

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: 19/12/2022

B.Ed. Two Years Course (2021-2023)  
B.Ed. Second Year  
Third Semester (2022-2023)

### Notice for Students

All the B.Ed. Second year Pupil- teachers are hereby informed that the Essay writing for III semester will be conducted from 05/01/2023 for below mentioned courses.

Course Code	Course Name
CC - B	Assignment for Learning
EC-2	Pedagogy of School Subject
IC - 3	Language Across Curriculum

Timetable of Essay Writing will be displayed on notice board.



Principal

*[Signature]*  
**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 PANDHARPUR  
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Date : 19/12/2022

B.Ed. Two Year Course (2021-2023)

B.Ed. Second Year

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**Notice for Teachers**

All the members of Teaching staff are hereby informed that submit the Question Papers of your concerned course of Semester III for Essay Writing to the examination department on or before 24<sup>th</sup> Dec. 2022.

CC- 4 Assessment for Learning

EC- 2 Pedagogy of School Subject

IC- 3 Language across Curriculum



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

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

**Timetable for Essay Writing**

Day & Date	Time	Course Name and Subject
Tuesday 05/01/2023	11.00 to 11.20 am	CC- <del>4</del> Assessment for Learning
Friday 06/01/2023	11.00 to 11.20 am	EC-2 : Pedagogy of School Subject
Saturday 07/01/2023	11.00 to 11.20 am	IC-3 : Language Across Curriculum

**Seating Arrangement**

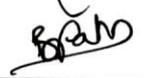
Roll. No.	Venue	Class	Total Number of Students
1 to 50	B.Ed. Lecture Hall	B.Ed. Second Year	50



*NP&W*  
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Adhyapak Mahavidyalaya (B.Ed.) Shahad (W)  
B.Ed. Two Years Course  
2022- 2024  
B.Ed. First Year Semester Second (2022 – 2024)

**Supervision Programme for Essay Writing**

Day & Date	Time	Course and Subject	Name of Supervisor	Sign of Supervisor
Tuesday 05/01/2023	11.00 to 11.20 am	CC-3 Assessment for Learning	Mrs. Anagha Chaudhari	
Friday 06/01/2023	11.00 to 11.20 am	EC-2 : Pedagogy of School Subject	Mrs. Susmita Mhalunkar	
Saturday 07/01/2023	11.00 to 11.20 am	IC-3 : Language Across Curriculum	Mr. Baban Patil	



  
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B.Ed. Two Years Course (2021-2023)  
B.Ed. Second Year Third Semester (2022-2023)

**Essay Writing**

Time: 20 Mins.

Date: 05/01/2023

Marks: 10

**CC-4 Assessment For Learning**

**Q.1 Attempt any one of the following.**

**10**

A. Explain revised Blooms Taxonomy.

OR

B. Give the meaning of Assessment. Explain the types and perspective of Assessment. .



*C. P. B. P.*  
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B.Ed. Second Year Second Semester (2022-2023)

**Essay Writing**

Time: 20 Mins.

Date: 06/01/2023

Marks: 10

**EC-2 Pedagogy of School Subject - English**

**Q.1 Attempt any one of the following.**

**10**

A. Elaborate the importance of English Language in day to day life.

OR

B. Explain with suitable examples the classification of academic discipline by Becher-Biglan Typology.



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**Essay Writing**

Time: 20 Mins.

Date: 06/01/2023

Marks: 10

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**EC-2 Pedagogy of School Subject - History**

**Q.1 Attempt any one of the following.**

**10**

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

OR

B. Describe the characteristics of a good History textbook.



*V. B. Babu*  
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**Essay Writing**

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Date: 06/01/2023

Marks: 10

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**EC-2 Pedagogy of School Subject - Economics**

**Q.1 Attempt any one of the following.**

**10**

A. Describe the scope and Importance of Economics.

OR

B. Explain the place of Economics subject in present school curriculum.



*[Signature]*  
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B.Ed. Second Year Third Semester (2022-2023)

**Essay Writing**

Time: 20 Mins.

Date: 06/01/2023

Marks: 10

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**EC-2 Pedagogy of School Subject - Science**

**Q.1 Attempt any one of the following.**

**10**

A. Describe lecture-cum demonstration method in science

OR

B. Explain the curriculum organization of Topical approach and concentric approach of Science with example.



*[Handwritten Signature]*

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**Essay Writing**

Time: 20 Mins.

Date: 06/01/2023

Marks: 10

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**EC-2 Pedagogy of School Subject - Mathematics**

**Q.1 Attempt any one of the following.**

**10**

A. What is Academic Discipline? Explain the classification of academic discipline given by Becher-Biglan Typology?

OR

B. 'Mathematics subject is value laden' Explain with reference to the values of teaching Mathematics.



*RSahp*  
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**Essay Writing**

Time: 20 Mins.

Date: 07/01/2023

Marks: 10

**EC-2 Language Across Curriculum**

**Q.1 Attempt any one of the following.**

**10**

A. Explain the characteristics of language with the concept of language.

OR

B. Explain state politics and Articles on Language and Education.



*[Signature]*  
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Name :- Divya Pandey  
Essay Writing  
Assessment of Learning

5 JAN 2023



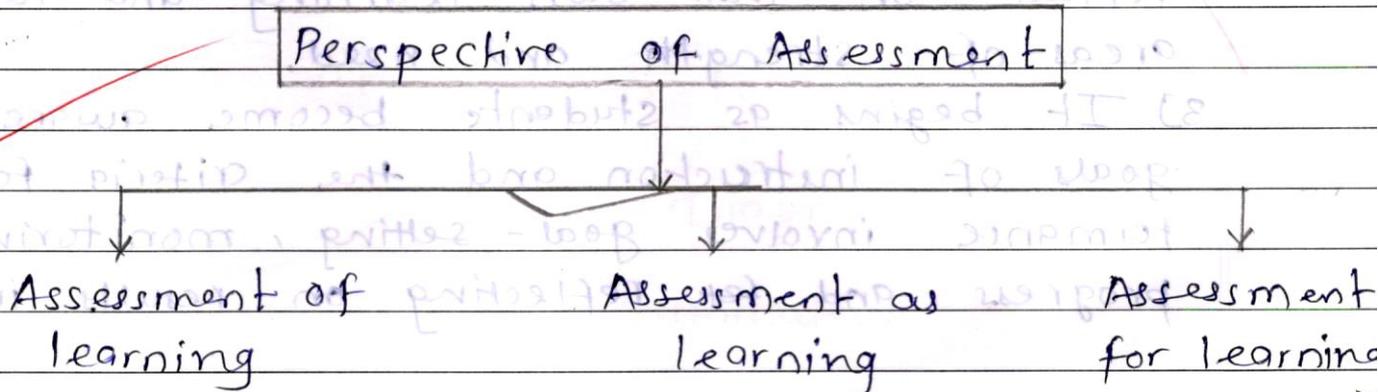
Q. [B] Give the meaning of Assessment. Explain the types and perspectives of assessment.

Ans:- [A] Meaning :-

"To assess" derives from the Latin verb "assidere", to sit by (originally, as an assistant-judge in context of taxes). Hence, in "assessment of learning" we "sit with the learner" and that implies that it is something that we do with and for our students rather than to them.

The word "assessment" has a variety of meaning within higher education (e.g. "institutional assessment", "curricular-program assessment"). Therefore, for the purpose of this resource guide "assessment" is considered as the systematic collection and analysis of information to improve student lifelong learning.

[B] Perspective of Assessment :-





5 JAN 2023

Assessment of Learning  
Essay Writing  
Date: \_\_\_\_\_

## [C] Explanation :-

### 1] Assessment of Learning :-

- 1] Where assessment informs students, teachers and parents, as well as the broader educational community, of achievement "at a certain point in time in order to celebrate success, plan interventions and support continued progress."
- 2] Assessment of learning is the "use of a task or an activity to measure, record and report on a student's level of achievement in regards to specific learning expectations."

### 2] Assessment as Learning :->

- 1] Where students develop an awareness of how they learn and use that awareness to adjust and advance their learning, taking an increased responsibility for their learning.
- 2] Self and peer assessment - allow students to reflect on their own learning and identify areas of strength and need.
- 3] It begins as students become aware of the goals of instruction and the criteria for performance involves goal-setting, monitoring progress, and reflecting on results.

student ownership and responsibility for moving his or her thinking forward occurs throughout the learning process.

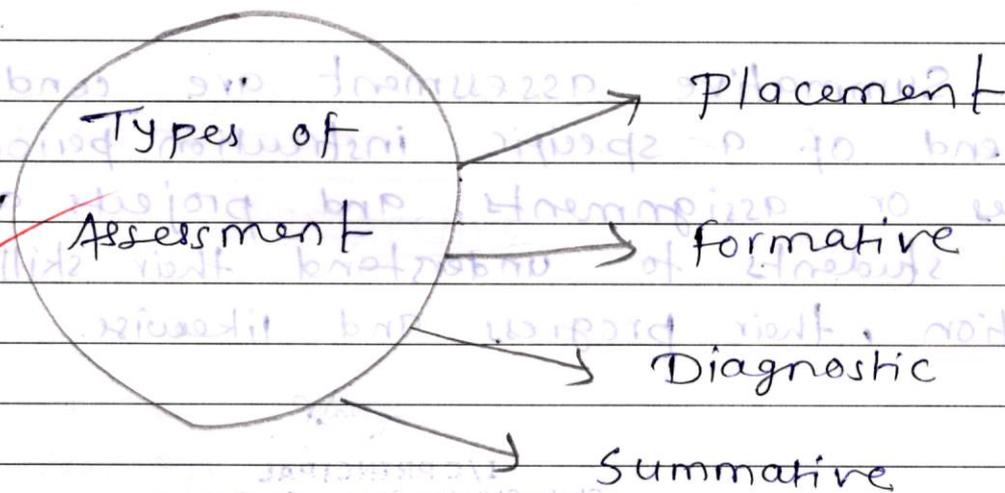
### 3] Assessment for Learning :-

1] Where assessment helps teachers gain insight into what students understand in order to plan and guide instruction, and provide helpful feedback to students.

2] In classrooms where assessment for learning is practiced, students are encouraged to be more active in their learning and associated assessment.

3] ~~Students~~ are guided on what they are expected to learn and what quality work looks like.

### [D] Types of Assessment :-



## [D] Explanation:-

### 1] Formative Assessment:-

Formative assessment is not <sup>one</sup> type of assessment rather a collection of assessments or evaluation methods that the teacher use of to evaluate their student's level of understanding while the learning is happening.

### 2] Diagnostic Assessment:-

This is an exactly useful type of assessment, where the teacher assesses their students before giving them instructions or conducting the classes. This pre-assessment will help the teacher understand how much their students know.

### 3] Summative Assessment:-

Summative assessment are conducted at the end of a specific instruction period. Tests, quizzes or assignments, and projects are given out to students to understand their skill acquisition, their progress and likewise.

## EC-2 Pedagogy of School Subject - Science.



Q.1. Describe lecture-cum demonstration method in science :- 6 JAN 2023

Ans:- \* Lecture cum demonstration method :-

\* Introduction :-

① It is one of the traditional Method. It is also known as chalk and talk method. In this method teacher is active and learners are passive. The essential qualities in learning science, these are independent thinking, power of observation, reasoning which is developed in this method.

② The teacher performs the experiment in the class and explain what he does. Then the student see the actual apparatus and operation and help the teacher in demonstrating the experiment.

③ This method works on the principle of concrete to abstract and learning doing.

\* Criteria of a good lecture demonstration method :-

① The demonstration should be planned and rehearsed well. Planning and rehearsing of the experiment is necessary for it gives confidence in the demonstrator. He can find out the difficulties in the experiment so that lesson go smoothly.

② The teacher should be clear of the purpose of demonstration.



③ He should know the aim and objectives of the demonstration.

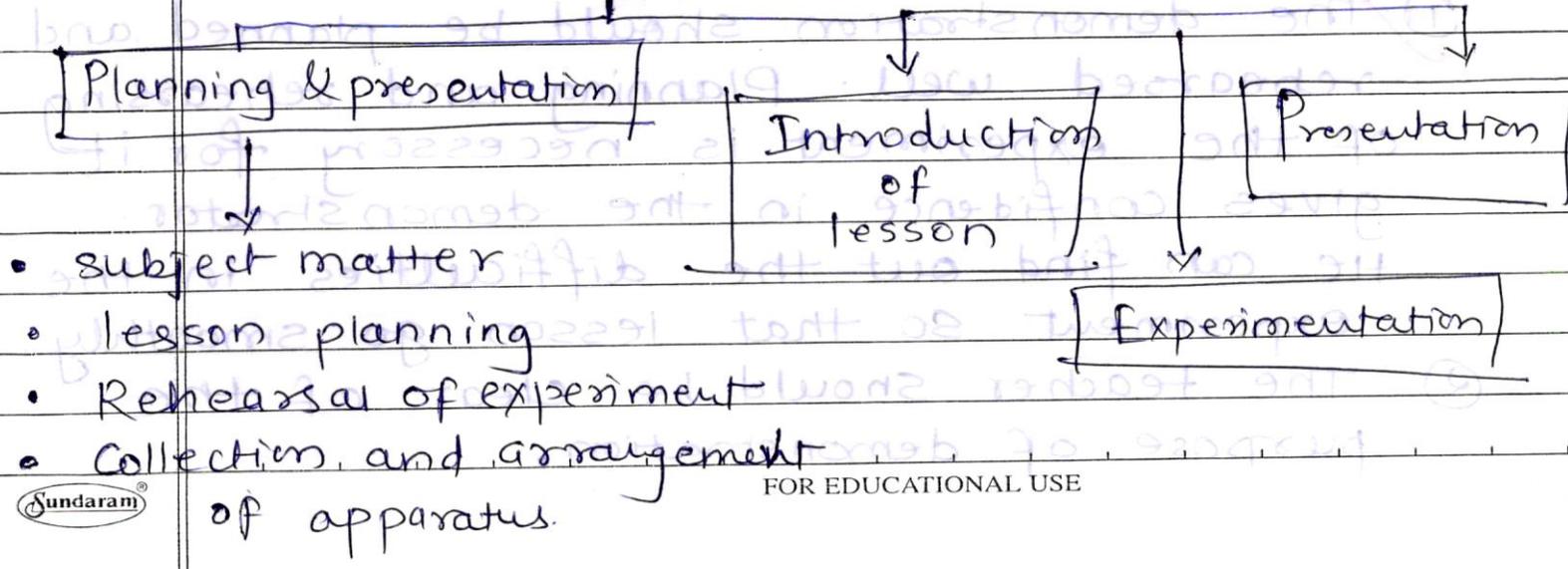
④ Demonstration should be the result of the active participation of pupil and teacher. Teacher help the student in arranging and performing the experiment.

\* characteristics of good demonstration :-

- ① It contains must be visibility to the learners from the teacher.
- ② It is the major idea at a time.
- ③ Good demonstration should be clearcut.
- ④ The students must gives the answer which the teacher asks relevant questions.
- ⑤ The demonstration should be neat and clean.
- ⑥ The demonstration should be simple and easy language.

\* Steps in Lecture cum-demonstration :-

steps involves in this method.



## ① Planning and presentation :-

While planning a demonstration the following points should be in the mind these are,

- ① Subject matter
- ② Lesson planning
- ③ Rehearsal of experiment
- ④ Collection and arrangement of apparatus.

## ② Introduction of lesson :-

The lesson may be introduced on the following basis,

- Student's personal experience
- Student's environment.
- Telling story.
- A simple and interesting experiment.

## ③ Presentation of the Subject Matter :-

① The teacher must study the subject matter on broad basis, make sure the consideration of the interest and experiment of students

② While conducting the demonstration, question should also be asked so that the student understand the principles.

③ The teacher should try to illustrate the facts and principles.

④ The language used in the demonstration should be simple and clear.

#### ④ Experimentation :-

- ① Demonstration should be properly spaced clear and convincing.
- ② There should be only apparatus while performing the demonstration.
- ③ The demonstration should be simple and speedy.
- ④ And all the apparatus should not be seen at once.

#### ⑤ Blackboard work :-

- ① A big blackboard behind the demonstration table is necessary in order to summarize the principles and other matters of demonstration.
- ② There should be draw necessary diagram and sketches for the demonstration to understand the learners better.

In this way lecture cum demonstration method is very essential while teaching science so that the students can gain or clear the concept regarding the technology of the science and all the details in proper manner.

*Pratap*  
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# EC-2 Pedagogy of School Subject Mathematics.



S.S. Mahavastan  
S.S. Mahavastan  
S.S. Mahavastan

## Essay Writing.

6 JAN 2023

Q1 B "Mathematics subject is value laden" explain with reference to value of teaching mathematics.

- \* Nature of Mathematics.
- \* Value different values

Mathematics is the language in which God has written the universe.  
— Galileo.

- It is fixed through out the universe. time, place, environment can not change it.
- It has its clear language & specific language. it include greater than, less than & symbolism  $+$ ,  $-$ ,  $\times$ ,  $\div$  & many more.
- Mathematics is Quantitative facts.
- It contain abstract idea, Number, sign.
- It has Generalization (Rules, prove, principles)
- It is used in many fields.

## # Values of teaching mathematics.

Values are the outcomes or results achieved after teaching according to certain aims, They are the actual results of our teaching effort.

## Values

- Practical or Utilitarian values
- Cultural values.
- Intellectual value.
- Social value
- Moral value
- Disciplinary values.
- International values.
- Aesthetic values.
- Vocational values.
- Psychological values.
- Professional value.
- Scientific value.

### i Practical or Utilitarian Value.

We use mathematics in daily life. -  
any person who is ignorant of mathematics can be easily cheated. He will always be at the mercy of other.

We purchase daily things for us. like cloth, food, items, fruits, vegetables, grocery etc. We do the calculation & pay for everything.

It is need for every one rich or poor high or low.

Eg: i) Banks, Businessman, planners etc.  
shopkeeper, coolies, carpenters etc.  
Who ever earns & spends use mathematics.

we are also use for measurement, lengths, area, wages, weights, volumes etc.  
We do need for timing, prices, rate, percentage, exchanges etc.

### ii) Intellectual values.

For the development of intellectual powers

- Imagination - We have to assume things.

- Memorization - We have to memorized the formulase, value,

- Observation - Observes many, graph charts, log.

- Concentration - Focused to the concept is most important.

If a child faces mathematical problem, his mind become active in solving that problem. He or she have to be imaginative, memorize, concentration, creativity, reasoning etc come in the mind of child with the help of it they can solve the problem.

iii) Moral values :- Child have to develop moral values in qualities.

• Honesty, Self confidence, Cleanness, Truthfulness, power of distinguishing between right & wrong, Patience, self dependence, Punctuality.

Ability in arguing on the correctness & incorrectness of a statement.

### (iv) Disciplinary Values

"Mathematics is the way to settle in the mind a habit of reasoning

- Locke.

- As mathematical knowledge is exact, logical, real & to the point. it creates discipline in a human mind.

Inbibe qualities like

- Simplicity - Similarity to reasoning in life.
- Accuracy - Verification of result.
- Concentration of mind - Originality

### (v) Aesthetic Value.

"Education as a whole should foster the higher impersonal pleasures"

- Thorndike.

All musical instrument like harmonium, drum, flute, guitar, violin etc are played with rules of mathematics.  
Eg - Gate way of India, Taj hotel. is example of symmetry art.

## vi Vocational values

Mathematics has great vocational values. It prepares the students for wide variety of vocations.

Application

- Agriculture
- Accountancy
- Banking
- Business
- Engineering
- Information technology
- Tailoring
- Carpentry
- Surveying

## vii Psychological values

Mathematics helps to develop positive attitudes such as open mindedness, reasoning etc.

The learning of mathematics is based on fundamental principles of psychology such as learning by doing, learning through experiences & problem solving etc.

*Seen*  
From this we can conclude that mathematics play an very important role in each and every field.



*APR 2020*  
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38 Mahabharata  
Sachin  
26/11/23

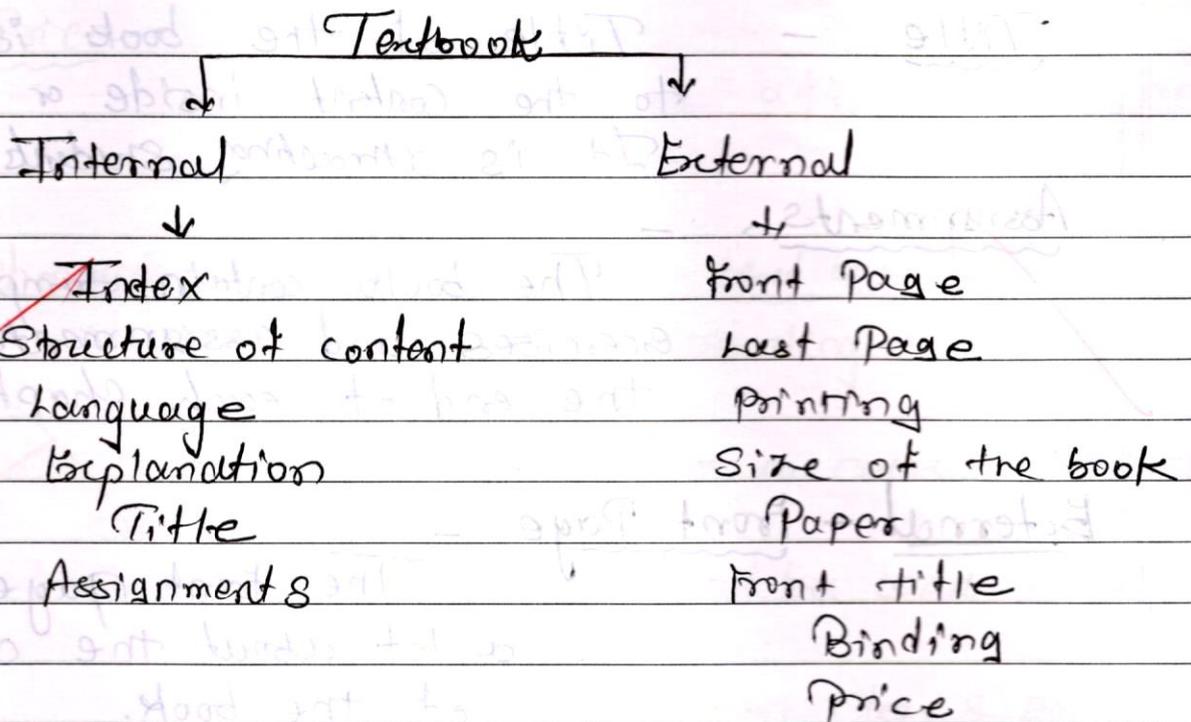
6 JAN 2023



## Ec-2. Pedagogy of School Subject: History

Q.1. BT Textbook :-

Meaning → A textbook may be described as being an aid to teaching and learning which is specially prepared by experts for the use of pupils.



Internal - Index → The index is accurately listed along with the page number exactly against it or not.

Structure of content — The main purpose of the structure of content is to ensure completeness.

Language — Language in a textbook helps the

learner or a student to enhance their knowledge further or not.

Explanation -

The explanation of the content of the topic is made easy for the students to understand or not.

Title -

Title of the book is relevant to the content inside or not. It is attracting students attention.

Assignments -

The book contain sample of exercises and assignments at the end of each chapter or not.

External - Front Page -

The front page speaks a lot about the content of the book.

Last Page -

The last page of the book incorporates few line about the content of the book or not.

Printing -

How is the printing of the text book. is there in mistake or overprint.

Size of the book -

Size of the book is easily handled able for the students.

Paper — How is the paper quality.

Front title — As discussed above the front title of the book is readable with simple fonts or not.

Binding — The binding is firm or not.

Price — Economical & affordable or not.

### Characteristics of a good text book

→ Textbook should be according to age of students

→ Textbook should give a cause-effect relationship

→ Textbook should be well illustrated

→ It should contain clear & simple language

→ Free from Bias

→ Good Printing & Get up

→ Reasonably Priced

→ Psychological & Scientific

→ Questions at the end

1. Text book should be according to age of students.

Good text book on history must be suited to the age, ability & interest of the pupils for whom these are written.

2. Text books should give a cause-effect relationship.

Good text book in history should reveal to the pupils where they are in time, space and society. They should make clear to the pupils the relationship which links the present with the past.

3. Text books should be well illustrated →

They should contain pictures, maps, charts, time-lines, graphs and sketches of various historical events to make the subject-matter easily understandable.

4. It should be written clear & simple language.

The author should write the books in a clear & simple language. It is possible for the author to present the events and thoughts in very clear manner if he has command over the subject. The style adopted for textbooks should be lucid.

5. Free from Bias -

Text book in history should be free from bias and should tell the truth, the whole truth & nothing but the truth

6. Good Printing and Get-up -

The printing and the get up of the history text book should be good.

Otherwise the students shall not get interested in the text books.

7. Reasonably Priced -

Text books should be reasonably priced. They should be priced such that it may be possible for the common man to purchase them.

8. Psychological & Scientific -

Text books of history should be written on the basis of the principles of psychology. They should be scientifically planned.

## g. Questions at the end —

At the end of every Chapter, there should be certain questions. These questions should be so designed that they may help the students to recapitulate the topic that they have read.

These questions should be psychologically planned and scientifically put.

seen ✓



*ADP*  
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## Essay Writing

### IC-3 Language Across Curriculum

Ans. A) The Concept of Language:-

All human beings communicate by means of language and the use of language is the basis of all human activities including education. The word 'language' is derived from the Latin word 'lingua' which means 'tongue'. Thus, language relates to something that is spoken or for which the tongue is used.

The American Collins Dictionary defines language as:-

"A system of vocal sounds and combinations of such sounds to which meaning is attributed used for the expression or communication of thoughts and feelings."

The American Linguists Bernard Bloch and George L. Trager define language as:-

"A language is a system of arbitrary vocal symbols by means of which a social group cooperates."

Thus, based on the above definitions, one can see that language is a vocal activity which a society as a whole, has attributed some meaning to and which is used by the members of that society to communicate with each other. It is a complex system and is made

phonological and grammatical systems in all languages. There are several sub-systems within a language. The phonology of a language forms its own system as the various sounds function in a systematic way.

4)

Language consists of symbols:-

Each language works through symbols. Different words used in a language are the symbols. They stand for certain things. The language will function well if its symbols are known both to the speaker and the person for whom they are being used.

For example, the word 'gas' has three sounds (G, T, S). It is a symbol of English because a meaning is attached to it. But if we take the same three sounds like 'G' and 'T, S' they also form 'sag' which is also a word in English but has a very different meaning from the original word.

5)

Symbols of language are vocal:-

Different symbols are used in a single language. These symbols are vocal. Language is primarily used in speech. Only speech provides all essential signals of a language. Non-vocal symbols such as gestures, signal flags are visual symbols and ringing of the bells and beating of a drum are auditory symbols but

but they do not form any language. In language, the sounds are produced through vocal organs. Reading and writing are no doubt important. But speech is the basic form of language. A language without speech is unthinkable.

6) Symbols of Language are arbitrary!  
Here, by arbitrary symbols we meant that there is no visual relationship between the language item and the object for which it stands. A man is called man traditionally. There is no visual similarity between the symbol 'man' and the actual man. We have not named it so on the basis of some logic or scientific principles. In English we say 'Man' in Hindi we say 'Admi' and in Sanskrit we say 'Purush'. None of them is better than the other. In fact, we call a man 'man' because people have agreed to use it in that sense.

7) Language is culture/society specific!  
Every language is shaped by the society in which it is practiced as well as the culture that exists at that specific time-period. Thus, every language is the product of society in which it is practiced. It is not possible to separate the language from the culture in which it exists. The vocabulary used has meaning only in relation to that society & culture.

8)

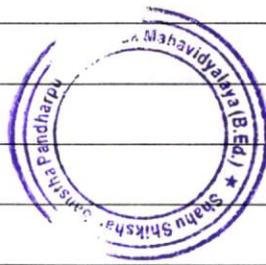
Language is species specific:-

Animals communicate mainly through the use of sounds, odour or body movement. All other species of animals (even plants) communicate but only humans use sophisticated language as the primary means of communication.

9)

Language is for communication:-

The primary purpose of any language is communication and self-expression. Human beings express their ideas, thoughts, feelings and emotions through language. In this way language is a means to connect past, present and future.



*Principle*  
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B.Ed Two Year Course (2021-2023)  
 Shahu Shikshan Sanstha (P.) Adhyapak Mahavidyalaya B.Ed. Shahu  
 Second Year Third Sem 2022-2023



ESSAY WRITING

05/11/2023

06/11/2023

07/11/2023

Sr.	Name of the Students	CC-4	EC-2	IC-3
1	Palsekar Sayali Sachin	<u>SSPalsekar</u>	<u>SSPalsekar</u>	<u>SSPalsekar</u>
2	Wankhede Manisha Niranjana	<u>MWankhede</u>	<u>MWankhede</u>	<u>MWankhede</u>
3	Purkar Umama Rafique	(W)	(W)	(W)
4	Antule Misbah Abdul Reheman	<u>Antule</u>	<u>Antule</u>	<u>Antule</u>
5	Ghatye Mayuri Hareshwar	<u>Mghatye</u>	<u>Mghatye</u>	<u>Mghatye</u>
6	Kurup Kripa Rajeev	<u>Kurup</u>	<u>Kurup</u>	<u>Kurup</u>
7	Pandey Divya Anil	<u>Divya</u>	<u>Divya</u>	<u>Divya</u>
8	Thakkar Disha Manoj	<u>Disha</u>	<u>Disha</u>	<u>Disha</u>
9	Aher Kalpesh Sahebrao	<u>Aher</u>	<u>Aher</u>	<u>Aher</u>
10	Ahire Reshma Raghunath	<u>RAHIRE</u>	<u>RAHIRE</u>	<u>RAHIRE</u>
11	Apotikar Neha Ratiram	<u>Apotikar</u>	<u>Apotikar</u>	<u>Apotikar</u>
12	Bisen Dipalee Ghanshyam	<u>Bisen</u>	<u>Bisen</u>	<u>Bisen</u>
13	Deshmukh Anjali Bhausaheb	<u>Aeshm</u>	<u>Aeshm</u>	<u>Aeshm</u>
14	Gadhari Pallavi Suresh	<u>Pgadhari</u>	<u>Pgadhari</u>	<u>Pgadhari</u>
15	Gawali Nikita Rajendra	<u>Nawali</u>	<u>Nawali</u>	<u>Nawali</u>
16	Magar Nutan Devidas	<u>Magar</u>	<u>Magar</u>	<u>Magar</u>
17	Mahajan Nishigandha Vinod	<u>Mahajan</u>	<u>Mahajan</u>	<u>Mahajan</u>
18	Patil Neha Rajendra	<u>Patil</u>	<u>Patil</u>	<u>Patil</u>
19	Shaikh Tamkeen Ashad	<u>Tamkeen</u>	<u>Tamkeen</u>	<u>Tamkeen</u>
20	Waghmare Ashwini Shivaji	<u>Asw</u>	<u>Asw</u>	<u>Asw</u>
21	Rehpade Prachi Swapnil	<u>Prachi</u>	<u>Prachi</u>	<u>Prachi</u>
22	Shinde Ekdanti Ananda	<u>Eshinde</u>	<u>Eshinde</u>	<u>Eshinde</u>
23	Tiwari Sumit Akhilesh	<u>Sumit</u>	<u>Sumit</u>	<u>Sumit</u>
24	Bhoir Aparna Kiran	<u>Bhoir</u>	<u>Bhoir</u>	<u>Bhoir</u>

Sr.	Name of the Students	CC-4	EC-2	IC-3
25	Kamble Swati Ganpatrao	<u>Sekamble</u>	<u>Sekamble</u>	<u>Sekamble</u>
26	Pagare Pornima Sahadu	<u>Bogare</u>	<u>Bogare</u>	<u>Bogare</u>
27	Bhojane Aarti Santosh	<u>Abhojane</u>	<u>Abhojane</u>	<u>Abhojane</u>
28	Channe Abhijeet Vijay	<u>Achan</u>	<u>Achan</u>	<u>Achan</u>
29	Kateskar Ashwini Pundlik	<u>Akateskar</u>	<u>Akateskar</u>	<u>Akateskar</u>
30	Kathole Ashvini Padu	<u>Akathole</u>	<u>Akathole</u>	<u>Akathole</u>
31	Landage Nikita Sunil	<u>Landage</u>	<u>Landage</u>	<u>Landage</u>
32	Shinde Dhanaji Pandurang	<u>Shinde</u>	<u>Shinde</u>	<u>Shinde</u>
33	Tarkar Vedika Vinish	<u>Tarkar</u>	<u>Tarkar</u>	<u>Tarkar</u>
34	Vairagar Manisha Prasad	<u>Manisha</u>	<u>Manisha</u>	<u>Manisha</u>
35	Wankhade Karishma Purushottam	<u>KP.wankhade</u>	<u>KP.wankhade</u>	<u>KP.wankhade</u>
36	Wankhede Manisha Madan	<u>Manish</u>	<u>Manish</u>	<u>Manish</u>
37	Kadam Sanket Kailas	<u>Se</u>	<u>Se</u>	<u>Se</u>
38	Sarode Vrushali Yogesh	<u>Usarode</u>	<u>Usarode</u>	<u>Usarode</u>
39	Sonawane Ashwini Vijay	<u>Sonawane</u>	<u>Sonawane</u>	<u>Sonawane</u>
40	Joshi Hemangi Chandrashekhar	<u>Hjoshi</u>	<u>Hjoshi</u>	<u>Hjoshi</u>
41	Hadke Anita Ganesh	<u>Hadke</u>	<u>Hadke</u>	<u>Hadke</u>
42	Patil Yogita Shivaji	<u>Patil</u>	<u>Patil</u>	<u>Patil</u>
43	Pawar Vandana Bhairu	<u>Pawar</u>	<u>Pawar</u>	<u>Pawar</u>
44	Khandagale Shital Balasaheb	<u>Khandagale</u>	<u>Khandagale</u>	<u>Khandagale</u>
45	Mishra Jyoti Umesh	<u>Jyoti</u>	<u>Jyoti</u>	<u>Jyoti</u>
46	Pathak Sharayu Mahesh	<u>Sharay</u>	<u>Sharay</u>	<u>Sharay</u>
47	Singh Madhuri Tribhuvan	<u>Madhuri</u>	<u>Madhuri</u>	<u>Madhuri</u>
48	Yadav Deepu Dayashankar	<u>Deep</u>	<u>Deep</u>	<u>Deep</u>
49	KM Yadav Shveta	<u>S Yadav</u>	<u>S Yadav</u>	<u>S Yadav</u>
50	Singh Jyoti Avaneesh	<u>Jyoti Singh</u>	<u>Jyoti Singh</u>	<u>Jyoti Singh</u>



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