



**Gandhi Shikshan Bhavan's
Smt. Surajba College of Education**

Conducted by Indian Council Of Basic Education

NAAC ACCREDITATION

4th CYCLE

DVV CLARIFICATION

CRITERIA : 2

UNIVERSITY OF MUMBAI



Credit Based Choice System with effect from the academic year 2017-2018

SYLLABUS FOR TWO YEARS BACHELOR OF EDUCATION PROGRAMME

ORDINANCES, REGULATIONS AND THE CURRICULUM FOR THE B. Ed. TWO YEARS DEGREE PROGRAMME

(Semester I, II, III and IV)

(As per Credit Based Choice System with effect from the academic year June 2017)

- Decision of UGC for introducing the Semester and Credit Based Choice System in all the central, state and deemed universities and institutions of higher learning in the country under the Eleventh Five Year Plan. (D. O. No. F.1-2/2008-XI Plan dated January 31, 2008 from the Chairman, UGC).
- Credit system involves breaking down the curriculum into measurable units that can be combined to get a degree/diploma.
- A credit is generally a value used to measure a student's work load in terms of learning time required to complete course units, resulting in learning outcomes.
- The number of credits awarded to a learner is determined by Credit Value or Credit Points assigned to a particular course.
- It is a way of expressing the 'learner's workload'. (Student's).
- One (01) credit is Twelve (12) learning hours.
- Credits once gained cannot be lost.

The definitions of the key terms used in the Credit Based Choice System

Program: Program is set of courses that are linked together in an academically meaningful way and generally ends with the award of a Certificate or Diploma or degree depending on the level of knowledge attained and the total duration of study. ponds to the word 'subject' used in many universities. A course is essentially a constituent

Course: A course correes of a 'program' and may be conceived of as a composite of several learning topics taken from a certain level. All the learning topics included in a course must necessarily have academic coherence that is there must be a common thread linking the various components of a course. A number of linked courses considered together are in practice, a 'program'.

Credit Point: Credit point refers to the 'workload' of a learner and is an index of the number of learning hours deemed for a certain segment of learning. These learning hours may include a variety of learning activities like reading, reflecting, discussing, attending lectures/counselling sessions, writing assignments, preparing for examinations, etc. Credits are assigned for a single Course and always pay attention to how many hours it would take for a learner to complete a Single course successfully. By and large a course may be assigned anywhere between 3 to 12 Credits where in one credit is construed as corresponding to 12 hours.

ORDINANCES, REGULATIONS AND CURRICULUM FOR THE DEGREE OF THE BACHELOR OF EDUCATION

Two Year B.Ed. Programme from the academic year 2017-18

Title: Bachelor of Education (B.Ed.)

Duration: Two academic years as Credit Based Choice System comprising of four semesters. The B.Ed. Programme shall be of duration of two years, which can be completed in a maximum period of three years from the date of admission to the programme

Eligibility: Following candidates are eligible for admission:

- a) Candidates with at least 50 % marks either in the Bachelor Degree(three year programme) in B.A, B.Sc or 50% (49.50-49.99%) in post graduation and for the reserved category (ST,SC,OBC,VJNT 1,2,3) 45% (44.50-44.99%) will be eligible. For B.Com, Management, Engineering, Computer Science, Technology, Agriculture, BBI, Pharmacy, Law, Fine Arts Performing Arts, Music, Dance, Drama with 55% marks at graduation or post graduation will be eligible for open category and for reserved category 50%. Any other qualification equivalent thereof is eligible for admission to the programme.
- b) The reservation and relaxation for SC/ ST / OBC / PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.

O. _____

A Candidate for the admission to degree of education (B.Ed.) must fulfil the eligibility criteria as per the directives of Government of Maharashtra from time to time.

For the completion of the B.Ed. program the candidate must have:

- (a) Attended four semesters of the full time Two year B.Ed. programme spread over a maximum period of three years from the date of admission in a College of Education.
- (b) **Attendance:** The minimum attendance of 80 % for all Theory component work (Part A) and Practicum component (Part B) and 90 % for school internship.
- (c) Completed the Practicum component and Internal Assessment assignments of each Theory paper of each semester as certified by the Principal of the Institution in which the candidate is studying.

Internal Assessment comprises of:

(All activities should be systematically documented and maintained for the purpose of Internal Assessment)

Semester 1

Assignments, Class test and Essay in each course

Ability Course 1: Critical Understanding of ICT

Project Based Course 1(Community Work one week and Participation in CCA in college)

Semester 2

Assignments, Class test and Essay in each course

Project Based Course 2 (Internship of 3 Weeks)

Semester 3

Assignments, Class test and Essay in each course

Project Based Course 3 (Internship of eleven weeks)

Semester 4

Assignments, Class test and Essay in each course

Ability Course 2: Reading and Reflecting on Texts

Project Based Course 4 (Internship of five weeks including community work and Action Research)

Any one Audit Course (Understanding the Self, Drama and Art in education) will be opted by student in Semester 1 and Certified in Semester 4

The Candidate should have successfully passed the Theory component of the course in accordance with the University guidelines.

O _____ Curriculum, Programme Implementation and Assessment

Curriculum

The B.Ed. Programme is designed to develop attitude, skill and knowledge in the Student teachers. The curriculum of 2 years B Ed. programme shall comprise of the following components:

Part A: Theory component includes Core courses, Elective courses and Inter-disciplinary courses.

Part B: Practicum component includes Project Based courses, Ability courses and Audit courses.

Part A: Theory component

(A) Core Courses (CC)

(B) Elective Course (EC)

(C) Interdisciplinary Courses (IC)

Part B: Practicum component

(D) Ability Courses (AB)

(E) Project Based Courses (PC)

(F) Audit Courses (AC)

Part A: Theory component

1. **Core courses:** These are **five** courses which are to be studied by a student in two years

- Childhood and Growing up
- Knowledge and Curriculum
- Learning and Teaching
- Assessment for learning
- Contemporary India and Education

2. **Elective Course**

Elective course 1 - Pedagogy of School Subject I

Select any One Course

- | | |
|---------------|------------------|
| i. Commerce | vii. Mathematics |
| ii. Economics | viii. Marathi |
| iii. English | ix. Science |
| iv. Geography | x. Sanskrit |
| v. History | xi. Urdu |
| vi. Hindi | |

Elective course 2 – Select any One course from I or II or III

I) Pedagogy of School Subjects II

Select any One course - other than in Elective course 1

- | | |
|---------------|---------------|
| i. Commerce | iii. English |
| ii. Economics | iv. Geography |

- | | | | |
|-------|-------------|-----|----------|
| v. | History | ix. | Science |
| vi. | Hindi | x. | Sanskrit |
| vii. | Mathematics | xi. | Urdu |
| viii. | Marathi | | |

II) Peace Education

III) Education for Rural Development

Elective course 3 –

Special Fields (Select any one)

1. Action Research
 2. Guidance and Counselling
 3. Environmental Education
3. Interdisciplinary courses : Four courses , each in semester which are interdisciplinary in nature
- Gender, School and Society
 - Educational Management
 - Language Across the Curriculum
 - Creating an Inclusive School

Part B: Practicum component

1. Ability courses: Prime focus is to enhance skill rather than the content, Two courses, it is to be studied in semester 1 and semester 4.
 - Critical Understanding of ICT
 - Reading and Reflecting on Texts
2. Project Based Courses:
 - Internship
 - Community work (I & II)
 - Action Research
 - Participation in Co-curricular Activities in college
3. Audit courses: Student has to opt any one, spread throughout the 4 semester, will be certified in 4th semester only, by head of the institution.
 - Understanding the Self
 - Drama and Art in Education

Each student is required to opt for one course from Pedagogy of School Subjects I (Elective Course 1) in Semester 2 which must be with respect to the graduation degree on the basis of which the student is admitted.

Each student is required to opt for any one of the course from Pedagogy of school subject II or Peace education or Education for Rural Development in Semester 3 (Elective Course 2). For Pedagogy courses students should opt for another pedagogy which they must have studied at least one paper at their Graduation /Post graduation.

Semester wise details of Project Based Courses (Part B)

Semester I (All activities should be systematically documented and maintained for the purpose of internal assessment)

- Participation in Community work I in collaboration with schools/ NGO's (for a period of 1 week)
- Participation in Co-curricular Activities in college

Semester II (All activities should be systematically documented and maintained for the purpose of internal assessment)

Internship for 3 weeks

- ✓ Observation of school activities (Any three)
- ✓ Observation of lessons given by peers (5 lessons)
- ✓ Shadowing of School Teacher (One Week) - 5 lessons to be observed and recorded in Pedagogy of school subject I
- ✓ Teaching lessons in Pedagogy of school subject I (5 Lessons)

Semester III (All activities should be systematically documented and maintained for the purpose of internal assessment)

Internship for 11 weeks

- ✓ During Internship teaching not less than 10 lessons in the opted Pedagogy of school subject I distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Principal as practicing School/ College
- ✓ 2 theme based lessons in the above school/college.
- ✓ 3 co-teaching lessons with school teachers
- ✓ Administration of Unit Test and analysis of results (in the pedagogy of school subject I opted)
- ✓ Maintain Reflective Journal with reference to internship program.

Semester IV (All activities should be systematically documented and maintained for the purpose of internal assessment)

Internship for 5 weeks (4 weeks +1 week community work II)

- ✓ Develop learning resources
- ✓ Conduct Action Research
- ✓ During Internship teaching not less than 5 lessons in the opted pedagogy of school subject II distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Principal as practicing School/ College. For those students who have opted Peace Education or Education for Rural Development they have to take 5 lessons from Pedagogy of school subject I.
- ✓ 5 Co-teaching lessons with peers
- ✓ Maintain Reflective journal with reference to internship program.
- ✓ Participation in Community work II in collaboration with schools/ NGO's (for a period of 1 week)

Programme Structure of B.Ed. 2 Years Programme

Year 1: 16-18 Weeks * 2 Semesters (200 Working Days)

Year 2: 16-18 Weeks * 2 Semesters (200 Working Days)

20 Weeks for Internship (18 +including 2 weeks Community work)

200 working days are exclusive of admission and examination period

Total Credits: 111; Marks 1800 (1 Credit = 12 Hours)

B.Ed. CURRICULUM FRAMEWORK

Courses	Credits	External Marks	Internal Marks	Total Marks
Semester 1				
Core Course 1: Childhood and Growing up	6	60	40	100
Core Course 2: Knowledge and Curriculum	6	60	40	100
Interdisciplinary Course 1 :Gender, School and Society	6	60	40	100
Ability Course 1:Critical Understanding of ICT	3	----	50	50
Project Based Course 1	3	----	50	50
Total	24	180	220	400
Semester 2				
Core Course 3: Learning and Teaching	6	60	40	100
Elective Course 1: Pedagogy of School Subject 1	6	60	40	100
Interdisciplinary Course 2: Educational Management	6	60	40	100
Project Based Course 2	6	----	100	100
Total	24	180	220	400
Semester 3				
Core Course 4: Assessment for Learning	6	60	40	100
Elective Course 2: Pedagogy of School Subject 2 /Peace Education/ Education for Rural Development (Any one)	6	60	40	100
Interdisciplinary Course 3: Language Across the Curriculum	6	60	40	100
Project Based Course 3	12	----	200	200
Total	30	180	320	500
Semester 4				
Core Course 5: Contemporary India and Education	6	60	40	100
Elective Course 3: Special Field Action Research/Guidance and Counselling/Environmental Education (any one)	6	60	40	100
Interdisciplinary Courses 4: Creating an Inclusive School	6	60	40	100
Ability Course 2: Reading and Reflecting on Texts	3	----	50	50
Project Based Course 4	9	---	150	150
Any one Audit Course(Understanding the Self, Drama and Art in education) will be opted by student in Semester 1 and Certified in Semester 4	3	---	----	---
Total Credits	33	180	320	500

Total Credits: 111; Total Marks 1800 (1 Credit = 12 Hours)

SCHEME OF ASSESSMENT AND EXAMINATION

Theory Courses: Semester End Examination

R. ____ 60 marks for semester end examination of 2 hours duration for each theory course

- Pattern of Semester End Examination: For courses, out of 8 questions answer any 5 and question 9 is compulsory which is short notes (out of 4 any 2).
- 5 questions of 10 marks each with external choice.
- 2 short notes of 5 marks each with internal choice

University Examination will be held at the end of each semester.

Internal Assessment

Internal Assessment includes following aspects;

A. Internal Assessment activities of Theory component- Part A (Core Courses, Elective Courses and Interdisciplinary Courses) consist of 40 marks. For each Theory component of Part A, 40 marks internal assessment consisting of

Sr.No	Particulars	Marks
1	Content test/ Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
	Total	40

(Content test is compulsory for Pedagogy of school subject 1 of 10 marks is a part of internal assessment.)

B. Practicum component of Part B Project Based Course:

- Semester wise detail documentation of the activities carried out under Project Based Course
 - a. Semester 1--Project Based Course 1 -----50 Marks
 - b. Semester 2--Project Based Course 2 -----100 Marks
 - c. Semester 3--Project Based Course 3 -----200 Marks
 - d. Semester 4--Project Based Course 4 -----150 Marks
- Ability Courses 100 Marks: Two courses 50 marks each (Detailed documentation of the courses)
 - a. Semester 1-- Critical Understanding of ICT
 - b. Semester 4--- Reading and Reflecting on Texts
- Any one Audit Course (Understanding the Self, Drama and Art in Education) will be opted by student in semester 1 and certified in Semester 4 by head of the institution

R. ____ Examination Scheme

Grading System: Conversion of Percentage of Marks to Grade Points:

The External examination of Part A of Theory component (Semester end theory examination), the Internal assessment marks of Theory component and Part B Semester wise Practicum component will be submitted at the end of each semester. The aggregate of marks obtained in each year for Theory cum Practicum (i.e. Part A & Part B) shall be converted into Grades as given in the scheme. (R4257)

The marks obtained by a student in a course shall be indicated by a grade point and a letter grade and Performance is follows:

10 Point Grading System (As per the University Circular UG/79 of 2016-17)

Marks	Grade points	Grade	Performance
Less than 40	0	F	Fail
40-44.99	4	D	Pass
45-49.99	5	C	Average
50-54.99	6	B	Above Average
55-59.99	7	B+	Good
60-69.99	8	A	Very Good
70-79.99	9	A+	Excellent
80 and above	10	O	Outstanding

The F grade once awarded to a student stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student shall be indicated in the grade sheet of the final year in which the candidate has appeared and fulfilled the credit criteria.

If student is absent from Semester end examination or Internal assessment in any course including the project course, he/she will get a grade point of 0 and a letter grade of 'F'.

If a student fails in the internal examination of the core or elective course, he/she will have to appear for the internal examination of the course when the course is offered again.

If the student fails in the semester end examination of a core or elective course or interdisciplinary course, he/ she may re-appear for the same examination, when it is held again in the following semester. A student can appear at the most three times including the original attempt. If a student obtains a letter grade F in all the three attempts, he/she will have to seek fresh admission.

If a student obtains letter grade F in any course in a given semester the letter grade F will continue to be shown in the grade card for that semester, even when the student passes the course subsequently in another semester.

If the student obtains minimum 40 % marks in the internal assessment and fails to obtain minimum 40 % marks in the semester end examination of any course in any of the semester, the marks of the internal examination shall be carried forward.

In any semester the students GPA and CGPA will be calculated as per the resolution of the Academic Council dated 23rd May 2016, Item No 4.17

The semester wise GPA and CGPA shall be printed on the grade card of the student along with the table of the 10 Point Grading System.

The final semester grade card shall also have the aggregate percentage marks scored by the students in all the courses in which student has obtained the relevant credits.

The grade card issued at the end of the semester to each student shall contain the following:

- a) The credits earned for each course registered that year
- b) The performance in each course indicated by the letter grade
- c) The Grade Point Average (GPA), of all the courses registered for the semester
- d) The Cumulative Grade Point Average (CGPA)
- e) Overall Weighted Percentage of Marks (OWPM), and cumulative grade point average after completing the programme will appear only on the grade card for the final year.

R. _____ A candidate who passes in the internal examination but fails in the semester end theory examination shall reappear for the said paper/papers only. However his/her marks of the internal examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

R. _____ A candidate who passes in the semester end examination but fails in the internal assessment of the course shall reappear for the internal examination of that course. However his/her marks of the semester end examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

The Principal shall forward to the University the Semester wise original marks awarded to every candidate in internal assessment of theory component (Part A) and Practicum component of each semester (Part B) as per the format provided by the university at the Semester end along with the Certification of Audit course in the Semester 4 which will be scrutinized by the **Coordination Committee. 0.5177**

For the purpose of co-ordination of Internal Assessment marks in Part A and Part B of Practicum, there shall be a Coordination Committee consisting of:

- **Chairman Board of Studies in Education.**
- **Chairperson, B.Ed. Examination of the concerned year.**
- **Two Principals**, who are not the members of the Board of Studies in Education nominated every year by the Chairman of the B.O.S. in Education.
- **Three members of Board of Studies** in Education who are not included in the above categories, nominated every year by the Chairman of the Board of Studies of Education.

The committee shall go through Internal Assessment marks and grades awarded to students of different Colleges of Education at the end of each Semester. If any discrepancy is found in the standard of marking and/or grading by college, the Principal concerned would be required to accordingly modify the marks as per the directions given by the Coordination Committee. The Committee is authorized to check all the internal work of the students of all the College to verify the marks awarded by the College and make the necessary changes wherever required.

ATKT (Allowed to Keep Term)

A student shall be allowed to keep terms for Year II irrespective of number of heads of failure in the Year I. The result of Year II shall be kept in abeyance until the student passes each of the courses in Part A & Part B for Year I & Year II.

The performance of the student shall be evaluated in two parts in each semester through internal assessment and external assessment:

1. Internal assessment by way of continuous evaluation of the course areas of Theory and Practicum (Part A and Part B) as envisaged in the Credit Based Choice System by way of participation of students in various Internal Assessment assignments/task of theory courses and Practicum component per semester of the B.Ed. programme.

2. Semester End Assessments by way of assessing the performance of the student in the semester end theory / written examination.

i A candidate who has completed 2 Years of the B.Ed. Degree Examination but who has either not appeared for ‘ Theory’ (Part A), will be permitted at his/her option to carry forward the internal assessment mark of that course and grade obtained in ‘Practicum’ (Part B) to two subsequent semester examination. The candidate will appear only for the course/s he/she has failed. Candidates exercising this option shall be eligible for the grade.

ii A candidate who has passed in ‘Theory component’ (Part A) but has not completed or has failed in ‘Practicum’ (Part B) will be permitted at his/her option to carry forward the marks obtained in ‘ Theory ’ to two subsequent semester examination. The candidate is required to revise his grade in the ‘Practicum’ (Part B) only in areas he / she has not completed or failed. Candidate exercising this option shall be eligible for the grade.

A candidate who has failed in ‘Theory’ (Part A) and ‘Practicum’ (Part B), will be required to put in 50% attendance in the subsequent year at the College from which he/she appeared for the University Examination and completes the work of ‘Practicum’ (Part B) in which he /she has failed and reappears in the theory course of ‘Theory’ (Part A).

COURSES AND CREDITS

Components	Courses	Credits
Core Courses	i. Childhood and Growing up (CC 1) ii. Knowledge and Curriculum(CC 2) iii. Learning and Teaching(CC 3) iv. Assessment for learning(CC 4) v. Contemporary India and Education(CC 5)	30
Elective Courses	Elective Course 1 Pedagogy of School Subject I -Select any one. (EC 1) i. Commerce ii. Economics iii. English iv. Geography v. History vi. Hindi vii. Mathematics viii. Marathi ix. Science x. Sanskrit xi. Urdu Elective Course 2 -Select any one from I or II or III. (EC 2) I.Pedagogy of School Subjects II -Select any One course other than in Elective course 1 i. Commerce ii. Economics iii. English iv. Geography v. History vi. Hindi vii. Mathematics viii. Marathi ix. Science x. Sanskrit xi. Urdu II. Peace Education III. Education for Rural Development Elective Course 3 Basket of Special Fields -Select any One (EC 3) i. Action Research ii. Guidance and Counselling iii. Environmental Education	18
Interdisciplinary Courses	i. Gender, School and Society (IC 1) ii. Educational Management (IC 2) iii. Language Across the Curriculum(IC 3) iv. Creating an Inclusive School(IC 4)	24
Ability Courses	i. Critical Understanding of ICT (AB 1) ii. Reading and Reflecting on Texts (AB 2)	6
Project Based Courses	i. Internship ii. Community work iii. Action Research iv. Participation in Co curricular Activities in college	30
Audit Courses	Audit Courses (Select any one) i. Understanding the self (AC 1) ii. Drama and Art in Education (AC1)	3
	Total Credits	111



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Conducted by Indian Council Of Basic Education

NAAC ACCREDITATION

4TH CYCLE

Criterion 2 – Teaching- Learning and Evaluation

2.6 Evaluation Process

Smt. Surajba College of Education has a comprehensive mechanism for **internal evaluation** that is designed to assess students' academic progress, skills, and overall development. The college adheres to the university's rules and regulations regarding internal evaluation, ensuring that the evaluation process is fair, transparent, and effective in measuring students' performance. The college utilizes a variety of assessment methods to evaluate students in multiple dimensions, providing a holistic understanding of their academic abilities and competencies.

Internal Evaluation Mechanism at Smt. Surajba College of Education

1. Adherence to University Guidelines:

The college strictly follows the guidelines, rules, and regulations laid down by the affiliating university for **internal evaluation**. These regulations ensure that the evaluation process is standardized, transparent, and consistent with the academic expectations of the university. The evaluation process is structured to align with both the theoretical and practical aspects of the curriculum, ensuring comprehensive assessment of the students.

2. Class Tests:

- **Class tests** are an essential part of the internal evaluation system. These tests are conducted periodically to assess students' understanding of the topics covered in the lectures.
- Class tests are designed to evaluate students' ability to grasp core concepts and apply them in real-world scenarios, as well as to prepare them for final exams by giving them a sense of the types of questions and subjects that may be covered. Each subject has 15 marks class test in every semester.
- Regular feedback is provided on class test performance, helping students identify areas of strength and improvement.

3. Content Tests:

- **Content tests** are specifically focused on assessing students' knowledge and comprehension of the subject matter or content taught in class. These tests assess the depth of understanding and the ability to retain and recall relevant information.

- Content tests involve multiple-choice questions (MCQs), short answer questions, or essay-type questions to evaluate both factual knowledge and conceptual understanding. It consists of 20 marks.
- The results of content tests are used to monitor academic progress and to help students address weak areas before final exams.

4. **Assignments:**

- **Assignments** form another important component of internal evaluation. Students are assigned individual or group tasks that require them to engage deeply with course materials, conduct independent research, and critically analyse specific topics. In every subject student have to submit 2 assignments each of 10 marks.
- These assignments encourage students to develop skills such as research, writing, time management, and problem-solving. They also provide students with opportunities to apply theoretical knowledge to practical scenarios.
- The assessment of assignments takes into account the quality of research, presentation, argumentation, and adherence to academic standards.

5. **Essay Tests:**

- **Essay tests** are used to evaluate students' critical thinking, analytical skills, and ability to express their thoughts coherently. In these tests, students are required to write detailed essays on specific topics related to their course. Each test contains 10 marks.
- Essay tests assess students' ability to synthesize information from various sources, build logical arguments, and articulate their ideas clearly and persuasively.
- These tests also encourage students to explore a topic in depth and demonstrate their understanding in a comprehensive manner.

6. **Project-Based Courses:** The college offers **project-based courses** as part of its internal evaluation strategy. These projects aim to develop students' practical skills and provide real-world experience. The major project-based courses are:

- **Internship:**

- The college organizes **internships** where students are placed in educational institutions, to gain practical experience in their field of study. Students have to conduct lessons of their

pedagogy subjects as well as they have to perform various school activities during internship.

- During the internship, students are expected to apply the knowledge they have gained in the classroom to real-life situations. The internship experience is assessed based on students' performance, feedback from supervisors, and the final report or presentation submitted by the student.
- Internships help students build professional skills, gain insights into the educational or social work sector, and prepare for future career opportunities.
- **Community Work:**
 - **Community work** projects are designed to encourage students to engage with and contribute to society. These projects may include outreach programs, social awareness campaigns, or volunteering efforts in local communities.
 - Community work projects assess students' ability to apply their learning in a community setting, promote social responsibility, and engage in practical problem-solving. Students' participation and impact on the community are key factors in evaluating the success of these projects.
 - These projects not only contribute to the students' academic growth but also enhance their leadership, teamwork, and communication skills.

7. **Comprehensive Evaluation Approach:**

The college adopts a **holistic evaluation approach** by combining both formative and summative assessments. Formative assessments, such as class tests and assignments, help track progress and provide ongoing feedback, while summative assessments, such as final exams and project evaluations, provide an overall picture of students' learning achievements. This approach ensures that students are evaluated on their overall performance, including theoretical knowledge, practical skills, research abilities, and social responsibility.

8. **Feedback and Continuous Improvement:**

Regular **feedback** is provided to students based on their performance in internal evaluations. This feedback helps students understand their strengths and areas for improvement, allowing them to make necessary adjustments in their learning strategies. The college encourages

students to actively participate in the evaluation process by providing suggestions and engaging with faculty about their assessments. This creates a supportive and transparent learning environment.

Conclusion

Smt. Surajba College of Education's internal evaluation system is a well-rounded and structured approach to assessing students' academic growth. By incorporating various assessment methods such as class tests, content tests, assignments, essay tests, and project-based courses (internships and community work), the college ensures that students are evaluated in a comprehensive manner. These mechanisms not only assess students' theoretical knowledge but also their practical skills, research abilities, and social engagement, preparing them for successful careers in education and other related fields.

**GANDHI SHIKSHAN BHAVAN
SMT. SURAJBA COLLEGE OF EDUCATION
JUHU, MUMBAI -49
CLASS TEST EXAM (SEM-II)
F.Y.B. Ed-2018-19**

DATE	TIME	COURSE
22/4/2019	10.00a.m. -11.00 a.m	Learning and Teaching
23/4/2019	10.00a.m. -11.00 a.m	Pedagogy of School Subject
24/4/2019	10.00a.m. -11.00 a.m	Educational Management

**GANDHI SHIKSHAN BHAVAN
SMT. SURAJBA COLLEGE OF EDUCATION
JUHU MUMBAI -49
CLASS TEST EXAM (SEM-III) Time Table
S.Y.B. ED 2018-19**

DATE	TIME	COURSE
26/11/18	10.00 a.m. -11.00 a.m.	Assessment for Learning
27/11/18	10.00 a.m. -11.00 a.m.	Language Across the Curriculum
28/11/18	10.00 a.m. -11.00 a.m.	Pedagogy of School Subject/Peace Education

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SMT. SURAJBA COLLEGE OF EDUCATION
JUHU, MUMBAI -49
CLASS TEST EXAM (SEM-IV) Time Table
S.Y.B. Ed- 2018-19**

DATE	TIME	COURSE
22/4/2019	10.00a.m. -11.00 a.m	Contemporary India and Education
23/4/2019	10.00a.m. -11.00 a.m	Action Research Environmental education Guidance and Counseling
24/4/2019	10.00a.m. -11.00 a.m	Creating an Inclusive school

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JUHU, MUMBAI -49
CLASS TEST EXAM (SEM-I) Time Table
F.Y.B. Ed. -2019-20**

DATE	TIME	COURSE
20/12/2019	10.00 a.m. -10.40 a.m.	Childhood and Growing Up CC-1
20/12/2019	01.00 p.m. -01.40 a.m.	Knowledge and Curriculum CC-2
21/12/2019	10.00 a.m. -10.40 a.m.	Gender, School and Society IC-1

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SMT. SURAJBA COLLEGE OF EDUCATION
Juhu, MUMBAI -49
CLASS TEST EXAM (SEM-II)
F.Y.B. Ed-2019-20**

DATE	TIME	COURSE
22/4/2019	10.00a.m. -11.00 am	Learning and Teaching CC-3
23/4/2019	10.00a.m. -11.00 am	Pedagogy of School Subject EC-1
24/4/2019	10.00a.m. -11.00 am	Educational Management IC-2

**GANDHI SHIKSHAN BHAVAN
SMT. SURAJBA COLLEGE OF EDUCATION
Juhu, MUMBAI -49
CLASS TEST EXAM (SEM-III) S.Y.B. Ed. -2019-20**

DATE	TIME	COURSE
02/12/2019	10.00 a.m. -10.40 a.m.	Assessment for learning CC-4
03/12/2019	8.00 p.m. -8.40 a.m.	Pedagogy of school subject –II EC-2
02/12/2019	8.00 a.m. -8.40 a.m.	Language across the curriculum IC-3

**GANDHI SHIKSHAN BHAVAN
SMT. SURAJBA COLLEGE OF EDUCATION
Juhu, MUMBAI -49
CLASS TEST EXAM (SEM-III) S.Y.B. Ed. -2020-21**

DATE	TIME	COURSE
07/11/2020	10.00 a.m. -12.10 p.m.	Assessment for learning CC-4
08/11/2020	10.00 a.m. -12.10 p.m.	Pedagogy of school subject –II EC-2
09/11/2020	10.00 a.m. -12.10 p.m.	Language across the curriculum IC-3

**GANDHI SHIKSHAN BHAVAN
SMT. SURAJBA COLLEGE OF EDUCATION
Juhu, MUMBAI -49
CLASS TEST EXAM (SEM-IV) S.Y.B. Ed. -2020-21**

DATE	TIME	COURSE
12/04/2021	10.00 a.m. -11.00 a.m.	Contemporary India and education CC-5
15/04/2021	10.00 a.m. -11.00 a.m.	EC-3
09/04/2021	10.00 a.m. -11.00 a.m.	Creating inclusive school IC-4

**GANDHI SHIKSHAN BHAVAN
SMT. SURAJBA COLLEGE OF EDUCATION
JUHU, MUMBAI -49
CLASS TEST EXAM (SEM-I) Time Table
F.Y.B. Ed. -2021**

DATE	TIME	COURSE
27/05/2021	11.30 a.m.-1.00 p.m.	Childhood and Growing Up CC-1
28/05/2021	11.30 a.m.-1.00 p.m.	Knowledge and Curriculum CC-2
29/05/2021	11.30 a.m.-1.00 p.m.	Gender, School and Society IC-1

**GANDHI SHIKSHAN BHAVAN
SMT. SURAJBA COLLEGE OF EDUCATION
JUHU, MUMBAI -49
CLASS TEST EXAM (SEM-II)
F.Y.B. Ed-2021**

DATE	TIME	COURSE
14/10/2021	10.00a.m. -10.50 am	Learning and Teaching CC-3
		Pedagogy of School Subject EC-1
13/10/2021	10.00a.m. -10.50 am	Educational Management IC-2

**GANDHI SHIKSHAN BHAVAN
SMT. SURAJBA COLLEGE OF EDUCATION
JUHU, MUMBAI -49
CLASS TEST EXAM (SEM-I) Time Table
F.Y.B. Ed. -2021-22**

DATE	TIME	COURSE
20/12/2019	10.00 a.m. -10.40 a.m.	Childhood and Growing Up CC-1
20/12/2019	01.00 p.m. -01.40 a.m.	Knowledge and Curriculum CC-2
21/12/2019	10.00 a.m. -10.40 a.m.	Gender, School and Society IC-1

**GANDHI SHIKSHAN BHAVAN
SMT. SURAJBA COLLEGE OF EDUCATION
JUHU, MUMBAI -49
CLASS TEST EXAM (SEM-II)
F.Y.B. Ed-2021-22**

DATE	TIME	COURSE
22/4/2019	10.00a.m. -11.00 am	Learning and Teaching CC-3
23/4/2019	10.00a.m. -11.00 am	Pedagogy of School Subject EC-1
24/4/2019	10.00a.m. -11.00 am	Educational Management IC-2

**GANDHI SHIKSHAN BHAVAN
SMT. SURAJBA COLLEGE OF EDUCATION
JUHU, MUMBAI -49
CLASS TEST EXAM (SEM-III) S.Y.B. Ed. -2021-22**

DATE	TIME	COURSE
10/02/2022	10.00 a.m. -10.30 p.m.	Assessment for learning CC-4
09/02/2022	10.00 a.m. -10.30 p.m.	Pedagogy of school subject –II EC-2
11/02/2022	10.00 a.m. -10.30 p.m.	Language across the curriculum IC-3

**GANDHI SHIKSHAN BHAVAN
SMT. SURAJBA COLLEGE OF EDUCATION
JUHU, MUMBAI -49
CLASS TEST EXAM (SEM-IV) S.Y.B. Ed. -2021-22**

DATE	TIME	COURSE
18/04/2022	9.45 a.m. – 10.30 a.m..	Contemporary India and education CC-5
19/04/2022	9.45 a.m. – 10.30 a.m..	EC-3
20/04/2022	9.45 a.m. – 10.30 a.m..	Creating inclusive school IC-4

GANDHI SHIKSHAN BHAVAN
SMT. SURAJBA COLLEGE OF EDUCATION
JUHU, MUMBAI -49
CLASS TEST EXAM (SEM-I)
F.Y.B. Ed-2022-23

DATE	TIME	COURSE
27/03/2023	10.00 a.m. -10.30 a.m.	Childhood and Growing Up CC-1
28/03/2023	10.00 a.m. -10.30 a.m.	Knowledge and Curriculum CC-2
29/03/2023	10.00 a.m. -10.30 a.m.	Gender, School and Society IC-1

GANDHI SHIKSHAN BHAVAN
SMT. SURAJBA COLLEGE OF EDUCATION
JUHU, MUMBAI -49
CLASS TEST EXAM (SEM-III) S.Y.B. Ed. -2022-23

DATE	TIME	COURSE
20/02/2023	10.00 a.m. -10.50 p.m.	Assessment for learning CC-4
23/02/2023	10.00 a.m. -10.50 p.m.	Pedagogy of school subject –II EC-2
27/02/2023	10.00 a.m. -10.50 p.m.	Language across the curriculum IC-3

**GANDHI SHIKSHAN BHAVAN
SMT. SURAJBA COLLEGE OF EDUCATION
JUHU, MUMBAI -49
CLASS TEST EXAM (SEM-IV)
S.Y.B. Ed- 2022-23**

DATE	TIME	COURSE
18/05/2023	10.00a.m. -10.50 a.m.	Contemporary India and Education CC5
19/05/2023	10.00a.m. -10.50 a.m.	Environmental education Guidance and Counseling EC3
20/05/2023	10.00a.m. -10.50 a.m.	Creating an Inclusive school IC4



**Gandhi Shikshan Bhavan's
Smt. Surajba College of Education**
Conducted by Indian Council Of Basic Education

NAAC ACCREDITATION

4TH CYCLE

Criterion 2 – Teaching- Learning and Evaluation

2.6 Evaluation Process

Smt. Surajba College of Education provides various provisions to facilitate the academic improvement of its students, ensuring that they have ample opportunities to excel in their studies. These provisions aim to support students at different stages of their academic journey, especially those who face challenges or need additional assistance. Here are the details of the improvement facilities available:

1. Provisions for Improvement

Retests for Weak Students:

- The college acknowledges that some students may face difficulties in certain subjects or exams, and thus, provides the option of **retests** for students who have underperformed.
- These retests give students a chance to improve their grades by providing them with an opportunity to reassess and reattempt the subjects they were weak in, ensuring that their academic performance reflects their true capabilities.
- The retest process helps students strengthen their understanding of the subjects and boosts their confidence in areas where they struggled initially.

2. Bilingual Answering Facility

Support for Linguistic Diversity:

- Recognizing the diverse linguistic backgrounds of students, the college offers a **bilingual answering facility** during exams. Students are allowed to answer questions in languages they are most comfortable with, such as **Hindi, Marathi, and Urdu**, in addition to English.
- This provision ensures that language barriers do not hinder students from expressing their understanding of the subject. It helps students communicate more effectively and enhances their ability to perform well in exams.
- The ability to use their preferred language allows students to articulate their thoughts more clearly, leading to better academic outcomes.

3. Academic Support for Weak Students

Personalized Assistance and Guidance:

- The college provides personalized academic support for students who are struggling in specific subjects. This can include extra coaching sessions, mentorship programs, and tutoring services aimed at addressing individual learning needs.
- Teachers and mentors are available to guide weak students, offering additional resources, explanations, and practice materials to improve their understanding of difficult topics.

Specialized Classes for Academic Improvement:

- The college may organize **specialized improvement classes** for students who need extra attention in certain subjects. These classes are tailored to address common areas of difficulty, reinforcing key concepts and building students' academic skills.
- The focus is on strengthening the foundational knowledge required to excel in exams, enhancing critical thinking, and improving academic performance.

4. Incentives for Academic Growth

Continuous Evaluation:

- Regular assessments and quizzes are conducted to keep track of students' progress throughout the academic year. These evaluations are designed to identify weak areas early on, allowing for timely intervention and targeted improvement strategies.

Counselling and Psychological Support:

- In addition to academic support, the college also offers **counselling services** for students who may experience stress or anxiety related to their academic performance. The psychological support helps students manage their emotions and stay motivated to overcome academic challenges.

5. Encouraging Holistic Development

Skill Development Programs:

- The college organizes **skill development programs** that focus on enhancing students' practical skills, communication, and overall personality development. These programs

help students build self-confidence, critical thinking, and problem-solving skills, further aiding their academic improvement.

Workshops and Seminars:

- Regular workshops and seminars are conducted to expose students to new teaching methodologies, subject-specific knowledge, and motivational sessions that inspire and encourage them to improve their academic performance.

6. Inclusive Environment for All Students

Focus on Individualized Learning:

- The college creates an inclusive learning environment where students' unique needs are acknowledged and addressed. Whether through the bilingual answering facility, personalized guidance, or additional academic resources, every effort is made to ensure that each student has the support they need to succeed.

7. Feedback and Monitoring System

Regular Feedback:

- The college regularly collects feedback from students regarding their learning experiences and academic progress. This feedback is used to make continuous improvements in the teaching methods and academic facilities offered.

Performance Monitoring:

- The college tracks the performance of students throughout the academic year, identifying those who need extra support and offering the necessary resources to help them improve.

Conclusion

Smt. Surajba College of Education is committed to providing a nurturing and supportive environment for all students. By offering provisions such as retests for weak students, a bilingual answering facility, and personalized academic assistance, the college ensures that

every student has the opportunity to improve and succeed. Through these various improvement initiatives, the college works to enhance the overall academic experience and personal growth of its students.



**Gandhi Shikshan Bhavan's
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4TH CYCLE

Criterion 2 – Teaching- Learning and Evaluation

2.6 Evaluation Process



INTERNAL MARKS

SEM I

F.Y.B.ED 2021-2022

Name _____

Roll No. _____

Year _____

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Tel. No. 2620 0589

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B.Ed.(with Credits) - Regular-Rev16 - F.Y. B.Ed. - Sem I [4E00141] For Winter Session
College : Gandhi Shikshan Bhavans Smt. Surajba College of Education (58), Juhu Road (N), Juhu, Andh
400049

Name: Childhood And Growing Up (75101)

Theory CA

(Max Mark: 40 Min Mark)

Seat Number	PRN	Student Name	Mark
1691011	2018016400679835	ALMEIDA NERISSA MARYAN	33 ✓
1691012	2021016402454023	ANSARI NUSRAT KHATUN ABDUL MUNEEB	31 ✓
1691013	2021016402454054	RUKHSAR MD NISAR ANSARI	27 ✓
1691014	2017016400450337	ANSARI SABA NAAZ AYYUB	30 ✓
1691015	2021016402454062	PRIYA DARSHINI ARULRAJ	30 ✓
1691016	2016016401146103	AWHAD POOJA SHIVAJI	25 ✓
1691017	2018016400621345	BANE MINAL GAJANAN	29 ✓
1691018	2014016401436493	BARIK SHUBHAM RABINDRA	30 ✓
1691019	2015016402187056	BEHLIM FARHEEN IQBAL	26 ✓
1691020	2021016402454104	BURKHAO RICHARD JOHNSON	34 ✓
1691021	2021016402454015	CHAUDHARI PRACHI MOHAN	30 ✓
1691022	2018016401572471	DEBNATH RIMPA DIPESH MINATI	27 ✓
1691023	2021016402454077	DSOUZA DONNA MARIE DAMIAN MARGARET	26 ✓
1691024	2014016400338904	JADHAV APOORVA MILIND	33 ✓
1691025	2017016401708607	JHALAWAT RUSHABH PARAG	28 ✓
1691026	2021016402454031	KHADE SONI RAVINDRA	31 ✓
1691027	2018016402589643	KHAN ANIQAH SARWAT EHTESHAM HUSAIN	33 ✓
1691028	2018016401663554	KHAN ASMA KHANAM KARIMULLA	30 ✓
1691029	2017016401593976	KHAN UZMA IMRAN	32 ✓
1691030	2017016400445955	KHAN ZEENAT MAZID	32 ✓
1691031	2018016401648454	KOKYANI IQRA ALTAF	31 ✓
1691032	2017016400655685	MAHADIK VAIDEHI GANESH	30 ✓
1691033	2018016401649805	MAKANDAR NAMEERA ABDUL KADAR	26 ✓
1691034	2016016400469995	MANSOORI AFREEN ASLAM	31 ✓
1691035	2014016401699696	MISHRA SUNITI RAMASHANKAR	30 ✓
1691036	2018016402330372	NAIK BHAVIKA GOVIND	32 ✓
1691037	2016016401249524	NAIK PURVA VIKAS	31 ✓
1691038	2019016401952433	AKANKSHA PANDEY	29 ✓
1691039	2013016400661623	PARASHAR ANTARA ANUP	32 ✓
1691040	2016016402222342	PRAJAPATI TANMAY MITTHU	30 ✓
1691041	2014016401923134	PUDALE SUMIT SHANKAR	30 ✓



1691042	✓	2016016400101913	ROKADE PRERANA SUNIL	30	✓
1691043	✓	2021016402454085	PRATIKSHA BALKRISHNA SANDIM	30	✓
1691044	✓	2015016402057853	SANKHE PARNIKA SADANAND	27	✓
1691045	✓	2018016400908994	SEQUEIRA LARISSA IGNATIUS	30	✓
1691046	✓	2021016402454093	SHAIKH AALIYA RAZA UR RAHMAN	28	✓
1691047	✓	2018016400520952	SHAIKH SHABENA AKBARHUSSAIN	25	✓
1691048	✓	2015016400437973	SHAIKH ZAHEERA ABDUL RASHID	33	✓
1691049	✓	2021016402454046	KM.NEHA SINGH	30	✓
1691050	✓	2018016401017317	SINGH PRATIKSHA VEDPRAKASH	28	✓
1691051	✓	2017016400445112	SONI NIKI GOPALSETH	30	✓
1691052	✓	2018016400624444	SWAMY SANSKRUTI MAHESH	34	✓
1691053	✓	2018016402388115	SYED MISBAHJAHAN ZAMEER	30	✓
1691054	✓	2021016402454007	UPADHYAY PRIYANKA SHOBHNATH URMILA	33	✓
1691055	✓	2018016400118771	UPADHYAY SHWETA ARUN	27	✓
1691056	✓	2017016400734052	VISHWAKARMA RAKHI TRIBHUVAN	27	✓
1691057	✓	2016016401127705	YADAV JYOTI VIJAYSHANKAR	30	✓
1691058	✓	2016016400798336	YADAV PRIYANKA KAMLESH SUNITA	29	✓
1691059	✓	2018016401535104	YADAV SIDDHARTH VIJAY	34	✓

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B.Ed.(with Credits) - Regular-Rev16 - F.Y. B.Ed. - Sem I [4E00141] For Winter Sessi
College : Gandhi Shikshan Bhavans Smt. Surajba College of Education (58), Juhu Road (N), Juhu, Andh
400049

Name:

Knowledge and Curriculum (75102)

Theory CA

(Max Mark: 40 Min Mark)

Seat Number	PRN	Student Name	
1691011	2018016400679835	ALMEIDA NERISSA MARYAN	27 ✓
1691012	2021016402454023	ANSARI NUSRAT KHATUN ABDUL MUNEEM	27 ✓
1691013	2021016402454054	RUKHSAR MD NISAR ANSARI	20 ✓
1691014	2017016400450337	ANSARI SABA NAAZ AYYUB	28 ✓
1691015	2021016402454062	PRIYA DARSHINI ARULRAJ	32 ✓
1691016	2016016401146103	AWHAD POOJA SHIVAJI	28 ✓
1691017	2018016400621345	BANE MINAL GAJANAN	31 ✓
1691018	2014016401436493	BARIK SHUBHAM RABINDRA	30 ✓
1691019	2015016402187056	BEHLIM FARHEEN IQBAL	31 ✓
1691020	2021016402454104	BURKHAO RICHARD JOHNSON	29 ✓
1691021	2021016402454015	CHAUDHARI PRACHI MOHAN	31 ✓
1691022	2018016401572471	DEBNATH RIMPA DIPESH MINATI	29 ✓
1691023	2021016402454077	DSOUZA DONNA MARIE DAMIAN MARGARET	31 ✓
1691024	2014016400338904	JADHAV APOORVA MILIND	30 ✓
1691025	2017016401708607	JHALAWAT RUSHABH PARAG	24 ✓
1691026	2021016402454031	KHADE SONI RAVINDRA	27 ✓
1691027	2018016402589643	KHAN ANIQAH SARWAT EHTESHAM HUSAIN	32 ✓
1691028	2018016401663554	KHAN ASMA KHANAM KARIMULLA	30 ✓
1691029	2017016401593976	KHAN UZMA IMRAN	23 ✓
1691030	2017016400445955	KHAN ZEENAT MAZID	29 ✓
1691031	2018016401648454	KOKYANI IQRA ALTAF	23 ✓
1691032	2017016400655685	MAHADIK VAIDEHI GANESH	28 ✓
1691033	2018016401649805	MAKANDAR NAMEERA ABDUL KADAR	27 ✓
1691034	2016016400469995	MANSOORI AFREEN ASLAM	27 ✓
1691035	2014016401699696	MISHRA SUNITI RAMASHANKAR	26 ✓
1691036	2018016402330372	NAIK BHAVIKA GOVIND	26 ✓
1691037	2016016401249524	NAIK PURVA VIKAS	26 ✓
1691038	2019016401952433	AKANKSHA PANDEY	26 ✓
1691039	2013016400661623	PARASHAR ANTARA ANUP	24 ✓
1691040	2016016402222342	PRAJAPATI TANMAY MITTHU	29 ✓
1691041	2014016401923134	PUDALE SUMIT SHANKAR	32 ✓



1691042	2016016400101913	ROKADE PRERANA SUNIL	31 ✓
1691043	2021016402454085	PRATI KSHA BALKRISHNA SANDIM	30 ✓
1691044	2015016402057853	SANKHE PARNIKA SADANAND	28 ✓
1691045	2018016400908994	SEQUEIRA LARISSA IGNATIUS	28 ✓
1691046	2021016402454093	SHAIKH AALIYA RAZA UR RAHMAN	27 ✓
1691047	2018016400520952	SHAIKH SHABENA AKBARHUSSAIN	25 ✓
1691048	2015016400437973	SHAIKH ZAHEERA ABDUL RASHID	27 ✓
1691049	2021016402454046	KM.NEHA SINGH	25 ✓
1691050	2018016401017317	SINGH PRATI KSHA VEDPRAKASH	30 ✓
1691051	2017016400445112	SONI NIKI GOPALSETH	26 ✓
1691052	2018016400624444	SWAMY SANSKRUTI MAHESH	30 ✓
1691053	2018016402388115	SYED MISBAHJAHAN ZAMEER	26 ✓
1691054	2021016402454007	UPADHYAY PRIYANKA SHOBHNATH URMILA	29 ✓
1691055	2018016400118771	UPADHYAY SHWETA ARUN	21 ✓
1691056	2017016400734052	VISHWAKARMA RAKHI TRIBHUVAN	29 ✓
1691057	2016016401127705	YADAV JYOTI VIJAYSHANKAR	31 ✓
1691058	2016016400798336	YADAV PRIYANKA KAMLESH SUNITA	28 ✓
1691059	2018016401535104	YADAV SIDDHARTH VIJAY	28 ✓

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College : Gandhi Shikshan Bhavans Smt. Surajba College of Education (58), Juhu Road (N), Juhu, Andh
400049

me: **Critical Understanding of ICT (UBEDSI.1.4)** **Project Work CA**
Gender, School & Society *Theory CA* (Max Mark: 50 Min Mark)

Seat Number	PRN	Student Name	75103	40
1691011	2018016400679835	ALMEIDA NERISSA MARYAN	32	33 ✓
1691012	2021016402454023	ANSARI NUSRAT KHATUN ABDUL MUNEEM	26	✓
1691013	2021016402454054	RUKHSAR MD NISAR ANSARI	30	✓
1691014	2017016400450337	ANSARI SABA NAAZ AYYUB	27	✓
1691015	2021016402454062	PRIYA DARSHINI ARULRAJ	27	✓
1691016	2016016401146103	AWHAD POOJA SHIVAJI	30	✓
1691017	2018016400621345	BANE MINAL GAJANAN	32	✓
1691018	2014016401436493	BARIK SHUBHAM RABINDRA	31	✓
1691019	2015016402187056	BEHLIM FARHEEN IQBAL	32	✓
1691020	2021016402454104	BURKHAO RICHARD JOHNSON	34	✓
1691021	2021016402454015	CHAUDHARI PRACHI MOHAN	32	✓
1691022	2018016401572471	DEBNATH RIMPA DIPESH MINATI	29	✓
1691023	2021016402454077	DSOUZA DONNA MARIE DAMIAN MARGARET	30	✓
1691024	2014016400338904	JADHAV APOORVA MILIND	32	✓
1691025	2017016401708607	JHALAWAT RUSHABH PARAG	27	✓
1691026	2021016402454031	KHADE SONI RAVINDRA	31	✓
1691027	2018016402589643	KHAN ANIQAH SARWAT EHTESHAM HUSAIN	30	✓
1691028	2018016401663554	KHAN ASMA KHANAM KARIMULLA	30	✓
1691029	2017016401593976	KHAN UZMA IMRAN	31	✓
1691030	2017016400445955	KHAN ZEENAT MAZID	30	✓
1691031	2018016401648454	KOKYANI IQRA ALTAF	30	✓
1691032	2017016400655685	MAHADIK VAIDEHI GANESH	29	✓
1691033	2018016401649805	MAKANDAR NAMEERA ABDUL KADAR	28	✓
1691034	2016016400469995	MANSOORI AFREEN ASLAM	27	✓
1691035	2014016401699696	MISHRA SUNITI RAMASHANKAR	26	✓
1691036	2018016402330372	NAIK BHAVIKA GOVIND	28	✓
1691037	2016016401249524	NAIK PURVA VIKAS	28	✓
1691038	2019016401952433	AKANKSHA PANDEY	29	✓
1691039	2013016400661623	PARASHAR ANTARA ANUP	33	✓
1691040	2016016402222342	PRAJAPATI TANMAY MITTHU	30	✓
1691041	2014016401923134	PUDALE SUMIT SHANKAR	30	✓



1691042	2016016400101913	ROKADE PRERANA SUNIL	29 ✓
1691043	2021016402454085	PRATIKSHA BALKRISHNA SANDIM	24 ✓
1691044	2015016402057853	SANKHE PARNIKA SADANAND	26 ✓
1691045	2018016400908994	SEQUEIRA LARISSA IGNATIUS	29 ✓
1691046	2021016402454093	SHAIKH AALIYA RAZA UR RAHMAN	28 ✓
1691047	2018016400520952	SHAIKH SHABENA AKBARHUSSAIN	27 ✓
1691048	2015016400437973	SHAIKH ZAHEERA ABDUL RASHID	28 ✓
1691049	2021016402454046	KM.NEHA SINGH	30 ✓
1691050	2018016401017317	SINGH PRATIKSHA VEDPRAKASH	34 ✓
1691051	2017016400445112	SONI NIKI GOPALSETH	22 ✓
1691052	2018016400624444	SWAMY SANSKRUTI MAHESH	27 ✓
1691053	2018016402388115	SYED MISBAHJAHAN ZAMEER	24 ✓
1691054	2021016402454007	UPADHYAY PRIYANKA SHOBHNATH URMILA	27 ✓
1691055	2018016400118771	UPADHYAY SHWETA ARUN	28 ✓
1691056	2017016400734052	VISHWAKARMA RAKHI TRIBHUVAN	28 ✓
1691057	2016016401127705	YADAV JYOTI VIJAYSHANKAR	25 ✓
1691058	2016016400798336	YADAV PRIYANKA KAMLESH SUNITA	31 ✓
1691059	2018016401535104	YADAV SIDDHARTH VIJAY	29 ✓

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400049

Critical Understanding of ICT (UBEDSI.1.4)	Project Work CA
	(Max Mark: 50 Min Mark)

Seat Number	PRN	Student Name		
1691011	2018016400679835	ALMEIDA NERISSA MARYAN	✓ 43	50 39 ✓
1691012	2021016402454023	ANSARI NUSRAT KHATUN ABDUL MUNEEM	✓ 42	38 ✓
1691013	2021016402454054	RUKHSAR MD NISAR ANSARI	✓ 35	31 ✓
1691014	2017016400450337	ANSARI SABA NAAZ AYYUB	✓ 44	40 ✓
1691015	2021016402454062	PRIYA DARSHINI ARULRAJ	✓ 42	38 ✓
1691016	2016016401146103	AWHAD POOJA SHIVAJI	✓ 36	32 ✓
1691017	2018016400621345	BANE MINAL GAJANAN	✓ 44	40 ✓
1691018	2014016401436493	BARIK SHUBHAM RABINDRA	✓ 41	37 ✓
1691019	2015016402187056	BEHLIM FARHEEN IQBAL	✓ 46	43 ✓
1691020	2021016402454104	BURKHAO RICHARD JOHNSON	✓ 40	36 ✓
1691021	2021016402454015	CHAUDHARI PRACHI MOHAN	✓ 43	39
1691022	2018016401572471	DEBNATH RIMPA DIPESH MINATI	✓ 42	38
1691023	2021016402454077	DSOUZA DONNA MARIE DAMIAN MARGARET	✓ 42	38
1691024	2014016400338904	JADHAV APOORVA MILIND	43 ✓	41
1691025	2017016401708607	JHALAWAT RUSHABH PARAG	✓ 39	35
1691026	2021016402454031	KHADE SONI RAVINDRA	✓ 36	32
1691027	2018016402589643	KHAN ANIQAH SARWAT EHTESHAM HUSAIN	✓ 37	33
1691028	2018016401663554	KHAN ASMA KHANAM KARIMULLA	✓ 43	39
1691029	2017016401593976	KHAN UZMA IMRAN	✓ 43	39
1691030	2017016400445955	KHAN ZEENAT MAZID	✓ 44	40
1691031	2018016401648454	KOKYANI IQRA ALTAF	✓ 46	42
1691032	2017016400655685	MAHADIK VAIDEHI GANESH	✓ 40	36
1691033	2018016401649805	MAKANDAR NAMEERA ABDUL KADAR	✓ 44	40
1691034	2016016400469995	MANSOORI AFREEN ASLAM	✓ 35	31
1691035	2014016401699696	MISHRA SUNITI RAMASHANKAR	✓ 39	35
1691036	2018016402330372	NAIK BHAVIKA GOVIND	✓ 42	38
1691037	2016016401249524	NAIK PURVA VIKAS	✓ 43	39
1691038	2019016401952433	AKANKSHA PANDEY	✓ 40	36
1691039	2013016400661623	PARASHAR ANTARA ANUP	✓ 47	43
1691040	2016016402222342	PRAJAPATI TANMAY MITTHU	✓ 40	36
1691041	2014016401923134	PUDALE SUMIT SHANKAR	✓ 44	

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591042	✓	2016016400101913	ROKADE PRERANA SUNIL	34✓	30
591043	✓	2021016402454085	PRATIKSHA BALKRISHNA SANDIM	41✓	37
591044	✓	2015016402057853	SANKHE PARNIKA SADANAND	41✓	37
591045	✓	2018016400908994	SEQUEIRA LARISSA IGNATIUS	43✓	39
591046	✓	2021016402454093	SHAIKH AALIYA RAZA UR RAHMAN	39✓	35
591047	✓	2018016400520952	SHAIKH SHABENA AKBARHUSSAIN	38✓	34
591048	✓	2015016400437973	SHAIKH ZAHEERA ABDUL RASHID	46✓	42
591049	✓	2021016402454046	KM.NEHA SINGH	40✓	40
591050	✓	2018016401017317	SINGH PRATIKSHA VEDPRAKASH	46✓	42
591051	✓	2017016400445112	SONI NIKI GOPALSETH	45✓	41
591052	✓	2018016400624444	SWAMY SANSKRUTI MAHESH	45✓	41
591053	✓	2018016402388115	SYED MISBAHJAHAN ZAMEER	43✓	39
591054	✓	2021016402454007	UPADHYAY PRIYANKA SHOBHNATH URMILA	47✓	43
591055	✓	2018016400118771	UPADHYAY SHWETA ARUN	39✓	35
591056	✓	2017016400734052	VISHWAKARMA RAKHI TRIBHUVAN	41✓	37
591057	✓	2016016401127705	YADAV JYOTI VIJAYSHANKAR	42✓	38
591058	✓	2016016400798336	YADAV PRIYANKA KAMLESH SUNITA	38	34
591059	✓	2018016401535104	YADAV SIDDHARTH VIJAY	47	44

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me: **Project Based Course 1 (UBEDSI.1.5)** **Project Work CA - cultural + c.o**
(Max Mark: 50 Min Mark)

Seat Number	PRN	Student Name	50
1691011	2018016400679835	ALMEIDA NERISSA MARYAN ✓ 42	37
1691012	2021016402454023	ANSARI NUSRAT KHATUN ABDUL MUNEEB ✓ 38	34
1691013	2021016402454054	RUKHSAR MD NISAR ANSARI ✓ 39	35
1691014	2017016400450337	ANSARI SABA NAAZ AYYUB ✓ 38	34
1691015	2021016402454062	PRIYA DARSHINI ARULRAJ ✓ 43	38
1691016	2016016401146103	AWHAD POOJA SHIVAJI ✓ 40	36
1691017	2018016400621345	BANE MINAL GAJANAN ✓ 42	38
1691018	2014016401436493	BARIK SHUBHAM RABINDRA ✓ 39 (28)	39
1691019	2015016402187056	BEHLIM FARHEEN IQBAL ✓ 43	39
1691020	2021016402454104	BURKHAO RICHARD JOHNSON ✓ 43	39
1691021	2021016402454015	CHAUDHARI PRACHI MOHAN ✓ 43	39
1691022	2018016401572471	DEBNATH RIMPA DIPESH MINATI ✓ 41	37
1691023	2021016402454077	DSOUZA DONNA MARIE DAMIAN MARGARET ✓ 36	32
1691024	2014016400338904	JADHAV APOORVA MILIND ✓ 42	38
1691025	2017016401708607	JHALAWAT RUSHABH PARAG ✓ 44	40
1691026	2021016402454031	KHADE SONI RAVINDRA ✓ 39	35
1691027	2018016402589643	KHAN ANIQAH SARWAT EHTESHAM HUSAIN ✓ 37	33
1691028	2018016401663554	KHAN ASMA KHANAM KARIMULLA ✓ 40	36
1691029	2017016401593976	KHAN UZMA IMRAN ✓ 39	35
1691030	2017016400445955	KHAN ZEENAT MAZID ✓ 38	34
1691031	2018016401648454	KOKYANI IQRA ALTAF ✓ 44	40
1691032	2017016400655685	MAHADIK VAIDEHI GANESH ✓ 42	38
1691033	2018016401649805	MAKANDAR NAMEERA ABDUL KADAR ✓ 40	38
1691034	2016016400469995	MANSOORI AFREEN ASLAM ✓ 42	38
1691035	2014016401699696	MISHRA SUNITI RAMASHANKAR ✓ 40	36
1691036	2018016402330372	NAIK BHAVIKA GOVIND ✓ 41	37
1691037	2016016401249524	NAIK PURVA VIKAS ✓ 42	38
1691038	2019016401952433	AKANKSHA PANDEY ✓ 43	39
1691039	2013016400661623	PARASHAR ANTARA ANUP ✓ 42	38
1691040	2016016402222342	PRAJAPATI TANMAY MITTHU ✓ 43	39
1691041	2014016401923134	PUDALE SUMIT SHANKAR ✓ 44	43

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1691042	2016016400101913	ROKADE PRERANA SUNIL	45	✓	41
1691043	2021016402454085	PRATIKSHA BALKRISHNA SANDIM	42	✓	38
1691044	2015016402057853	SANKHE PARNIKA SADANAND	41	✓	37
1691045	2018016400908994	SEQUEIRA LARISSA IGNATIUS	41	✓	37
1691046	2021016402454093	SHAIKH AALIYA RAZA UR RAHMAN	34	✓	30
1691047	2018016400520952	SHAIKH SHABENA AKBARHUSSAIN	41	✓	37
1691048	2015016400437973	SHAIKH ZAHEERA ABDUL RASHID	40	✓	36
1691049	2021016402454046	KM.NEHA SINGH	40	✓	40
1691050	2018016401017317	SINGH PRATIKSHA VEDPRAKASH	42	✓	38
1691051	2017016400445112	SONI NIKI GOPALSETH	43	✓	39
1691052	2018016400624444	SWAMY SANSKRUTI MAHESH	43	✓	39
1691053	2018016402388115	SYED MISBAHJAHAN ZAMEER	41	✓	37
1691054	2021016402454007	UPADHYAY PRIYANKA SHOBHNATH URMILA	✓	42	38
1691055	2018016400118771	UPADHYAY SHWETA ARUN	37	✓	33
1691056	2017016400734052	VISHWAKARMA RAKHI TRIBHUVAN	44	✓	40
1691057	2016016401127705	YADAV JYOTI VIJAYSHANKAR	40	✓	36
1691058	2016016400798336	YADAV PRIYANKA KAMLESH SUNITA	40	✓	36
1691059	2018016401535104	YADAV SIDDHARTH VIJAY	40		36

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SEM IV

S.Y.B.ED

2021-2022

Juhu, Mumbai 400 049.

Tel. No. 2620 0589



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College : Gandhi Shikshan Bhavans Smt. Surajba College of Education (58), Juhu Road (N), Juhu, Andher
Suburban Pin: 400049

Paper Name: **Contemporary India and Education (UBEDSIV.2.1)** Theory CA Count
(Max Mark: 40 Min Mark: 16)

Sr. No.	Seat Number	PRN	Student Name	Marks
1	3300330	2012016401227594	ANDHAKAR RAJSHRI VASANT	23 ✓
2	3300331	2017016400874673	JOSHI RADHA SANJAY	30 ✓
3	3300332	2020016402271366	KALRA DISHA NARESH MEERA	- Ab - ✓
4	3300333	2020016402271455	PAL GAURI LALSA	29 ✓
5	3300334	2017016400341682	PANDEY SHAILAJA MANOJ	25 ✓
6	3300335	2014016401207417	SINGH VAISHALI MAHENDRAPRATAP	26 ✓
7	3300336	2013016400343467	YADAV MANJU SATISHCHAND	25 ✓
8	3300337	2020016402271401	KHUSHBOO	- Ab - ✓
9	3300338	2016016401414387	AHIRE SHIVANI SANTOSH	26 ✓
10	3300339	2020016402271505	ANSARI RUKSAR ANSAR	23 ✓
11	3300340	2017016401592586	AVCHITE RENUKA DEEPAK	22 ✓
12	3300341	2009016400213145	BHARKO SONIA NAZARETH	24 ✓
13	3300342	2020016402271374	CHAVAN AISHWARYA BHARAT	33 ✓
14	3300343	2017016402037197	CYCLEWALA ARWA ADNAN SAKINA	27 ✓
15	3300344	2017016400444596	DUBEY DEEPA TRIVENI	32 ✓
16	3300345	2015016400113526	DUBEY SONAL SANTOSH	24 ✓
17	3300346	2015016400087233	FADALE SWAPNIL DINKAR	27 ✓
18	3300347	2016016400332875	FAKIH SABIYA JAVED	17 ✓
19	3300348	2020016402271432	GUPTA NIDHI RAJESH	21 ✓
20	3300349	2015016401299356	JADHAV MANISHA MAHESH	23 ✓
21	3300350	2016016400585844	JOSHI GAYATRI DEEPAK	31 ✓
22	3300351	2016016401417463	JOSHI KAJAL MUKESH	28 ✓
23	3300352	2014016402162773	JUWATKAR PRANAY DEEPAK	28 ✓
24	3300353	2014016402038093	KAMBLE ANUSHREE RAVI	25 ✓
25	3300354	2020016402271424	KHAN JAMILA KHATOON MOHD SHARIF	30 ✓
26	3300355	2015016401300474	NAHEDA NOOR KHAN	29 ✓
27	3300356	2020016402271513	LASSANWALA SABINA HAJIKASSAM ZAIBUNNISA	21 ✓
28	3300357	2017016400444205	MAKWANA DARSHANA HIMMAT	27 ✓
29	3300358	2020016402271463	MANDAL PRATIBHAKUMARI KRISHNAKUMAR	18 ✓
30	3300359	2020016402271471	MAYEKAR SHARMILA KISHOR	21 ✓
31	3300360	2020016402271521	ARFA MD.IMRAN ANJUMAN	27 ✓



32	3300361	2014016402384113	MISHRA NEHA PRASHANT	
33	3300362	2015016401700471	MUNDHE MAHESH VALMIK	18 ✓
34	3300363	2015016401298032	NAIK SHIFA ABDUL SATTAR	29 ✓
35	3300364	2020016402271494	ANOOP PANDEY	21 ✓
36	3300365	2017016400656874	SAIYA HELI HITESH	31 ✓
37	3300366	2017016401593783	SHAIKH RUKHSAAR ABDUL KADEER	26 ✓
38	3300367	2014016400137342	SHUKLA POOJA JAYPRAKASH	23 ✓
39	3300368	2017016400874062	POORNIMA PREMKUMAR WARRIER	-Ab- ✓
40	3300369	2017016400382222	YADAVAR PAVITHRA KRISHNAN	33 @ ✓
41	3300370	2020016402271416	BADIGI BHAGYASHRI PRAMOD	28 ✓
42	3300371	2020016402271536	CHOUHAN SANIYA ASLAM	29 ✓
43	3300372	2017016400443995	FELSY CHOWRY	26 ✓
44	3300373	2013016401636803	KHADSE KARUNA PRAKASH	27 ✓
45	3300374	2017016400735183	KHAN GULISTA FIROZ	23 ✓
46	3300375	2020016402271382	KHAN MAHEK MOHD AHMED	25 ✓
47	3300376	2020016402271447	MARNE JUHI RAM ANURADHA	27 ✓
48	3300377	2020016402271486	SHAIKH FARIDA RAMZAN	26 ✓
49	3300378	2017016400735175	SHAIKH NEEDA NAEEM	Ab ✓
50	3300379	2020016402271397	SHAIKH SAYANA RABIUL JAMAL	24 ✓
51	3300380	2016016401274723	TAURO RIA JOSEPH LILY	30 ✓
				23 ✓

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College : Gandhi Shikshan Bhavans Smt. Suraiba College of Education (58), Juhu Road (N), Juhu, Andheri, Mumbai

Paper Name: Guidance and Counselling (UBEDSIVA4.b)

Theory CA

Count of Student: 12

(Max Mark: 40 Min Mark: 16)

Sr. No.	Seat Number	PRN	Student Name	Marks	
				Marks	Total
1	3300360 ✓	2020016402271521	ARFA MD.IMRAN ANJUMAN		
2	3300370 ✓	2020016402271416	BADIGI BHAGYASHRI PRAMOD	31	✓
3	3300371 ✓	2020016402271536	CHOUHAN SANIYA ASLAM	34	✓
4	3300372 ✓	2017016400443995	FELSY CHOWRY	25	✓
5	3300373 ✓	2013016401636803	KHADSE KARUNA PRAKASH	31	✓
6	3300374 ✓	2017016400735183	KHAN GULISTA FIROZ	22	✓
7	3300375 ✓	2020016402271382	KHAN MAHEK MOHD AHMED	27	✓
8	3300376 ✓	2020016402271447	MARNE JUHI RAM ANURADHA	30	✓
9	3300377 ✓	2020016402271486	SHAIKH FARIDA RAMZAN	29	✓
10	3300378 ✓	2017016400735175	SHAIKH NEEDA NAEEM	Ab	✓
11	3300379 ✓	2020016402271397	SHAIKH SAYANA RABIUL JAMAL	28	✓
12	3300380 ✓	2016016401274723	TAURO RIA JOSEPH LILY	32	✓
				29	✓

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College : Gandhi Shikshan Bhavans Smt. Suraiba College of Education (58), Juhu Road (N), Juhu, Andheri, Mumbai

Paper Name: Environmental Education (UBEDSIVA4.c) Theory CA
(Max Mark: 40 Min Mark: 16) Count of Student: 32

Sr. No.	Seat Number	PRN	Student Name	Marks	Total
1	3300337 ✓	2020016402271401	KHUSHBOO		
2	3300338 ✓	2016016401414387	AHIRE SHIVANI SANTOSH	Ab	-
3	3300339 ✓	2020016402271505	ANSARI RUKSAR ANSAR	28	✓
4	3300340 ✓	2017016401592586	AVCHITE RENUKA DEEPAK	25	✓
5	3300341 ✓	2009016400213145	BHARKO SONIA NAZARETH	27	✓
6	3300342 ✓	2020016402271374	CHAVAN AISHWARYA BHARAT	24	✓
7	3300343 ✓	2017016402037197	CYCLEWALA ARWA ADNAAN SAKINA	28	✓
8	3300344 ✓	2017016400444596	DUBEY DEEPA TRIVENI	29	✓
9	3300345 ✓	2015016400113526	DUBEY SONAL SANTOSH	28	✓
10	3300346 ✓	2015016400087233	FADALE SWAPNIL DINKAR	33	✓
11	3300347 ✓	2016016400332875	FAKIH SABIYA JAVED	30	✓
12	3300348 ✓	2020016402271432	GUPTA NIDHI RAJESH	26	✓
13	3300349 ✓	2015016401299356	JADHAV MANISHA MAHESH	23	✓
14	3300350 ✓	2016016400585844	JOSHI GAYATRI DEEPAK	31	✓
15	3300351 ✓	2016016401417463	JOSHI KAJAL MUKESH	32	✓
16	3300352 ✓	2014016402162773	JUWATKAR PRANAY DEEPAK	27	✓
17	3300353 ✓	2014016402038093	KAMBLE ANUSHREE RAVI	31	✓
18	3300354 ✓	2020016402271424	KHAN JAMILA KHATOON MOHD SHARIF	25	✓
19	3300355 ✓	2015016401300474	NAHEDA NOOR KHAN	29	✓
20	3300356 ✓	2020016402271513	LASSANWALA SABINA HAJIKASSAM ZAIBUNNISA	31	✓
21	3300357 ✓	2017016400444205	MAKWANA DARSHANA HIMMAT	26	✓
22	3300358 ✓	2020016402271463	MANDAL PRATIBHAKUMARI KRISHNAKUMAR	29	✓
23	3300359 ✓	2020016402271471	MAYEKAR SHARMILA KISHOR	24	✓
24	3300361 ✓	2014016402384113	MISHRA NEHA PRASHANT	26	✓
25	3300362 ✓	2015016401700471	MUNDHE MAHESH VALMIK	27	✓
26	3300363 ✓	2015016401298032	NAIK SHIFA ABDUL SATTAR	29	✓
27	3300364 ✓	2020016402271494	ANOOP PANDEY	27	✓
28	3300365 ✓	2017016400656874	SAIYA HELI HITESH	25	✓
29	3300366 ✓	2017016401593783	SHAIKH RUKHSAAR ABDUL KADEER	30	✓
30	3300367 ✓	2014016400137342	SHUKLA POOJA JAYPRAKASH	23	✓
31	3300368 ✓	2017016400874062	POORNIMA PREMKUMAR WARRIER	Ab	✓
32	3300369 ✓	2017016400382222	YADAVAR PAVITHRA KRISHNAN	30	✓
				28	✓

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Seal
Instruction
1. While entering the marks, please ensure a clear, legible hand-writing, without any scratches or over-writing.
2. In case of scratches, over-writing or corrections, please re-write the marks separately with



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NAAC ACCREDITATION

4TH CYCLE

Criterion 2 – Teaching- Learning and Evaluation

2.6 Evaluation Process

2.6.2 Your description highlights a comprehensive internal evaluation mechanism at the college, emphasizing the integration of feedback and support to enhance student performance. Here's a refined version that captures the key elements:

Internal Evaluation Mechanism

The college employs a robust and timely internal evaluation system that aligns with its educational philosophy. This system includes various activities designed to enhance student learning and performance:

1. **Transparent Grading:**
 - After examinations, students receive their grades promptly. This transparency encourages accountability and allows students to track their progress.
2. **Constructive Feedback:**
 - Faculty members engage in discussions with students about their exam performances, identifying areas for improvement and setting goals for future assessments.
3. **Reexamination Opportunities:**
 - Students who do not pass exams are given the chance to reexamine, ensuring they have multiple opportunities to succeed.
4. **Timely Assignment Feedback:**
 - Feedback on assignments is provided in a timely manner, either individually or in groups, fostering a supportive learning environment.
5. **Mentorship Programs:**
 - The college organizes faculty groups, where each teacher is responsible for a specific set of students. Additionally, mentor-mentee groups during practice teaching sessions offer personalized guidance and support.
6. **Subject-Specific Assistance:**
 - Subject teachers provide timely help and relevant information to students, ensuring they are well-informed and prepared for assessments.
7. **Clear Evaluation Criteria:**
 - Students are informed of the evaluation criteria in advance, allowing them to understand the standards against which they will be assessed.

Through these varied approaches, the college creates a supportive atmosphere that promotes continuous improvement and academic success for all students.



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Test Contemporary India & Education Date 18/5/2023
 Name Prachi Chaudhant. Roll No. 10
 Paper CC5 Section _____ Supervisor BISF

Q. No.					Total	Examiner Signature
Marks						<u>A</u>

Q1

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२००० मध्ये जम्मू काश्मिर वगळता भारतभर मुलांना मोफत आणि सक्तीच्या शिक्षणाचा अधिकार देणारा हा कायदा आणला गेला. यात अनेक 'कलम' आहेत. त्यानुसार काही प्रमुख गोष्टींचा अंतर्भाव शिक्षणप्रणालीत करण्यात आला.

→ प्राथमिक शिक्षण ७ ते १४ या वयोगटासाठी सुनिश्चित करण्यात आले.

→ प्राथमिक शिक्षण देशभरात सक्तीचे व मोफत देण्यात येईल असे सांगितले गेले. यानुसार कोणतीही जात, धर्म, लिंग असले तर सर्व बालकांना मोफत प्राथमिक शिक्षण देण्यात येईल अशी तरतूद करण्यात आली.

→ वयाचा काही पुरावा नसला तरीही मुलांना शाळेत प्रवेश देण्यात येईल.

→ मुलांना वर्षभरात कोणत्याही वेळी शाळेत प्रवेश देण्यात येईल.

→ मुलांचे वय पाहून त्या इयत्तेत त्यांना शाळेत प्रवेश देण्यात येईल. एखादा विद्यार्थी जरी याउभाही कधीच शाळेत गेला नसला तरीही त्याला त्याच्या वयानुसार विशिष्ट वर्गात प्रवेश देण्यात येईल. यावेळी त्याचीला हा अभ्यासक्रम आत्मसात करता यावा म्हणून त्याला विशेष शिक्षण शुद्ध दिले जाईल त्याचा

आधीचा अग्र्यास करून घेव्यात येईल

→ मुलांना त्यांच्या बौद्धिक क्षमतेवरून कुठल्याही प्रकारची वक्तव्य शिक्षकांना करता येणार नाहीत.

→ मुलांना कुठल्याही प्रकारची शिक्षा करता येणार नाही.

* शारीरिक अपाय संभवेल अशी शिक्षा करता येणार नाही.

* बौद्धिक व मानसिक त्रास होईल अशा पध्दतीने शिक्षा करता येणार नाही.

* मुलांना मारता येणार नाही.

→ वर्षभरान्त पालकांना किंवा विद्यार्थ्यांना कुठल्याही प्रकारची तक्रार करायची असल्यास ते करू शकतील.

→ विद्यार्थ्यांनी प्राथमिक शिक्षण पूर्ण केल्यावर त्यांना प्रमाणपत्र देव्यात येईल.

→ मुलांना कोणत्याही मंडळाच्या परीक्षेला सामोरे जावे लागणार नाही.

→ मुलांना प्राथमिक शिक्षण ग्रहण करताना नापास करता येणार नाही. त्यांना दरवर्षी पुढल्या वर्गात जाता येईल.

→ माध्यमिक शिक्षणासाठी किंवा जर प्राथमिक शिक्षण काही इयत्तापुरतेच एखाद्या शाळेत असेल आणि मुलांना दुसऱ्या शाळेत प्रवेश घ्यायचा असेल तर त्यांना शाळा लगेचच आवश्यक कागदपत्र पुरवेल.

→ प्राथमिक शिक्षणाचा फायदा सर्वांना घेता येईल कुणालाही प्रवेश नाकारता येणार नाही उदा:- शारीरिक बंग असले तरीही

II)
81)

Objectives of RTE ACT

- 1) सर्व बालकांना मोफत आणि सक्तीचे शिक्षण देणे ^{अर्थात} कुठलेही बालक शिक्षणाशिवाय ^{बैध} राहणार नाही याची काळजी घेणे हा एक प्रमुख उद्देश 'RTE ACT' मध्ये आहे.
- 2) समानता - कुठलीही जात, धर्म वंश, लिंग हे शिक्षणासाठी अडसर ठरणार नाही याची काळजी घेणे. सर्व जाती, धर्म, वंश, लिंग असलेल्या बालकांना शिक्षणाचा समान हक्क देणे.
- 3) प्राथमिक शिक्षण अन्तर्गत भारतातील प्रत्येक बालकापर्यंत पोहचणे - 6 ते 14 या वयोगटातील प्रत्येक बालकाला प्राथमिक शिक्षण देणे हा एक प्रमुख हेतू आहे.
- 4) शिक्षणातील अडचणी दूर करणे - मुलांकडे बघाचा पुरावा नसला तरी त्याला मुख्य प्रवाहांत आणून शिक्षण घेता यावे याची तरतूद करणे.
- 5) मुलांना परीक्षेची भिती वाटत असेल तर कुठल्याही परीक्षेला सामोरे न जाता त्यांना शिक्षण प्राप्त करता येईल हे पहाणे. म्हणूनच प्राथमिक शिक्षणात कुठलीही परीक्षा घेतली जात नाही.
- 6) बालकेंद्री शिक्षण हा एक प्रमुख उद्देश आहे. मुलांना सुलभ वाटेल, ताग येणार नाही असे वातावरण देणे

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 Paper Contemporary and Section Supervisor B/S
 and Education

Q. No.					Total	Examiner Signature
Marks						(B)

Ans 1. नयी तालिम — Nayee Tallim

स 1937 महात्मा गांधी जी ने वर्धा में एक गोश्री बनी थी जिसमें उन्हें ने कहा था शिक्षा को पढावा देने की बात कही उन्हें ने कहा की विश्व एक विद्यालय है डॉट एम एम बनाना है।

डा० जाकीर हुसैन को इसका अध्यक्ष बनाया गया डॉट नयी पाठ्य क्रम समूह का निर्माण हुआ डॉट उन्हें ने गांधी जी महात्मा गांधी जी को दिया डॉट उनके सम्मती से डॉट नयी तालिम की शुरुआत हुई

Merits (गुण) — इसके कई भाषाये

- 1) जाकरी डॉट मुक्त शिक्षा — 6-14 वर्ष के बच्चों को मुक्त शिक्षा दी जाये कोई भी छात्रा जाती या आर्थिक स्थिति से कमजोर हो उन्हें भी अनिवार्य शिक्षा दी जाये
- 2) क्राफ्ट और आर्ट पर आधारित हो — अगर बच्चों को क्राफ्ट से या कला से सिखाये दो घट जल्दी सिखा लेते है डॉट घट कामा भी बनकरे है

मातृ भाषा

3 वच्चों को मातृ भाषा सिखाना अनिवार्य है ताकी बच्चा अपने भाषा के प्रति सम्मान और विकास कर सके

4 ज्ञान केन्द्रित — बच्चों के आधार पर शिक्षा होनी चाहिए ताकी उनका विकास हो सके और कौशल्य उत्पन्न हो सके

5 - कर के सिखना —

अगर बच्चे कर के सिखेंगे तो वो बहुत जल्दी सीख लेंगे जैसे अगर उनको गतिविधियों के द्वारा पाठ पढ़ाया जाय तो वह बहुत अच्छे से सिख लेते हैं।

Demerits (अगुणवत्ता) —

1) शहर के लोग के लिए अच्छा नहीं है।

शहर के लोगों के लिए अच्छा नहीं है क्योंकि वहाँ हर राज्य से लोग रहे हैं तो मातृभाषा में कैसे पढ़ा सके हैं सबकी मातृ भाषा अलग है

2) को रिलेट —

हर विषय को रिलेट कला से जो नहीं सकेगे और कला को बहुत मुश्की हो जायगा

3- समय ज्यादा —

अगर हम हर विषय को रिलेट कला से जोड़ कर पढ़ायेगे तो हमारा समय बहुत लगेगा और विषय पूरा नहीं हो पायेगा

4- मेहनत —

यह बड़े मेहनत हो लोग अब शिक्षा को ऐसा काम का जरीया बना लिया है

Short Ans

Ans-2 Objectives of RTE Act - SSA -

संघ 2001-2002 में शुरू किया गया था इसमें 6-14 वर्ष के बच्चों को अच्छी गुणवत्ता, मुल्य पूर्ण शिक्षा देने के लिए बनाया गया है। सर्व शिक्षा

Ans2 Objective of RTE Act -

RTE Act

2009 में स्व पूरे भारत में शुरू किया गया था इससे 6-14 वर्ष के बच्चों को अच्छी शिक्षा देने का अभियान

शुरू हुआ 6-14 वर्ष के बच्चों को अनिर्धार्य व निःशुल्क शिक्षा देने चाहिए चाकी हर बच्चा पढ़ सके और योग्य बन सके।

2 25% सरकारी स्कूलों में विद्यालय को देने चाहिए जो बच्चे SC, ST, OBC हो या आर्थिक स्थिति से कमजोर हो चाये वह लड़की हो या लड़का भेद भाव की भावना नहीं रखनी चाहिए

3 बच्चे सभी में स्कूल में प्रवेश ले सकते हैं। उनपर कोई पाबन्दी नहीं थी

4- फंड नहीं देना चाहिए - बच्चों को फंड

नदी देना चाहिए नदी तो बह करे हो डर-
जाते हैं और उनका विकास नही हो पात
उन्हे प्रयोग नही करना चाहिए और उन्हे
कटू बचान नही बहना चाहिए

5 सभी बच्चों को समान शिक्षा का अधिकार
मिलना चाहिए पूरे भारत में सब साक्षर हो
और सबका विकास हो।

6 अगर बच्चे के पास जन्म पुमाण पत्र और कोई
भी पुमाण पत्र नही हो तो भी उनका प्रवेश
स्कूलों में हो जाए

7 और सभी को समान शिक्षा दि जाये ताकी
सभी का विकास हो सके।

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Q. No.					Total	Examiner Signature
Marks					(B)	(B)

Ans b ① जमीनी स्तर पर बहुभाषीयता

भारत में लोक शक्ति या शक्ति अधिक भाषा बोलते हैं या प्रयोग करते हैं बहुभाषीय कक्षा कहलाता है। पैनापिन ट्योहवार में मातृभाषा तथा अन्य भाषा समुहों का स्तरेषण करने के लिए उनके भाषा का ज्ञान होना जरूरी है। भारत में लगभग हर व्यक्ति को एक से अधिक भाषा आती हैं। आमतौर पर आंग्रेजी और हिन्दी भाषा का ज्ञान सब सब बोलते हैं।

② मातृभाषा को बनाये रखने के रणनीति के रूप में

अपने मातृभाषा को सबसे लागू होता है और वह अपने मातृभाषा का सम्मान करता है। परंतु वह अपने मातृभाषा के साथ-साथ अन्य भाषाओं का सम्मान करता है।

③ आदर्श के रूप में भाषा का रण रणत

भारत में कई सारी भाषाओं बोलती जाती है। इसके अलावा भी प्रमुख भाषाओं के आगमन से पुरानी भाषा पर बड़ी धस्तु फिर भी यानी कुछ कुछ भाषाओं का बोलना कम हुआ है।

(4) भाषाओं की पुरक प्रवृत्ति — भारत में प्रमुख भाषाओं में अल्पसंख्यक माने जाने वाले उपसह्यक भाषाओं की पीढ़ी पर पीढ़ी से चली आने की प्रवृत्ति है। यानी अल्पसंख्यक भाषा जो कम बोली जाने वाली भाषा को कहा जाता है।

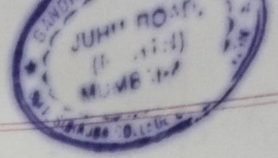
(5) वहुता भाषायी — अपने अपने अपनी मातृभाषा को बरकरार रखना चाहीए लेकी उससे अपना इ-एमे और भाषा का ज्ञान होला ही तो उसे हमारे अर्थ का शैल्य का विकास होला है।

(6) संकारात्मक दृष्टीकोण — भाषाओं में बहुभाषीय भाषा को लोकतन्त्र पर संकारात्मक प्रभाव पडा है इससे बहुभाषीयता से एकता जागृत होली है। लोग एक दूसरे के भाषा का सम्मान करते है परीक्षा में हमें हर एक भाषा जिखने की माजादी होली है। इससे संकारात्मक दृष्टीकोण का विकास होला है।

22 कक्षा के पुनार —

T-R-E — पहले कक्षा में शिक्षक शिक्षक पर बढती है उसे सम्मान बच्चों को समझती है। जैसे शिक्षक ने एक विषय पढवा है तो पहले वह उसकी जानकारी दे गी बच्चों को समझें गी फिर

बच्चें उसपर अपने परिष्किया को देगे उसपर पुनर पूरे ने



फीर शिक्षक उनके प्रतिक्रिया या उनके द्वारा
पुछे प्रश्नों को समझाये गी क्या सही
है या गलत उसे ठीक करेगी। लकी
बच्चों उसे सही तरीके से समझे उनके
आकृत स्पष्ट हो सके। और उन्हें सही
छात्र का ज्ञान हो।

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Q. No.					Total	Examiner Signature
Marks					10	Prachi

Q1:

b. Explain characteristics of Multilingualism in Indian context.

भारत हा बहुभाषिक देश आहे. भारतात अनेकविध भाषा बोलल्या जातात. १८६६ मध्ये ग्रीयरसन यांनी केलेल्या भारतीय भाषांच्या दस्तावेजिकरणाने आपल्याला या विधानाला पुष्टी देता येते. त्याचप्रमाणे भारतातल्या अक्ती एकचवेळी दोनपेक्षा जास्त भाषा बोलू शकतात. सुरवातीपासूनच भारतीय लोकांनी तात अनेक स्थलांतरे, आक्रमणे आल्याने लोकांनी बहुभाषिकत्व अगदी सहज आत्मसात केले आहे. दोनपेक्षा जास्त भाषा बोलता येणे म्हणजे बहुभाषिकत्व होय. उदा:- आजही बोली भाषा अथवा राज्यभाषा त्याचबरोबर राष्ट्रभाषा आणि ज्ञानभाषा इंग्रजी इथल्या लोकांना बोलता येते.

स्थानिक स्तरावरील बहुभाषिकत्व

पूर्वीपासूनच भारतात अनेक स्थलांतरे आली. त्याचप्रमाणे नैसर्गिक आपत्ती, व्यापार, शिक्षण इ. गोष्टींमुळे भारतीय लोकही देशांतर्गत स्थलांतरे करीतच होती. त्यामुळे दुसऱ्या भाषेतील लोकांशी संपर्क आल्याने त्यांनी दोन पेक्षा जास्त भाषा आत्मसात केल्या.

बोली अल्पसंख्याक भाषा संवर्धन

भारतात राज्यभाषांव्यतिरिक्त अनेक बोलीभाषा आहेत. भाषा दर १२ कोसांवर

बदलते त्यामुळे इथल्या ज्या आल्पसंख्याक
बोली आहेत त्यांचेही संवर्धन केले
जाते. यासाठी सरकारी प्रयत्न शिल
आहे. लोकांनाही ती आपली ओळख
वास्तव असल्याने मी ही जाणीव ने जपतात.

भाषा न विविधता -
भारतामध्ये अनेक धर्मांचे लोक
रहातात. उदा:- हिंदू, मुस्लिम, ख्रिश्चन,
ओराष्टीयन, जैन व बौद्ध यांची धर्मानुसार
व प्रांतानुसार भाषा वेगवेगळी आहे. परंतु
त्यांनी आपली वैशिष्ट्ये जपली आहेत.

परस्पर पूरकता -
भारतीय भाषा या एकमेकांना
पूरक म्हणून कार्य करतात. उदा:- विविध
सण, उत्सव, मंडई, प्रवास इ. च्यावेळी
निरनिराळ्या भाषांचा वापर केला जातो.
परंतु त्यावेळी या भाषा एकमेकांना पूरक
म्हणून काम करतात.
उदा:- मुंबईतील लोकल ट्रेन, मार्केट इ.

भाषा दोन भाषा एकमेकांच्या संपर्कात
येतात तेव्हा विचार, आचार, विविध नृत्य,
संगीत, गायन इ. मधील क शब्दसुद्धा
आत्मसात केले जातात. यामुळे त्या
भाषांमध्ये जी भर पडते त्याद्वारे भाषेचे
सौंदर्य अधिक खुलते व भाषा समृद्ध
होते.

भारतात भिन्न भाषिक लोक एकत्र
येतात तेव्हा त्यांनी एका विशिष्ट भाषेत
बोलावे ही सक्ती नसते. प्रत्येक जण आपल्या
भाषेत बोलतो व दुसरा स्थळ कुठल्याने
त्या भाषेची वैशिष्ट्ये समजून घेण्याचा
प्रयत्न करतो. एकाच वेळी अनेक भाषिक

बहुभाषिक लोकांनी को-एजिस्ट करव्याची
 दुसऱ्याला त्यांच्या वैशिष्ट्यांसह जगू
 देव्याची व त्यांचे भाषिक स्वातंत्र्य जपण्यास
 जपणे हे इथल्या माणसांना जमते. यासंदर्भात
 ने परस्परांविषयी आदर पाखवत व दुसऱ्याच्या
 भाषेचा अन्याय करत नाहीत.

भारतीय भाषांचे बहुभाषिकत्व हे
 अशा प्रकारे वैशिष्ट्यपूर्ण आहे.

Q2. Types of classroom discourse -

वर्गात शिक्षक आणि विद्यार्थी निरानेकी
 ध्येय / उद्देश्य घेऊन येतात.

उदा:- शिक्षकाची उद्दिष्ट्ये ही administrative
 असतात. जसे मुलांना विषय शिकवणे, त्यांची
 उपास्थिती घेणे, वर्गातली शिस्त अबाधित
 राखणे, त्यांना कार्यमग्न ठेवणे, प्रत्येक विद्यार्थी
 तील वेगळेपण ओळखणे त्यानुसार वर्गातील
 उपक्रमाने त्यांना सहभागी करून घेणे.

जसे कुणी उत्तम गाते, कुणाचे वक्तृत्व
 चांगले आहे तर कुणी खेबाज दुशार,
 कुणाचे हस्ताक्षर चांगले.... शिक्षकांना
 मुलांच्या कार्यक्षमतेनुसार वर्गातल्या इतर
 उपक्रमाने सहभागी करून घ्यायला हवे.

जसे ऑन्युअल फंशन, क्रीडा मोहसव,
 आंतर शालेय स्पर्धा इ.

त्याचप्रमाणे शाळेतील परिक्षा विविध
 दिवस साजरे करणे जसे स्वातंत्र्यदिन, हिंदी
 दिवस इ. साजरे करणे....

यासाठी शिक्षकाला प्लानिंगची गरज
 असते.

विद्यार्थी अनेक गोष्टी शिकण्यासाठी
 स्वतःच्या सर्वांगीण विकास करण्यासाठी

बहुभाषिक लोकांनी को-एजिस्ट करव्याची दुसऱ्याला त्याच्या वैशिष्ट्यांसह जगू देव्याची व त्यांचे भाषिक स्वातंत्र्य जपव्याचे जपणे हे इथल्या माणसांना जमते. यासंदर्भात ने परस्परांविषयी आदर दाखवतात व दुसऱ्याच्या भाषेचा अनादर करत नाहीत.

भारतीय भाषांचे बहुभाषिकत्व हे अशाप्रकारे वैशिष्ट्यपूर्ण आहे.

Types of classroom discourse -

वर्गीत शिक्षक आणि विद्यार्थी निरानेखी ध्येय / उद्देश्य घेऊन येतात.

उदा:- शिक्षकाची उद्दिष्ट्ये ही administrative असतात. जसे मुलांना विषय शिकवणे, त्यांची उपास्थिती घेणे, वर्गातली शिस्त अबाधित राखणे, त्यांना कार्यमग्न ठेवणे, प्रत्येक विद्यार्थ्यांतील वेगळेपण ओळखणे त्यानुसार वर्गातील उपक्रमात त्यांना सहभागी करून घेणे.

जसे कुणी उत्तम गाते, कुणाचे वक्तृत्व चांगले आहे तर कुणी खेळात दुशार, कुणाचे हस्ताक्षर चांगले..... शिक्षकांना

मुलांच्या कार्यक्षमतेनुसार वर्गातल्या इतर उपक्रमात सहभागी करून घ्यायला हवे.

जसे ऑन्युअल फंशन, क्रीडा महोत्सव, आंतर शाळेय स्पर्धा इ.

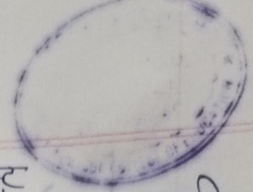
त्याचप्रमाणे शाळेतील परिक्षा विविध दिवस साजरे करणे जसे स्वातंत्र्यदिन, हिंदी दिवस इ. साजरे करणे....

यासाठी शिक्षकाला प्लानिंगची गरज असते.

विद्यार्थी अनेक गोष्टी शिकव्यासाठी स्वतःचा सर्वांगीण विकास करव्यासाठी

आंतर
General
भाषा
असणे
सह प्रोत्साहन

IRE
Initiating
probing
Instructive
Response
सह प्रोत्साहन



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Test Essay test
 Name Arindam Shukla
 Paper Course - 1

Date 24-11-17

Roll No. 42

Supervisor [Signature]

Q. No	Q. 1	Q. 2	Q. 3	Q. 4	Q. 5	Q. 6	Q. 7						Total	Examiner Signature	
							a	b	c	d	e	f			
Marks															

प्रश्न- आधुनिकता क्या है? और उसकी विशेषताएँ बताये।

उत्तर-

अर्थ आधुनिकता से अभिप्राय है जो कुछ प्रचलित या पुराने में है उसे अपनाना। यह विभिन्न काल और प्रायः पद्धति द्वारा निर्मित होती है। इतना सँघर्ष, इतिहास, संस्कृति, परम्परा, राजनीति, विज्ञान आदि से होता है। मुख्य पर इतना प्रभाव पड़ा है।

आधुनिकता में कोई चीज अच्छी या बुरी नहीं होती है। जो उस समाज में होता है प्रचलन के स्तर पर बाह्य उसे अपनाना है।

परिभाषा-

“ किसी समय में किसी समाज के आधुनिक बनने की प्रक्रिया ही आधुनिकता है। ”

“ आधुनिकता से अभिप्राय है एक समाज का परम्परागत ढाँचे से निकलकर आधुनिक ढाँचे में गुणात्मक परिवर्तन करना है। ”

न आधुनिक विचारधाराओं के स्वरूप और स्तर से अनुकूलन करना ही आधुनिकता है। ११

आधुनिकता में मुख्यतः घटक होते हैं -

औद्योगिकीकरण

- 1- नगरीकरण
- 2- विज्ञान एवं तकनीक
- 3- लोकतंत्र पद्धति
- 4- अर्थव्यवस्था
- 5- विकास
- 6- शिक्षा

आधुनिकता की विशेषताएँ -

1- सामाजिक विभेदीकरण -

सामाजिक विभेदीकरण से अर्थ है जब समाज में अंतर होता है तो वहाँ आधुनिकता होती है। कोई समाज ज्यादा तकनीक करता है और आगे बढ़ता है। धीरे-धीरे ये आधुनिकता का आकार रूप ले लेती है।

2- वैश्विक मोहभंग -

विश्व में जो कुछ पहले से होता आ रहा है जब उससे व्यापक का मोहभंग होता है तो आधुनिकता या कुछ नये विचारों का जन्म होता है। मार्कस कुछ नया करने की सफल है परम्परा से हटकर। वही आधुनिकता है।

3- परम्परागत ढाँचे में परिवर्तन -

परम्परा से बाहर निकलना बहुत मुश्किल होता है। लेकिन इसमें जब कुछ बदलाव या कुछ नया होता है तो वही आधुनिक हो जाती है।

4- नौकरशाही -

नौकरशाही अवस्था की आधुनिकता का रूप है।

5- धर्म निरपेक्षता -

धर्म से बाहर या निरपेक्ष होकर जब सोचने लगता है तो वही आधुनिकता की ओर आगे बढ़ता है। कोई समाज यदि धर्म की बाँधियों में रहेगा तो वो आधुनिक नहीं बन सकता है।

6- औद्योगीकरण और नगरीकरण -

औद्योगीकरण और नगरीकरण की आधुनिकता में मुख्य भूमिका होती है। उद्योगों के द्वारा आर्थिक विकास होता है। और लोग नगरों में की ओर पलायन कर रहे जिससे उनकी मानसिकता में बदलाव आता है।

7- अलगाव -

धर्म समाज परिवार धर्म परम्परा से अलग होकर सोचने लगता है तो वही आधुनिकता अपने आप आ जाती है।

8. जीवन स्तर में परिवर्तन -

जीवन स्तर में परिवर्तन जब होता है वहाँ विभिन्न वर्गों का निर्माण होता है। जैसे - उच्च वर्ग, मध्यम वर्ग निम्न वर्ग।

अब कहाँ जा सकता है कि आधुनिकता आर्थिक क्षेत्रों के साथ-साथ मानसिक क्षेत्रों में परिवर्तन को रहते है।

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Test Essay Test

Date 24/04/17

Name Seema Pandey

Roll No. 30

Paper Course IV

Supervisor [Signature]

Q. No	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7						Total	Examiner Signature	
							a	b	c	d	e	f			
Marks															

आधुनिकता

आधुनिकता का अर्थ है जो समाज में प्रचलित होता है जिसका फैलाव होता है उसे अपना आधुनिकता से गर चीजे प्रचलित होती है इससे समाज, संस्कृत, परंपरा, विज्ञान इत्यादि हों इससे समाज में परिवर्तन आते है और समाज भागे बढ़ता है

आधुनिकता के कारण यह गर और प्रशने से भी परिवर्तन दिखाई देता है जिससे समाज में अलग - अलग परिवर्तन दिखाई देता है और समाज के व्यक्ति अग्रसर होते है

परिभाषा :-

आधुनिक समाज के कारण तथा स्तर से अनुक्रम ~~विकास~~ आधुनिक समाज की विचारधारा तथा स्तर के अनुक्रम करना आधुनिकता है

आधुनिकता की विशेषताएँ :-

- 1) सामाजिक विवेकीकरण
- 2) नौकरशाही
- 3) वैश्विक मोहवांग
- 4) दायित्व परिवर्तन
- 5) औद्योगिक तथा नगरीकरण
- 6) धर्म गिरपेक्षता
- 7) अलगाय
- 8) जीवन स्तर में परिवर्तन

1) सामाजिक विभेदीकरण :-
आर्थिक राजनैतिक, सामाजिक आधुनिकता से समाज में
दली है इससे समाज अलग होता है

2) जातिवाद :-
आगे बढ़ते हैं तथा जो आधुनिकता जातिवाद का
अंग आधुनिकता होती है

3) वैश्विक मोहक :-
समाज में अनेको प्रकार के
लोग रहते हैं उनका रहने का तरीका भी अलग
है इससे वे वैश्विक मोहक भी करते हैं

4) दयागत परिवर्तन :-
आधुनिकता से अलग - अलग
प्रकार के व्यक्ति होते हैं जिससे उनके रहने
का तरीका भी अलग होता है एवं सार्विक
दयागत भी परिवर्तन होता है

5) औद्योगिकीकरण तथा नगरीयकरण :-
आधुनिक से व्यक्ति
अपने गांव से बाहर की ओर अलग करता
है एवं नई तकनीकी को अपनाता है और शहर
का विचार होता है

6) धर्म निरपेक्षता :-
आधुनिकता के समाज में सभी को
सभी धर्म मानने का अधिकार है एवं वह धर्म
निरपेक्ष भी कर सकता है

अलगाव :-

आधुनिक में समाज में अलग अलग
की प्रायण होती है सभी एक अलग तरह
से मिन जोगा चाहे है इससे बसने अलगाव
की भावना होती है

जीवनसतर में परिवर्तन :-

आधुनिकता में सभी के
वर्गों में विभाजित किया गया है सभी
अलग अलग धर्म को मानते है इसमें
भी जीवन सतर होते है एक बसने
उच्च वर्ग, निम्न वर्ग, मध्यवर्ग का समावेश होता
है

रचना
विवरण देगी
th pass के लगे

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Test Essay test Date 1/12/17
 Name Manisha Narayan Keni Roll No. 21
 Paper Knowledge & Curriculum Supervisor _____

Q. No	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7						Total	Examiner Signature	
							a	b	c	d	e	f			
Marks															

Q.1 * What is modernity? And what are the indications of modernity.

Ans: आधुनिकता :

आधुनिकता ही कृत्रिम आखेतीव मानव्य गवेषा आणि सामाजिक शास्त्रे यांमध्ये वापरली जाणारी संज्ञा आहे जी ऐतिहासिक काल, सामाजिक आंकृतिक विकास, आभिवृत्ती आणि पृथा ज्या उत्तर, महत्काळीन, सुशेपात निर्माण झाल्या त्यांना दर्शविते. अशी ही आधुनिकता जी विविध पध्दतीनी, विविध काळात निर्माण होते. आधुनिकतेत विविध परस्पर संबधितात जी विविध पध्दतीनी, विविध काळात निर्माण होते. आधुनिकतेत विविध परस्पर संबधित ऐतिहासिक प्रक्रियांचा आणि आंकृतिक गोष्टींचा समावेश होतो. तसेच आधुनिकतेत या प्रक्रिया, गोष्टींचा मानवावर, संस्कृतीवर, संस्थावर असणं होणाऱ्या प्रभाव समाविष्ट होतो.

अर्थ :- १९५० नंतर व दुसऱ्या महायुद्धाच्या सुकवातीच्या काळातील समाज आणि विशेषतः कला आणि साहित्य क्षेत्रात झालेल्या दुरुवामी बदलांचा आधुनिकतेचा अर्थाने समावेश होतो. परंतु दिनांकानुसार या काळामध्ये सीमा स्पष्ट होत नाही. असे असते तरी दुसऱ्या महायुद्धानंतरच्या काळात आधुनिकतेत काळ बदलून जाते. पण काहींच्या मते आधुनिकता ही काही काळापूर्वी झालेली गोष्ट आहे तर काहींच्या मते आधुनिकता जेव्हा ऐतिहासिक दृष्टिकोनातून विचार घेतली जाते तेव्हा, सुकवात अवयुगापासून झाली असे म्हणले जाते.

आधुनिकताचा व्यापक अर्थ असतो.

१) औद्योगिकीकरण व अर्थीकरण २) विकास ३) लोकशाली ४)
 ५) ग्रांडकुराही ५) शक्तीचे प्रकृतत्व ६) स्त्रिया वाजाबेठ ७)
 विज्ञान, मनशास्त्र, समाज शास्त्रातून परिपूर्ण ज्ञानाचा बोध.

व्याख्या :- "आधुनिक समाजाची स्थिती किंवा गुणवैशिष्ट्ये म्हणजे आधुनिकता होय. आधुनिकतेच्या अर्थ आणि व्याख्येसंदर्भात वाद आहेत. काही सिध्दांतवादी समाजशास्त्रज्ञ आधुनिक समाज मानतात. तर काही सिध्दांतवादी असे मानतात की आधुनिकतेत काही वर्षांमध्ये बदल झाला आहे. आधुनिकता ही कलात्मक सिध्दांतवादाचा विषय आहे. असे त्यांनी अनुभव आहे."

आधुनिकतेची वैशिष्ट्ये :- समाजशास्त्र शा क्षेत्रात आधुनिकता समजून घेण्यास अनेक प्रश्न आहेत. किंमत क्षेत्रात. समाज, सामाजिक जीवन बघता, बूचक मानसिकता आणि आधुनिकतेची अंगे स्पष्ट करूया अशी विविध प्रश्नांचा जाण करता आहे.

१) लोकशाली :- व्यक्तीनिश्पेक्ष, सामाजिक मज्जाशाही जी क्षम विभागास कार्यन्वीत असते. अशी ही लोकशाली आधुनिकतेचे वैशिष्ट्ये आहे.

२) अस्मृतीकरण :- शक्ति आणि ताकिक प्रगतीद्वारे जगाने आकषण व व्याख्यापन असते.

३) धर्मनिश्पेक्षता :- सामाजिक अशाकरीत धर्माचा, धार्मिक किंवाशांचा प्रभाव नष्ट होतो.

४) परकीयधर्मा :- कुटुंब, अर्थपूर्ण कार्य, धर्म, असह इत्यादी पाहून व्यक्ती निभक्त होऊन त्यांचा परकीयधर्मा निर्माण होतो.

4) बदल :- जीवनातील विविध क्षेत्रांचा आर्थिक वापर आर्थिक विनिमय यान्त अट होते.

5) व्यक्तीवादी :- कुटुंब, कुल, गाव, र्च्य इत्यादीना विशेष केव्याने किंवा या संकल्पनांना विशेष केव्याने व्यक्तीवादी नाव.

6) शहरीकरण :- लोक आपली गावे, सांस्कृतिक केंद्रे सोडून शहरांकडे जातात.

7) निष्पक्षवाद :- व्यक्तीवादी निर्मिती आणि व्यक्तीवादी अर्थ व व्याख्या शासकीय आंतरिक चिंतनाकडे कळते जाते. निष्पक्षतेकडे अर्थ शिवाय जाते.

8) मनोवाद :- सर्वोत्कृष्ट अर्थ प्राप्त माहितीपूर्वक अर्थवादात समज निर्माण केले जातात.

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Test Essay Test Date 24/04/2017
 Name Kalyani Tukaram Ajgaonkar Roll No. 03
 Paper Course IV Supervisor [Signature]

Q. No	Q. 1	Q. 2	Q. 3	Q. 4	Q. 5	Q. 6	Q. 7						Total	Examiner Signature	
							a	b	c	d	e	f			
Marks															

आधुनिकता आणि त्याची वैशिष्ट्ये.

आधुनिकतेची व्याख्या

आधुनिकता शिष्टाचारची स्थिती किंवा गुणवैशिष्ट्ये म्हणजे आधुनिकता होय - डॉ. नॅन्सलॉर्ड डिक्शनरी

आधुनिकतेचा अर्थ.

आधुनिकतेचा अर्थ व व्याख्यासंदर्भात वाद आहेत. काही सिद्धांतवाद्यांच्या मत समकालीन समाजात आधुनिकता आली तर काही सिद्धांतवादी असे म्हणतात की काही वर्षांमध्ये आधुनिकता आली व आपण आधुनिकतोर युगात पोहोचलो आहोत.

आधुनिकता हा कलात्मक सिद्धांतवाद्यांचा विषय आहे. परंतु समकालीन ज्ञानी जी अनुभवली आहे. तर समकालीन सिद्धांतवाद्यांनी त्याचे नवे स्वरूप अनुभवले आहे. ते आधुनिकतेच्या दृष्टीकोनाबाबत संशय नाही परंतु त्याच्या संश्लेषकण आपण त्याची वैशिष्ट्ये स्पष्ट करू शकतो.

आधुनिकतेची वैशिष्ट्ये.

समाज, सामाजिक शक्ती, सामाजिक संरक्षितता व आधुनिकता त्यांचा संज्ञेत वापर केला जातो.

i) नोकखाही
व्यक्तिनिरपेक्ष व मंडंजशाही जी क्षम करध्यास
कार्यवीस मिसवे अशी नोकखाही आधुनिकतेचे वैशिष्ट्य
आहे.

ii) जगाचा भूमनिरास
जगात धर्म व सांस्कृतिक तथा थांचा कुल्पना
मुख पुसत लोक लागल्या मिसून वैलमिक दृष्टीकोन जाणून
हाल मिसलो.

iii) सुसुशीपणा

रास्त व तार्किक गोष्टींचा समाजावड प्रभाव पडतो.

iv) धर्मनिरपेक्षपणा

धर्म, समाज, प्रथा थोकडे जास्त लक्ष न देता
प्रक्रीपणा निर्माण करणे.

v) परकीयपणा

कुटुंब, समूह, समाज थत न मिसवळ्यामुळे
परकीयपणा येतो.

vi) वदल

आधुनिकतेमुळे अनेक सांस्कृतिक गोष्टी तथा
यास वदल होत मिसतात. तसेच मानसिकतेत सुद्धा बदल होतो.

vii) विविध सांस्कृतिक विषयांना दूर केले जाते.

अनेक सांस्कृतिक विषयांना रूढातिक रूतरावड न
ववता ~~आ~~ जगाच्या दृष्टीने किंवा देशाच्या भल्याच्या दृष्टीने
विचाड केला जातो.

viii) व्यक्तीवादी

लोक गाव, कुल, समूह यांचा विचाड न कराता
लोकांच्या मनाचे विचाड करतात.

ix) शहरीकरण
गोक गांव सोडून शहराकडे वळू लागली आहे.

x) राष्ट्रवाद
स्थानिक अंतरावट किंवा व्यापक अंतरावट विचार व करता आणि संपूर्ण राष्ट्र, राज्य यांचा विचार केला जातो.

xi) जनसंपर्क
पुसार माध्यमांद्वारे आधुनिकतेत बदल झाला आहे.

xii) औद्योगिकरण
उद्योगांद्वारे, रोजगार उपलब्धतेमुळे देखील गोक आधुनिकतेकडे वळू लागली आहे.

xiii) पुरुजीविसिपणा
स्थानिक वस्तू व स्थानिक गोष्टी यात एकवाक्यता निर्माण झाली.

explains

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Test Class test

Date 05/04/17

Name Seema Pandey

Roll No. 30

Paper Knowledge and Curriculum

Supervisor [Signature]

Q.No	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7						Total	Examiner Signature	
							a	b	c	d	e	f			
Marks															[Signature]

Q1 What do you mean by culture? Elaborate the main elements of culture?

30% संस्कृति :-

संस्कृति यह अपने समाज के लोगों के बारे में बताती है वे किस संस्कृति की मानते हैं।

संस्कृति शब्द संस्कृत से आया है जिसमें मानव की संस्कृति की पहचान हुई है यह शब्द अंग्रेजी के लैटिन शब्द से व्युत्पन्न से लिया गया है जिसे culture माना जाता है जिसे हम संस्कृति कहते हैं। संस्कृति मानव की रीति रीवाजों को मानती है और बताती है।

परिभाषा :-

संस्कृति यह है जो मानव को अपने रिवाजों में बाँधती है।

संस्कृति की विशेषताएँ :-

1) समाज में रहने वाले कि व्यक्तियों को उनके रीति रिवाजों के बारे में बताती है।

2) अपने कि संस्कृति को बढ़ावा देना।

~~3) संस्कृति~~

3) समाज में संस्कृति द्वारा हमारे रीति रिवाजों का पता चलता है।

4) सभी में समान रूप में एक रिवाज नहीं होते। अलग अलग रिवाजों के बारे में पता चलता है।

5) आच्छादन और कला द्वारा भी संस्कृति का पता चलता है।

★ संस्कृति का अर्थ :-

1) संस्कृति द्वारा जब उत्सव आता है तो लोगों से लोगों की कुछ वस्तु होती है और उन वस्तु को बेचने से उद्योग व पैसे मिलते हैं इससे उद्योग बेट भरता जाता है।

2) संस्कृति से बच्चों के अंदर भी यह भावना आती है कि उनके जीवन अनेकों वाद्यों की संस्कृति मानते हैं। अतः भारत है।

3) अपने आप पास के वातावरण को जानने जानने का मन करता है।

संस्कृति यह भी है वह समाज रहने वाले व्यक्तियों की उनके संस्कृति को बारे में बताती है समाज में अनेकों प्रकार के व्यक्तित्व रहते हैं परंतु उनकी संस्कृति अलग होती है उनका पहनावा, वस्त्र, आच्छादन इत्यादि सब अलग होती है। आजकल जो यह संस्कृति ही बताती है कि वह किस समुदाय से है समाज में

~~Importance of social equity~~

2) Significance of dialogue in education:-

300 संवाद :-

संवाद यह होता है जो दो से या दो से अधिक व्यक्तियों के बीच ~~होता है~~ उसे संवाद कहते हैं संवाद अगर शिक्षा के माहौल से किया जाय तो उपयुक्त भी होता है परंतु जब इससे लड़ने की भावना होती है तो यह नकारात्मक भी हो जाता है

संवाद यह शिक्षा के लिए कोहल ही महत्व पूर्ण होता है जो लड़के लड़की भी नहीं कोल कर पाते हैं वह अपना विश्वास खो सकते हैं जोते हैं

संवाद को ~~अवसर~~ ~~महत्व~~ / विशेषताएं

- 1) ~~क~~ संवाद अचञ्छित होना चाहिए
- 2) ~~ए~~ लड़कों से संवाद को लेनार अभिव्यक्ति या अभिरावे होनी चाहिए
- 3) ~~क~~ शिक्षा से हमेशा शिक्षकों को संवाद किस्ती भी विषय को लेनार करना चाहिए
- 4) सभी को समान अधिकार होना चाहिए संवाद करने के लिए
- 5) ~~स~~ संवादो केवल लड़को का मात्र फल पश्चात है और जो नहीं कोलता है उसके बारे में पता चलता है और इनको प्रोत्साहित करना चाहिए

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Test Class test Date 5.4.17
 Name Priyanka Shukla Roll No. 42
 Paper Course - 4 Supervisor [Signature]

Q.No	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7						Total	Examiner Signature	
							a	b	c	d	e	f			
Marks															

[Handwritten notes in Hindi, partially obscured by the table and other marks]

Q II - Significance of dialogue in education.

Ans. - अर्थ - संवाद से अर्थ है एक व्यक्ति
दूसरे व्यक्ति से बातचीत करने का प्रयास है।
यह संवाद शिक्षा के क्षेत्र में बहुत महत्वपूर्ण है।
क्योंकि शिक्षक केवल अपने ज्ञान को नहीं देता,
बल्कि छात्रों के ज्ञान को भी बढ़ावा देता है।
इससे शिक्षक भी बहुत कुछ सीखता है।
जो कुछ वह जानता है या कुछ जानकारी नहीं है।
यह प्रक्रिया शिक्षक और छात्रों के बीच एक
संवाद के माध्यम से होती है।

परिभाषा - " विचारों का आदान-प्रदान अर्थात्
संवाद "

जि ज्ञान प्राप्त करने के लिए शिक्षक छात्रों से बातचीत करते हैं।
इससे शिक्षक अपने ज्ञान को छात्रों के साथ साझा कर सकते हैं।
यह प्रक्रिया शिक्षक और छात्रों के बीच एक
संवाद के माध्यम से होती है।
इससे शिक्षक भी बहुत कुछ सीखते हैं।
जो कुछ वह जानते हैं या कुछ जानकारी नहीं है।
यह प्रक्रिया शिक्षक और छात्रों के बीच एक
संवाद के माध्यम से होती है।

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Test _____ Date 12/10/22
 Name नैदा सिंह Roll No. 21
 Paper _____ Section _____ Supervisor (Signature) 12/10/22

Q. No.					Total	Examiner Signature
Marks					(A)	(Signature)

रखर

हैरी फैसल नै व्यवस्थापन के तत्व बतये हैं।
 व्यवस्थापन के परिणाम के लिए इन
 तत्वों को समावेश हैं। इस में ही
 इस का समावेश इन तत्वों में है।

1. काम का बाटना -

व्यवस्थापन में काम
 का बाटना अपेक्षित है। काम के कार्टेज
 से काम कम हो जाते हैं। और जल्दी
 ही खत्म हो जाते हैं। शिक्षकों स्तर
 कर्मचारीयों के कौशल, अनुभव, ज्ञान
 को ध्यान में रखकर काम को बाटना
 चाहिए।

2. अधिकार एवं जिम्मेदारी -

काम को बाटने
 के बाद ध्यान देना कि काम अच्छे
 तरीके से हो रहा है। की नहीं
 यानी निगरानी करने के लिए एक
 अध्यापक होना चाहिए यानी व्यवस्थापन
 में एक मुख्य अध्यापक होना चाहिए
 जो काम को वे निगरानी रख सके
 और वक्त लेने पर उसे पंज देना
 का अधिकार हो।

3- अपेक्षा से कारक प्रिन्सिपल (आफे अधिकार वेन)

किसी भी संस्था संस्था में चान्की

~~आधिकार स्व ही होना~~

3- अर्थ प्राप्त — (आर्थिक)

कर्मचारीयों को आर्थिक व्यवस्था अच्छी होनी चाहिए तथा वह काम के प्रति निष्ठा रखे वे यानी अच्छे तरीके से काम करे के

4- अनुशासन —

अनुशासन का होना बहुत ही अनिवार्य है अगर मुख्य अध्येता यानी प्रधान कार्य नियमित हो अनुशासित हो अपने काम को लेकर तो बाकी के भी कर्मचारी भी रहेगे और एक अच्छा बन जाता होगा वेना जो संस्था के लिए लाभदायक है।

5- व्यक्तिगत से अच्छा संघलाभ —

व्यक्तिगत होने से अच्छा संस्था के लाभ से नहीं सोचना चाहिए संस्था के बारे में सोचना चाहिए लेकिन कुछ लोग सिर्फ अपने लाभ के बारे में सोचते हैं ऐसे व्यक्ति आग्रान आलसी होने से उनकी शीघ्र ऐसी होती है जिससे संस्था व्यवस्थान के लिए हानिकारक है।

6 कर्मचारीयों का स्वादत्व —

कर्मचारी अपने जाव को लेकर सोचते हैं अगर वह स्वाद नहीं है तो उनके में उम्मा ठर सा रहता है और वह अपने कार्य को अच्छे ढंग से नहीं कर पाते

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Test Sassy Test Date 12/10/2022
 Name Prachi Chaudhari Roll No. 10
 Paper Educational mangement Section _____ Supervisor [Signature]

Q. No.					Total	Examiner - Signature
Marks					AT	[Signature]

1) Explain any 5 principles of educational management

हेन्ली फेऑल यांनी व्यवस्थापनाची पध्दत सांगून त्यातील अनेक गोष्टींचा समावेश केल्यानंतर व्यवस्थापन सुलभ होऊ शकते. परिणामकारक व अपेक्षित ध्येय साध्यप्यास मदत करू शकते असे सांगितले.

① कामाचे वाटप - कुठल्याही संस्थेत कामाचे योग्य पध्दतीने वाटप केल्यामुळे काम अधिक सोपे होते काम करण्यातला वेळ कमी होऊ शकतो. व काम अधिक-धिक चांगले होऊ शकते. परंतु हे वाटप करताना असताना प्रत्येक व्यक्तीचे कौशल्य, अभिरुची, शौन, आकलन इ. गोष्टींचा विचार करून कामाचे वाटप करावे.

② अधिकार व जबाबदारी - संस्थेत काम करून घेतांना व्यक्ती कामे योग्य प्रकारे दिलेल्या वेळेत होत आहेत ना यावर लक्ष ठेवावे लागते. त्यासाठी काही अधिकार कार्यदेशिरपणे मिळतात तर काही अनुभवानून.

उदा:- ① कार्यदेशिर - व्यक्ती काम करत नसेल तर तिच्यावर दंडात्मक कारवाई करण्याचा अधिकार
 ② व्यक्तीची आवड, अनुभव इ. लक्षात घेऊन

कामांचे नियोजन करताना उपायकारके अगुमव
लक्षात घेऊन त्या व्यक्तीकडून काम करून
घेण्याचा अधिकार

③ एकजूट - संस्थेतील कर्मचाऱ्यांमध्ये
एकजूट असले तर कामांचे व्यवस्थापन
चांगल्या प्रकारे होते प्रत्येक व्यक्ती इतरांना
मदत करते. व यानून अपेक्षित उद्दिष्ट
साध्य करता येते.

④ समानता - संस्थेत कार्य करताना प्रत्येकाला
समान वागणूक देवावी. कुणालाही शुकते
माप मिळते आहे असे दिसल्याला वाद नये
प्रत्येकाला जबाबदारी देण्यात यावी.

⑤ मोबदला - कामाचा अपेक्षित मोबदला
देण्यात यावा सरकारी नियमांनुसार त्या
त्या संस्थेने कर्मचाऱ्यांना योग्यवेळी योग्य
मोबदला दिला तर कामात रस वाटेल
व कर्मचारी खुशीने काम करतील.

⑥ सिक््युरीटी - नोकरीव जाणार नाही
याविषयी कर्मचाऱ्यांमध्ये विश्वास असायला
हवा जर त्यांना जॉब सिक््युरीटी असेल
तर ते चांगले काम करू शकतात.

⑦ शिस्त - कामात शिस्त असायला हवी
जर उच्च पदस्थ अधिकारी शिस्त पाळत
असतील तर कर्मचारीही पाळतील
त्यामुळे स्वयंशिस्त महत्त्वाची हे आपल्या
वागव्यातून दाखवून द्यावे. उदा:- वक्तशिक्षण,
निरनेटकेपणा,

⑧ कामाची साखळी -
व्यवस्थापनामध्ये कुणानंतर कोण
याची साखळी असते ती कर्मचाऱ्यांना

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Test Class Test Date 5-4-2017.
 Name Reshma Yadav. Roll No. 50
 Paper Knowledge and Curriculum. Supervisor @

Q.No	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7						Total	Examiner Signature	
							a	b	c	d	e	f			
Marks															

Q-I. Answer Any one of the following.

1. संस्कृति क्या है? तथा उसके मुख्य तत्व को उजागर कीजिए?

उ० = "जिस समाज में अनेक जाति-धर्म व प्रांत के लोग एकसाथ मिलजुलकर रहते हैं, तथा उनका मुख्य उद्देश्य भी एक सामान रहता है। उसे 'संस्कृति' कहते हैं।"

संस्कृति वह है जो एक परंपरा के अनुसार एक पीढ़ी से दूसरी पीढ़ी में हस्तांतरित होती रहती है। भारत एक बड़ा ही देश माना जाता है जिसमें अनेक संस्कृतियों के मिश्रण का समूह एकता के साथ रहता है।

* परिभाषा :-

"अनेक विधि-विधान, सोच-विचार, जाति-धर्म, इत्यादि के मिश्रणों द्वारा बने गए व्यक्ति समूहों को संस्कृति कहा जाता है।" — ज्ञान युग

अतः इस प्रकार यह सिद्ध होता है कि संस्कृति यह समूह व व्यक्ति के जीवन का एक अभिन्न अंग है। हर व्यक्ति किसी न किसी संस्कृति के अनुसार ही जन्म लेता है, तथा उसे संस्कृति के विभिन्न नियमों को सिखता व उसका पालन करता है।

हर संस्कृति की अपनी एक अलग भाषा व वेशभूषा होती है तथा उनका खान-पान भी भिन्न होता है। आज हम प्रदेश के किसी भी भाग पर चल जायें, तो हम वृद्ध की संस्कृति व बदन-बादन की जनकरी उनके को मिल सकती है। इस प्रकार हम अनेकता में भी एकता स्वरूप धारण कर सकते हैं।

• संस्कृति के विभिन्न तत्व इस प्रकार हैं :-

- (i) वेशभूषा :- किसी संस्कृति का पूरा अगर हमें लगाव है तो उसे प्रदेश के लोगों की वेशभूषा व पहनावे से लगावा जा सकता है। जैसे - गाँव के लोहा छोटे-छोटे कपड़े व मछली प्रदेश के लोग पूरा ठके हुए पोशाक पहनते हैं।
- (ii) भाषा :- भाषा यह संस्कृति का एक मुख्य घटक है। हर प्रदेश के लोगों का भाषा व बोली अलग-अलग प्रकार की होती है। जैसे - उत्तर प्रदेश की भाषा भोजपुरी तथा मध्य प्रदेश की मराठी मुख्य भाषा कहलाती है।
- (iii) खान-पान :- विभिन्न अलग-अलग प्रदेशों व संस्कृति के खान-पान में भी विभिन्नता देखी जा सकती है। जैसे - साउथ के लोग मछली व माँस खाते हैं तथा मध्य प्रदेश व ब्रह्मण लोग शुद्ध शाकाहारी भोजन खाते हैं।
- (iv) शारीरिक रचना :- उनके प्रकार के प्रदेशों व संस्कृति में उनके पारंपरिक तरीकों को अपनाया जाता है तथा कई बार उनके शारीरिक रचना भी कुछ अलग-अलग ही दिखाने देती है।

संस्कृति यह शब्द संस्कृति से आया हुआ है, जिसका अर्थ है - अपनी परंपरा का पालन करना मत। इस प्रकार कहा जा सकता है, कि आज अनेक परिवर्तन मानव जीवन को बदलाव की ओर आग्रह कर रहे हैं। संस्कृति यह चीज है जिसे मनुष्य अपने जन्म से ही विरासत में पाता है तथा अंततः साक्ष अक्षात मृत्यु तक उसके नियमों का ही पालन-पोषण बढ़ करता ही रहता है। इस प्रकार संस्कृति मनुष्य में एक अविनाश्य अंग की तरह समाविष्ट रहती है। जिसे बढ़ कम उलगा हो ही नहीं सकता। संस्कृति अनेक प्रकार के दार्शनिक विचारों को अपनी शक्त की माला में धरोये रहती है, तथा मनुष्य को स्वतंत्रतापूर्वक जीने को एक वातावरण प्रदान करती है।

Q-11

4. क्रियाशील आधारित अध्यायन की आवश्यकता :-

उच्च बच्चों को अध्यायन अध्यापन की प्रक्रिया में क्रियाशील (Active) होकर पढ़ना बहुत आवश्यक है, क्योंकि इससे बच्चे किसी चीज को खुद करके सीखते हैं। इस तरह का अध्यायन उन्हें चिरकाल तक याद रहता है। अर्थात् वह कम भूलते नहीं।

(2) महात्मा गांधीजी के अनुसार - क्रियात्मक विधि द्वारा बच्चों को अध्यायन अध्यापन करवाना चाहिए ताकि बच्चों को शारीरिक व मानसिक व बौद्धिक सभी कौशल को विकास हो सके। महात्मा गांधीजी के अनुसार विद्याधिया को ऐसा शिक्षा दी जाय, जिसे वह अपने जीवन की हर