

Metric 2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. Display of internal assessment marks before the term end examination
2. Timely feedback on individual/group performance
3. Provision of improvement opportunities
4. Access to tutorial/remedial support
5. Provision of answering bilingually

Clarification Asked-

- ☐ Copy of university regulation on internal evaluation for teacher education
- ☐ Annual Institutional Plan of action for internal evaluation
- ☐ Details of provisions for improvement and bi-lingual answering
- ☐ Documentary evidence for remedial support provided

Response-

1. University regulation on internal evaluation for teacher education is attached. **(Appendix-I)**
2. Annual Institutional Plan of action for internal evaluation/ Academic Calander is attached. **(Appendix-II)**
3. Document related to provisions for improvement and bi-lingual answering is attached. **(Appendix-III)**

Appendix-I

UNIVERSITY OF MUMBAI



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

SYLLABUS FOR TWO YEARS BACHELOR OF EDUCATION PROGRAMME

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**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)

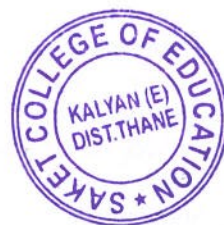
- Decision of UGC for introducing the Semester and Credit Based Choice System in all the central, state and deemed universities and institutions of higher learning in the country under the Eleventh Five Year Plan. (D. O. No. F.1-2/2008-XI Plan dated January 31, 2008 from the Chairman, UGC).
- Credit 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. It corresponds to the word 'subject' used in many universities. A course is essentially a constituent

Course: A course corresponds to 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)

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
 - 1) Childhood and Growing up
 - 2) Knowledge and Curriculum
 - 3) Learning and Teaching
 - 4) Assessment for Learning
 - 5) Contemporary India and Education

2. Elective Course

Elective course 1 - Pedagogy of School Subject I

Select any One Course

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

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- v. History
- vi. Hindi
- vii. Mathematics
- viii. Marathi

- ix. Science
- x. Sanskrit
- xi. Urdu

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 I

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

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

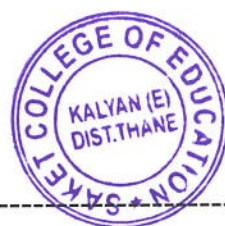
- Gender, School and Society
- Educational Management
- Language Across the Curriculum
- Creating an Inclusive School

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 PeaceEducation 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
ProjectBased 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
ProjectBased 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
ProjectBased 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 componentof 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.

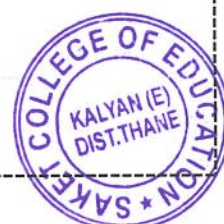
If the student obtains minimum 40 % marks in the internal assessment and fails to obtain minimum 40 % marks in the semester end examination of any course in any of the semester, the marks of the internal examination shall be carried forward.

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**

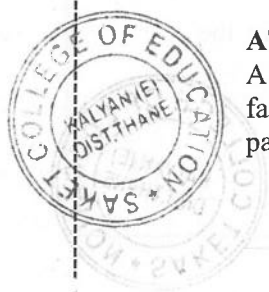
For the purpose of co-ordination of Internal Assessment marks in Part A and Part B of Practicum, there shall be a Coordination Committee consisting of:

- **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 CreditBased ChoiceSystem by way of participation of students in various Internal Assessment assignments/taskof 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).



Appendix-II



NURTURING POTENTIAL

SAKET GYANPEETH'S SAKET COLLEGE OF EDUCATION

Affiliated to University of Mumbai

Academic calendar 2023-24 F.Y. B.ED. Semester I & II

<u>Months</u>	<u>Weeks</u>	<u>Activities</u>
<u>November 2023</u>	<u>Second</u>	<ul style="list-style-type: none"> • Introduction & Welcome of New students • Orientation program & information about syllabus & practicum of Ist Semester • Orientation of curricular/ co- curricular & cultural activities Diwali Celebration
	<u>Third</u>	<ul style="list-style-type: none"> • Diwali Holiday
	<u>Forth</u>	
	<u>Fifth</u>	
December	First	<ul style="list-style-type: none"> • Orientation Drama and Art • Orientation about value added course • Theory lecture CC-1, CC-2, IC-1, ICT. • Orientation about Community work - Matoshree Vrirudhashram Badalapur • World Aids day (Slogan Competition)
	Second	<ul style="list-style-type: none"> • Theory lecture CC-1, CC-2, IC-1, ICT. • World Pollution Prevention Day Celebration • Community work -Devrai Praculp titwala • Dr .B.R.Ambedkar Death Anniversary holiday
	Third	<ul style="list-style-type: none"> • Theory lecture CC-1, CC-2, IC-1, ICT. • Community work- Pragati Blind school
	Forth	<ul style="list-style-type: none"> • Theory lecture CC-1, CC-2, IC-1, ICT. • Blood Donation Camp Christmas Celebration
	Fifth	<ul style="list-style-type: none"> • Winter vacation
January	First	<ul style="list-style-type: none"> • Theory lectures CC-1, CC-2, IC-1, ICT. • Community work -Vangni Ramdas Sevaashram
	Second	<ul style="list-style-type: none"> • Theory lectures CC-1, CC-2, IC-1, ICT. • Orientation about assignment CC-1, CC-2, IC-1, ICT • Celebration of National Youth Day -Shanti Prakash old age home visit • Celebration of Makar Sankranti • Makar Sankranti holiday
	Third	<ul style="list-style-type: none"> • Theory lectures CC-1, CC-2, IC-1, ICT. • Celebration of Republic Day
	Forth	<ul style="list-style-type: none"> • Theory lectures CC-1, CC-2, IC-1, ICT
	Fifth	<ul style="list-style-type: none"> • Theory lectures CC-1, CC-2, IC-1, ICT.



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I/C Principal

Saket College of Education

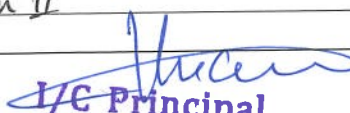
Saket Vidyanagari Marg,

Chinchpada Road, Kalyan (E) 421 306.

Dist. Thane (M S)

February	First	<ul style="list-style-type: none"> Orientation about assignment - 2 CC-1, CC-2, IC-1, ICT
	Second	<ul style="list-style-type: none"> Theory lectures CC-1, CC-2, IC-1, ICT Orientation of Micro teaching Rohak intercollegiate program organize by Saket Gyanpeeth Assignment Submission
	Third	<ul style="list-style-type: none"> Chhatrapati Shivaji Maharaj Jayanti holiday Theory lectures CC-1, CC-2, IC-1, ICT Waste out of best -Competition Class test & Essay
	Forth	<ul style="list-style-type: none"> Theory lectures CC-1, CC-2, IC-1, ICT Puppet making workshop Class test & Essay
	Fifth	<ul style="list-style-type: none"> Theory lectures CC-1, CC-2, IC-1, ICT Celebration of Marathi Bhasha Diwas /Celebration of Science Day Class test & Essay
March	First	<ul style="list-style-type: none"> Study leave, University Examination first semester Celebration of Women's Day
	Second	<ul style="list-style-type: none"> Orientation Program- Information about Syllabus & Practicum of 2nd Semester Subject Orientation - CC-3, EC-1, IC-2 Orientation about value added course Lesson Demonstration Orientation about internship Maha Shivratri holiday
	Third	<ul style="list-style-type: none"> Internship
	Forth	<ul style="list-style-type: none"> Internship
April	First	<ul style="list-style-type: none"> Internship Good Friday holiday
	Second	<ul style="list-style-type: none"> Dr . B.R. Ambedkar Birthday holiday Theory lectures CC-3, EC-1, IC-2 Assignment Orientation- CC-3, EC-1, IC-2. Teaching aid competition
	Third	<ul style="list-style-type: none"> Theory lectures CC-3, EC-1, IC-2 Class test & essay Idul fitr holiday
	Forth	<ul style="list-style-type: none"> Earth Day Celebration- Rangoli competition Theory lectures CC-3, EC-1, IC-2
May	First	<ul style="list-style-type: none"> Celebration of Maharastra day Theory lectures CC-3, EC-1, IC-2 Revision Class test & essay
	Second	<ul style="list-style-type: none"> Theory lectures CC-3, EC-1, IC-2 Class test & essay Innovative learning resource- Intercollegiate ompetition
	Third	<ul style="list-style-type: none"> Study leave
	Fourth	<ul style="list-style-type: none"> University Examination <i>Sem II</i>
	Fifth	<ul style="list-style-type: none"> Summer Vacation




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NURTURING POTENTIAL

SAKET GYANPEETH'S SAKET COLLEGE OF EDUCATION

Affiliated to University of Mumbai

Academic Year 2023-24
S.Y. B.ED. SEM 3rd and 4th – 2023-24

<u>Months</u>	<u>Week</u>	<u>Activities</u>
<u>September 2023</u>	First	Inauguration program/ orientation of Semester – III (CC-4, IC-3, EC-2) Celebration of Teachers Day Theory Lecture (CC-4, IC-3, EC-2)
	Second	Orientation of Nai Talim, Co-teaching, Theme teaching, Yoga course training, Theory Lectures (CC-4, IC-3, EC-2)
	Third	Ganesh Chaturthi Celebration & Vacation Theory Lectures (CC-4, IC-3, EC-2)
	Fourth	Theory Lectures (CC-4, IC-3, EC-2) Orientation of Administration of Unit test and analysis of result, Yoga Course Training
<u>October 2023</u>	First	INTERNSHIP WEEK I st
	Second	INTERNSHIP WEEK II nd
	Third	INTERNSHIP WEEK III rd
	Fourth	INTERNSHIP WEEK IV th
	Fifth	INTERNSHIP WEEK V th
<u>November 2023</u>	First	INTERNSHIP WEEK VI th
	Second	INTERNSHIP WEEK VII th
	Third	Diwali Celebration Diwali Vacation
	Fourth	Diwali Vacation
	Fifth	INTERNSHIP WEEK VIII th
<u>December 2023</u>	First	INTERNSHIP WEEK IX th
	Second	INTERNSHIP WEEK X th
	Third	INTERNSHIP WEEK XI th
	Fourth	Theory Lectures (CC-4, IC-3, EC-2) Audit Course, Field Visit Assignment of CC-4, IC-3, EC-2 Yoga Course Training
<u>January 2024</u>	First	Theory Lectures (CC-4, IC-3, EC-2)
	Second	Theory Lectures (CC-4, IC-3, EC-2)
	Third	Theory Lectures (CC-4, IC-3, EC-2)
	Fourth	Theory Lectures (CC-4, IC-3, EC-2) Internship work submission Assignments submission of CC-4, IC-3, EC-2 Essay & Class test of CC-4, IC-3, EC-2
	First	Study Leave
	Second	University Exams of 3rd Semester
	Third	Orientation of Semester IV (CC-5, EC-3, IC-4) lectures and guidance

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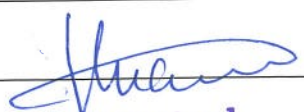
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		Action research guidance
	Fourth	INTERNSHIP WEEK I st
	Fifth	INTERNSHIP WEEK II nd
	First	INTERNSHIP WEEK III rd
	Second	INTERNSHIP WEEK IV th
<u>March 2024</u>	Third	INTERNSHIP WEEK V th
	Fourth	Theory Lectures (CC-5, EC-3, IC-4) Action Research Guidance Self-study course Yoga Class Holi Celebration
	First	Theory lectures (CC-5, EC-3, IC-4) Community work Action research guidance Women's Day Celebration
	Second	Theory lectures (CC-5, EC-3, IC-4) Reading & Reflecting Guidance Yoga Class, Self-study course Assignment of (CC-5, EC-3, IC-4) Action Research Guidance
	Third	Theory Lecture CC-5, EC-3, IC-4 Audit Course Reading & Reflecting Guidance Action Research Guidance Community work
<u>April 2024</u>	Fourth	Theory Lectures CC-5, EC-3, IC-4 Reading & Reflecting Guidance Yoga Class Art and Drama Submission of Assignments CC-5, EC-3, IC-4
	First	Theory Lectures CC-5, EC-3, IC-4 Submission of Reading and Reflecting Assignments Yoga Class Guidance of Learning Resources. Essay & Class test CC-5, EC-3, IC-4
	Second	Theory Lectures CC-5, EC-3, IC-4 Submission of Reflective Journal on Internship Activities Submission of Action Research Submission on Audit Course Submission on Learning Resource (Teaching Aids) Submission of Community work
	Third	Study Leave
	Fourth	University Exams of IV th Semester
<u>May 2024</u>		




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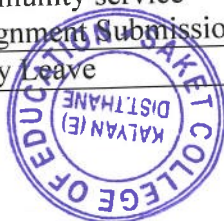
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Academic Calendar 2022-23

F.Y. B.Ed. (Semester I & Semester II)

Months	Week	Activities
January	First	Inauguration Program /Orientation of course Orientation of syllabus
	Second	Theory lecture and practicum
	Third	Celebration of Makar Sankranti Theory lecture and practicum
	Fourth	Theory lecture and practicum Celebration of Republic Day
February	First	Celebration of intercollegiate Programme [ROHAK]
	Second	Theory lecture and practicum Orientation of Assignment CC1
	Third	Theory lecture and practicum PPT Presentation (Assignment CC1) Orientation of Assignment CC2 Maha Shivratri Holiday
	Fourth	Assignment CC2 Seminar Presentation Orientation of Assignment CC3 Assignment CC3
	Fifth	Marathi Bhasha divas Celebration Science Day Celebration Poster Making competition
March	First	Theory lecture and practicum PPT Presentation CC1 Seminar Presentation CC2
	Second	Celebration of Holi festival Women's day celebration Holi Festival Community service
	Third	Theory Lectures and Practicum Psychological test Community service
	Fourth	Theory Lectures and Practicum Essay CC -1, CC -2, CC -3 Class test CC -1, CC -2, CC -3
	Fifth	Theory Lectures and Practicum Community service Assignment Submission
April	First	Study Leave



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	Second	University Exams 1st Semester.
	Third	II ND Semester course orientation, guest lecture, Art and Drama Subject orientation and practicum (Internship Semester 2) Microteaching orientation demonstration lesson skill of set Induction.
	Fourth	Orientation about practice lesson (Macro lesson, Nai-Talim etc) Objective Specification (workshop on Bloom taxonomy) Theory lecture and practicum Content test Orientation of teaching aids Audit Course Activity, Essay Writing, Competition workshop on STET of Maharashtra
May	First	Maharashtra day celebration Theory lecture and practicum Assignment orientation CET workshop
	Second	Theory lecture and practicum CET workshop
	Third	Theory lecture and practicum, submission of assignment. Audit course activity and workshop
	Fourth	Summer Vacation till June 3 rd week
June	Fourth	Theory lecture and practicum and guidance for practice lesson BAKRI ID HOLIDAY Workshop on teaching aid by alumni
	Fifth	INTERNSHIP WEEK I
July	First	INTERNSHIP WEEK II
	Second	INTERNSHIP WEEK III
	Third	Theory lecture and practicum Program of art and dance
	Fourth	Theory lecture and practicum
August	First	Theory lecture and practicum
	Second	Essay and Class Test Revision and remedial class
	Third	Study Leave
	Fourth	UNIVERSITY EXAMS IInd Semester




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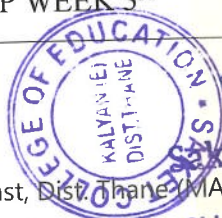
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Academic Calendar 2022-23

S.Y. B.Ed. (Semester III & Semester IV)

Month	Week	Activities
November 2022	Third	Orientation of Semester -3 (CC-4, IC-3, EC-2) Lectures Orientation of Nai Talim, Co-Teaching, Theme Teaching, Administration of Unit test and analysis of results
	Fourth	INTERNSHIP WEEK 1 st
December 2022	First	INTERNSHIP WEEK 2 nd
	Second	INTERNSHIP WEEK 3 rd
	Third	INTERNSHIP WEEK 4 th
	Fourth	INTERNSHIP WEEK 5 th
January 2023	First	INTERNSHIP WEEK 6 th
	Second	INTERNSHIP WEEK 7 th
	Third	INTERNSHIP WEEK 8 th
	Fourth	INTERNSHIP WEEK 9 th
	Fifth	INTERNSHIP WEEK 10 th
February 2023	First	INTERNSHIP WEEK 11 th
	Second	Theory Lectures CC-4, IC-3, EC-2 Audit Course Field Visit Assignment of CC - 4
	Third	Theory Lectures CC-4, IC-3, EC-2 Assignment of EC - 2, IC - 3 Community Work
	Fourth	Essay Class Test CC -4, EC -2, IC -3 Theory Lectures EC -2, IC-3, CC-4 Internship work submission (PCB -3) Assignment Submission of EC -2, IC-3, CC-4
March 2023	First	University Exams of Semester III
	Second	Orientation of Semester IV Holi Holiday and Celebration Theory Lectures and Guidance
	Third	INTERNSHIP WEEK 1 st
	Fourth	INTERNSHIP WEEK 2 nd
	Fifth	INTERNSHIP WEEK 3 rd



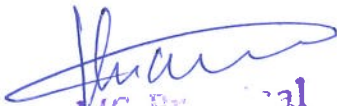
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April 2023	First	INTERNSHIP WEEK 4 th
	Second	Theory Lectures CC -5, EC -3, IC-4
	Third	Theory Lectures CC -5, EC -3, IC-4 Action Research Guidance Community Work Personality development course
	Fourth	Lectures, Action Research Guidance Community Work
May 2023	First	Lectures CC -5, EC -3, IC -4 Action Research Guidance Reading and Reflecting Guidance (AB)
	Second	Lectures CC -5, EC -3, IC -4 Class Test, Essay CC -5, EC -3, IC -4 Personality Development
	Third	Lectures Community work Submission Action Research Submission Reading and Reflecting Submission Audit Course Submission
June 2023		University Exam of Semester IV


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Academic Calendar 2021-2022

F.Y B.Ed. (Semester I & Semester II)

Month	Week	Activities
July 2021		Admission Process
August 2021		Admission Process
September 2021		Admission Process
October 2021		Admission Process
November 2021		Admission Process
December 2021		Admission Process
January 2022		Admission Process
February 2022		Admission Process
March 2022	Third	Orientation of Semester I Lectures
	Fourth	Lectures, Audit Course, Art and Drama
April 2022	First	Lectures, Audit Course, Art and Drama
	Second	Lectures Assignment Guidance
	Third	Lectures AB – 1 (ICT) project preparation Dr. Ambedkar Jayanti Celebration
	Fourth	Lectures Audit Course Art and Drama
May 2022	First	Lectures Assignment Guidance
	Second	Lectures Audit Course Art and Drama
	Third	Lectures Assignment Guidance
	Fourth	Lectures Class Test Tutorial
	Fifth	Lectures University exam preparation discussion and guidance
June 2022		University Exam Semester I
July 2022	First	Teacher's Meeting Orientation of Semester II Theory Lectures Induction and Demo skills
	Second	Theory Lectures Guidance for objective and specification Workshop of objective and specification
	Third	Theory Lectures CC-3, EC-2, IC-2
	Fourth	Theory Lectures CC-3, EC-2, IC-2
August 2022	First	Theory Lectures CC-3, EC-2, IC-2
	Second	Theory Lectures CC-3, EC-2, IC-2 Pedagogy Raksha Bandhan Holiday Education MGMT



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	Third	Independence Day Pateti Holiday Krishna Janmashtami Holiday and celebration Theory Lectures CC-3, EC-2, IC-2
	Fourth	Theory Lectures CC-3, EC-2, IC-2
September 2022	First	GANPATI VACATION
	Second	Teacher's day Theory Lectures CC-3, EC-2, IC-2
	Third	INTERNSHIP WEEK 1st
	Fourth	INTERNSHIP WEEK 2nd
	Fifth	INTERNSHIP WEEK 3rd
October 2022	First	Mahatma Gandhi Jayanti celebration Celebration of Dusshera & holiday Theory Lectures CC-3, EC-2, IC-2
	Second	Theory Lectures CC-3, EC-2, IC-2 Prelim Exams (CC -3, EC -1, IC -2)
	Third	DIWALI CELEBRATION DIWALI VACATION
	Fourth	DIWALI VACATION
November 2022	First	DIWALI VACATION ESSAY CLASS TEST CC – 3, EC – 1, IC – 2
	Second	University exams Semester II




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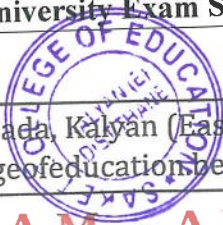
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Academic Calendar 2021-2022

S.Y B.Ed. (Semester III & Semester IV)

Months	Weeks	Activities
July 2021	First	Online Orientation of Semester III Online lectures Orientation of practice teaching and lesson demo
	Second	Online lectures Online orientation and demo theme based lessons. Online practice teaching & internship in school
	Third	Online lectures Online practice teaching & internship in school
	Fourth	Online lectures Online practice teaching and internship in school
	Fifth	Online lectures Online practice teaching and internship in school
August 2021	First	Online practice teaching and internship in school Online lectures
	Second	Online lectures Online practice teaching & internship in school
	Third	Online lectures Online practice teaching & internship in school Online 15 th August Independence day celebration
	Fourth	Online lectures Online practice teaching & internship in school Holiday of Janamasthmi
September 2021	First	Online lectures Online theme based lesson internship in school 5 th September teacher's day celebration
	Second	Online lectures Online practice teaching & internship in school 14 th hindi diwas celebration Holiday of ganesh festival
	Third	Online co-teaching with school teacher Online lectures
	Fourth	Online lectures Online orientation of assignment of CC -4, IC -3, pedagogy of school subject
October 2021	First	Online lectures Mahatma Gandhi Jayanti celebration Online
	Second	Online lectures
	Third	Online lectures Task and Assignment Dusshera Celebration Online
	Fourth	Online lectures Audit Course Activity (Online)
	Fifth	Online lectures Online Essay Exam
November 2021	First	Online Diwali celebration
	Second	Diwali Holiday
	Third	Online lectures Guru Nanak Jayanti Holiday
	Fourth	Online lectures Dr. Abdul Kalam Jayanti Celebration Online Class Test
	First	Online lectures Study leave University Exam Semester IIIrd

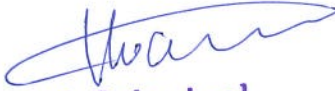


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December 2021	Second	Online orientation of Semester IV Online lectures
	Third	Online Lectures
	Fourth	Online Lectures Online Christmas celebration & Holiday
January 2022	First	Online lectures Orientation of Internship program
	Second	Online Lectures Orientation of Action Research
	Third	Online Lectures Online Internship Guidance
	Fourth	Online lectures Online Republic day Celebration
February 2022	First	Online Internship 1 st
	Second	Online Internship 2 nd
	Third	Online Internship 3 rd
	Fourth	Online Maratha day celebration Online Science day celebration Online Internship 4 th
March 2022	First	Online Internship 5 th
	Second	Online lectures Assignment, Action research guidance Women's day celebration
	Third	Assignment Lectures Guidance of Action Research
	Fourth	Online lectures Guidance of Action Research
	Fifth	Online Lectures
April 2022	First	Gudipadwa Holiday Online Theory Lectures
	Second	Online Lectures Guidance of Action Research
	Third	Online Lecture Dr. Ambedkar Jayanti Holiday Assignment Submission
	Fourth	Lecture Essay & Class test Study Leave
May 2022	First	Study Leave University Exams Semester IV th


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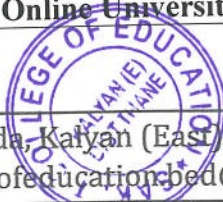
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Academic Calendar 2020-2021

F.Y B.Ed. (Semester I & Semester II)

Month	Week	Activities
October 2020	Fourth	Staff meeting, Orientation of Semester I Online Lectures
November 2020		Online Lectures Diwali Celebration & holidays Online Lectures Dr. Abdul Kalam Jayanti Celebration Constitution Day Celebration
December 2020		Online Theory Lectures Assignment Completion Co-curricular Activities
January 2021		Online Lectures Essay Exam CC-1, CC-2, IC-1 Savitri Bai Phule Jayanti Celebration Class Test CC-1, CC-2, IC-1 Online Theory Lectures, Study Leave Republic Day Celebration University Exam Semester I
February 2021		Online Staff Meeting Orientation of II Semester Micro Teaching, Lesson Planning Online Theory lectures Marathi Day Celebration online Science Day Celebration online Practice teaching & internship online
March 2021		Practice teaching & internship online Second Assignment Online Theory Lectures Women's Day Celebration online Online Theory Lectures Online Theory Lectures
April 2021		Online Theory Lectures Psychology Experiment-1 Dr. Ambedkar Jayanti Celebration Psychology Experiment-2 Online Theory Lectures Online Essay Test CC-3, EC-1, IC-2 Online Class Test CC-3, EC-1, IC-2
May 2021	First	Study Leave Online University Exam of Semester II



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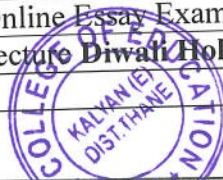
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Academic Calendar 2020-2021

S.Y B.Ed. (Semester III & Semester IV)

Month	Week	Activities
July 2020	First	Online Orientation of Semester III Online Lectures Online Orientation of Internship Orientation of Practice Teaching lessons Orientation and Demo of Co-teaching Online lesson with school teachers. Online Orientation and Demo of Theme based lesson
	Second	Online Lesson Planning workshop Online Practice Teaching workshop Orientation of Administration of unit test & Analysis of results
	Third	Online Practice Teaching Internship in school Online lectures
	Fourth	Online Practice Teaching Internship in school Online lectures
	Fifth	Online Practice Teaching Internship in school Online lectures
August 2020	First	Online Practice Teaching Internship in school Online lectures
	Second	Online Practice Teaching Internship in school Online lectures
	Third	Online Practice Teaching Internship in school Online lectures Online 15 th August Independence Day Celebration
	Fourth	Online Practice Teaching & Internship in school Online Lecture Parsi New Year Holiday of Janamastmi
September 2020	First	Ganesh Chaturthi Holiday Holiday of Shree Ganesh Festival Online Theme based lesson & Internship in school Teacher's day celebration
	Second	Online Lectures Online Theme based lesson & Internship in school Muharram Holiday
	Third	Online Co-teaching with school teacher & Internship in School Online lectures
	Fourth	Online Practice Teaching & Internship in school Online lectures
October 2020	First	Online Lectures Online Orientation of Assignment of CC-4, IC-3 and Pedagogy of School Subjects
	Second	Online Theory Lecture Holiday of Dushhera Task and Assignment
	Third	Online Lecture Online Essay Exam
	Fourth	Online Theory Lecture Diwali Holiday
	First	Online Lectures



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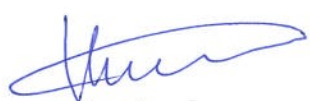
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November 2020	Second	Online Lectures Guru Nanak Jayanti Holiday
	Third	Online Lecture Dr. Abdul Kalam Jayanti Celebration Online Class Test
	Fourth	Constitution Day Celebration, Revision Online Lectures
December 2020	First	Study Leave
	Second	University Exam Semester III Online Orientation of Sem IV
	Third	Online Lecture
	Fourth	Online Lecture Christmas Holiday
January 2021	First	Online Lectures
	Second	Online Lecture Orientation of Internship Program
	Third	Online Republic Day Celebration Online Lectures Orientation of Action Research Internship Guidance
	Fourth	Online Lectures Orientation of Action Research Online Internship Guidance
February 2021	First	Online Internship
	Second	Online Internship
	Third	Online Internship
	Fourth	Online Marathi Day Celebration Online Science Day Celebration Online Internship
March 2021	First	Online Internship
	Second	Online Second Assignment Online Theory Lectures Guidance of Action Research Online Women's Day Celebration
	Third	Assignment Online Theory Lectures and Guidance of Online Action Research
	Fourth	Online Theory Lecture Online Consumer day Celebration and Online Guidance of Action Research
	Fifth	Online Theory Lectures Online Guidance of Action Research
April 2021	First	Online Theory Lectures Online Guidance of Action Research
	Second	Online Theory Lectures Online Dr. Ambedkar Jayanti Celebration Online Guidance of Action Research
	Third	Online Theory Lectures Online Essay Test
	Fourth	Online Theory Lectures Online Class Test
May 2021	First	Study Leave Online University Exam of Semester IV




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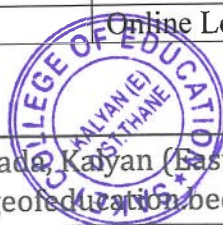
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Academic Calendar 2019-2020

F.Y B.Ed. (Semester I & Semester II)

Month	Week	Activities
October 2019	Fourth	Orientation of Semester I Lectures
November 2019	First	Lectures
	Second	Lectures
	Third	Lectures & AB-1 Dr. Abdul Kalam Jayanti Celebration
	Fourth	Lectures & AB-1 Constitution Day Celebration
December 2019	First	Lectures & AB-1
	Second	Assignment Completion
	Third	Lectures & AB-1 Co-curricular Activities
	Fourth	Community Work
January 2020	First	Lectures & AB-1 Savitri Bai Phule Jayanti Celebration Essay Exam CC-1, CC-2, IC-1
	Second	Class Test CC-1, CC-2, IC-1 Lectures Study Leave
	Third	Republic Day Celebration
	Fourth	University Exam Semester I
February 2020	First	Orientation of Second Semester Micro Teaching Lesson Planning
	Second	Practice teaching & Internship
	Third	Practice teaching & Internship
	Fourth	Marathi Day Celebration Science Day Celebration Practice teaching & internship
March 2020	First	Practice teaching & internship
	Second	Second Assignment Lectures Women's Day Celebration
	Third	Online Assignment Online Lectures
	Fourth	Online Lectures

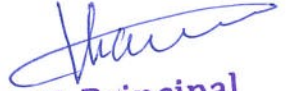



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		Online Consumer day celebration
	Fifth	Online Lectures
April 2020	First	Online Lectures Online Psychology Experiment-1
	Second	Online Lectures Online Dr. Ambedkar Jayanti Celebration Online Psychology Experiment-2
	Third	Online Lectures Online Essay Test CC-3, EC-1, IC-2
	Fourth	Online Lectures Online Class Test CC-3, EC-1, IC-2
May 2020	First	Study Leave Online University Exam of Semester II


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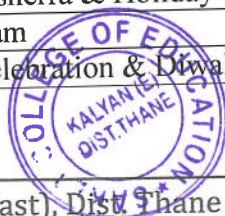
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Academic Calendar 2019-2020

S.Y B.Ed. (Semester III & Semester IV)

Month	Week	Activities
July 2019	First	Orientation of Semester III Lectures Visit to school orientation Orientation of Internship Orientation of Practice Teaching lessons Orientation and Demo of Co-teaching lesson with school teacher Orientation and Demo of Theme based lesson
	Second	Lesson Planning workshop Practice Teaching workshop Orientation of Administration of unit test & Analysis of results
	Third	Practice Teaching Internship in school. lectures
	Fourth	Practice Teaching Internship in school. lectures
	Fifth	Practice Teaching Internship in school. lectures
August 2019	First	Practice Teaching Internship in school. lectures
	Second	Practice Teaching Internship in school. lectures 15 th August Independence Day Celebration
	Third	Practice Teaching Internship in school. Lectures, holiday of Parsi New Year
	Fourth	Practice Teaching Internship in school. lectures
September 2019	First	Ganesh Chaturthi Holiday Holiday of Shree Ganesh Festival Theme based lesson & Internship in school Teacher's day celebration
	Second	Lectures Theme based lesson & Internship in school Muharram Holiday
	Third	Co-teaching with school teacher & Internship in School lectures
	Fourth	lectures Nai-Talim & Internship in School
October 2019	First	Lectures Blood donation camp/ Health checkup Mahatma Gandhi Jayanti Holiday & Celebration Orientation of Assignment of CC-4, IC-3 and Pedagogy of School Subjects
	Second	Lecture, Task and Assignment Celebration of Dusherra & Holiday of Dusherra
	Third	Lecture Essay Exam
	Fourth	Lecture Diwali Celebration & Diwali Holiday

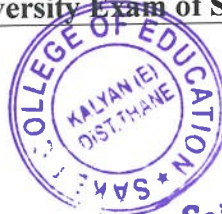


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“ G Y A N A M - A N A N T A M ”

November 2019	First	Lectures
	Second	Lectures Guru Nanak Jayanti Holiday
	Third	Lecture, Dr. Abdul Kalam Jayanti Celebration Class Test
	Fourth	Constitution Day Celebration, Revision, Lectures
December 2019	First	Study Leave
	Second	University Exam Semester III Orientation of Semester IV
	Third	Visit for permission of community work place Lecture
	Fourth	Community Work, Christmas Holiday
January 2020	First	Theory Lectures Savitri Bai Phule Jayanti Celebration
	Second	Theory Lecture, Orientation of Internship Program
	Third	Republic Day Celebration, Theory Lectures Orientation of Action Research Internship Guidance
	Fourth	Lectures, Orientation of Action Research Internship Guidance
February 2020	First	Lectures, Orientation of Action Research Internship Guidance
	Second	Practice Teaching Internship
	Third	Practice Teaching Internship
	Fourth	Marathi Day Celebration, Science Day Celebration Practice Teaching Internship
March 2020	First	Practice Teaching Internship
	Second	Practice teaching & internship Second Assignment Lectures Guidance of Action Research Women's Day Celebration
	Third	Online Assignment Online Lectures and Guidance of Action Research
	Fourth	Online Lecture, Online Consumer day Celebration and Guidance of Action Research
	Fifth	Online Theory Lectures Online Guidance of Action Research
April 2020	First	Online Lectures Online Guidance of Action Research
	Second	Online Lectures Online Dr. Ambedkar Jayanti Celebration Online Guidance of Action Research
	Third	Online Lectures , Online Essay Test
	Fourth	Online Lectures, Online Class Test
May 2020	First	Study Leave Online University Exam of Semester IV



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Date : _____

Academic Calendar 2018-2019

F.Y B.Ed. (Semester I & Semester II)

Month	Week	Activities
October 2018	Fourth	Orientation of Semester I Lectures
November 2018	First	Lectures Diwali Celebration
	Second	Diwali holidays
	Third	Lectures & AB-1 Dr. Abdul Kalam Jayanti Celebration
	Fourth	Lectures & AB-1 Constitution Day Celebration
December 2018	First	Lectures & AB-1
	Second	First Assignment childhood & growing up
	Third	Lectures & AB-1 Co-curricular Activities
	Fourth	Community Work
January 2019	First	Lectures & AB-1 Savitri Bai Phule Jayanti Celebration Essay Exam CC-3, EC-1, IC-2
	Second	Class Test CC-3, EC-1, IC-2 Lectures Study Leave
	Third	Second Assignment knowledge & curriculum Republic Day Celebration
	Fourth	University Exam Semester I
February 2019	First	Orientation of Second Semester Micro Teaching Lesson Planning
	Second	Practice teaching & Internship
	Third	Practice teaching & Internship
	Fourth	Marathi Day Celebration Science Day Celebration Practice teaching & internship
	First	Practice teaching & internship
	Second	Lectures Women's Day Celebration
	Third	Third Assignment gender school & society



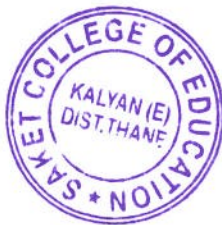
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March 2019		Lectures
	Fourth	Lectures Consumer day celebration
	Fifth	Lectures
April 2019	First	Lectures Submission of all assignments Psychology Experiment-1
	Second	Lectures Dr. Ambedkar Jayanti Celebration Psychology Experiment-2
	Third	Lectures Essay Test CC-3, EC-1, IC-2
	Fourth	Lectures Class Test CC-3, EC-1, IC-2
May 2019	First	Study Leave University Exam of Semester II




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Ref. No. _____

Date : _____

Academic Calendar 2018-2019

S.Y B.Ed. (Semester III & Semester IV)

Month	Week	Activities
July 2018	First	Orientation of Semester III Lectures Orientation of Internship Orientation of Practice Teaching lessons Orientation and Demo of Co-teaching lesson with school teacher Orientation and Demo of Theme based lesson
	Second	Practice Teaching Internship
	Third	Practice Teaching Internship
	Fourth	Practice Teaching Internship
	Fifth	Practice Teaching Internship
August 2018	First	Practice Teaching Internship
	Second	Practice Teaching Internship
	Third	Practice Teaching Internship
	Fourth	Practice Teaching Internship
September 2018	First	Practice Teaching Internship Holiday of Janmashtami
	Second	Practice Teaching Internship
	Third	Practice Teaching Internship Ganesh Chaturthi Holiday
	Fourth	Practice Teaching Internship Muharram Holiday
	Fifth	Lectures Orientation of Assignment of CC-4, IC-3 and Pedagogy of School Subjects
October 2018	First	Lectures Blood donation camp/ Health checkup Mahatma Gandhi Jayanti Holiday Mahatma Gandhi Jayanti Celebration
	Second	Lecture
	Third	Lecture
	Fourth	Lecture
November 2018	First	Lectures Diwali Celebration
	Second	Diwali Holiday
	Third	Lecture

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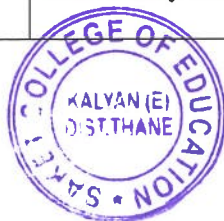
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“ G Y A N A M - A N A N T A M ”

		Dr. Abdul Kalam Jayanti Celebration
	Fourth	Constitution Day Celebration Class Test Essay Exam
December 2018	First	Study Leave
	Second	Study Leave
	Third	University Exam Semester III Orientation of Semester IV
	Fourth	Community Work
January 2019	First	Lectures Savitri Bai Phule Jayanti Celebration
	Second	Lecture Orientation of Internship Program
	Third	Republic Day Celebration, Lectures Orientation of Action Research Internship Guidance
	Fourth	Lectures First assignment contemporary of India education Orientation of Action Research Internship Guidance
February 2019	First	Lectures, Orientation of Action Research Internship Guidance
	Second	Practice Teaching Internship
	Third	Practice Teaching Internship
	Fourth	Marathi Day Celebration Science Day Celebration Practice Teaching Internship
March 2019	First	Practice Teaching Internship
	Second	Second Assignment Environmental education Lectures, Guidance of Action Research Women's Day Celebration
	Third	Third assignment creating an inclusive school Lectures and Guidance of Action Research
	Fourth	Lecture Consumer day Celebration and Guidance of Action Research
	Fifth	Lectures Submission of all assignments Guidance of Action Research
April 2019	First	Lectures Guidance of Action Research
	Second	Lectures Dr. Ambedkar Jayanti Celebration Guidance of Action Research
	Third	Lectures Essay Test Submission of Action Research
	Fourth	Lectures Class Test
May 2019	First	Study Leave University Exam of Semester IV




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Appendix-III

I / II UNIT TEST / TERMINAL / PRELIM / ANNUAL EXAMINATION 20

Class 34 B Ed Division _____ Exam Seat No. _____
Subject अभ्यासकृती Paper _____ Section _____ Date _____
Total No. of Answer Books 1 + _____ = _____
Supervisor's Signature _____

Q. No.	1	2	3	4	5	6	7	8	9	10	11	12	Total	Examiner's Signature
Marks Obtained	3												3	

Begin writing from here

Q. 1. Explain Classroom discourse and its types.

उत्तर: वागतील चर्चा - स्वरूप - प्रकार.

* मौखिक भाषा - स्वरूप
मौखिक भाषा ही एक अशी प्रणाली आहे ज्यात आपण शब्दांच्या उच्चाराने आपले ज्ञान, कल्पना आणि भावना व्यक्त करतो.

मौखिक भाषा ही प्रमुख पुढील गोष्टींनी बनलेली असते.

- १) दृढी कोशल्य
- २) व्यवहारिकता
- ३) वाक्यरचना नियम
- ४) शब्द रचना कोशल्य
- ५) शब्दसंग्रह

मौखिक भाषेतील वरील सर्व घटक हे संभाषण व साक्षिक संप्रेषण साधण्यासाठी व शिकण्यासाठी आवश्यक असतात.

१) दृढी कोशल्यामध्ये विद्यार्थ्यांनी आपले दृढीची जाणीव असणे. अपेक्षित असणे. उदा. भाषेतील शब्दांचा व यमकांचे ज्ञान असणे.



१) विद्याश्याख्या भाषेतील कोशाल्या
मध्ये भाषेची व्यावहारिकता, वाक्य
रचनेचे नियम माहित असणे शब्द
रचना कोशाल्या याचा समावेश होतो.

२) वाक्यरचनेच्या नियमांमध्ये शब्दांच्या
क्रमांचे आकलन असणे व व्याकरणाचे
नियम माहित असणे याचा समावेश होतो.

३) शब्द रचना कोशाल्यामध्ये शब्द कोसे
तयार झाले आहेत त्याच्या शीनांच,
समावेश असतो. उदा. शब्दोपुढ,
मोडण्याचा प्रत्यय, उपसर्ग, शब्दाच्या
शाखा.

४) व्यावहारिकता मध्ये संप्रेषणासाठीच्या
सामाजिक नियमांचा समावेश होतो.

५) शोधका हा एक ज्याद्वारे संवादात्मक
मध्ये विद्याश्याखीना सहभागी करता
येतो ते म्हणजे शब्द किंवा शब्दांचे
ज्ञान. मौखिक भाषेसाठी तुमच्याकडे
शब्द संपत्ती असणे महत्वाचे आहे.

3





Class F.V.B.Ed Division _____ Exam Seat No. _____

Subject शैक्षणिक व्यवस्थापन Paper _____ Section _____ Date _____

Total No. of Answer Books 1 + _____ = _____

Prinya Mohan Bhadekar

Supervisor's Signature & Date _____

Q. No.	1	2	3	4	5	6	7	8	9	10	11	12	Total	Examiner's Signature
Marks Obtained	5	3	—	—	—	—	—	—	—	—	—	—	8	

Begin writing from here.

प्र. ३. वेळापत्रक : मूल्य, प्रकार आणि वेळापत्रक स्वनेची तत्वे —

उत्तर :- वेळापत्रक : वेळापत्रक म्हणजे विविध विषय कृती कार्यक्रम आणि वर्गांना दिली गेलेली दैनंदिन वेळ दृष्टीविषयावर तक्रार किंवा आराखडा होय.

— डॉ. कोचर यांच्या मतानुसार, जालेय वेळापत्रक म्हणजे पूर्वनियोजन व पद्धतशीर अध्यापन कार्यक्रमांची योजना. वेळापत्रकाशिवाय शाळा नियमबद्धपणे व पद्धतशीरपणे चालणे कठीण होते. वेळापत्रक म्हणजे कोणते काम कोणत्या वेळेत कोणत्या ठिकाणी करावयाचे आहे याचे निश्चित स्वरूपाने केलेले नियोजन.

● वेळापत्रक मूल्य :-

- १) वेळ व शक्ती वाचविता येते.
- २) प्रत्येक कार्यक्रमाची सूचना विद्यार्थी-शिक्षकांना मिळते.
- ३) शाळेमध्ये शिस्त राखण्यास उपयोगी होते.
- ४) शिक्षकाला आपला तास कधी काढे हे कळते.
- ५) जालेय जीवनात पद्धतशीरपणे येतो.
- ६) शाळेचे कार्य व्यवस्थित सुगमतेने चालू राहते.
- ७) शाळेची पुढील परिणामकारकता वाढविता येते.
- ८) नियमितपणा, व्यक्तशीरपणा, पद्धतशीरपणा येतो.
- ९) योग्य बुद्धीमत्ता शारीरिक क्षमता लक्षात घेऊन कार्यक्रम बाबतचे स्तोपे होते.





- वेळापत्रकाचे प्रकार :-
४) सर्वसाधारण वेळापत्रक :- हे सर्व वर्गांचे पुस्तकिक वेळापत्रक होय. यात वर्ग, विषय, तासिका वेळ, तासिका होणारे शिक्षक इत्यादी समावेश असतो. हे वेळापत्रक मुख्य धापकांच्या खोलीत असते.

५) शिक्षकांचे वेळापत्रक :- हे शिक्षकांचे स्वतःचे वेळापत्रक असते. यात विषय, वर्ग, तासिका नमूद असतात.

६) वर्गाचे वेळापत्रक :- प्रत्येक वर्गासाठी तयार केलेले वेळापत्रक असते. यात प्रत्येक तासिका कोणत्या विषयाची कोणत्या शिक्षकाची काही हे दर्शविले असते.

७) विकाश्या तासांचे वेळापत्रक :- काहीवेळा शिक्षक रजेवर असतात अशावेळी त्या उपस्थित शिक्षकांना देण्यासाठी काढाव्या लागणाऱ्या वेळापत्रकाला विकाश्या तासांचे वेळापत्रक म्हणतात.

८) गृहपाठाचे वेळापत्रक :- प्रत्येक विषयाच्या पुस्तकासाठी दिल्या गेलेल्या स्वाध्यायासाठी वेळापत्रक म्हणजे गृहपाठाचे वेळापत्रक होय.

९) स्थापन विषयांचे वेळापत्रक :- शाळेचे विविध परिक्षांचे अर्ग वगैरे चालतात त्यांचे वेळापत्रक होय. उदा. इंग्रजी भाषित विद्यार्थ्यांना व स्कूल परीक्षा या परिक्षांचे वेळापत्रक इत्यादी.

१०) फ्रिडा वेळापत्रक :- शारिरीक शिक्षणाच्या तासिकेला कोणता वेळ कोणत्या शिक्षकांनी द्यावा याचे फ्रिडा वेळापत्रक असते.

- वेळापत्रक रचनेची तल्ले :
इ) विषयाचे मुख्य लक्षात द्यावे :- अभ्यासक्रमातील विविध विषयांना दर आठवड्यात आसणाऱ्या तासिका योग्य था प्रमाणात दिल्या जाण्या.

जे विषयाची काठिण्य पातळी विचारात घ्यावी :-
वेळापत्रक बनवताना त्या विषयाची काठिण्य पातळी लक्षात घ्यावी तसेच शक्य आणगारे विषय पुढा पाठोपाठ असू नयेत.

इ) तासिकेचा कालावधी स्तरानुक्रम ठरवावा :-
एका विषयाच्या आधीक वेळ अध्ययनाने घेता येऊ शकवा केराळा था गीष्ट विचारात घेऊन तासिकेचा कालावधी स्तरानुक्रम ठरवावा इतके इष्ट मिनीश्या तासिका ठरवावा.

जे विद्यार्थ्यांच्या इत्साहान्या विचार करावा :-
संगळवार ते गुरुवार काठिण्य विषय वेळापत्रकात समाविष्ट असावेत. सोमवार र शुकवार-शनिवार या दिवसात सोपे विषय ठेवणे विद्यार्थ्यांच्या हिताने ठरते.

पु) सरळ व अपष्ट वेळापत्रक ठरवावे :- वेळापत्रक इतके साधे सरळ सोपे ठरवावे ते कुणीही पाहिले तरी चटकन त्याच्या लक्षात यावे.

इ) तवचिक किंवा गतिमान ठरवावे :- त्यामुळे वेळापत्रकास गतिमानता प्राप्त होऊन हवे तेव्हा बदल करता येते.

जे वेळापत्रक व्यापक ठरवावे :- त्यात सर्व विषय बरोबर पाठ्यपुस्तक कार्यक्रम सामाजिक कार्यक्रम व गितीजन अपष्ट ठरवावे.

प्र.२. शैक्षणिक व्यवस्थापनाची उद्दिष्ट्ये

व्यवस्थापन हा व्याक्तिस्ममुळास समोर ठेवून वापरलेला शब्द आहे त्यामुळे व्यवस्थापन, समुदायवाचक संज्ञा आहे. नियोजन, नियंत्रण, मार्गदर्शन, समन्वय इ. व्यवस्थापनाशी निगडित आहेत. त्यामुळे हे एक प्रकारचे शास्त्र आहे.

“व्यवस्थापन हे एक बहुवैदेशीय साधन असून त्या अन्वये पुण्यादे व्यवसाय, व्यवस्थापक, कामगार आणि काम यांचे व्यवस्थापन केले जाते.”

पुण्यादे कार्य व्यवहार चळवळ प्रभावी रितीने घडवून आणण्यासाठी आवश्यक असलेली कार्ये ज्या यंत्रणेबाबती केली जातात त्या यंत्रणेला व्यवस्थापन असे म्हणतात.

“शिक्षण प्रक्रियेमध्ये उपयोगात येणाऱ्या सामग्रीचे विद्यार्थी आणि व्याक्तिंचे नियंत्रण करण्यासाठी मानशास्त्रीय आणि शैक्षणिक सिद्धांतांचा अवलंबन करण्याच्या क्रियेला शैक्षणिक व्यवस्थापन म्हणतात”

— किर्लोस

उद्दिष्ट्ये

हे विद्याथ्यांना संस्थेत समाधान वाटेल अशी परिस्थिती निर्माण करणे.

संस्थेतील शिक्षक व शिक्षकोत्तर कर्मचाऱ्यांना व्यवसाय समाधान मिळवून देणे.

हे कामाची विभागणी करणेवैकी पुनरावृत्ती

લાભબ્યાસ મદત કરવો.

જો કમી જાણતી વ કમી વેળે સંસ્થાની
ઉદ્દેશ્યે વ દ્યેય સાધ્ય કરવાસ મદત કરવો.

પો સંસ્થાની માનવી દુટકોમદ્યે ન્વાંગે સંસ્થાની
નિમણી કકન કારોધ્યધાથી વાતાવરણ કરવો.

હો સમાજામદ્યે સંસ્થાની ન્વાંગે નાવ નિમણી
કરવાસ, જાન કરવાસ, વાહવવાસ મદત કરવો.

જો સંસ્થાની / શાળેની ઉદ્દેશ્યે સમકાપૂરો સાધ્ય
કરવાસાથી સંસ્થાની કાર્યરત હેવો.

જો પ્રજાસકીય કારમાશવ વેચવેચ હેકન તે
પાડોનામકારક લેવાસ મદત કરવો.

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1) भारत में क्षेत्रीय विविधता की अवधारणा और विशेषताओं की व्याख्या

— भारत एक अनेकता में एकता की मिसाल है। भारत में 29 राज्य और 7 केंद्रशासित राज्य हैं। जो कि हर तरह से अलग-अलग राज्य हैं। यह हर एक राज्य एक देश के बराबर है। भारत के प्रत्येक राज्य की अपनी भाषा, रीति रिवाज परंपरा तथा रहनसहन हैं। भारत में विविध प्रकार के धर्म हैं। सभी अपने-अपने रीति रिवाज के अनुसार धर्म का पालन करते हैं तथा प्रत्येक क्षेत्र में भाषा के आधार पर विविधता दिखाई देती है। जैसे मराठी व कन्नड भाषा के मध्य खेलगांव तथा महाराष्ट्र के रंगोमा क्षेत्र पर क्षेत्र के आधार पर अपना अपना प्रभुत्व दिखाई देता है। इसी प्रकार क्षेत्र के आधार पर आंध्र प्रदेश और तेलंगाना, सिंधु तथा उत्तर प्रदेश में क्षेत्र के आधार पर विविधता दिखाई देती है। भारत में प्रत्येक राज्य के लोग भूमण और सजाते हैं और उनके संवैधानिक अधिकार के आधार पर उन्हें भेद भवतक प्राप्त है कि वह प्रत्येक राज्य में व्यवसाय तथा

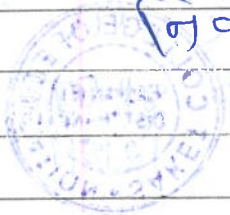




आधिपत्य प्राप्त होता है। तथा क्षेत्र के आधार पर राज्य की अपनी भाषा तथा परंपरा त्योहारों को प्रोत्साहन मिलता है तथा सभी लोग मिल जुलकर भाविकों के साथ राष्ट्रिय एकाता को व्यापक रखते हैं परंतु कभी-कभी क्षेत्रवाद के कारण राष्ट्रिय एकाता में भेदभाव का माहौल भी दिखाई देता है तथा वह भी देश की एकाता के लिए खतरा साबित हो जाता है।

विशेषता :-

- ① भारत में क्षेत्रीय विविधता के कारण हमें अलग-अलग धर्म, भाषा तथा रीति रिवाज का ज्ञान प्राप्त होता है।
- ② क्षेत्रीय विविधता के कारण भारत की भाषी पीढ़ी बहुसांस्कृतिक भाषा का विकास कर सकती है।
- ③ क्षेत्रीय विविधता के कारण भारत की अधिक स्थिति को भी बढ़ावा प्राप्त होता है।
- ④ क्षेत्रीय विविधता के कारण भारतीयता की छिन्नी भी घात में आसानी से निवाह कर सकते हैं।



CC

(5) क्षेत्रीय विविधता के माध्यम से भारत का नाम विश्व में धर्मनिरपेक्षता के रूप में प्रख्यात है।

(6) क्षेत्रीय विविधता के माध्यम से हम अपने मिशनरियल दम को रोकना तथा अल्पसंख्यकों का निर्माण कर सकते हैं।

(7) भारत में कई राज्यों में क्षेत्रीय विविधता के कारण कई धर्म शक्तिस्थानों परेशानों को नष्ट करके एक भावना को प्रकट होती है।

(8) क्षेत्रीय विविधता के माध्यम से भारत एक अच्छा भारत देश का दर्जा प्राप्त करने में सफल हुआ है।

(9) क्षेत्रीय विविधता के माध्यम से भारत में कई छोटी-छोटी तथा ऐतिहासिक स्मारकों को सुरक्षित रखने में भी सफलता प्राप्त हुई है।

(10) क्षेत्रीय विविधता के माध्यम से भारत के सांस्कृतिक ऐतिहासिक स्मारकों को भी सुरक्षित रखा जा सकता है।

इसलिए कहा जाता है कि भारत की विविधता ही आने वाले सभी के एकता है जिसे माध्यम मिलने लगे बाते में मिला देने के बावजूद भारत एक अच्छा देश है।

६.७) जाति के आधार पर सारिकत्व :-

भारत में वैदिक काल के समय वर्ण के आधार पर लोगों के जाति का विभाजन किया गया था। प्रत्येक व्यक्ति जो काया करता तथा उसकी के आधार पर उसे जाति का पता चलता था। किंतु धीरे-धीरे यह व्यवस्था जन्म के आधार पर होने लगी जैसे यदि कोई व्यक्ति ब्राम्हण कुल में जन्म लेता है वह ब्राम्हण कहलाता है जो क्षत्रिय कुल में जन्म लेता है वह क्षत्रिय उग्रा पुत्रा जो वैश्य तथा क्षुद्र कुल में जन्म लेता है वह उसी जाति का कहलाये लगता है।

इसी वर्ण भेदाव के कारण भारत में जातिवाद जैसी प्रचलित बीमारी का जन्म हुआ है। यह जातिवाद भारत में विविध क्षेत्रों के बावजूद भी एक जाति के आधार पर सारिकत्व दिखाई देता है।

आज के पहले माह में अस्पृश्यता के नाम से बहुत से लोगों को समाज के दूर प्रभाव के लालों से वंचित किया जाता था। जैसे जो क्षत्रिय रहते थे उन्हें शिवा के अधिकार से वंचित रखा गया था। जिसके नाम से वे विविध प्रकार से शोषण होने लगा।

शिवा के अभाव के कारण उनका सामाजिक स्तर पर भेदाव किया जाने लगा था।

जाति के आधार पर जो लोग जनजाति तथा आदिवासी वर्ग के होते हैं उन्हें कई धार्मिक कार्यक्रम में भाग लेने से वंचित किया जाता है। तथा उनके इस उच्च वर्ग के लोगों के नाथ भेदभाव देने के कारण समाज में जाति के आधार पर भेदभाव फैलाने देता है। जाति में पुत्रों जाति के लोग अपने-अपने शादी ब्याह तथा धार्मिक काम करते हैं। जाति के कारण सभी-सभी धार्मिक स्थिति में अंतर ना होने का सभी उन्हें सम्मान प्राप्त नहीं होता है। भारत में जाति के आधार पर चुनाव कराए जाते हैं। जाति के आधार पर व्यक्ति अपने जातिवाले नेता को मत देते हैं। इस प्रकार जातिवाद के कारण भारत में जो प्रभुत्व देता है भूदाता तथा असमानिक, तब भी फैलाने देता है। भारत में जाति में समानता के लिए जो पहल देने के अ. लि. आराक्षण जैसे ~~अपने~~ जो भी बढ़ाया जाता है। आराक्षण के कारण जाति के कारण जो काम किया जा सकता है।

3 जाति के आधार पर आदिवासी मुला निवासी लोगों के अपने शक्तिवाग परंपरा से लोग वंचित रह जाते हैं। उन्हें समाज के मुख्य धारा से जोड़ जाना चाहिए ताकि उन्हें जाति के लोगों में भी शिक्षा तथा जीवन स्तर को उच्चतर तक लाया जा सके।

Essay Writing

विविधता, स्तरीकरण और हाथियाकरण के बीच ब्रॉड स्पेक्ट कीजिए।

विविधता	स्तरीकरण	हाथियाकरण
1) भारत में विविध धर्म, जाति, भाषा में विविधता है। परंतु इन विविधता के बावजूद भारत में एकता पित्तारि देती है।	भारत में समान धर्म, जाति, भाषा होने के बावजूद भी यह कई स्तरों पर क्षेत्रवाद के नाम पर स्तरीकरण पित्तारि देता है।	भारत में महिलाएँ, अउच्चविजाति तथा अउच्चविजनजाति के जाति के आधार पर कभी-कभी हाथिया के शिकार होते तथा वे समाज में धारा से बेचि रह जाते हैं।
2) भारत में जलवायु तथा सांस्कृतिक विविधता पित्तारि देती है जैसे उत्तर भारत हिम प्रदेश तो पश्चिम भारत एकदम गर्म रहता है जो भी इनके विविधता पित्तारि देती है।	भारत में कभी-कभी छोटे शहर और बड़े शहरों में अधिक पूर्णता का एक स्तरीकरण का प्रभाव पित्तारि देता है। भारत में कहीं लोग समीक तो कुछ लोग बहुत ही गरीब होते हैं।	भारत के आर्थिक विकास में भारत के कुछ राज्यों के अमीर लोग हाथियाकरण के शिकार होते हैं वे अपने समाज के साथ जुड़े रहते हैं तथा वह उनसे अलग हो पाते हैं।

विविधता	संस्कारण	हासियकरण
1) भारत में क्षेत्रों के आधार पर लघु भाषा के आधार पर विविधता प्रदर्शित देती है।	भारत में सभी-जमी भाषा के आधार पर संस्कारण होता है। जैसे हिंदी भाषा क्षेत्र के लोग को सरासरी मध्यम में निम्न के लोग मानते हैं। एक धर्म के होते हैं। पंडित भूषा के आधार पर उन्हें संस्कारण प्रदर्शित देता है।	भारत में कई जाति तथा बोली भाषा के लोगों के समान्य भाषा लक्ष्य नहीं जोड़ा जाता है। जिसके कारण वे हम समाज में डूबे जाते हैं।

भारत में कई धर्म के लोग रहते हैं जैसे हिंदू, मुस्लिम, जैन, समारि, बौद्ध, पादरी, क्रि. गिा के भ्रातृ भाता को कोई एक धर्म को नहीं मानता है। इसलिए भ्रातृ एक धर्म निरपेक्ष देता है।	भारत में हिंदू धर्म के ही कई धर्म को दुसरे दुसा जैसे, बौद्ध धर्म, जैन धर्म, पारसी धर्म, ईसाई, सभी व्यक्ति अपने अपने धर्म को सर्वश्रेष्ठ मानते हैं तथा अपने धर्म को प्रभावित प्रदान करते हैं।	भारत में धर्म के आधार पर महिला को हासियकरण होता है। कोई भी पुरुष जो धर्म को मानते हैं महिला को भी वही धर्म का पालन करना पड़ता है।
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Name :- Fareen Mohammed Yusuf Momin.



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Class Test

Q.1. Explain the Ecological Pyramids.

Ans. The word ecology means the relationship between the organisms and the environment. Ecology has two main components that contain the organisms and the environment.

The two components are : (i) Biotic Component and (ii) Abiotic Component. In Biotic Component, the components are living thing and biological. For example : Plants, viruses, bacteria, human being and animals. In Abiotic Component, the components are from the ~~the~~ physical environment. For example : Sunlight, gases, Wind, light, etc.

The Ecological Pyramids have three layers of Chain. i.e. Pyramids in Number, Biomass, ; food Chain; Food Web.

(i) Pyramids of ecology in Number, Biomass and
In ~~the~~ pyramids of number ecology is dependent by number as of lower to higher. The ecological pyramids



goes lower that is produce of organism to higher that is eaten by omnivorous. In the pyramids lower produce by environment and eaten by organism. Ecology is consistently dependent on the relationship between the organism and environment. It measures by m^2 of abiotic (which is non-living thing and physical environment, for e.g. Sunlight, heat, Volcanoes, Wind, light, environmental problem etc.) m^3 of biotic (which is living thing and found in environment, for e.g. plants, animals, bacteria, viruses, human being).

Another pyramids of ecology is Biomass. In Biomass the ecology is measured by $g\ m^{-2}\ y^{-1}$. When it goes to lower from higher the energy and mass reduce their power until transferring to the others.

(ii) Food Chain :- Food chain in ecological pyramid has layers from environment to organisms. It goes from environment (lower) to organism (higher).

The ~~product~~ production of environment are eaten by herbivorous i.e. first layers of Consumer (cattle, rat, etc.). The herbivorous eaten by carnivorous i.e. second layer of Consumer (Snake, deer, eagle). The carnivorous eaten by third layer of Consumer (eagle, wolf, etc.) and lastly the fourth - ^{third layer} omnivorous eaten by the ~~third~~ fourth layer of Consumer i.e. omnivorous (Lion, tiger, etc.).

List of Food Chain:-

- ~~Grass~~ Grass - Grasshopper - Snake - Eagle.
- Grass - Cow - Man.
- Grass - Earthworm - Snake - Eagle.
- ~~Grass~~ Rat - Cat - Eagle.

(iii) Food Web :- In ecological pyramid food web measure by V-2, 3. Food web is means that one organisms consumes by other many organisms.

12.

Q.2.

A. Concept of Ecosystem.

Ans. Ecology consists the organisms and the environment. It means Ecology consists the component of environment and the organisms that lives in our surroundings.

Ecosystem consists the organisms and the environment and its organisms. Ecosystem has two components which is Abiotic component and Biotic component.

Meaning :- Ecosystem comes from the greece word. It has two component. Abiotic and Biotic component.

Definition :- The living organisms and the environment there people lives are ecology.
The environment there we lives - Ross.

Two main component :-

(i) Abiotic Component :- In Abiotic component, non-living organisms and physical environment. For e.g. :- Sunlight, heat, wind, volcanos, etc.

(ii) Biotic Component :- In Biotic component living things and environments consist. For e.g. :- Plants, animals, human beings, viruses, bacteria.

Essay Writing.

Q.1.

Ans. Environment :- Nowadays, the word environment used by all the people around the world, on television and on newspapers also. People lives in the world surrounded by environment. Global Summit also held frequently to discuss the problem of environment.

Human beings that lives in surrounded by environment. On the one hand, man wants to live in the environment. on the other hand, man want to lives in the environment according to their needs and wants.

The word environment comes from the french word 'environ' which means surrounding.

Abiotic Components is organisms and environment
Biotic Components is ~~so~~ physical organisms and environment.

Biotic	Abiotic
Biotic Component is living organism and biological.	Abiotic Component is physical environment and non-living organisms.
Biotic Component Consists organisms and once lived organisms and environment.	Abiotic Component Consists organisms and environment.
Biotic Component affects the source , produce environment.	Abiotic Components affects the Source of production, reproduction, etc.
Examples of Biotic Components are plants, animals, viruses, human beings, bacteria, etc.	Examples of Abiotic Components are volcanoes, sunlight, heat, wind, light, etc.

9

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I/II UNIT TEST / TERMINAL / PRELIM / ANNUAL EXAMINATION - 20 -20

Class S.Y.B.Ed Division _____ Exam Seat No. _____

Subject _____ Paper _____ Section _____ Date 25/04/22

Total No. of Answer Books 1 + _____ = _____

Supervisor's Signature & Date

Q. No.	1	2	3	4	5	6	7	8	9	10	11	12	Total	Examiner's Signature
Marks Obtained	6	3	3										12	

Begin writing from here.

प्र. भारत में क्षेत्रीय विविधता की अवधारणा और विशेषताओं की व्याख्या कीजिए

अथवा
क. स्तरीकरण समूह की लक्ष्यों को पूरा करने के संघ में शिक्षा की भूमिका

प्र. 2 निम्नलिखित में से किसी एक के बारे में

- 1) जाति के आधार पर स्तरीकरण
- 2) भाषावाद के कारण

1) विविधता स्तरीकरण और हाशियाकरण के बीच अंतर !



त. 2 भारत विभिन्नता में एकता वाला देश है। यहाँ विभिन्न धर्म, जाति एवं समुदाय के लोग रहते हैं। फिर भी हमें भारत एक संप्रदाय देश माना जाता है। भारत में सभी भाषा को बोलने वाले, सभी धर्म को मानने वाले, विभिन्न प्रकार की संस्कृति का पालन करने वाले लोग रहते हैं। भारत की विभिन्नता इस प्रकार स्पष्ट होती है।

(1) भाषाई विविधता की विशेषता

भारत में ही एक मात्र ऐसा देश है जहाँ कई भाषाएँ बोलने वाले लोग रहते हैं। दुनिया के सभी देशों में ऐसे लोग पाए जाते हैं जो राष्ट्र भाषा के अतिरिक्त अन्य भाषा का ज्ञान रखते हैं। लेकिन भारत ही स्वयंसात् ऐसा देश है जहाँ सभी भाषाओं को समान स्थान प्राप्त है। साथ ही भारतीय संविधान में सभी भाषाओं में जो भारतीय भाषा के रूप में एक भाषा नियुक्त की है जिस भाषा में देश का कार्य चलाया जा सकता है वस्तु रामभाषा के साथ

(2) क्षेत्रीय विविधता की विशेषता

भारत में विविधता विविध स्तर पर देखी जाती है। जैसे हम देखते हैं कि हर देश में 3 कुछ न कुछ विशेष

विशेष बात होती है जिसके आकार पर कुछ
सम विख्यात होता है बजाय की साइ
केवल के मसीह इत्यादि, उसी प्रकार
भारत में हर क्षेत्र को के इसकी विशेषता
को महत्व दिया जाता है।

③ राजनीतिक विविधता की विशेषता

“राजनीति” शब्द का अर्थ है
राज करना परंतु जिस प्रकार के समाज
में उसी का सम्मान होता है जो
सम्मान योग्य हो उसी प्रकार राजनीति में
भी ~~स~~ राज मानी जाती है। वहीं
बुना जाता है जो समाज का नियंत्रण
इसलिए भारत में लोकतंत्र का चलन है।

④ धार्मिक विविधता की विशेषता

भारत में ~~स~~ विविधता ने धार बना कर
रह रहा है। मंदिर, स्मार्तिक, आधुनिक
राजनैतिक सभी और से विश्व विविध
विविधताएँ फैली हुई दिखायी देती हैं। समाज
में ~~स~~ यहाँ लोगों को कोई बंधन कमजोर
बनाती है तो ~~यहाँ~~ वह विश्व रूप से होई
है ~~रह~~ ~~उ~~ ① धार्मिक स्थिति ② आर्थिक
स्थिति स्थिति

जहाँ भारत पर धर्म जात के नाम पर
लोगों को अनेक रूपों में बाँट दिया है
उ ~~स~~ परंतु और आधुनिक युग में लोग
समझदार होते जा रहे हैं और इसका
तत्त्व लक्ष्य दिनादिन कम होता जा
रहा है।

5. आर्थिक विविधता

समाज को तमावित करने में आर्थिक विविधता भी एक महत्वपूर्ण भूमिका निभाता है। कारण, मनुष्य अपनी पीढ़ी चलाने के लिए सम्पूर्ण रूप से अर्थ अर्थात् धर्म (धन) धन पर निर्भर है यदि मनुष्य के की आर्थिक आर्थिक स्थिति स्थिर नहीं होगी तो वह समाज समाज में एक स्थान नहीं रखे स्वयं को लोगों से भिन्न पाएगा।

निष्कर्ष

निष्कर्ष रूप से कहा जा सकता है कि भारत में क्षेत्रीय विविधता कई रूपों में विविधता है जो समाज को एक नया नया रूप प्रदान करती है। और साथ ही भारत की अनेकता में एकता को बताती है।

प्र. 2 जाती के आधार पर स्तरीकरण

स्तरीकरण का अर्थ है समाज के एक स्तर पर विशेष प्रकार का डालना। जैसे कि हम देखते हैं कि विद्यालय में विद्यार्थियों की सभी सही विषयों, विषयों, विषयों में एक समान नहीं होते। यह किसी एक विशेष में स्वयं को सबसे अच्छा मानता है। यह वही उसका स्तरीकरण है।

जाती के आधार पर स्तरीकरण

हम देखते हैं आज समाज में हमें न लोगों को हमें जाति के आधार पर बाटा गया है उच्च जाति, निम्न जाति इत्यादि। इस प्रकार समाज समाज में एक बहुत बड़ा का है जो देखे कुछ मुख्य-सुविधाओं से वंचित रह जाता है जैसे, शिक्षा, पोषण, समानता इत्यादि।

① जाति शिक्षा :-

हम देखते हैं कि हमारे भारत देश में कुछ अनुसूचित जनजातियाँ जैसे ST, OBC, SC इत्यादि को भारत सरकार एक विशेष स्तर में रखती है। इस विषय में हमें कुछ प्रतिष्ठित बहुर मिळती है। जैसे यदि किसी तरिका में 50% जाने पर उल्लेख होगा अनुसूचित जनजाति वाले विद्यार्थियों को 35% में ही उल्लेख करवा दिया जाता है।