- 16 Shree Samarth School & Jr. College Chimbali Phata , Chakan , Pune-Maharashtra-410501 6.0 KM
- 17 Dnyanganga English Medium School Wadgaon Road – Alnadi-Pune-412105 1.5 Km
18. M.G.M. English School , Alandi Rd, Kalas Area, Kalas, Pune, Maharashtra -411015 ,10 Km





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2022 - 2023

BED 110: Teaching Competency III: Introduction to Internship: 2 credits – 50 marks

Prof. Shekhar Kshirsagar

Duration (22/02/2023 to 21/03/2023)

Objectives of the introduction to the internship are to enable the student teacher:

- to get an opportunity to observe the teaching of experienced school teachers.
- to develop lesson plans under the guidance of the school teacher.
- to observe the co-curricular and extracurricular activities organized in the school.
- to assist the school teacher in her/his day to day work.
- to conduct lessons in the field.

Credit Distribution

Sr. No.	Credit	Date	Activity	Hours
Pre Activity Stage				
1	-	17/02/2023	School Allotment	2 Hours
	-	20/02/2023	Orientation of Internship	3 Hours
Actual Activity Stage				
2	.50	23/02/2023 to 28/02/2023	1.Observation of 4 lessons of experienced school teachers preferably two of each school subject.	8 Hours
			a)Study of lessons experienced school teachers	(2 Hours)
			b)Observation of lessons	(4 Hours)
			c) Discussion with experienced school teacher	(2 Hours)
3	.50	01/03/2023 to 07/03/2023	2.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.	8 Hours
			a)Searching of diverse needs students in school	(1 Hours)
			b)Study of diverse needs students concept	(3 Hours)
			c)Develop lesson plan under the guidance of the school teacher.	(4 Hours)
4	.25	22/02/2023 to 21/03/2023	3.Writing a report of the observed co-curricular and extracurricular activities organized in the school.	4 Hours
			a)Study of school year planning regarding co- curricular and extracurricular activities	(1 Hours)
			b)Participated and observed co-curricular and extracurricular activities organized in the school.	(3 Hours)
			c)Report writing	(Hours)
5	.50	22/02/2023 to 21/03/2023	4.Writing an essay reflecting on the activities in which the student teacher has assisted the school teacher in his/her work.	8 Hours
			a)Planning for Activities under the guidance of school teacher	(2 Hours)
			b)Assisting to the school teacher in his/her work.	(4 Hours)
			c)Report writing	(2 Hours)
6	.25	08/03/2023 to 14/03/2023	5.Conduct of 2 lessons in the school classroom.	4 Hours
			a)Preparation of lesson plan	(2 Hours)
			b)Finalization for lesson plan	(1 Hours)
			c)Conduction lessons	(1 Hours)
Post Activity Stage				
7	-	26/03/2023	Group & School wise PPT Presentation	6 Hours
8	-	26/03/2023	Practical Submissions	1 Hours
Total	2	-	-	(44 Hours)

Activities

This activity was group activity. Different schools in the vicinity allotted to the group of students. The duration of Internship programme was -22/02/2023 to 21/03/2023. Before this orientation about all the activities related internship programme was given by course in-charge Asst. Prof. Mr. Shekhar Kshirsagar on 20/02/2023. 93 Student teacher have completed the following activities in the 30 selected schools under the guidance of concern group incharge teacher and school teachers.

- 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.





MAEER's
Saint Dnyaneshwar B.Ed. College,
Alandi Devachi, Pune

2022 – 2023

BED 111A– INTEL ROGRAMME

Prof. Sandeep Gadilkar

OBJECTIVES-

- 1. To develop a unit plan with the help of ICT.**
- 2. To create supportive documents and assessment tools for effective teaching, learning and evaluation.**

Activity

ICT in education improves engagement of the students in learning and also increases their knowledge retention. When ICT is integrated into lessons, students become more engaged in their work. This is because technology provides different opportunities to make it more fun and enjoyable in terms of teaching the same things in different ways. BED111A course i.e. INTEL program is an important part of the bed course.

DESCRIPTION-

Orientation of this course is given by course in-charge asst. Prof. Sandip Gadilkar on 6th July 2023. Students made their peers and submitted their names to the course in-charge on or before 9th July 2023. Under the guidance of the course in-charge students completed the Intel practical during 11th July 2023 to 21st July 2023.

Following activities conducted by the peer team regarding Intel practical in the time allotted in the time table.

1. Unit plan
2. Unit support
3. Assessment
4. Student sample
5. Course resources

OUTCOMES:

1. Students developed unit plan by using different techniques of teaching-learning and assessment with the help of ICT
2. Students created supportive documents and assessment tools for effective teaching, learning and evaluation.



Prof. Sandeep Gadilkar



MAEER's Saint Dnyaneshwar B.Ed. College, Alandi Devachi, Pune

2022 - 2023

BED 111: B: Activities

Prof. Shekhar Kshirsagar

The students are really involved in every step of organizing the events. They work together in teams to make sure everything goes well. They put a lot of effort into planning and running the events smoothly. Besides that, they also keep detailed records of what happens during the events. This helps the school learn from each event and improve for the future. The students' hard work and teamwork make the events a big success.

In conclusion, the diverse range of events organized at our College reflects its commitment to holistic education and nurturing well-rounded individuals. From celebrating cultural festivals to empowering women, promoting cleanliness, and fostering environmental consciousness, the college has proved its dedication to fostering an inclusive and socially responsible learning environment. These events have undoubtedly contributed to the personal and intellectual growth of students, creating lasting memories and meaningful learning experiences for all involved.

Syllabus

Planning of Co-curricular Activities and Social Service

Sr. No.	Name of the Program	Date	Name of the Activity	Date of activity conduction	Time
Co-curricular Activities					
1	International Human Rights Day	10/12/2021	1.Talent Search Activity 2.Human Rights Tree Activity	04/12/2023	11:00am To 02:00pm
2	Rajmata Jijau Birth Anniversary	12/01/2023	1. Drama on Chh.Shivaji Maharaj	14/01/2023	11:00am To 12:00pm
3	Youth Day	12/01/2023	1.Student's speech	14/01/2023	12:00pm To 01:00pm
4	Celebration on Makar Sankranti	14/01/2023	1.Tilgul Program	14/01/2023	01:00pm To 02:00pm
5	Geography Day	14/01/2023	1.Inauguration of Geography Club	14/01/2023	02:00pm To 03:00pm
6	Holi Celebration	05/03/2023	1.Students's Dance & Songs on Holi	05/03/2023	11:00am To 01:00pm
7	International Women's Day	08/03/2023	1.Poster Presentation 2.Cancer Awareness Program 3.Students Speech 4.Drama on Savitribai Phule	05/03/2023	01:00pm To 02:00pm
8	Kshitij-2023 Annual Gathering	31/03/2023	1.Group Dance	31/03/2023	05:00am To 10:00pm
Social Service					
1	Indrayani River Ghat Swachhata Abhiyan	24/06/2023	1.Public Place Cleanliness	24/06/2023	05:00pm To 06:00pm
2	Tree Plantation in Indrayani River Area	25/06/2023	1. Tree Plantation	25/06/2023	05:00pm To 06:00pm

Activities





MAEER's Saint Dnyaneshwar B.Ed. College, Alandi Devachi, Pune

2022 - 2023

BED112: Yoga And Health

Date: 9/04/2023

Time: 9: 00 am to 12:00 pm

Prof. Disha Thakur

A Special Session On Yoga And Surya Namaskar was organized at MAEER's Saint Dnyaneshwar B.Ed. College on 09/04/2023. The session aimed to promote the practice of yoga and educate participants about the benefits of Suryanamaskar, and a sequence of yoga postures. The session was attended by the Principal Dr. Surendra Herkal, Faculty members and the students.

The session began with the World Peace Prayer and a warm welcome of the participants, highlighting the importance of yoga in today's hectic lifestyle. An overview of yoga and its origin was provided, emphasizing its holistic approach to well-being.

A brief introduction of the Guest and the facilitator of the session Mr. Krishna Shelke, Certified Yoga Trainer was given by Principal Dr. Surendra Herkal. The guest was felicitated by the Dr. Surendra Herkal.

The session proceeded with the introduction and explanation of eight limbs of Ashtang Yoga. Warm up exercises were taken and all the students practiced & performed sitting and standing asanas, importance of these were explained simultaneously. The facilitator gave a detailed explanation of Surya Namaskar, also known as Sun Salutation, and its significance in yoga practice. The sequence of 12 postures involved in Suryanamaskar was explained, focusing on the benefits each posture offers.

The facilitator demonstrated the entire sequence of Surya Namaskar, explaining the correct alignment, breathing techniques, and the flow of movement. Special emphasis was given to modifications and variations suitable for different fitness levels and physical abilities.

Participants were guided through a step-by-step practice of various Asanas like Mandukasana, Dhanurasana, Tadasana, etc. The facilitator provided verbal cues, ensuring participants maintained proper form and alignment during the practice. Participants were encouraged to synchronize their breath with the movement, promoting a mindful and meditative experience. A dedicated question-and-answer session allowed participants to clarify doubts and seek further guidance regarding yoga and Suryanamaskar. The facilitator summarized the key takeaways from the session and encouraged participants to continue practicing yoga regularly.

The special session on yoga and Surya Namaskar was attended by 65 participants. The session provided participants with a comprehensive introduction to yoga and highlighted the significance of Suryanamaskar in one's fitness journey. By offering practical demonstrations and guided practice, participants gained a clear understanding of the postures and techniques involved. The session successfully achieved its objectives of promoting yoga and inspiring participants to incorporate Suryanamaskar into their daily routines for improved physical and mental well-being.

A Vote of Thanks was given by Asst. Prof. Disha Thakur to those who participated and coordinated this whole session. The event received positive feedback from participants, who expressed their gratitude for the informative and practical nature of the session. It is hoped that the knowledge gained from the session will empower participants to embrace yoga as a means of achieving a balanced and healthy lifestyle.

