

Shahu Shikshan Sanstha (P)

Adhyapak Mahavidyalaya (B.Ed.)

Recognized by NCTE (Code 1123031) affiliated by University of Mumbai
Regd No. Maharashtra/786/80.F.712, Solapur Estd. Date : 10 July, 1980
Survey No.37, Mohone Road, Shahad(W) 421 13, Ph. 2051 2970011

Date: 11/03/2023

B.Ed. Two Years Course (2022-2024)
B.Ed. First Year
First Semester (2022-2023)

Notice for Students

All the B.Ed. first year Pupil- teachers are hereby informed that the Class test for First semester will be conducted from 27/03/2023 for below mentioned courses.

Course Code	Course Name
CC - 1	Childhood and Growing Up
CC-2	Knowledge and Curriculum
IC - 1	Gender, School & Society

Timetable of Class test will be displayed on notice board.

Principal



I/C PRINCIPAL

Shahu Shikshan Sanstha Pandharpur
Adhyapak Mahavidyalaya (B.Ed.)
Survey No. 37, Mohane Road, Shahad (W),
Kalyan, Dist. Tnane- 421103.

SHAHU SHIKSHAN SANSTHA PANDHARPUR

Adhyapak Mahavidyalaya (B.Ed.)

Recognised by NCTE (code 123031) affiliated by University of Mumbai
Regd. No. Maharashtra/786/80.F.712, Solapur Estd. Date 10 July, 1980
Sarvey No.37, Mohane Road, Shahad (W) 421 103, Ph.0251 2970011

Date : 11/03/2022

B.Ed. Two Year Course (2022-2024)

B.Ed. First Year

First Semester (2022-2023)

Notice for Teachers

All the members of Teaching staff are hereby informed that submit the 'Question papers' of your concerned course of Semester I for Class Test to the examination department on or before 13th March 2023.

CC- 1 Childhood and growing up

CC- 2 Knowledge and curriculum

IC- 1 Gender School and society



[Signature]
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Shahu Shikshan Sanstha Pandharpur
Adhyapak Mahavidyalaya (B.Ed.)
Survey No. 37, Mohane Road, Shahad (W),
Kalyan, Dist.Thane- 421103.

Sr.No.	Name of the Teaching Staff	Sign
1	Mrs. Anagha Choudhari	<i>[Signature]</i>
2	Mrs. Susmita Mhalunkar	<i>[Signature]</i>
3	Mr. Baban Patil	<i>[Signature]</i>
4	Mrs. Kalpana Kangralkar	<i>[Signature]</i>
5	Mrs. Vinita Hublikar	<i>[Signature]</i>
6	Mrs. Mukul Garje	<i>[Signature]</i>

Shahu Shikshan Sanstha (P.)
Adhyapak Mahavidyalaya B.Ed. Shahad (w)
B.Ed. Two Year Course (2022-2024)
B.Ed. First Year Sem - I
(2022-2023)

Time Table for Class Test

Day & Date	Time	Course Name	Subject
Thursday 23.3.2023	11.00 To 11.30 am	Core Course 1	Childhood and Growing up
Friday 24.3.2023	11.00 To 11.30 am	Core Course 2	Knowledge and Curriculum
Saturday 25.3.2023	11.00 To 11.30 am	Interdisciplinary Course - 1	Gender School and Society

Seating Arrangement

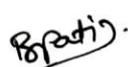
Roll No.	Venue	Class	Total Number of Students
1 To 50	B.Ed. Lecture Hall	B.Ed. First Year	50



NRB
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Kalyan, Dist.Thane- 421103.

Shahu Shikshan Sanstha (P.)
Adhyapak Mahavidyalaya B.Ed. Shahad (w)
B.Ed. Two Year Course (2022-2024)
B.Ed. First Year Sem - I
(2022-2023)

Supervision Programme for class Test

Date & Day	Time	Course	Subject	Name of Supervisor	Sign of Supervisor
Thursday 23.3.2023	11.00 To 11.30 am	Core Course 1	Childhood and Growing up	Mr. Baban Patil	
Friday 24.3.2023	11.00 To 11.30 am	Core Course 2	Knowledge and Curriculum	Mrs. Susmita Mhalunkar	
Saturday 25.3.2023	11.00 To 11.30 am	Interdicipna ry Course - 1	Gender School and Society	Mrs. Anagha Choudhari	




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Shahu Shikshan Sanstha (P)
Adhyapak Mahavidyalaya (B.Ed.) Shahad (W)
B.Ed. Two Years Course (2022-2024)
B.Ed. First Year, First Semester (2022-2023)
CLASS TEST

Time: 30 Min

Date: 23/03/2023

Marks: 15

CC-1 Childhood and Growing up

Q.No.1 Attempt any ONE of the following (10m)

A) Describe the Physical and Emotional development of the child within a pluralistic society.

OR

B) "The Experimental method of studying human development is the most scientific method." Elaborate with reference to the steps and advantages of experimental method.

Q.No.2 Answer briefly any ONE of the following. (5m)

i) Importance of Maturation.

ii) Difference between Growth and Development.



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Shahu Shikshan Sansth (P)
Adhyapak Mahavidyalaya (B.Ed.) Shahad (W)
B.Ed.Two Years Course (2022-2024)
B.Ed.First Year, First Semester (2022-2023)
CLASS TEST

Time: 30 Min

Date: 24/03/2023

Marks:15

CC-2 Knowledge and Curriculum

Q.No.1 Attempt any ONE of the following (10m)

A) "A teacher needs to be well-versed with perspective of knowledge." Justify with reference to Educational perspective of knowledge.

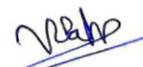
OR

B) "A sound curriculum is that which works towards building a sound society." Explain with reference to philosophical and sociological determent of curriculum.

Q.No.2 Answer briefly any ONE of the following. (5m)

- i) Change in education due to Industrialization.
- ii) Principles of curriculum development.




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Shahu Shikshan Sanstha (P)
Adhyapak Mahavidyalaya (B.Ed.) Shahad (W)
B.Ed. Two Years Course (2022-2024)
B.Ed. First Year, First Semester (2022-2023)
CLASS TEST

Time: 30 Min

Date: 25/03/2023

Marks: 15

IC-1 Gender, School and Society

Q.No.1 Attempt any ONE of the following (10m)

A) Explain the psychological perceptives of creating gender specific role in the society.

OR

B) Elucidate the main features of pre-natal diagnostic technique Act 1994.

Q.No.2 Answer briefly any ONE of the following. (5m)

- Gender based work place distribution.
- Role of family in social construction of gender.

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Academic Year - 2022 - 2023

Semester - I / II / III / IV

Examination : Class Test

Roll No : 05

Date : 23 MAR 2023

Course : CC-1 • Subject : Childhood & Growing Up Medium : English

Supervisor's Name	Sign.	Q. Nos.	1	2	3	4	5	6	7	8	9	Total Marks Out of 25
		Marks	7	4								11 15

Q 1B) The Experimental method of studying human development is the most scientific method". Elaborate with reference to the steps and advantages of experimental method.

⇒ It is one of the most important and objective methods of psychology. It is very scientific, precise, planned and systematic. It is an observation under controlled conditions. In experiments there is always an attempt to establish certain cause and effect relationships through carefully planned and controlled observations of the subject's behaviour. This method has been developed in psychology by the continuous efforts by psychologists to make an objective and scientific study of human behaviour.

The experimental method involves manipulating one variable to determine if this cause changes in another variable. This method relies on controlled research methods and random assignment of study subjects to test a hypothesis. The scientific method forms the basis of the experimental

method. This is a process used to determine the relationship between two variables - in this case, to explain human behaviour.

For example - researchers may want to learn how different visual patterns may impact our perception. Or they might wonder whether certain actions can improve memory. Experiments are conducted on many behavioural topics some of which include attention, cognition, emotion, memory, perception and sensation.

Positivism is also important in the experimental method. It refers to factual knowledge that is obtained through observation, which is considered to be trustworthy.

When using the experimental method, researchers first identify and define key variables. Then they formulate a hypothesis, manipulate the variables and collect data on the results. Unrelated or irrelevant variables are carefully controlled to minimize the potential impact on the experiment outcome.

Psychologists, like other scientists, use the scientific method when conducting an experiment. The scientific method is a set of procedures and principles that guide how scientists develop research questions, collect data and come to conclusions.

Academic Year - 2022 - 2023

Semester - I / II / III / IV

Examination : Class Test

Roll No : 05

Date : 23/03/2023

Course : CC1

Subject : Childhood & Growing up

Medium : English

Supervisor's Name	Sign.	Q. Nos.	1	2	3	4	5	6	7	8	9	Total Marks Out of 25
		Marks										

The five Basic Steps of the Experimental Process are as follows -

- 1) Identifying a problem to study.
- 2) Devising the research protocol
- 3) Conducting the experiment
- 4) Analyzing the data collected
- 5) Sharing the findings (usually in writing or via presentation)

Most psychology students are expected to use the experimental method at some point in their academic careers. Learning how to conduct an experiment is important to understanding how psychologists prove and disprove theories in this field.

Detailed Study of the above steps are as follows:

- 1) Selection of a research problem - Researcher has to develop a question or problem that can be solved through experimentation. A good question is one that is

2) Formulation of hypotheses - The problem has to be converted into a hypothesis that can be verified or refuted by the experimental data. Formulation of hypotheses means to predict possible answers to the problem or question. For example, if learning resources are used by a teacher, students' span of attention will increase.

3) Selection of an appropriate design - Selection of a research design depends on factors like problem of the study, duration of the research, tools required for the research etc.

4) Collection of Data - This will involve controlling non-experimental factors, applying the experimental factor or factors and keeping a careful record of steps in the procedure.

5) Analysis and Interpretation of Data - The results are confirmed by retesting. Process of analysis is completed using tables, graphs and photographs. Discussion and conclusions include a statement that accepts or rejects the hypothesis.

6) Communicate the results - The researcher and his team need

an audience. Questions from the audience need to be answered by the researcher.

Advantages of Experimental Method

- 1) Experimental method is a revisable method. It provides innovative ideas for further experimentation.
- 2) It gives observer easy approach to the mind of an individual.
- 3) It discards subjective viewpoints. It provides objective and precise information about the problems.
- 4) It enables to control and direct human behaviour. It is applicable in educational, individual and social problems.
- 5) Hypothesis can be formulated and the result of the experiment can be tested keeping this in consideration.
- 6) A cause and effect relationship of individual's behaviour can be established.
- 7) The data collected in experimental method can be analyzed in an objective manner and so it is reliable.
- 8) This method is most systematic procedure of solving problems. It provides reliable information. The conditions can be completely controlled. Therefore it makes

Psychology a scientific study

Hence A key aim of psychology is to learn and understand more about psychological phenomena. This is usually done through a process called the Experimental method

(Q2) Importance Of Maturation

Learning is the modification of behaviour through experience and training. Learning is a purposeful act which affects the conduct of the learner and enables him to achieve his goals. It is affected by both the personal factors. Whereas, maturation is a natural process that modifies the behaviour without special condition of stimulation such as experience and practise.

Maturation and learning are highly interconnected factors that affect the development of a child. Maturation is one of the important factors which helps learning and at the same time maturation limits the development to a certain point.

Maturation is essentially a process of modification from within, an innate ripening or development of the capacities of the organism.

(3) Its Importance - (Characteristics)

1) Sum of gene effects - Maturation is the net sum of gene effects operating in a self limiting life cycle. It is based on heredity. It is the process of describing underlying potential capacity of an individual.

2) Condition of learning - Maturation is an essential condition of learning. It is the basis of learning and learning is the only source that makes human development.

3) Modification from within - maturation is essentially a process of modification from within and innate ripening and development of capacities of the organism.

4) Completion of growth - Maturation is a stage of completion of growth and consolidating of mental, social and emotional development.

5) Growth and Development - Maturation means the growth and development that is necessary either before any unlearned behaviour can occur or before the learning of any particular behaviour can take place. It involves both structural and functional changes or performance. It helps an individual with structural change to reach at the stage of functional readiness.

The role of maturation and learning helps the parents or the teacher to know what and when to begin learning. The knowledge of the role played by maturation suggests that if the child is not old or mature enough to profit by teaching, it has little value for him and mere time and effort on the

part of the teacher is wasted. Maturation comes with learning not necessarily with age. Rosen has aptly remarked "maturation is necessary but not a sufficient condition

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Academic Year - 2022 - 2023

Semester - I / X / X / X

Examination : Class Test

Roll No : 20

Date : 24 MAR 2023

Course : CC-2 Subject : Knowledge and Curriculum Medium : English

Supervisor's Name	Sign.	Q. Nos.	1	2	3	4	5	6	7	8	9	Total Marks Out of 25
		Marks	8	4								12/15

Q.1

Q - "A sound curriculum is that which works towards building a sound society". Explain with reference to Educational perspective of knowledge. Philosophical and Sociological Ans - determinants of curriculum.

Ans - Determinants of curriculum :- Here determinants mean - the factor that decisively affects the nature or outcome of something. Example - soil and climate are the main determinants of how land is used. Determinant is a factor or cause that makes something happen or leads directly to a decision.

Determinant of curriculum are the factors that affect the process of assessing needs, formulating objectives and developing instructional opportunities and evaluations.

Determinants of curriculum are :-

- (1) Political
- (2) Scientific
- (3) Psychological
- (4) Sociological and
- (5) Philosophical.

⇒ Philosophical Determinants of

all round development of the individual. It is based on the philosophy of the nation. It reflects the ideals and aspirations of the people / children. It inculcates the desired ideals of life in the youngsters. It also helps in the development of proper philosophy of life. It is in accordance with the aspiration level of the individual. It enables the learners to learn the desirable cultural values, intellectual values (virtues), societal norms and moral doctrine. It even helps in the development of the personal and national character.

The Philosophical foundations of the education are :-

① Child Centeredness
(Naturalistic philosophy)

② Need Centeredness
(Pragmatic Philosophy)

③ Activity Centeredness
(Project and Basic Curriculum)

⇒ ① Child Centeredness :-

The naturalistic philosophical movement made the curriculum child centered.

Froebel felt that the curriculum should be centered on the nature of the child. The

child is the center of the educative process.

As per the philosophical principle the curriculum, the methods of teaching and the whole of school environment become



Academic Year - 2022 - 2023

Semester - I / X / III / W

Examination : Class Test

Roll No : 20

Date :

Course : CC-2 Subject : Knowledge And Curriculum Medium : English

Supervisor's Name	Sign.	Q. Nos.	1	2	3	4	5	6	7	8	9	Total Marks Out of 25
		Marks										

⇒ ② Need Centeredness -

The principle of need centeredness of curriculum gives the recognition of the interests of children in the process of education. It is the impact of pragmatic philosophy of education. It emphasize that curriculum building is need based as per the interest of children and human race.

⇒ ③ Activity Centeredness -

According to Sir TP Nunn, the famous British educational philosopher, curriculum should be thought of in terms of activities and experience, rather than pieces of knowledge to be acquired and facts to be stored. This philosophical principles emphasize that curriculum should be taught in terms of activities. Subjects to be studied as branches of knowledge and as creative and an activating activities. The project curriculum and basic curriculum are examples of activity centered curriculum.

⇒ Sociological Determinants of Curriculum :-

As the sociological approach to education demands we should bear in mind the needs, requirements, imperatives and aspirations of the community for which the curriculum is being prepared.

The curriculum should be ~~be~~ dynamic, flexible and reversible to be progressive with the changing times.

The determinants that guide the curriculum development are -

- ① Core values and needs of the Indian society.
- ② Changing values of the people.
- ③ Demands of the modern society.
- ④ Good family, ways of life.
- ⑤ Democratic temper of the society.
- ⑥ Faiths, beliefs and the attitudes of the people.
- ⑦ Cooperation.
- ⑧ Knowledge, attitude and beliefs.
- ⑨ Cultural, political factors
- ⑩ Education for fellowship and leadership, etc.

The characteristics of the curriculum i.e. determined by sociological foundation of education are :-

To realize the social aims of

effective media of social control. Keeps in mind the social changes and reflects the social needs of the community. Dynamic, flexible and progressive. Transmits the values and ideals that the society upholds and considers to be inherited by new generation. Related to social interests and problems of the society. Enables the youngsters to participate efficiently in social life. Inculcates in them respect for different vocations. Develops desirable social attitudes. Aims at educating for the vacation and vocation. It is functional and socially utilitarian.

Sociological principles serving as determinants of curriculum.

Integratedness

Life-Centeredness

Social Utilitarianism

⇒ ① Integratedness - All knowledge is considered as

unitary. Subject matter boundaries are artificial boundaries that is created for the convenience of piece-meal learning. Logical integrations of different activities to become a meaningful

a desired educational need.

⇒ (2) Life Centeredness -

Education is of life, for life and by life. Socialized curriculum is vitally and organically related to the life of community. It attempts to initiate the hearts of pupils, the art of social living. Life centeredness curriculum enables the students to become socially efficient, economically sufficient, intellectually alert, physically fit professionally proficient and culturally competent person.

⇒ (3) Social- Utilitarianism -

All education is considered to have transference effect. All curriculum provided in the educational institutions have greater positive transference when there is identity of learning and life situations. Hence, there is an need for the curriculum to be life-like.

Few recommendation includes -

Revision of the curriculum to include more student centered approaches.

More cooperation between government and key stake holder in the development implementation and evaluation of

Q.2 - B - Principles of Curriculum Development 3-

Ans -

The principles of (curriculum development) curriculum are norms, values, moralities, and philosophies that will benefit teachers, students, and the whole education system. The curriculum and instructional strategy are essential components of imparting knowledge to students :-

- ① Totality of Experiences.
- ② Child-Centeredness.
- ③ Conservation and Creativity
- ④ Integration
- ⑤ Flexibility
- ⑥ Utility
- ⑦ Character Formation
- ⑧ Mental Discipline
- ⑨ Social Fulfillment.

⇒ The following are a few basic principles of curriculum development :-

⇒ ① Principle of Totality of Experiences.

It is imperative to realize that curriculum does not merely indicate academic subjects traditionally taught in schools and colleges.

It also includes the totality of experiences a student gains through several curricular,

⇒ (2) Principle of Child-Centeredness

Instead of sticking to the predetermined curriculum, instructors must consider the child's concerns, motives and needs while developing the curriculum. In addition, while planning any curricular activities, educators must consider ways to enrich learners' interests.

⇒ (3) Principle of Conservation and Creativity

While developing a curriculum, it is mandatory to include subjects and experiences that would help conserve cultural heritage. Furthermore, one of the most essential principles of curriculum development is that the curriculum cannot be static. On the contrary, it should be subject to modification as per the requirement aligned with the changing global educational trends and students' needs.

⇒ (4) Principle of Integration

The curriculum should be planned in such a way that varied subjects could be added at different stages of education.

SHAHU SHIKSHAN SANSTHA ADHYAPAK MAHAVIDYALAYA,
(B.Ed.), SHAHAD

Academic Year - 2022 - 2023

Semester - I / X / X / X

Examination : Class Test

Roll No : 20

Date :

Course : CC-2 Subject : Knowledge And Curriculum Medium : English.

Supervisor's Name	Sign.	Q. Nos.	1	2	3	4	5	6	7	8	9	Total Marks Out of 25
		Marks										

able to integrate with other subjects apart from enabling the students to correlate with the content.

⇒ ⑤ Principle of Flexibility :- One of the ideal

quantities that a curriculum should have is flexibility and dynamism, as this will be instrumental in serving the needs and concerns of individuals and society. Also, timely changes and appropriate modifications to the curriculum allows educators and learners alike to stay updated with academic goals.

⇒ ⑥ Principle of Utility :- Curriculum

construction should follow the principle of utility, according to which educators must include content that is useful to the individual and society. In addition, the curriculum must consist of rich and valuable content that would be useful later in life.

⇒ (7) Principle of Character Formation -

The goal of the curriculum is not just educating learners through bookish knowledge, It should also encourage the development of character and personality in students. Therefore the curriculum must aid in students character training throughout the academic years.

⇒ (8) Principle of Mental Discipline -

A significant task of the curriculum is to foster learner's various mental faculties or powers ~~the~~ through cognitive training and practice.

⇒ (9) Principle of Social fulfillment :-

Education aims to provide the overall development of the students through comprehensive teaching styles and content. Moreover, the curriculum should also consider adding the element of social life, so that learners could gain insight into becoming responsible citizens.

SHAHU SHIKSHAN SANSTHA ADHYAPAK MAHAVIDYALAYA,
(B.Ed.), SHAHAD

Academic Year - 20 22 - 20 24

Semester - I / II / III / IV

Examination : Class Test

Roll No : 25

Date 25 MAR 2023

Course : Te-1 Subject : Genders, school & society Medium : English

Supervisor's Name	Sign.	Q. Nos.	1	2	3	4	5	6	7	8	9	Total Marks Out of 25
		Marks	7	4								11

Que. ①

(A) ⇒

psychological perspectives of gender:

— Biosocial theory of Gender Role Development.

— Gender schema theory.

* Biosocial theory of Gender Role

Development :-

— The biosocial approach includes biological factors but places more emphasis on social factors.

— Biosocial theory argues that the interpretation of biological sex within a specific social & cultural context influences the treatment given to the child, & it is this which leads to the development of gender role behaviour & gender identity.

* Gender role preferences determined by a series of critical events :

by biology alone.

— Gender as determined by both biological & social factors working conjunction with each other.

— Differential treatment of babies depending on their sex is what determined a child's gender identity.

* Gangestad et al. note that there are two facts to consider in relation to gender:

— There are significant universals in gender behavior.

— There are significant cultural variations in gender differences

— when a baby is labelled as male or female, they are perceived differently.

— sex rearing is more important than biology.

* Gender schema Theory :->

Gender schema theory refers to the theory that children learn about what it means to be male and female from the culture in which they live.

According to this theory, children adjust their behavior to fit in with the gender norms and expectations of their culture.

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(B.Ed.), SHAHAD

Academic Year - 2022 - 2024

Semester - I / II / III / IV

Examination : Class Test

Roll No : 25

Date : 24 March 2023

Course : IC-1 Subject : Gender scholf society Medium : English

Supervisor's Name	Sign.	Q. Nos.	1	2	3	4	5	6	7	8	9	Total Marks Out of 25
		Marks										

- Gender schema theory suggests that cultural influences largely influence how children develop their ideas about what it means to be a man or woman.

- The theory was first introduced during the early 1980s by psychologist Sandra Bem.

- Gender schema theory states that children develop gender schema based on their experiences of the gender attributes to their culture.

- Bem suggested that children form their gender identities from the associations they develop from their culture.

- These gender schemas then have an impact not only on how people process social information, but also on their attitudes, beliefs, & behaviors.

- people engage in behaviours that are consistent with their schema for gender appropriate behavior

Gender schema

societies beliefs about the traits of females and males.

Gender SCHEMA

Influences processing of social information

Influences self-esteem

1 - The schemas these children formed early on create a sort of gender lens that influences how they think people should behave & even what they believe is possible for themselves.

Que. ②

(B) ⇒

Role of Family : In social construction of gender.

(Strategies for parent promote gender parity)

- Enrolling both girls & boys in school.
 - Ensuring that domestic responsibilities like looking after siblings, helping at home or looking after cattle do not come in the way of attending school.
 - providing a proper nutritious diet to both boys and girls so that they are physically and mentally fit to attend school.
 - providing suitable facilities to commute to school without causing a strain on the child.
 - catering to the health of the child so that frequent illness does not lead to absenteeism.
 - combating social practices like early marriage.
 - providing suitable facilities at home in the form of time and a proper ambience to study.
- This will prevent failure, stagnation and drop outs.

- co-operating and collaborating with the school authorities so that the child completely his/her education.

- motivating the child to study.

* strategies for schools to bring gender parity:

- Gender sensitization training for teachers.

- Research based projects on such topics and address solutions.

- Networking with those institution working on gender sensitive issues.

- Infrastructure to be gender friendly.

- Gender awareness programs for parents.

- counselling centres for support of LGBT children.

- Use of proper pronouns for

* The family is the most important agent of socialization because it serves as the centre of the child's life.

* The division of labor between men and women contributes to the creation of gender roles, which in turn, lead to gender-specific social behaviors.

* It has been observed from the various research findings that the education and family plays an important role in developing identities among the girls & boys.

* which is very helpful in the functioning and assigning roles and duties to the girls and boys in the school, societies and culture.

* In Indian society parents, teacher's and schools aims, disciplinary strategies and beliefs has direct influence on the professional of girls and boys.

* Thus parents and school should enhance personality of boys and girls by constructing appropriate identities of boys and girls by constructing appropriate identities

psychology of them.

* Thus boy's personality is constructed by giving care, cooperation and thoughtful guidance.

* Similarly, girls need development of self-concepts & confidence which can be nurtured by the school & society & parents.

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B.Ed. Two Years Course 2022-2024

B.Ed. First Year 2022-2023 Semester I



Class Test

23/3/23

24/3/23

25/3/23

Sr.	Name of the Students	Medium	Method -I	CC-1	CC-2	IC-1
1	Arul Mary Johnsy	English	English	<i>Arul Mary Johnsy</i>	<i>Arul Mary Johnsy</i>	<i>Arul Mary Johnsy</i>
2	Kotecha Bindiya Bharatbhai	English	English	<i>B. G. K.</i>	<i>B. G. K.</i>	<i>B. G. K.</i>
3	Patil Priyanka Vilas	English	English	<i>P. V. Patil</i>	<i>P. V. Patil</i>	<i>P. V. Patil</i>
4	Shinde Pooja Anand	English	English	<i>Shinde</i>	<i>Shinde</i>	<i>Shinde</i>
5	Singh Priyanka Shivkumar	English	English	<i>Bingh</i>	<i>Bingh</i>	<i>Bingh</i>
6	Thakur Poonam Trilok	English	History	<i>Thakur</i>	<i>Thakur</i>	<i>Thakur</i>
7	Kushwaha Nilesh Jagnarayan	English	Economics	<i>Nilesh</i>	<i>Nilesh</i>	<i>Nilesh</i>
8	Tambe Deeplaxmi Yashwant	English	Economics	<i>Tambe</i>	<i>Tambe</i>	<i>Tambe</i>
9	Jadhav Bhushan Ramesh	English	Commerce	<i>Jadhav</i>	<i>Jadhav</i>	<i>Jadhav</i>
10	Kulaye Prathamesh Surendra	English	Commerce	<i>Be.</i>	<i>Be.</i>	<i>Be.</i>
11	Murbade Madhuri Vasant	English	Commerce	<i>Murbade</i>	<i>Murbade</i>	<i>Murbade</i>
12	Prabhaji Bindu	English	Commerce	<i>Prabhaji</i>	<i>Prabhaji</i>	<i>Prabhaji</i>
13	Randhavi Jigar Eknath	English	Commerce	<i>Jigam</i>	<i>Jigam</i>	<i>Jigam</i>
14	Rane Aakanksha Deepak	English	Commerce	<i>Rane</i>	<i>Rane</i>	<i>Rane</i>
15	Tiwari Vishalkumar Pravinkumar	English	Commerce	<i>Tiwari</i>	<i>Tiwari</i>	<i>Tiwari</i>
16	Vyas Sonal Jyotiprakash	English	Commerce	<i>Vyas</i>	<i>Vyas</i>	<i>Vyas</i>
17	Andhale Yogesh Sudhakar	English	Science	<i>YA</i>	<i>YA</i>	<i>YA</i>
18	Bisen Kumud Umendra	English	Science	<i>Bisen</i>	<i>Bisen</i>	<i>Bisen</i>
19	Gite Kamini Bhagwan	English	Science	<i>Gite</i>	<i>Gite</i>	<i>Gite</i>
20	Gohil Anjni Girish	English	Science	<i>Gohil</i>	<i>Gohil</i>	<i>Gohil</i>
21	Kumkar Shwetali Ramdas	English	Science	<i>Shwetali</i>	<i>Shwetali</i>	<i>Shwetali</i>
22	Prajapat Sachin Ramjilal	English	Science	<i>Sachin</i>	<i>Sachin</i>	<i>Sachin</i>
23	Shelar Vanita Keshav	English	Science	<i>Shelar</i>	<i>Shelar</i>	<i>Shelar</i>
24	Shimpi Gayatri Dashrath	English	Science	<i>Shimpi</i>	<i>Shimpi</i>	<i>Shimpi</i>
25	Shinde Kalyani Radhakrushna	English	Science	<i>Kalyani</i>	<i>Kalyani</i>	<i>Kalyani</i>
26	Singh Sachinkumar Vinodkumar	English	Science	<i>Singh</i>	<i>Singh</i>	<i>Singh</i>

Sr.	Name of the Students	Medium	Method -I	CC-1	CC-2	IC-1
27	Khule Vijaya Ramhari	Marathi	Marathi	Ⓟ	Ⓟ	Ⓟ
28	Pawar Rekha Sanjay	Marathi	Marathi	PSR	TSP	TSP
29	Shirsat Pallavi Umesh	Marathi	Marathi	PV Shirsat	PV Shirsat	PV Shirsat
30	Misal Ganesh Dattaram	Marathi	Hindi	Ⓟ	Ⓟ	Ⓟ
31	Ahire Smita Suresh	Marathi	History	Ahire	Ahire	Ahire
32	Bhalerao Laxmi Madhukar	Marathi	History	Laxmi	Laxmi	Laxmi
33	Bhangale Dhanisha Tushar	Marathi	History	Bhangale	Bhangale	Bhangale
34	Mane Sneha Harshal	Marathi	History	Mane	Mane	Mane
35	More Pranvi Rajendra	Marathi	History	More	More	More
36	Nalawade Kanchan Manohar	Marathi	History	Nalawade	Nalawade	Nalawade
37	Prasanna Nandita Rajendra	Marathi	History	Prasanna	Prasanna	Prasanna
38	Zalte Yogesh Bhimrao	Marathi	History	Zalte	Zalte	Zalte
39	Bhoir Rachana Sushil	Marathi	Economics	Bhoir	Bhoir	Bhoir
40	Jadhav Snehal Vijay	Marathi	Economics	Jadhav	Jadhav	Jadhav
41	Shewale Pragati Bharat	Marathi	Economics	Shewale	Shewale	Shewale
42	Topale Mahendra Chandar	Marathi	Economics	Topale	Topale	Topale
43	More Neha Mahendra	Marathi	Commece	More	More	More
44	Ohol Hira Pawals	Marathi	Commerce	Ohol	Ohol	Ohol
45	Choudhary Vaishali Dinesh	Marathi	Science	Choudhary	Choudhary	Choudhary
46	Dhumal Jagruti Dnyaneshwar	Marathi	Mathematics	Dhumal	Dhumal	Dhumal
47	Yadav Sadhana Dayashankar	Hindi	Hindi	Yadav	Yadav	Yadav
48	Panday Anjalee Suresh	Hindi	History	Panday	Panday	Panday
49	Rushi kumari	Hindi	History	Rushi	Rushi	Rushi
50	Sharma Nirmala Kumari Nagendra Prasad	Hindi	History	Sharma	Sharma	Sharma




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