RURAL FOUNDATION'S SHIKSHANSHASTRA MAHILA MAHAVIDYALAYA,
Akkalkuwa Dist. Nandurbar-425415
(Affiliated To SNDT Women's University, Mumbai)
NCTE Code- WRC/APW00457/123083/2015/145832
Email- 141bedakkalkuwa@gmail.com
Website- www.rfnswomensbed.in

Sr.No	Date	Topic	Resource Person	Sign
1	12/3/2022	B.ed Curriculum	Assit.YRC	Chaudhari
2		IQAC	Assit.YRC	Chaudhari
3	14/3/2022	EPC I	Dr.JRL	Rathod
4	8/4/2022	EPC-II A-B	Assit.YRC	Chaudhari
5	4/4/2022	EPC-3	Assit.PVG	PVG
6	5/5/2022	EPC-4	Assit.JBV	JBV
7	6/5/2022	EPC-5	Assit.VSV	VSV
8	7/5/2022	EWF-1	Assit.JBV	JBV
9	7/11/2022	EPC-6	Assit.YRC	Chaudhari
10	1/10/2022	EPC-7	Assit.VSV	VSV
11	8/9/2022	EWF-2	Dr.JRL	Rathod

PRINCIPAL

Rural Foundation's Shikshanshastra Mahila Mahavidyalaya, At.Po.Akkalkuwa Dist. Nandurbar 425415

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S.N.D.T. Women's University, Mumbai

SNDT WOMEN'S UNIVERSITY
Estb:1916

एस.एन.डी.टी. विद्यापीठ मुंबई संलग्नित
आर.एफ.एन.एस.शिक्षणशास्त्र महिला महाविद्यालय अक्कलकुवा



संस्थेचे संस्थापक आदरणीय श्री.प्रकाश बी.पाटील
(अप्पासाहेब पाटील)



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महविद्यालयातील प्राध्यापक वर्ग



प्राचार्या डॉ.ज्योती लष्करी | प्रा.योगिता चौधरी | प्रा.जमिला बळवी | प्रा. वर्षा वसावे | प्रा.पुनम माळी



प्रा.गणेश चौधरी | प्रा. कैलास पाटील | प्रा.पवन व्ही.गावीत | प्रा. के.व्ही.गावीत

Structure of Two-year B.Ed. Program (Revised Yearly Program From 2020-22)

Faculty name: Education,

Program Name: Bachelor of Education (B. Ed.)

(Two Years, Yearly Program W.E. From batch 2020-22)

B.Ed. First Year

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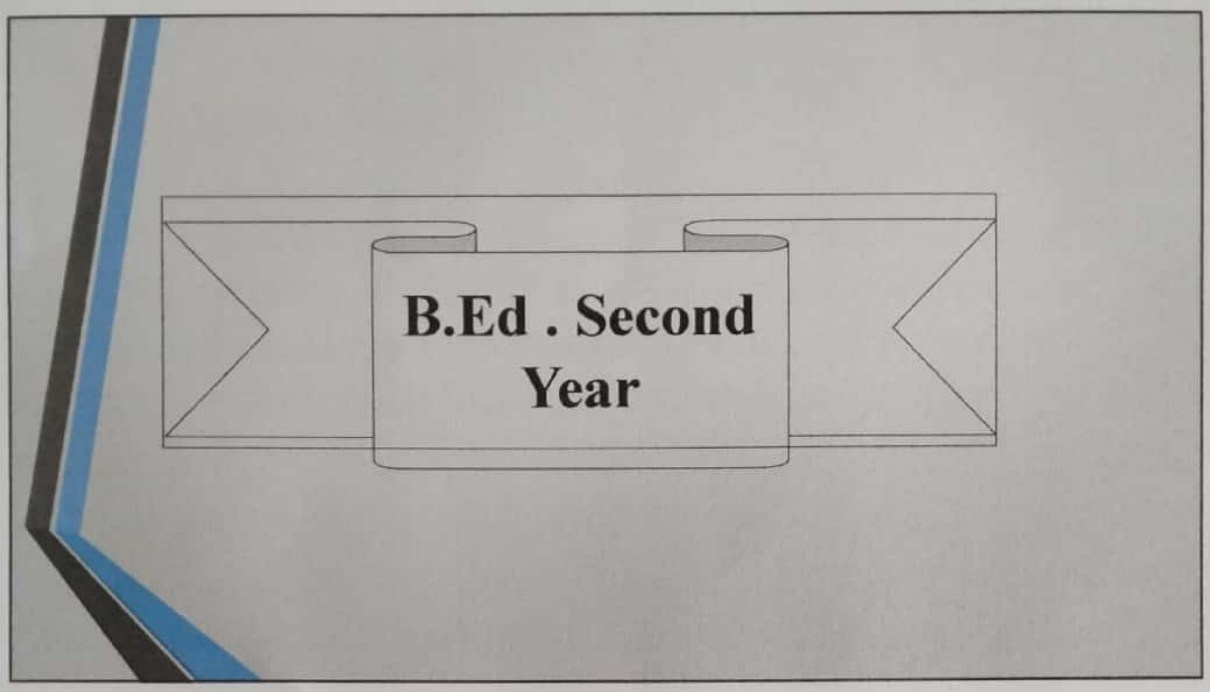
Course Code	Course No	Title of the Courses	Total Hours	Cr	Internal	External	Total Marks
Perspectives in Education							
1001	1	Childhood and Growing Up	60	4	25	75	100
1002	2	Contemporary India and Education	60	4	25	75	100
1003	3	Critical understanding of ICT	60	4	25	75	100
1004	4.	Learning and Teaching	60	4	25	75	100
1005	5.	Language across curriculum	60	4	25	75	100
Pedagogic Studies							
6:Subject Education I			60	4	25	75	100
1101	6:1	English Language Education					
1102	6:2	Gujarati Language Education					
1103	6:3	Hindi Language Education					
1104	6:4	Marathi Language Education					
1105	6:5	Sanskrit Language Education					
1106	6:6	Urdu Language Education					
1107	6:7	Mathematics Education					
1108	6:8	Commerce Education					
7: Subject Education II			60	4	25	75	100
1109	7:1	Book Keeping and Accountancy Education					
1110	7:2	Economics Education					
1111	7:3	Geography Education					
1112	7:4	History Education					
1113	7:5	Social Science Education					
1114	7:6	Science and Technology Education					
1115	7:7	Music Education					

Course Code	Course No	Title of the Courses	Total Hours	Cr	Internal	External	Total Marks
Enhancing Professional Capacities							
1301	EPC1	Skill Development Program Micro-teaching Integration Lesson	60	2	25 25		50
1302	EPC2	Teaching -learning Competency Reading and Reflecting on Texts Preparation for constructivist teaching-learning	60	2	25 25		50
1303	EPC3	Learning to use computer	60	2	50	-	50
1304	EPC 4	Understanding the Self	60	2	50	-	50
1305	EPC 5	Drama and Art in Education	60	2	50	-	50
Engagement with Field							
1401	EWF 1	Practice Teaching (4 Lessons)	60	2	50	- -	50
		TOTAL (Theory +Practical)	780	40	475	525	1000

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Course Code	Course No	Title of the Courses	Total Hours	Cr	Internal	External	Total Marks
Perspectives in Education							
2008	8	Assessment for Learning	60	4	25	75	100
2009	9	Knowledge and Curriculum	60	4	25	75	100
2010	10	Creating an Inclusive School	60	4	25	75	100
2011	11	Gender, School and Society	60	4	25	75	100
Course Code	Course No	Optional Course	60	4	25	75	100
2201	12:1:	Peace Education					
2202	12:2:	Guidance and Counselling					
2203	12:3:	Sustainable Development					
2204	12:4:	Human Rights Education					
Enhancing Professional Capacities							
2306	EPC6	Research Project	60	2	50	-	50
2307	EPC 7	Portfolio	60	2	50	-	50
Engagement with Field							
1402	EWF 2	Practice Teaching (12 Lessons) and Internship (20 Weeks)	480	16	400	- -	400
		TOTAL (Theory +Practical)	900	40	625	375	1000

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Note

Optional Courses in Second Year: Peace Education/ Guidance and Counselling/Sustainable development/ Human Right Education can be offered by students from other faculty in choice-based system.

Duration : The B.Ed. program shall be of the duration of two academic years.

Working days:

210 working days each year exclusive of period of examination and admission.

- Minimum 36 hrs in a week, physical presence in the institute of student teacher is necessary.
- The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

Medium of Examination :

- The medium of examination shall be Marathi, Hindi, English and Gujarati irrespective of the medium of instruction. Medium of writing answer papers of theory courses and practical work (including school lessons) should be the same.

Rules for examination : Eligibility for appearing for B.Ed. examination :

- Student teacher who has not completed successfully internal assessment will not be allowed to appear for semester examination.
- Student teacher having less than 80% attendance in any course will not be eligible for appearing for examination of the course. The principal of the college will however have discretion to condone absence up to 10% in year, for reasons to be recorded in writing or on submission of medical certificate.

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Completion of Internal Work:

- Completion of all items of internal practical work to be completed by each student as prescribed in the syllabus.
- In case the student is sanctioned absence on medical ground, she has to complete the items of internal work that she may have missed during her absence as may be re-arranged by the college in the same semester.

Class Table

Class	Percentage
First class with Distinction	70% and above
First Class	60% and above
Second Class	50% and below 60%
Pass Class	40% and below 50%

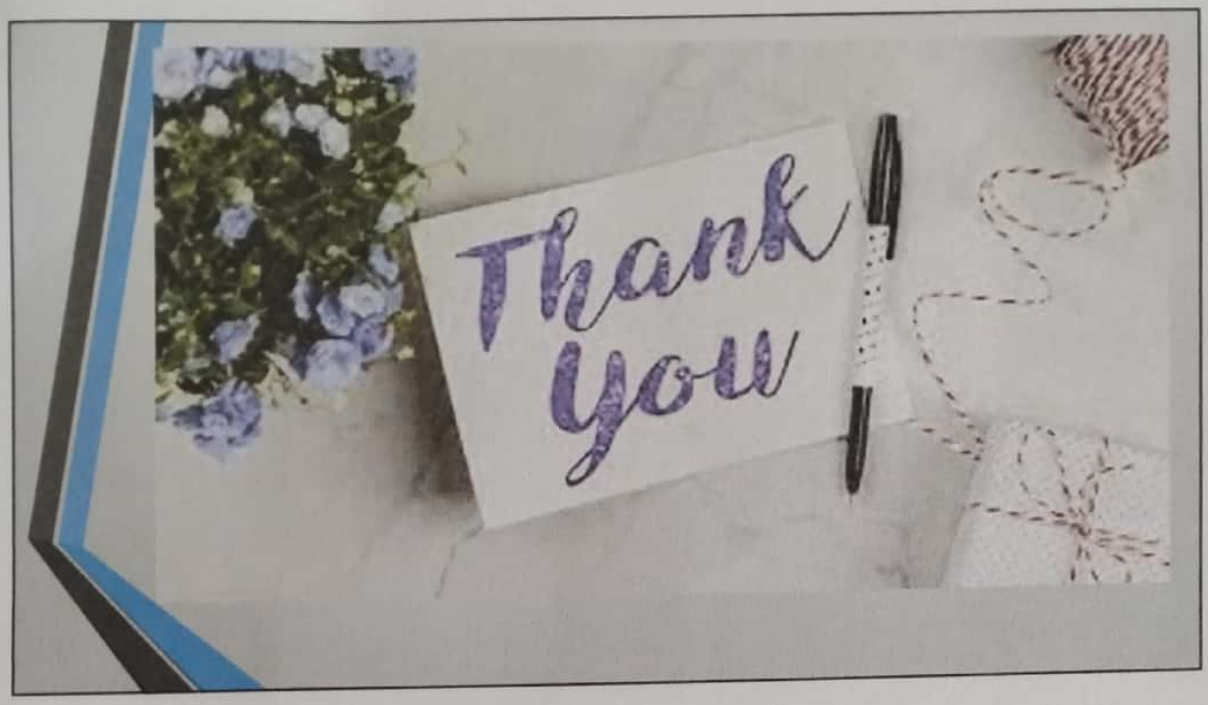
Scheme of Evaluation :

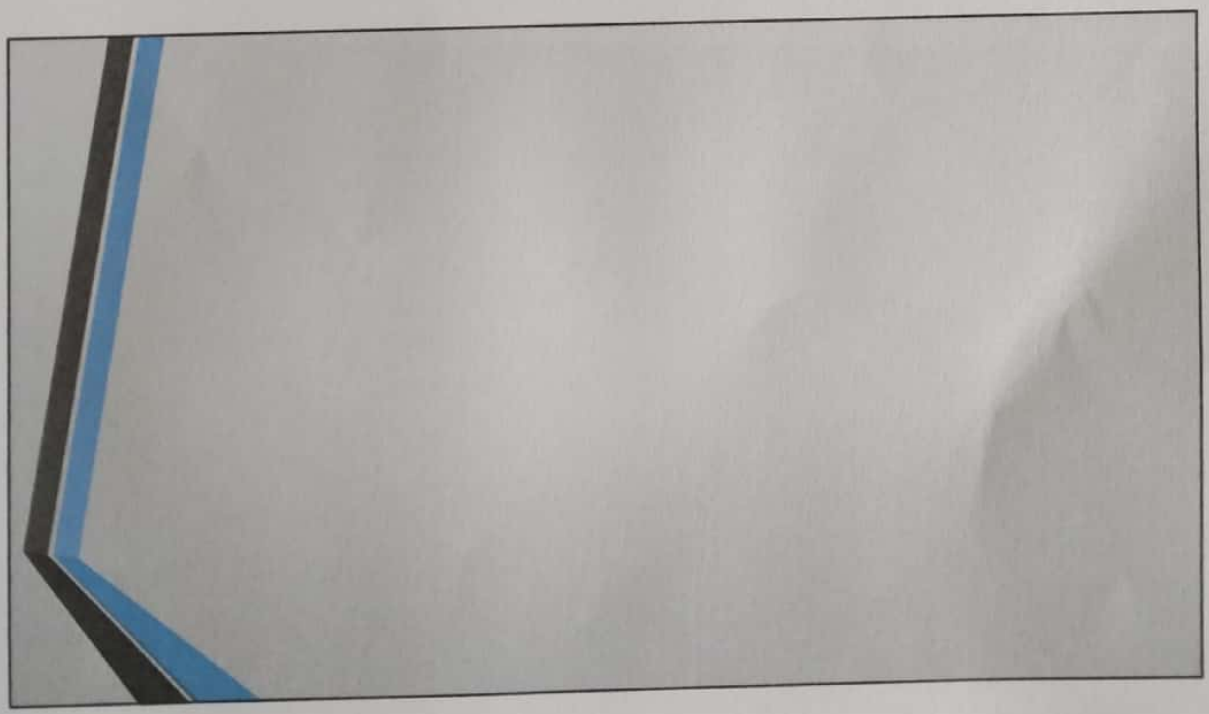
The performance of the learner shall be evaluated as internal work and external work. Internal assessment will be done with marks by way of continuous evaluation of the course areas as envisaged in the credit-based system by way of participation of learners in various practical works in the B.Ed. program.

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सूक्ष्माध्यापन कौशल्य

डॉ.ज्योती रामचंद्र लष्करी
प्राचार्या

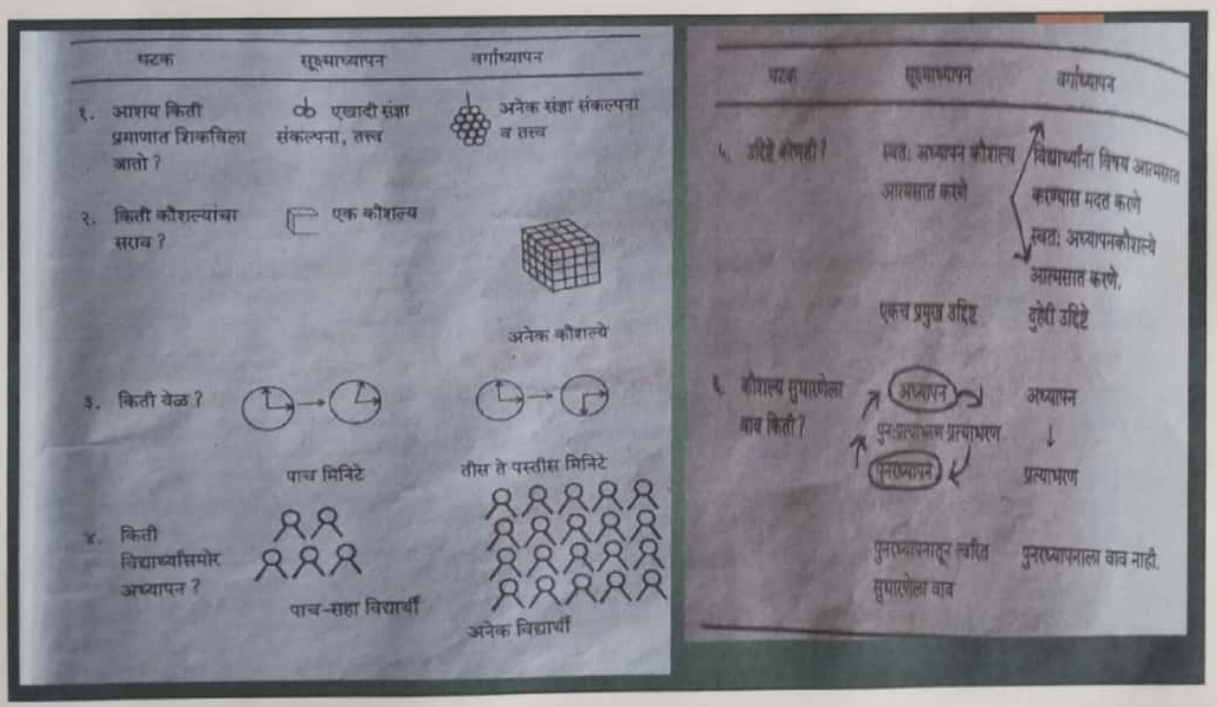
- सूक्ष्मअध्यापनाचा इतिहास
- स्टॅनफोर्ड विद्यापीठातील डॉ श्वाइट अलन यांनी प्रथम या तंत्राचा विकास १९६० ते १९७० दरम्यान केला.
- प्रथम या तंत्रात व्हिडियो टेपचा उपयोग केला जात असे.
- किंवा रेकॉर्डिंग करीत असे.
- नंतर हळूहळू सुधारणात होत बदल झाला
- यात वर्ग लहान म्हणजे संख्या कमी,वेळ कमी आशय देखील कमी असतो
- फक्त एका वेळी एका कौशल्याचे प्रशिक्षण दिले जाते.

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घटक	सूक्ष्माध्यापन	वर्गाध्यापन
१. आशय किती प्रमाणात शिकविला जातो ?	एखादी संज्ञा संकल्पना, तत्त्व	अनेक संज्ञा संकल्पना व तत्त्व
२. किती कौशल्यांचा सराव ?	एक कौशल्य	अनेक कौशल्ये
३. किती वेळ ?	पाच मिनिटे	तीस ते पस्तीस मिनिटे
४. किती विद्यार्थ्यांसमोर अध्यापन ?	पाच-सहा विद्यार्थी	अनेक विद्यार्थी

घटक	सूक्ष्माध्यापन	वर्गाध्यापन
५. उद्दिष्टे कोणती ?	स्वतः अध्यापन कौशल्य आत्मसात करणे	विद्यार्थ्यांना विषय आत्मसात करण्यास मदत करणे स्वतः अध्यापनकौशल्ये आत्मसात करणे.
	एकच प्रमुख उद्दिष्ट	दुहेरी उद्दिष्टे
६. कौशल्य सुधारणेला वाव किती ?	अध्यापन → पुनःप्रत्याभरण प्रत्याभरण → पुनर्अध्यापन	अध्यापन ↓ प्रत्याभरण
	पुनरध्यापनातून त्वरित सुधारणेला वाव	पुनरध्यापनाला वाव नाही.

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१.६ सूक्ष्माध्यापन प्रक्रियेतील विविध पायऱ्या

सूक्ष्माध्यापनात प्रत्येक कौशल्याचा सराव ज्या विशिष्ट पद्धतीने करणे अपेक्षित आहे, ते खालील आकृतीत दाखवले आहे.



* सूक्ष्माध्यापनातून नेमके काय साध्य होते?

१.सूक्ष्माध्यापनातून सुरक्षित सराव मिळतो.

२.सूक्ष्माध्यापन हे विशिष्ट अध्यापनकौशल्यानंतर लक्ष केंद्रीत करण्याचे साधन.

३ सूक्ष्माध्यापन हे एक उतम प्रशिक्षण तंत्र आहे.

४ प्रत्याभरणातून त्वरित सुधारणेला वाव असतो.

५ आर्दश अध्यापनाबाबतचा अवबोध तयार होतो.

६ सूक्ष्माध्यापनातून नवनिर्मिती व संशोधनाला वाव आहे.

. सूक्ष्माध्यापनाचा मर्यादा

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