

SHAHU SHIKSHAN SANSTHA (P.)

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:01.08.2023

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

Notice for Pupil Teachers

All the Pupil Teachers of B.Ed. First Year Second Semester (2022-2023) are here by informed that the Class Test for Semester second will be conducted for Courses

CC-3 Learning and Teaching

EC-1 Pedagogy of School Subject

IC-2 Educational Management

From 24.08.2023, the time table of examination will display on the notice board.



J. B. Bhat
Principal

I/C PRINCIPAL

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

SHAHU SHIKSHAN SANSTHA (P.)

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Regd. No. Maharashtra/786/80.F.712, Solapur Estd. Date 10 July, 1980
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Date : 01.08.2023

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

B.Ed.First Year

Second 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 II for Class Test to the examination department on or before 12th August 2023.

CC-3 Learning and Teaching

EC-1 Pedagogy of School Subject

IC-2 Educational Management

Principal



VR Patil

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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>Anagha</i>
2	Mrs. Susmita Mhalunkar	<i>Susmita</i>
3	Mr. Baban Patil	<i>B. Patil</i>
4	Mrs. Kalpana Kangralkar	<i>K. Kangralkar</i>
5	Mrs Vinita Hublikar	<i>V. Hublikar</i>
6	Mra Mukul Garje	<i>M. Garje</i>

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

Time Table for Class Test

Day & Date	Time	Course Name	Subject
Thursday 24.08.2023	11.00 To 11.30 am	Core Course 3	Learning and Teaching
Friday 25.08.2023	11.00 To 11.30 am	Elective Course 1	Pedagogy of School Subject
Saturday 26.08.2023	11.00 To 11.30 am	Interdisciplinary Course - 2	Educational Management

Seating Arrangement

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



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

Supervision Programme for class Test

Date & Day	Time	Course	Subject	Name of Supervisor	Sign of Supervisor
Thursday 24.08.2023	11.00 To 11.30 am	Core Course 3	Thursday 24.08.2023	Mrs. Anagha Choudhari	
Friday 25.08.2023	11.00 To 11.30 am	Elective Course 1	Friday 25.08.2023	Mr Baban Patil	
Saturday 26.08.2023	11.00 To 11.30 am	Interdiscipli nary Course - 2	Saturday 26.08.2023	Dr Susmita Mhalunkar	




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Adhyapak Mahavidyalaya (B.Ed.) Shahad (W)
B.Ed. Two Years Course (2022-2024)
B.Ed First Year Semester II 2022-2023



Class Test

CC-3 Learning and Teaching

Time: 30 Min.

Marks: 15

Date : 25/8/2023

Q.1 Attempt any One of the following.

10

A.Elaborate Vygotsky's scoail learning theory.

OR

B. State the meaning of creativity. How teacher can promote creativity among learners?

Q.2 Answer in brief any one of the following.

5

A. Principles of professionalism in teaching.

B. Strategies for catering to dyslexia learners.

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B.Ed. Two Years Course (2022-2024)
B.Ed First Year Semester II (2022-2023)
Class Test
C-2 Pedagogy of School Subject -English

Time: 30 Min.

Marks: 15

Date: 24/8/2023

- Q.1 Attempt any One of the following.** **10**
- A. Illustrate the Communicative Approach to language instruction.
- OR
- B. What are the various challenges faced by English teacher would adopt for the professional development .
- Q.2 Answer in brief any one of the following.** **5**
- A. Write a note on correlation.
- B. Explain the principles of CALL




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Adhyapak Mahavidyalaya (B.Ed.) Shahad (W)
B.Ed. Two Years Course (2022-2024)
B.Ed First Year Semester II(2022-2023)
Class Test
C-2 Pedagogy of School Subject -History

Time: 30 Min.

Marks: 15
Date : 24/8/2023

Q-1 Attempt Any one question of the following. (10)

A-Elucidate the objectives of teaching. History and Political science of Secondary level.

OR

B. Explain the various challenges faced by a History teacher.

Q-2 Attempt briefly any one of the following. (5)

1) Nature of History

2) Importance of Museum in the teaching of History.


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



Class Test

C-2 Pedagogy of School Subject -Economics

Time: 30 Min.

Marks: 15

Date : 24/8/2023

Q-1 Attempt any one question of the following. (10)

A. Illustrate the use of any three maxims of teaching Economics.

OR

B. " Economics teacher has to face lot of Challenges in fulfilling the changing requirement of the Economics education." comment with respect to challenges faced by Economics teacher.

Q.2 Attempt briefly any one from the following. (5)

A. Characteristics of Economics text book.

B. Need for continuous professional development.


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B.Ed. Two Years Course (2022-2024)
B.Ed First Year Semester II (2022-2023)
Class Test
C-2 Pedagogy of School Subject -Commerce



Time: 30 Min.

Marks: 15

Date : 24/8/2023

Q.1 Attempt any One of the following.

10

A. Explain the procedure and advantages of project method in the teaching of commerce.

OR

B. Illustrate the any three maxims of teaching commerce.

Q.2 Answer in brief any one of the following.

A. Objecties of teaching commerce at higher secondary level.

B. Need of professional development for a teacher of commerce.

[Signature] 5

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B.Ed. Two Years Course (2022-2024)
B.Ed First Year Semester II(2022-2023)
Class Test
C-2 Pedagogy of School Subject -Science

Time: 30 Min.

Marks: 15

Date : 24/8/2023

Q.1 Attempt any One of the following.

10

A. Illustrate the various values inculcated through the study of science in our socio-cultural context.

OR

B. Elaborate the Avenues of continuous professional growth.

Q.2 Answer in brief any one of the following.

5

A. Merits and demerits of inductive method.

B. Organization & significance of Science club.

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

Class Test

IC-2 Educational Management

Time: 30 Min.

Marks: 15

Date : 26/8/2023

Q.1 Attempt any One of the following.

10

A. Explain the objectives and importance of educational management.

OR

B. Elucidate Peter Senge's Model of learning organization in context to educational instituton.

Q.2 Answer in brief any one of the following.

5

A. Write a note of staff meeting.

B. Write the process of Human Resource Management

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IC-2 शैक्षणिक व्यवस्थापन (मराठी माध्यम)

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



Academic Year - 2022 - 20 23

Semester - I / II / III / IV

Examination : Class Test

Roll No : 12

Date : 24 AUG 2023

Course : EC 1

Subject : ^(COMMERCE)
Pedagogy of School
Sub (Commerce)

Medium : English

Supervisor's Name	Sign.	Q. Nos.	1	2	3	4	5	6	7	8	9	Total Marks Out of 25
		Marks	8	2								10/10

Q1]

Attempt any one.

A) Project Method : Over years there have been many methods of teaching that have proven to be effective to varying degrees in different individuals.

One such method is the project method of teaching.

The project method of teaching is a medium in which the students are given a number of projects and situations out of which they have to choose the problem they want to solve. After the student has chosen the problem they want to solve, they will come up with a solution of their own. This is one of the most proactive approaches to learning.

The teacher in this case of the project method of teaching assumes the role of a guide rather than a dictator and guides the class through the lesson at their own pace.

The project method is an alternative classroom method model that gives focus on the aspect of student learning rather than teacher.

It emphasizes trusting the students and not imposing a learning style onto them. The responsibility of the work falls directly on the student since even the curriculum content and technique are considered from the student's point of view. This method is completely student-centred.

This method was proposed in 1908 by Kilpatrick.

★ Procedure:

→ Project Selection: The first step involves the selection of the project work.

The students are given some problems from which they can/should select the subject or project which has the maximum utility and fulfill the specific practical needs.

In this process the teacher acts as guide and motivator. The students to keep track and choose wisely the basis of their aptitude.

→ Planning: Planning is the next step in the project method of teaching.

In this phase, students should plan for the project and the teacher will guide them in the process.

The students can be brought together to express their views and give suggestions in the form of a discussion, where the teacher can raise points of objection and problems related to the projects taken.

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Academic Year - 20 - 20

Semester - I / II / III / IV

Examination : Class Test

Roll No : 12

Date :

Course : ECI

Subject : Communc

Medium : English

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

→ Execution: Following the planning phase comes the execution, where the students as execute the project as per their plan as created in the previous step.

The students assign their duties among themselves according to the interest of the students on the basis of their capabilities. Every student will contribute towards completion of the project in their own way. The Teacher again comes as a guide.

* Types of Project Method

- Constructive Method
- Artistic Method
- Problem Solving Method
- Groupwork Method

* Advantages:

- * → Active Learning Experience: The project method emphasizes on the concept of learning by doing.

enhancing their skill set.

* Inculcating Sense of Responsibility
The teacher guides and the activities are carried out in the class by the students themselves. This helps to improve self-reliance and self-responsibility among students.

* Improves Collaboration among students
It employs a methodology where students work in collaboration with their groups.

* Improves Communication Skills
It drastically helps to improve the communication skills of the students.

* Improves Critical Thinking Skills
In the 21st century the critical thinking skills need to be important.

Q2A) Objectives of teaching Commerce:

The subject Commerce has the following objectives:

→ Knowledge Objective:

a) It recalls facts, concepts, items and principles in commerce

b) Ability to recognize the concept, performed etc.

c) Ability to locate commercial information in books, reports, periodicals, news papers, charts, diagrams etc.

→ Understanding Objective:

a) Ability to distinguish between relevant and irrelevant essential and incidental.

b) Ability to discriminate between different facts and different concepts in commerce

c) Ability to locate, classify, compare and contrast commercial info.

d) Ability to cite illustrations.

e) Ability to detect & rectify errors.

→ Application Objective:

a) Ability to analyse new problems to identify the issue

b) Ability to select the facts relevant to new situations and to eliminate

c) Ability to verify new hypothesis

d) Ability to draw inference.

e) Ability to predict

f) Ability to write effective business letters

→ Skill Objective

- a) Ability to write effective business letter
- b) Ability to prepare model, sketches
- c) Ability to handle instrument.
- d) Ability of collecting, preserving and displaying relevant info.

→ Interest Objective

a) Students get interested in reading newspaper, books, magazines etc.

b) To collect specimen / data / chart.

c) To discuss social, economic and commercial issues.

d) To visit social / economic / commercial place.

→ Attitude Objective

a) Develop an ability to critically examine new developments.

b) Realistic thinking attitude.

c) Spirit of healthy competition.

d) Develop habits of hand work.

e) Develop enterprising spirit.


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Academic Year - 2022 - 2023.

Semester - I / II / III / IV

Examination : Class Test

Roll No : 06

Date : 24 AUG 2023

Course : EC-1 Subject : History Medium : English

Supervisor's Name	Sign.	Q. Nos.	1	2	3	4	5	6	7	8	9	Total Marks Out of 25
Forhand		Marks	6	4								10 15

Q1 Attempt any one of the following :-

B) Explain the various challenges faced by history teacher.

→ History as a school subject has been disliked among students since it has been frequently considered as uninteresting, biased collection of facts and information. This very conception about the subject violates the purpose of teaching and learning the subject of secondary level. It became one of the unpopular subjects among students both in primary and secondary education. The cause may be improper presentation of subject or so on. For a meaningful history lesson the teacher is expected to play a vital role by selecting an appropriate method still a history teacher faces many difficulties in and out classroom atmosphere related to the subject.

6

Challenges faced by History Teachers:-

① Scanty knowledge of History

An ordinary history teacher is generally not much interested in his subject and he is not quite enthusiastic to supplement his knowledge of history that he acquired in the school. He is neither interested in reading nor in excursions. He generally has wrong notions about historical facts and it leads to a disastrous situation. Such a teacher is likely to present distorted facts to the pupils and thus distort their personality.

② Lacks the knowledge of World history.

Generally history teachers in our schools are found lacking in the knowledge of world history. Due to this the lack of knowledge they fail to view the historical facts in their real prospective. Every social or political movement in any part of the world has its effect on the entire world. so it is not possible for anyone to

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Academic Year - 20 - 20

Semester - I / II / III / IV

Examination : Class Test

Roll No :

Date :

Course :

Subject :

Medium :

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

deal with the history of his country quite exclusively. Thus the knowledge of world history is a must for any successful history teacher, without it his / her teaching will remain imperfect.

iii) Religious or Social bias:

Most of the teacher suffers from such a bias and anyone suffering from it cannot provide the correct knowledge of history. If a Hindu teacher is fanatic and has racial bias he cannot teach the history of Muslims to students partially and impartially. He shall definitely be dishonest in teaching because it would be quite difficult for him to explain how Muslims pondered over Hindu rulers. Similar problems or situation will exist for teachers of different religions.

④ National bias :-

In the teaching of history, national bias is as harmful as the religious or racial bias. "My country, right or wrong" is a condemned slogan. Patriotism has great virtues and one should be patriotic but patriotism and national bias have different meaning. A true patriot sees and confesses the weaknesses of his country while a person who has national bias cannot do this. A teacher of history suffering from national bias shall never explain before the students the weaknesses of his/her own country.

⑤ faulty method of Teaching :-

In our country history is generally considered to deal with dead princes and bygone events and such a teaching will become lifeless. However history is a living subject as it deals with drama of human beings or the stage of the world which is still 'growing on'. This drama should be

in a vivid manner in class room ;
for this a history teacher should
be active and full of life.

⑥ Lack of correlations :-

Most of the teachers teaching history fail to correlate history with other subjects. Since no subject can be taught in isolation so history should never be taught in such a manner that it reverses the correlations. The ancient age, medieval age even the modern history does not correlate with the actual century which makes it difficult for student to understand.

⑦ Boredom :- History a part of social studies is by far the most unliked subject considered. As like other subjects it does not involve logical reasoning or singing a poem or even demonstrating a practical work. So for a history teacher it is very difficult to make the subject interesting for the students.

Q2 :- Attempt briefly any one.

2) Importance of Museum in teaching of history.

Museums are buildings in which we see many things of artistic, cultural, historical, traditional and objects of interest. It a great source of knowledge and makes us familiar with history, culture, civilization, religion, art architecture etc. of the country.

(4) (i) History museums teach people about the past. They can learn about different cultures how people lived, what they ate, what they wrote, wore and what they believed in.

(ii) History museums also teach people about events that shaped the world, such as wars, natural disasters and the rise and fall of civilizations.

(iii) It outlines a number of strategies for bringing history alive through museums visits and interaction with primary sources.

(iv) According to co-author Walter Woodward museums can do more than books.

The museums include case study from actual field trips to presentations of field trip.

(5) Museums provide students with opportunities to gain a better understanding of the historical significance of objects, appreciate the diverse cultures represented and apprehend multiculturalism.

(6) Students who visit museum are able to actively participate in the process of acquiring knowledge and expressing their emotions.

(7) Museums are unique to local schools and can provide a holistic learning experience that includes real world experiences, hands on learning opportunities and lessons that provide students with a variety of unique experiences.

(8) Museums not only provide excellent educational environments but they also provide a wide range of educational opportunities. A collection displayed in a museum provides students with a tangible link time. places, events or people allowing them to

gain a sense of the evolution of human history and culture.

⑨ For centuries museums have played an important role in preservation of our nation's history. This exhibits tells us what makes us unique what brought our nation, our communities and our culture to being and they could be lost without them.

As a result of museum education children learn critical thinking, empathy and other generally important skills. Children are excited about our school subjects if they take Museum trips.

Museums provide hands on learning and teaching opportunities that are tailored to the subject.

~~10/10/20~~
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Academic Year - 2022 - 2023

Semester - I / II / III / IV

Examination : Class Test

Roll No :

05

Date : 24 AUG 2023

Course :

B. Ed 1st Year

Subject :

English

Medium :

English

Supervisor's Name	Sign.	Q. Nos.	1	2	3	4	5	6	7	8	9	Total Marks Out of 25
		Marks	6	4								19/25

Q1

Ans A

The word "Communication" has been derived from the Latin word "Communis" meaning common. Hence communication is having common experiences with people.

Communication means sharing of ideas and feelings in a mood of mutuality.

"Communication involves interaction which encourages give and take." Communication is a process of sharing of experience till it becomes common possession.

Communicative language teaching is a new approach in the teaching of English language which appeared on the scene of English language teaching in 1970. In England it is an improvement on the structural approach. It lays emphasis on the communicative ability of the pupils.

Human beings use language for communication

so it is called linguistic communication. Communication is the term of expression. According to Warren Weaver communication is a procedure by which one mind can affect another. To develop communicative language teaching the effective role of an English teacher is needed.

The communication approach means it is a bond between teacher and the pupil. Language itself means speech. It is for communication. The communicative language teaching is task based and it is preceded by a period of preparation called pre-task. The relationship between the pre-task and the task is considered as an important instrument by which the teacher can make some adjustments.

* Principles of Communicative approach -

1) To develop Communicative Competence -

Communicative language teaching is an approach that focuses on all the components of the communicative competence of the learner and is not restricted to grammatical or linguistic competence.

Language as a system for the expression of meaning - Communication is the term of expression. Communicative language teaching looks at language as a

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Academic Year - 20 - 20

Semester - I / II / III / IV

Examination : Class Test

Roll No :

Date :

Course :

Subject :

Medium :

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

system for the expression of meaning using functions and notions.

2) The Functions of language is interaction and communication - Interaction is the primary function of the language. Interaction takes place between pupil and the teacher. Proper relationship maintains a sound bond between the teacher and the pupil. The structure of a language is not merely its grammatical and structural features but categories of functional and communication meaning of a English language.

3) Form is not primary, but functions are primary - In the approach form is not primary, but functions are primary. It holds the view that 'function' is the frame work through which forms are taught.

4) Fluency is more important than accuracy -

is secondary to conveying a message. Fluency in English language is more important than accuracy. It emphasizes on the students' use of the language in the classroom than their possessing more knowledge of the language.

5) Learn centered approach - Communicative language teaching is considered as a learner centered approach which is useful to pupils' total development.

6) Teacher is a facilitator of learning - Communicative language teaching is task based. This means the role of the teacher is a facilitator's role. Teacher is a manager of the classroom and is the one who creates situation that likely to promote communication.

* Steps of communicative approach

1) Teacher gives a short presentation of a grammar or vocabulary point. Then gives students opportunity to practice the point in a controlled exercise.

2) Students carry out the controlled exercise while T monitors and intervenes where appropriate.

- 3) The students are asked to take part in a activity designed to get them to produce the vocabulary and grammar they have been taught. Teacher monitors and notes errors and interesting points. Teacher intervenes only when asked or when absolutely necessary.

Hence, Teacher must be well versed in communication to make the teaching learning more effective and also it will be helpful in developing the language command of the students.

6

Q.2

Ans A

Correlation is one of the best technique of teaching every subject. It is a modern development in the field of education. Correlation means showing how different parts of a thing are depend and inter dependent upon each other. The term 'correlation' is based on "knowledge should be taught as whole, not as a isolated." While teaching through correlative point of view all knowledge should be interrelated and connected in such a manner that children are able to see complex and isolated facts as one comprehensive.

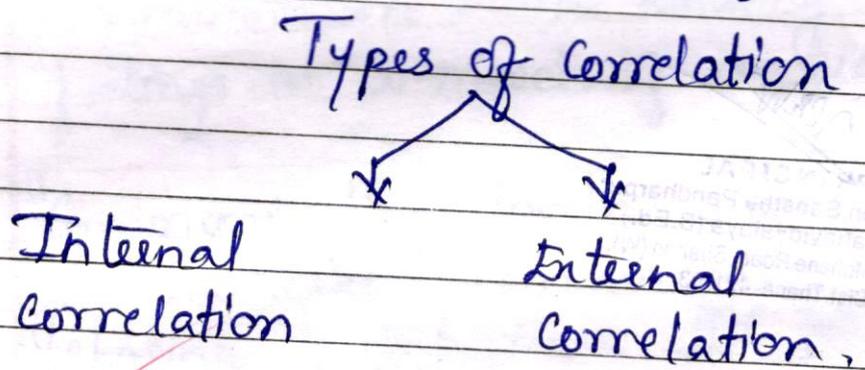
Meaning -

- * According to dictionary - "Correlation is mutual relation".
- * Correlation in education means "reciprocal relationship between various subjects"
- * Correlation is technique of teaching language with connection to other subjects in curriculum.
- * Correlation is a technique, which tries to establish relationship between various subjects of curriculum.

Correlation is important technique of connection between the different subject gives the

knowledge as an integrated one and not broken up. There are many subjects in curriculum. These different subjects are equal valuable and they all depend each other. because knowledge is integrated. Correlation makes the subject matter more interesting. Knowledge gain through correlation lasts for longer time. English is the main subject in the curriculum. English is the language of information. This point of correlation is very important for English Subject.

There are two types of Correlation.



1) Internal Correlation - Internal correlation is based on the maxim 'whole to part' of language learning or teaching. We see whole first and then its parts and sub parts.

E.g. Suppose teacher is going to teach one prose lesson that time he will teach grammar, vocabulary of that lesson. This will be internal correlation.

2) External Correlation - English language which has a unique role to play in the curriculum, cuts across all barriers and enters every subject in the curriculum to enrich it. In addition establishing relationship of language with other subjects is nothing but an external correlation.

Hence, Teacher must have the knowledge of correlation so teacher should be able to correlate the subjects and try to explain the students in a better way.

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(B.Ed.), SHAHAD

Academic Year - 2022-2023

Semester - I / II / III / IV

Examination : Class Test

Roll No : 18

Date : 24 AUG 2023

Course : EC-1 Subject : pedagogy Science Medium : English

Supervisor's Name	Sign.	Q. Nos.	1	2	3	4	5	6	7	8	9	Total Marks Out of 25
P. P. P.		Marks	7	3								10
												15

Q. 1. (A) (Ans)

Value of teaching science in socio-cultural context :-

Science has immense value in an individual's life and his life in society.

- 1) Intellectual value.
- 2) Moral value
- 3) Aesthetic value.
- 4) Cultural value
- 5) Vocational value
- 6) Utilitarian value
- 7) Social value.
- 8) Scientific Temper.

1) Intellectual value :-

The science has introduced us to new ways of thinking and reasoning. Scientific knowledge helps to sharpen our intellect & provide intellectual honesty.

The science education can develop the positive attitudes like open mindedness. Such positive is helpful to an individual.

2) Moral value:-

Knowledge of science develops in us truthfulness & reasoning. These quantities are desirable in all human beings. These qualities make the life worth living. This could be possible with the teaching of science.

3) Aesthetic value:-

Knowledge of science develops in man a passion for truth & thus he has a passion for beauty. The English poet Keats has said, "Truth is Beauty". Science is basically unfolding of the mysteries of nature & nature is a store house of all the beautiful things.

Cultural value:-

Science has played an important role in determining the culture & civilization of a country from time to time. It has affected our way of thinking & way of living.

5) Vocational value:-

In present age all the vocation need the knowledge of science.

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

Academic Year - 20 - 20

Semester - I / II / III / IV

Examination : Class Test

Roll No :

Date :

Course :

Subject :

Medium :

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

more ever there are large no of vocations for which study of science is compulsory requirement example. medicine, Engineering, Computers.

G. Utilitarian value :-

Scientific principle & laws find a large number of applications in our everyday life. For proper utility of such applications knowledge of science is necessary. Electronics.

7) Psychological value :-

Teaching of science is essential for developing scientific attitude & scientific temper. The principle of learning by doing is the main basis of the teaching of science & it satisfies.

8) Adjustment value :-

Science develops in us a scientific attitude. It also develops in an individual a problem solving attitude.

9) Leisure time value :-

Science has helped us to overcome the problem of passing our leisure time & to make best use of it.

Importance of Science in Everyday life :-

1) Science has invaded every branch of modern life :-

It is the rise of machines, cars, mills and factories etc. which awakens us every day in the morning.

2) Every person feels the effects of science in every sphere of life :-

It is not merely the electric light or the electric fan, the radio or the cinema that displays the power of science in our daily life.

3) The things that we use in our daily life are mostly due to science :-

Our forefathers put on clothes woven by hand. Our clothes are made in large factories where scientific methods are used.

2019 (A.S.6)

5) Effect of Science of Human life:-

It is indeed true that science has added tremendously to the comforts and conveniences of mankind. Unless one is an ascetic, one has no reason to reject the things science offers.

6) Example of use of science in Everyday life:-

This fan and light work from the applications of electricity. Electricity is one of the founders of modern science. The bus which has an engine works with petroleum.

Q.2 (A) (Ans)

Merits and demerits of Inductive method:

The Inductive method :-

The inductive method involves that the pupils are led from particular instances to general conclusion. Concrete example are given with their help students are helped to arrive at certain conclusion or principles :-

Merits of the Inductive Method :-

- ① Knowledge is self-acquired and is soon transformed into 'wisdom'. General truths in order to be learned must be earned, is a famous saying and the inductive method is true.
- 2) It promotes mental activity on the part of pupils and makes them active participants in the learning process.
- 3) It makes the lesson interesting by providing challenging situation to the students.
- 4) The method affords opportunities to the students to be self-dependent and develops self-confidence.
- 5) The student's curiosity is

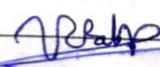
generalization is arrived at.

6) The method is based on sound psychological principles. Learning by doing is the basis of this method.

Demerits of Inductive method :-

- 1) There is every possibility that the students may draw conclusion very hastily and these may be based on insufficient data and therefore may be wrong.
- 2) The method is very slow and lengthy.
- 3) It is not very helpful in the case of small children.
- 4) It is not very useful in the teaching of subjects in which there is more stress on the teaching of facts.
- 5) The inductive method is not a complete method in itself. It has been said, "Induction does not prove but only provides the material to prove, it only discovers."




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

Academic Year - 2023 - 20 24

Semester - I / II / III / IV

Examination : Class Test

Roll No : 21

Date : 25 AUG 2023

Course : BEd. First year Subject : CC3 - Learning and Teaching Medium : English

Supervisor's Name	Sign.	Q. Nos.	1	2	3	4	5	6	7	8	9	Total Marks Out of 25
Anagha Chaudhary	<i>As</i>	Marks	7	3								10

Q 1)

B] State the meaning of creativity. How Teachers can promote creativity among learners.

- Ans a) Creativity was believed to be a gift of god long to be found in highly talented people and geniuses.
- b) A creative person is inborn with a Talent.
- c) There is an relationship between the Creativity and Talent. intelligence is neither linear nor Curvilinear for have been distinguished in various field as Painters, Sculptures or writers.
- d) The more important feature of Recent research is that creativity is not extra ordinary gift, but a basic ability of all human being.
- e) The Creative abilities may not have realized and remain potential owing to lack to proper Stimulating Conditions

f) Creativity is power of the mind to form new ideas and thoughts. It helps you imagine something new and special.

g) For example drawing, painting, writing comes from being able to wonder, appreciate and think about things and inspired by them.

h) Define: Creativity is the capacity of a person to produce compositions, products or ideas which are essentially new or novel and previously unknown to the producer. 'Drevidhal J.E'

i) Creative is a process extended in time and characterized by original adaptiveness and realization by the McKinnon.

j) It is distinguished between discovery, invention and creativity by saying that fact is discovered, theory is invented, only a masterpiece is created. — Brown Bronowsky.

k) If we will analyze the definitions of creativity, it seems to fall under four categories.

L) i) The person who creates

ii) Mental process ascertaining within the persons who is more creative.

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

Academic Year - 20 - 20

Semester - I / II / III / IV

Examination : Class Test

Roll No :

Date :

Course :

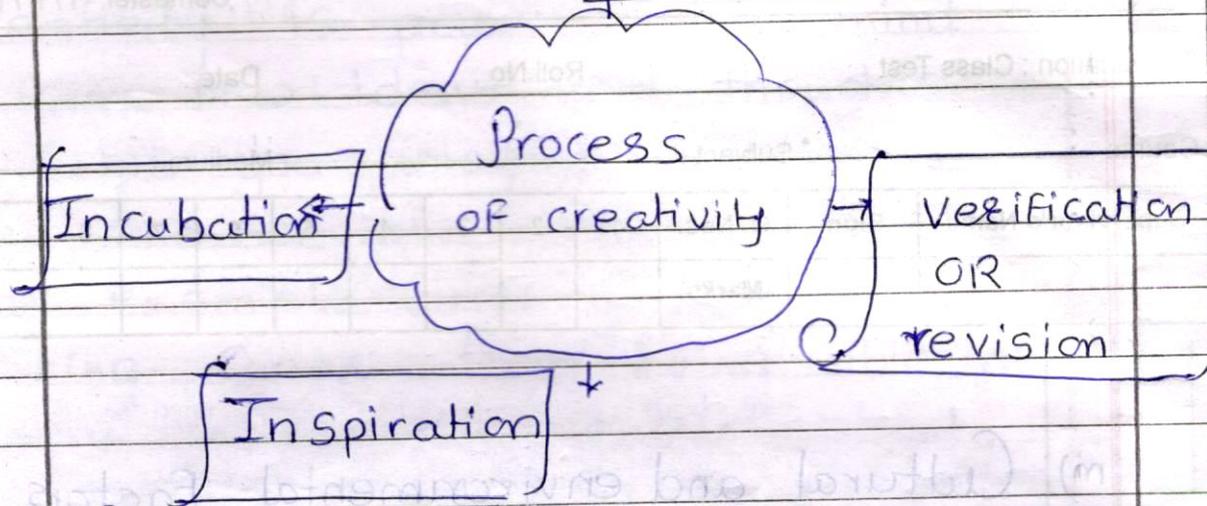
Subject :

Medium :

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

- m) Cultural and environmental factors working on the creators
- n) Creativity can be established by the person and it cannot be generated directly through person to person it is direct developmental person.
- o) And Teacher and educator is plays a vital role to enhancing the creativity in the individual
- p) There are some Nature and characteristics of creativity
- i) It is a resultant of some interaction
 - ii) Creativity is the ability to synthesize ideas or objects
 - iii) It is ability to create new ideas theories or objects
 - iv) It is a process as well as a product
 - v) It is complex and dynamic process
 - vi) It knows no special medium, place person or time
 - vii) It is readiness to change self and environment.

Preparation



I] Preparation: In this way continuous and persistent efforts are made. At some point he finds that he cannot solve problems. So he keeps the work aside for the time being. Deliberately or involuntarily turning away.

II] Incubation: It is related to the stage is characterized by absence of activity or thinking about the problems. During doing of one activity creative person is searching about the new innovative ideas. This type of process called incubation.

III] Inspiration: Appearance of solution is known as inspiration. It occurs at any time even dreaming. A solution may appear when it is least expected.

v) Verification: IF ideas come in the mind we must have to verify whether it is correct or not.

But creative thinkers have capacity to develop the workable ideas. and they But at no stage. the creative thinkers think it completely project. It is open for essential modification or Revision.

Teachers play important role

To promote creativity we have to conduct activities and situations to develop creativity among the students.

a) Opportunity for involvement.

It is my creation 'I have solved give much satisfaction to children Therefore opportunity should be provided to them to derive satisfaction from being

b) Using the Creative Resources of the Community.

Children should be made to visit the centers of creative. occasionally creative artists, Scientists or creative person from other field may also invited which will be helpful in enhancing the students knowledge

c) Proper Organization of Curriculum

Curriculum should reflects the what it desires from creative children in terms Fluency, flexibility originality divergent thinking inventions etc.

d) Problem Solving : The term problem solving used some related with the disciplines perspectives and often with different technologies. For a instance mental process problems can be of two types defined and nondefined problems.

e) Brain Storming : It is a technique which emphasizes the important of divergent thinking it involves generating ideas response to the problems in a group.

Q 2)

A] Principles of Professionalism in Teaching

Ans

- a) Professional is a member of a profession or any person who earns their living from a special activity
- b) The term also describes the standards of education
- c) Training and Teaching they prepare the members of the profession. In addition, most professionals are subject to strict codes of conduct, enshrining rigorous ethical and moral obligations, professional standards of practice and ethics. For a particular field, typically agreed upon and maintained through widely recognized professional associations.

Define: The conduct, aims or qualities that characterize or mark a profession or professional person.

- * Professional Teachers who have a firm grasp of the objects they teach and are true to the demands of their profession.

Socket Professionalism in Teaching means possessing good character, being committed to change and continual improvement, having thorough subject and pedagogical knowledge and nurturing the responsibility.

Collaborative activities with the students, parents, administrators and the peer group.

- 1) Using Teaching Acting with the integrity both in and out of the classroom
- 2) Being proactive
- 3) Accepting the strengths and weaknesses of students
- 4) working towards the quality assurance
- 5) Demonstrating respects for students, parents, authority and peers
- 6) Accepting the the facts
- 7) Adhering to code of ethics
- 8) Engaging in behaviors that support learning, facilitate open communication with in the classroom
- 9) Promoting the development of all students
 - i) By Respecting their identity and culture
 - ii) Recognizing their strengths as well as individual needs
 - iii) Caring to their individual
- 10) Accepting responsibility for professional growth by
 - i) Committed to lifelong learning
 - ii) undertaking research
 - iii) Cooperating reflective practices
 - iv) Upholding the individual through ethics
 - v) maintain the dignity of the teaching
 - vi) following code of conduct prescribed by the authorities and admit staff

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

Academic Year - 2022 - 2023

Semester - I / III / IV

Examination : Class Test

Roll No : 23

Date : 26 AUG 2023

Course : TC-2 • Subject : Educational Management Medium : English

Supervisor's Name	Sign.	Q. Nos.	1	2	3	4	5	6	7	8	9	Total Marks Out of 25
Dr. Susmita Mahapatra		Marks	7	3								10/10

Q.1] Attempt any one of the following.

A] Explain the objectives and importance of educational management.

Ans:-

A] Objectives of Educational management :-

management as a process, involving the activities of managers, is directed towards meeting the following objectives :-

1] Increasing the efficiency of factors :-

2] Getting maximum results of factors :-

Through proper utilization of various factors, their efficiency can be increased to a great extent which can be obtained by reducing spoilage, wasteges and breakage of all kinds, this in turn leads to saving of time, effort and money which is essential for the growth and prosperity of the institution.

2] Getting maximum results with minimum efforts :-

The main objectives of management is to secure maximum outputs with minimum efforts and resources.

3] Maximum prosperity for Employees :-
management ensures smooth and
Co-ordinated functioning of the institution
This in turn helps in providing maximum
benefits to the employee in the shape of
good.

4] Human betterment and social justies :-
management serves as a tool
for the upliftment as well as betterment of
the society.

5] To help the students teacher to attain the
Competencies in :-

- Understanding the administrative structure.
- Knowledge of different types of institutions.
- Importation Interpretation of rules and regulations governing the schools and institutions.
- Performing the role of Headmaster/principle.
- managing classrooms.
- Curriculum transactions.
- maintaining data base for teachers and students.
- Knowledge of various functionaries involved in field of education.
- Assessing educational outcomes.

B] Importance of educational management :-
mangement is concerned with aquring
maximum prosperity with a minimum effort.

efforts are required to be directed towards achievement of common goals. In this management conscious age, the significance of management can hardly be over emphasized. It is said that, anything minus management amounts to nothing. The following points further highlight the significance of educational management.

1) Achievements of group goals :-

Educational management make group efforts more effective. The group as a whole can not realize its objectives unless and until there is mutual co-operation and co-ordination among the members of group.

2) Effective utilization of resources :-

Educational management always concentrates on achieving the objectives of the institution.

3) Development of resources :-

Educational management is development of people, it is carried on in an organized way and management is involved in this organized activities.

4) Integrating various Interest group :-

In an educational institution there are various interest group like government, teachers, principles, management personal etc. these interest group have pressure on an institution.

5] Incorporates innovations :-

Educational management gives New ideas, imagination and visions to an institutions.

6] Stability in the Society :-

By changing and modifying the resources in accordance with changing environment of the Society.

7] Minimization of Cost :-

In the modern era of intense competitions, every institution must minimize the cost of resources.

8] Change and growth :-

An educational institution operates in a constantly changing environment, changes in institutional environment creates uncertainties and risks and also produced opportunities for growth.

Q.2. Answer in brief any one of the following.

B] Write the process of Human Resource Management.

Ans:- The process of Human resource management is as follows.

① Human resource planning (HRP) :- It may be defined as a strategy for acquisition, utilization, improvement and preservation of the human resource of an organization.

- Forecasting (future requirements) the manpower requirement.
- Acquiring the required manpower from different ways.
- Developing the manpower through different training and development programmes.

2] Job design :- It specifies the tasks to be performed and the human qualities and qualifications required for promoting that job efficiently.

3] Job analysis :- It creates a base for requirements and selection. It gives detail of a job to be performed, and the human qualities and qualifications required for promoting that job efficiently.

4] Requirements :- It refers to identification of the sources of manpower availability and

Various job positions in the organization,

5] Selection :-

Selection is the process of choosing & appointing the right candidate for the job.

6] Induction and orientation :-

Orientation / Induction is the planned instruction of new employees to their job co-workers, and the organization so as to aligns as employer with their job role and placing the right person on the right jobs.

7] Training and development :-

These are the activities concerned with improving job knowledge skill and attitude, of managers and employees regularly so as to enable them to perform effectively their job.

* Employee training method are categorized into on-the-job training method and off the job training method.

• On the job-training method :-

Job rotation, coaching, job instruction, committee assessments, apprenticeship and internship.

• Off the job training method :-

classroom lecture method,

audio-visual training method, case studies

role playing & the programmed instruction

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



Class Test

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

Sr.	Name of the Students	Medium	CC-3 Learning & Teaching	Ec-1 Pedagogy of school subject	Ec-2 Educational management
27	Khule Vijaya Ramhari	Marathi	<u>V</u>	<u>V</u>	<u>V</u>
28	Pawar Rekha Sanjay	Marathi	<u>P. Anirshp</u>	<u>P. Anirshp</u>	<u>P. Anirshp</u>
29	Shirsat Pallavi Umesh	Marathi	<u>P.USHIRSAT</u>	<u>P.USHIRSAT</u>	<u>P.USHIRSAT</u>
30	Misal Ganesh Dattaram	Marathi	<u>G</u>	<u>G</u>	<u>G</u>
31	Ahire Smita Suresh	Marathi	<u>A</u>	<u>A</u>	<u>A</u>
32	Bhalerao Laxmi Madhukar	Marathi	<u>Laxmi</u>	<u>Laxmi</u>	<u>Laxmi</u>
33	Bhangale Dhanisha Tushar	Marathi	<u>Dhanisha</u>	<u>Dhanisha</u>	<u>Dhanisha</u>
34	Mane Sneha Harshal	Marathi	<u>Sneha</u>	<u>Sneha</u>	<u>Sneha</u>
35	More Pranvi Rajendra	Marathi	<u>P. Pranvi</u>	<u>P. Pranvi</u>	<u>P. Pranvi</u>
36	Nalawade Kanchan Manohar	Marathi	<u>K. Nalawade</u>	<u>K. Nalawade</u>	<u>K. Nalawade</u>
37	Prasanna Nandita Rajendra	Marathi	<u>P. Nandita</u>	<u>P. Nandita</u>	<u>P. Nandita</u>
38	Zalte Yogesh Bhimrao	Marathi	<u>Y. Zalte</u>	<u>Y. Zalte</u>	<u>Y. Zalte</u>
39	Bhoir Rachana Sushil	Marathi	<u>R. Bhoir</u>	<u>R. Bhoir</u>	<u>R. Bhoir</u>
40	Jadhav Snehal Vijay	Marathi	<u>S. Jadhav</u>	<u>S. Jadhav</u>	<u>S. Jadhav</u>
41	Shewale Pragati Bharat	Marathi	<u>P. Shewale</u>	<u>P. Shewale</u>	<u>P. Shewale</u>
42	Topale Mahendra Chandar	Marathi	<u>M. Topale</u>	<u>M. Topale</u>	<u>M. Topale</u>
43	More Neha Mahendra	Marathi	<u>N. More</u>	<u>N. More</u>	<u>N. More</u>
44	Ohol Hira Pawals	Marathi	<u>H. Ohol</u>	<u>H. Ohol</u>	<u>H. Ohol</u>
45	Choudhary Vaishali Dinesh	Marathi	<u>V. Choudhary</u>	<u>V. Choudhary</u>	<u>V. Choudhary</u>
46	Dhumal Jagruti Dnyaneshwar	Marathi	<u>J. Dhumal</u>	<u>J. Dhumal</u>	<u>J. Dhumal</u>
47	Yadav Sadhana Dayashankar	Hindi	<u>S. Yadav</u>	<u>S. Yadav</u>	<u>S. Yadav</u>
48	Panday Anjalee Suresh	Hindi	<u>A. Panday</u>	<u>A. Panday</u>	<u>A. Panday</u>
49	Rushi kumari	Hindi	<u>R. Rushi</u>	<u>R. Rushi</u>	<u>R. Rushi</u>
50	Sharma Nirmala Kumari Nagendra Prasad	Hindi	<u>N. Sharma</u>	<u>N. Sharma</u>	<u>N. Sharma</u>



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