Nav Sahyadri Charitabal Trust's

# College Of Education ( B.Ed ) Chakan

## B.Ed( II ) 2021-22

### INTERNAL PRACTICAL WORK

### MARKING SCHEME

Name of the Student :- Mr./Mrs.....Zope......Namrata.....Rohit.

Roll No :- .......101.................

Course Code :-.....201.........

Subject :-....Quality....and....Management....of school Edu².

| SR.NO | PRACTICAL WORK | MAXIMUM MARKS | MARKS OBTAINED |
|-------|----------------|---------------|----------------|
| 1. | PRACTICAL | 50 | 36 |
| 2. | M.C.Q | 50 | 34 |
| 3. | EXAMINATION | 80 | 58 |
| | TOTAL MARKS | 180 | 128 |
| CONSOLIDATED MARKS OUT OF | | 20 | 14 |

SIGNATURE OF GUIDE

Nav Sahyadri Charitabal Trust's

# College of Education (B.Ed ) Chakan

Course Code:-201- Practical Work

Subject:- Quality and Management of School Education.

Name of the Student: Mr./Mrs.-----Namrata Rohit Zope----- Roll No: -----101.

**Practical:- Study of School Management –Management of Infrastructural resources in school.**

## EVALUATION SCHEME

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

| No | Criteria | 1 | 2 | 3 | 4 | 5 |
|----|----------|---|---|---|---|---|
| 1 | Introduction,Need& Importance of Infrastructural resources | | | ✓ | | |
| 2 | School Building &Play Ground | | | | ✓ | |
| 3 | Information about other Infrastructural resources | | | | | ✓ |
| 4 | Availability of  Infrastructural resources for School Staff | | | ✓ | | |
| 5 | Availability of  Infrastructural resources for Students | | | | ✓ | |
| 6 | Availability of  Infrastructural resources for co- curricular activities & sports | | | ✓ | | |
| 7 | Availability of  Infrastructural resources  related to health : Cleanliness, Ventilation & light | | | | ✓ | |
| 8 | Maintenance and optimum use of all  of  Infrastructural facilities | | | ✓ | | |
| 9 | Provisions and equipments for Disaster management in the school premises. | | | | ✓ | |
| 10 | Suggestions & Educational implication. | | | ✓ | | |
| | **Total Marks-50** | | | | | |

$$\frac{36}{50}$$

Date-

Signature of Professor In-charge

# Study of Management of Infrastructural Resources In School.

# Index

# -: Acknowledgement :-

I would like to express my special thanks of gratitude to my Principal and all the teachers of 'Nav Sahyadri College of Education, Chakan'. For the guidance and support given to complete the practical 'Study of management of Infrastructural resources in school.'

Secondly I would like to thank the Principal and Teachers of 'Innovative International School, Chakan' without whom practical completion would not take place within a given time.

# ∴ Introduction :-

→ School management is a process of leading the school towards development that help in achieving all objectives of school.

→ The practical, "Study of management of infrastructural resources in school" has been done in "Innovative International School, Chakan."

→ It plays an important role in the current educational system.

→ The school management system reduces the functions of administrators, teachers, staff and other by providing a platform for them to monitor activities, generate reports, upload documents and much more.

→ School management has two major aspects internal management which include issue like admission, management of library etc. and external management which include parents, teachers, students community member and local administration for smooth function.

## -: Objectives of School Management. :-

→ To develop an understanding of the concept of school management.

→ To know about leadership qualities of H.R.

→ To know the importance and concept of institutional planning in school.

→ To understand the various concept of management and their uses in daily school routine.

→ To understand the use of management principles for improving quality of educators with special.

→ To create and maintain a congenial school atmosphere.

→ To improve interpersonal communication.

## :- Importances of School Management :-

→ It includes the study of various theories of management science which define and describe the role and responsibilities of educational manager and develop managerial skill.

→ Helps in decision making and problem solving communication and managing infor-mation and building effective teams.

→ Helps in planning of co-curricular activities, academics and preparation of time-table.

→ It includes the study of educational planning at micro level, it's goals, principles, approches and procedure. At micro level it helps in understanding and facilities :- Institutional plan-ning and educational administration.

→ There is strong evidence that high-quality infrastructure facilities better institutiong and improves students outcome and reduces drop-out rate among other benifits.

→ Helps in the maintenance of school records, evaluating student's achievement.

## -: School Building and Playground :-

### ★ School Building :-

→ Buildings are to education as body is to mind.

→ The school building of Innovative International school is beautiful which not only stimulating centres of education for children but also vital centres of community life.

→ The school building consists of ground Floor where assembly takes place 1st Floor which include office, Principal's room, hall and classrooms. The 2nd Floor includes laboratory, library, computer, dance room and some of the classrooms too.

→ At each Floor there is washroom individual For boys and girls. It also consists of Principal's and staff quarters too.

# -: Playground :-

→ Innovative International school has a playground which is constructed by boundary wall.

→ Shady trees which add charm and glory of the playground. It also has presence of grassy lawn and Flowers in the playground

→ During their games period, student play there and some of their activities are also done. The playground is greeny in nature.

→ While entering the main gate of school plants are planted so that students feel Fresh while entering in the school.
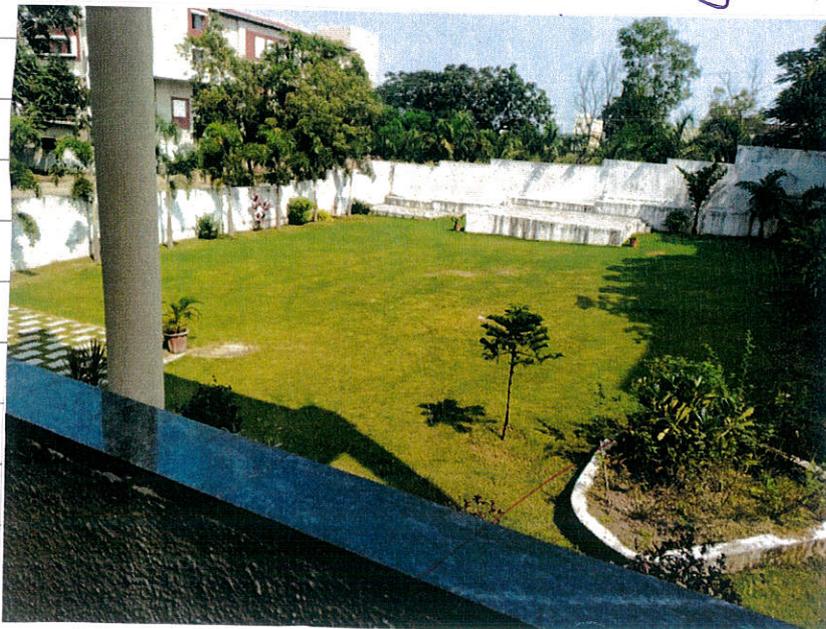
Playground.

-: Information about infrastructural resources:-

Innovative International School includes various infrastructural resources.

-: Infrastructural Facilities :-

* Playground
* Dormitory Room.
* School Offices.
* Washroom.
* Computer Room.
* Storage and Supply Room.
* Staff Room.
* Science Laboratory
* Assembly Hall.
* Dance Room.
* Classroom.
* Library.

- Availability of infrastructural resources For School staff :-

Many facilities are available for school staff which are as follows :-

→ There is presence of staffroom where teachers can sit in their free period.

→ There is separate washroom For ladies and gents staff.

→ There is also one room where if some one is not feeling well they can take rest. There is also drinking water facilities availables for the staff.

→ Library is actually available For all students and teachers where they can use books besides their subjects.

→ There is also desk, table and chalk available For teachers in a well designed manner in the classroom.

-: Availability of infrastructural resources for students :-

The availability of infrastructural resources for students are as follows :-

→ Classroom :-
Classroom can accomodate 70 pupil's max. It has well designed benches where students can sit comfortable and be attentive during lectures. The walls are decorated with beautiful charts related to their subjects.

→ Library :-
Library is at the second floor, it consists of various books where students can learn many new things besides their subjects. there is welcome plate at the entering of the library room.

⇒ Assembly Hall. :-
Assembly hall is at the ground floor, where morning prayer and afternoon prayer take place. There is presence of speaker, mic.

⇒ Science Laboratory :-
There is also science lab which consists of.

biology, chemistry and physics lab, so that students can do their practical skill. It also has well equipped and designed apparatus.

→ Dance Room :-
There is also available of dance room where students perform and practice their dance.

→ Washroom :-
There is also separate washroom for girls and boys to keep cleanliness. Cleaning is done twice during school working hours.

Class room



Library

-: Infrastructural resources for Co-curricular activities and sports :-

→ Co-curricular Activities are the activities that enable to supplement and complement the curricular or main syllabi activities.

→ Innovative International School consist of various co-curricular activities like :-
Debate competition, Essay, story, science exhibition, reading newspaper and many more.

→ They have alloted one classroom for this co-curricular activities.

→ There is only one room available for sports things. They conduct various types sports activities like karate, Atheletic, ropes, and annual sports day also.

→ Many events are celebrated in this school which is also included in co-curricular activities.

# -: Health cleanliness, Ventilation and light :-

→ There is also good facilities related to health and hygiene. Cleanliness is well maintained in these school.

→ They have appointed workers related to cleanliness and hygiene. There is also light lighted whenever it is necessary. The brightness of light is quite enough.

→ There is also ventilation especially in the laboratory where students deals with fumes gases. This how school takes care about health of students and other staff members.
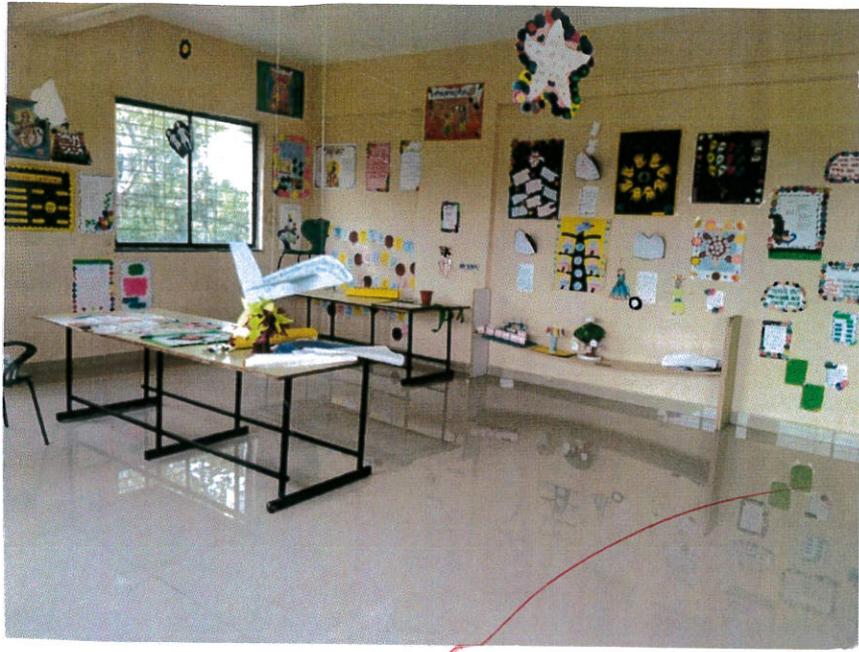
Co-curricular Activities room.



Maintainance of School Premises.

-: Maintenance and Optimum use of all infrastructural resources :-

Innovative International school maintain their maintenance and optimum use of all infrastructural resources by keeping various types of records.

Admission and Withdrawals Register :-
The admission and withdrawals register shows the names of the students who have enrolled and the names who have withdraw from various classes in the school.

Students Attendance Register :-
In this student's attendance are taken early in the Morning First period 'P' is for present, 'A' for absent, 'L' for leave. It is recorded everyday.

Teacher's Attendance Register :-
In this register, teachers attendance records are kept. In this teachers have to mention entering and exit timming from the school.

Class - Time - table :-

It is a record where teachers are taken according to specific time alloted to the teachers. It helps students to manage their time and schedule.

Cash Book :-
It is the important record of the school Everyday income - expenditure entries are made in this books regarding school.

Transfer and Leaving Certificates :-
Transfer and leaving certificates are the forms approved by the zonal inspector of education and signed by the teacher at the request of parents to permit their children to leave one school.

Visitor book :-
The purpose of a visitor book is to keep records of the names and addresses of visitor date, time of visits, purpose of visit and who the visitor requested to visit.

School Time-table :-
A school time-table is a table used for co-ordinating four basic elements in a school system.

-: Maintenance and optimum use of Infrastructural Resources :-

Following are the maintenance and optimum use of infrastructural resources :-

→ Water Supply :-
There is a tank kept at the top of the school which is filled with water and it used daily by the students and teachers for their purpose. The water tank mainte-nance is done by checking the cleanliness and purity of water alternate days.

→ Light :-
Light is frequently used by the people and it is checked everyday to avoid the disaster taking place.

→ Computer lab :-
It is also used by student's when their period take place and all the lights and computers are switched of after leaving the lab.

→ Science lab:-
In science lab, there is presence of lab assistance who take care and maintain
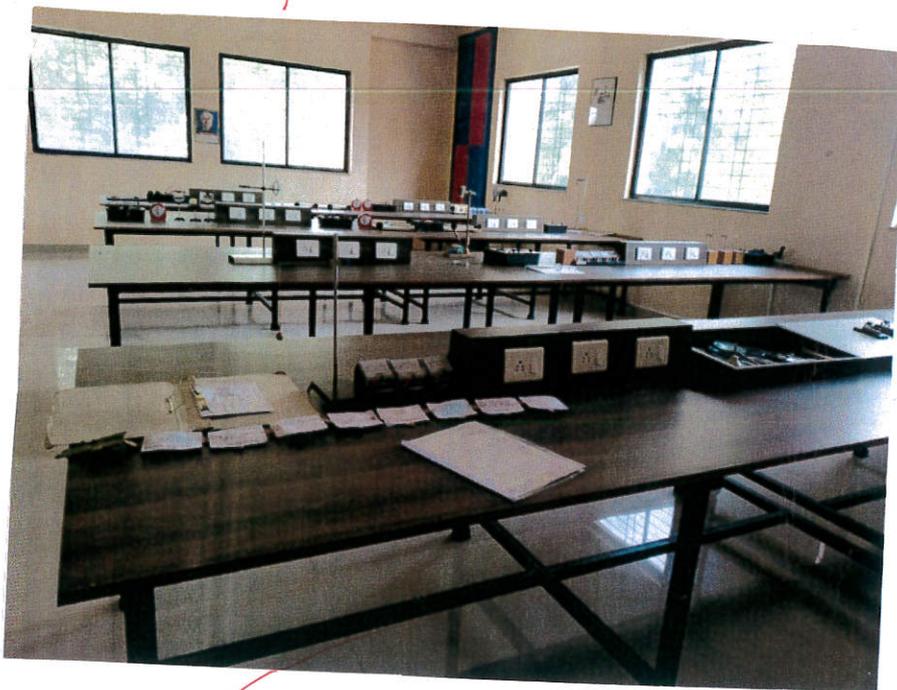
the lab. Students use that only chemicals which are instructed by their teachers.

→ Washroom :-
Maushi's are kept for cleaning the washroom and other purpose too. This is how washroom is kept clean. Sweeper is also kept to clean the school premises and playground. Cleaning is done twice during school working hours.

Maintainance of Science Lab.



Physics Lab.

: Provision and equipment For disaster management in the school premises :-

→ There is Fire extinguisher present at each Floor of the school regular maintenance and testing is also done. It also consists of alarm.

→ If any Fire take, then alarm by ringing gives signal and people can save their life.

→ It also has First-aid box when anyone get injured they can use the medicines present in First aid box during any disaster.

⇒ There also presence of two doors in each classroom. So, that if any disaster takes place students can safely exit From the classroom. There is also presence of emergency exit.

→ Actually the aim of emergency planning is to ensure that the safety of the students and the staff is maintained during an emergency. The emergency management plan is a mean by which this can be achieved
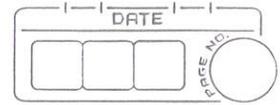
# -: Suggestion :-

→ Overall Innovative International school, Chakan infrastructure resources are good but I would like to give suggestion related to some things :-

→ Firstly there is only one room for sports where the things are kept in a congested way. Secondly washroom should be more because during recess time overcrowd of students take place. Otherwise the school management is good and appriciable.

## -: Educational Implication :-

→ School management is important because it also help the school to manage the students admission by managing the prospective students data and reduce the use of paper.

→ It helps teachears to understand the management process in school which is very important. From this practicle we all come to know how actual the managing process take place which we were not aware before cloing these practical.

→ It is also the important part of our education which is very useful in Future.

→ It also tells us how actual the infrastructure of school should be done. So, that students can take their in such school.

→ We also came to know # how environment also plays a important role in manufacturing the infrastructural resources in school.

REEGAL INDUSTRIES

Date :                          **B.Ed. Second Year**                          Time: 1 Hr.

### Sub: - 201 : Quality and Management Of School Education

Instructions :  1) All questions are compulsory.

2) Each question carries 2 marks.                          **Marks**  | 34 |
| 50 |

Roll No. :     101

---

1. School maintains various records according to educational work that's called.......

शैक्षणिक कार्यानुसार शाळा विविध नोंदी राखते त्याला .............. म्हणतात .                          | 4 |

1. School Information   शाळेची माहिती

2. School Record शाळेची नोंद

3. Student Record   विद्यार्थ्यांची नोंद

4. Admistrative record प्रशासकीय रेकॉर्ड


2. The function of headmaster of school is ......... शाळेच्या मुख्याध्यापकाचे कार्य ...............                          | 3 |

1. To integrate units  घटकांचे एकत्रीकरण

2. Delegate Authority   अधिकाराचे प्रतिनिधित्व

3. To determine Policy  धोरण निश्चित करण्यासाठी

4. Motivation प्रेरणा


3. The main purpose of NCTE ...... एनसीटीईचा मुख्य हेतू ........                          | 4 |

1. to plan and co-ordinate development of teacher education शिक्षक शिक्षणाच्या

विकासाचे नियोजन व समन्वय साधणे

2. to regulate and maintain the norms and standered teacher education शिक्षक

प्रशिक्षणाचे निश्चित  निकष व नियम घालून देणे.

3. Involved in decision marking for school activities शालेय उपक्रमांसाठी निर्णय घेण्यामध्ये सामील होणे.

4. All the above वरील सर्व

4. The objectives of ISO-9000 family of quality management is ......... गुणवत्ता व्यवस्थापनाच्या आयएसओ –9000 कुटुंबाची उद्दिष्टे कोणती आहेत?

1. Costomer satisfaction उपभोक्ता समाधान

2. Employee satisfaction कर्मचाऱ्यांचे समाधान

3. Skill enhancement कौशल्य विकसन

4. Environmental issues पर्यावरणीय गोष्टी

1

5. ........ Institute gives permission to College of Education .......... ही संस्था शिक्षण महाविद्यालयास परवानगी देते.

1. NCTE एनसीटीई                2. SCERT एससीआरटी

3. NCERT एनसीईआरटी            4. UGC यूजीसी

4

6. Lack of .............. increases the rate of wastage without creating interest. ...... च्या अभावामुळे आवड निर्माण न होता गळतीचे प्रमाण वाढते.

1. School building & Laboratory शाळा इमारत व प्रयोगशाळा

2. Play graund क्रीडांगण

3. Option A & B पर्याय अ आणि बी

4. Only B केवळ बी

3

7. Teacher salaries and allowances collectively are written in .......... ............ मध्ये शिक्षकांचे वेतन आणि भत्ते एकत्रितपणे लिहिले जातात.

1. Cash Register रोख नोंदणी रजिस्टर

2. General Register सामान्य नोंद वही

3. Confingent registers आकस्मिक रजिस्टर

4. Cumulative records संकलित नोंदवही रेकॉर्ड

1

8. According to Deming problems occur in quality due to ......... डेमिंगच्या मतानुसार गुणवत्तेत समस्या .............. मुळे उद्भवतात?

1. Management व्यवस्थापन

1

2. method  पद्धत

3. machine  मशीन

4. Material  साहित्य


9. The most important responsibility for maintaining school decipline is on .........
शालय शिस्त राखण्यासाठी सर्वात महत्वाची जबाबदारी ............ वर असते.    4

1. Governance  प्रशासन

2. Students  विद्यार्थी

3. Parents . पालक

4. Management bord  व्यवस्थापन मंडळ


10. State Council of education Research and training establish in ...... राज्य शैक्षणिक
संशोधन व प्रशिक्षणा परिषदेची स्थापना ............ साली झाली .    1

1. 1983

2. 1986

3. 1972

4. 1961


11. The lesson plans are written on ............. basis. पाठ नियोजनाचे लेखन ............. केले जाते.

1. Weekly  साप्ताहिक    4

2. Monthly  मासिक

3.Yearly  वार्षिक

4. Daily दैनंदिन

12. Which of the following is not a measure to manage wastage and stagnation ......
पुढील पैकी कोणते स्थागिती आणि गळती व्यवस्थापित करण्यासाठी साधन नाही ?    3

1. Changing admission policy  प्रवेश धोरण बदलणे

2. Changing teaching strategy  अध्यापन तंत्र बदलणे

3. Changinh dress code  ड्रेस कोड बदलणे

4. Changining Curriculum अभ्यासक्रम बदलणे


13. UGC is a national level body which is concerned with ............ यूजीसी ही राष्ट्रीय
स्तराची संस्था आहे जी ............... संबंधित आहे.    1

1. Higher Education  उच्च शिक्षण

2. School Education  शालेय शिक्षण

3. Secondary Educatin  माध्यमिक शिक्षण

4. Non formal Education  अनौपचारिक शिक्षण

14. Which management should a teacher do t reach the proper goal without stress ......? तणाव मुक्त योग्य उद्दिष्टया पर्यंत पोहचण्यासाठी शिक्षकाने .......... केले पाहिजे.

1. Class Management  वर्ग व्यवस्थापन

2. Time Management  वेळ व्यवस्थापन

3. Event Management  कार्यक्रम व्यवस्थापन

4. Teacher Management  शिक्षक व्यवस्थापन

**3**

15. How would you increase student participation in crowed classroom ....... ? जास्त विद्यार्थी संख्या असलेल्या वर्गात तुम्ही विद्यार्थ्यांचा सहभाग कसा वाढवाल ?

1. By giving written assignments  लेखी काम  देऊन

2. By group activity and its reporting  गट कार्य व त्याचे  अहवाल लेखन देऊन

3. By condccing  चाचणी परीक्षा घेऊन

4. By Taking reading of textbook  पाठ्यपुस्तक वाचन करून

**2**

16. In which year the 10+2+3 structure ............ was adopted. १० + २ + ३ हा आकृतिबंध कोणत्या वर्षी ............ स्वीकारला .

1. 1966

2. 1964

3. 1965

4. 1968

**4**

17. Where is the head of SCERT? राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद कोठे आहे?

1. Pune  पुणे

2. Mumbai  मुंबई

3. Nagpurl  नागपूर

4. Sangali  सांगली

**2**

18. What is meaining of TQM? टीक्यूएम म्हणजे काय?           **4**

1. Quality management  गुणवत्ता व्यवस्थापन

2. Quality of Management  व्यवस्थापनाची गुणवत्ता

3. Total Quality  एकूण गुणवत्ता

4. Total quality management एकूण गुणवत्ता व्यवस्थापन


19. Which of the following is not a roll of Principal for students? खालीलपैकी कोणती

विद्यार्थ्यांप्रती  प्राचार्यांची भूमिका  नाही?           **4**

1. Resurce provider  पुनरुत्थान प्रदाता

2. Curriculum specialist   अभ्यासक्रम तज्ञ

3.  Mentor  मार्गदर्शक

4. Demoralise मनोविकृत करणे


20. The ……………… of educational rectors in supervision. शैक्षणिक  सुधारणेचा ………………

म्हणजे पर्यवेक्षण होय.           **4**

1. Spines कणा

2. Center point  केंद्र बिंदू

3. Foundations पाया

4. Daily work दैनंदिन काम


21. Class management and…….are different concept. वर्ग व्यवस्थापन आणि …… भिन्न भिन्न

संकल्पना आहेत.           **3**

1. Class control वर्ग नियंत्रण

2. Class planning  वर्ग नियोजन

3. Interaction  सुसंवाद

4. Class structure वर्ग रचना


22. Quality schools most important features means expands and …….. गुणवत्तापूर्ण

शाळाचे एक महत्वाची वैशिष्ट्ये म्हणजे विस्ताराबरोबरच …………           **1**

1. Educational Action reserch  शैक्षणिक कृती आराखडा

2. Educational Action शैक्षणिक आराखडा

3. Education Resarch  शैक्षणिक संशोधन

4. Education structure शैक्षणिक रचना

23. Which years established state educational technology........... ............ वर्षी राज्य शैक्षणिक तंत्रज्ञान संस्थेची स्थापन करण्यात आली.

1. 1984
2. 1987
3. 1989
4. 1972

2

24. Which year established Maharashtra state bearau of the book production and curriculum text book production and curriculum text book bearau ...... .............. रोजी महाराष्ट्र राज्य पाठ्य पुस्तक निर्मिती व अभ्यासक्रम मंडळाची स्थापना करण्यात आली.

1. 27 Jan. 1967
2. 26 Jan. 1967
3. 24 Dec. 1967
4. 27 Dec 1968

1

25. .......is the captain of the school. ....... .शाळेचा कर्णधार आहे

1. Headmaster  मुख्याध्यापक
2. Subheadmaster उपमुख्याध्यापक
3. Teacher  शिक्षक
4. Student विद्यार्थी

1

Nav Sahyadri Charitabal Trust's

# College Of Education ( B.Ed ) Chakan
## B.Ed( II ) 2021-22

## INTERNAL PRACTICAL WORK

## MARKING SCHEME

Name of the Student :- Mr./Mrs...... Sapare  Sailaja ......................

Roll No :- ..... 80 ...................

Course Code :-.... 202 .........

Subject :-... Knowledge  and  curriculum  ~~across~~ Language
across the curriculum.

| SR.NO | PRACTICAL WORK | MAXIMUM MARKS | MARKS OBTAINED |
|-------|----------------|---------------|----------------|
| 1. | PRACTICAL | 50 | 40 |
| 2. | M.C.Q | 50 | 38 |
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| CONSOLIDATED MARKS OUT OF | | 20 | 15 |

SIGNATURE OF GUIDE

Nav Sahyadri Charitabal Trust's

# College of Education (B.Ed ) Chakan

Course Code :-202 - Practical Work

Subject:-Knowledge and Curriculum Language across the curriculum.

Name of the Student: Mr./Mrs. ___Sapare   Sailaja   Sapare___ Roll No: __80__

**Practical :- Comparative study of the Curriculum of different boards (SSC,ICSE,CBSE,IB ) .**

## EVALUATION SCHEME

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

| No | Criteria | 1 | 2 | 3 | 4 | 5 |
|----|----------|---|---|---|---|---|
| 1 | Introduction | | | | | ✓ |
| 2 | Nature & Structure of the Curriculium of Different boards | | | | ✓ | |
| 3 | Objective of the Curriculium  of Different boards | | | | | ✓ |
| 4 | Weightage given subject wies | | | | ✓ | |
| 5 | Accueacy of the content referencr  books | | | | | ✓ |
| 6 | Merits & demirits between the boards | | | | | ✓ |
| 7 | Reflection of values, core elements and Life skills | | | | | ✓ |
| 8 | Evaluation scheme & nature of Results | | | | ✓ | |
| 9 | Critical opinion | | | | | ✓ |
| 10 | Overall Impression. | | | | | ✓ |
| | **Total Marks-50** | | | | | 40 |

Date-

Signature of Professor In-charge

In the academic year of 2021-22 while completing II Year B.Ed., in Navsahyadri Charitable Trust college of Education, under the Savtribai Phule Pune University Pune. We got oppurtunity to complete the practical under various subjects of B.Ed., . Practical no. 202 " knowledge and curriculum and language across the curriculum" for which we had to complete.

Firstly I would like to express my gratitude towards the principal Prof. Dudhawade Sir and Prof. Kachgunde Sir for their support and guidance for the completion of practical.

Secondly I would like to thank my family for the support to complete the practical and last but not least I am thankful to my friends & classmates who supported, helped & guided me for the completion of this practical directly and in directly.

The education boards in India is rather diverse and equally qualitative when it comes to providing education. However, there are four boards that the Indian education provides for you to choose from. They are as follows.

Different education Boards in India.

- Secondary School Certificate (CSSC)
- Indian Certificate of Secondary Education (CICSE)
- Central Board of Secondary Education (CCBSE)
- IB School

## Secondary school Certificate :

The Secondary School Certificate also goes by SSC or Matriculation examination is a public examination. Bangladesh, India, and Pakistan conduct this as a complete exam of secondary education. Students of class 10 can appear for these. Moreover, it is equivalent to GCSE in England. And also the first two years of High schools in the United States.

## Indian Certificate of Secondary Education

The Council for the Indian School Certificate Examination is a private board of school education in India. The aim of this board is to provide a general education examination, in accordance with the recommandations of the New Education Policy 1986 (India), through medium of English.

## Central Board of Secondary Education:

Another Board / Structure of the education boards in India is the CBSE board. This is a national level board of education in India for public and private schools. The Union Government of India is responsible for controlling and managing the board functions. Further, CBSE requests all affiliation schools to follow only NCERT curriculum. There are approximately 20,299 schools in India and 220 schools in 28 foreign countries affiliated to the CBSE.

## IB School

This board is excellent for kids whose parents wish that their kids travel the world and acquire overseas education. However, there are very few students in each batch, therefore ensuring that all students recieve qualitative focus. Further, the syllabus is taught in an interesting way without the use of main stream teaching techniques. This boards is one of the reasons for a great development in the Indian Education system over the years. The overall atmosphere in in the school is international, with kids taking teachers as their equals.

# different boards

**Meaning of Curriculum:**

The term curriculum has been derived from a latin word 'Currere' which means a 'race course' or a runway on which one runs to each goal. Accordingly, a curriculum is the instructional and the educative programme by following which the pupils achieve their goals, ideals and aspirations of life.

**Nature of Curriculum:**

1. The instructional programme as indicated by the course offerings to meet the varies require-ments of a vast heterogeneous population.

2. The courses of study, embodying outlines of knowledge to be taught.

3. All the experiences provided their under the guidance of the school. Close examination of them reveals the difficulty in diciding.

**The Basic Nature of Curriculum**

1. It is thought of as a programme and pattern of offerings.

2. It is thought of to the experiences through which knowledge is communicated.

Curriculum is that which makes a difference between maturity and immaturity, between growth and stasis, between literacy and illiteracy, between sophistication (intellectual, moral, social and emotional) and simplicity.

→ It is the accumulated heritage of man's knowledge filtered through the prisms of contemporary demands and pressures.

→ It is that wisdom considered relavant to any age in any given location.

→ It is that we choose from our vast amount of heritage of wisdom to make a difference in the life of man.

## Structure of Indian School Education.

The structure of school education refers to the ladder of education. at school level. The ladder of education can be visualized from two perspective. One academic and two, administrative. The academic structure has been given in detail in the next unit. However, it will be worthwhile for you know the academic structure in brief.

1) Academic Structure: The Education Commission 1964-66 recommended the 10+2+3 pattern for adoption as a common pattern of the education in the country. The 1968 National Education Policy

On Education strongly recommended its implementation in all parts of the country. Finally, the 36$^{th}$ session of the Central Advisory Board of Education (CABE) held at Delhi on 10$^{th}$ ~~December~~ September, 1972 passed a resolution stating that "It would be desirable to adopt a uniform pattern, i.e. 10+2+3 in all parts of the country.

ii) Organisational structure: Education as indicated above, is the joint responsibility of states & the centre. The orgnizational structure has been developed to manage education at different levels. i.e., Centre, state, District, Block & Village level.

# different Boards

## SSC Board

## Nature

Maharashtra SSC Board is responsible for the formation and implementation of the rules and regulations in accordance to the guidelines set by the state as well as central boards. It is also in charge of formation, and implementation of the syllabus or curriculum of all the grades, textbooks, exam schedule and type.

### Structure of SSC Board of Maharashtra

| | |
|---|---|
| Abbreviation | : MSBSHSE |
| Formation | : 1 January 1966 ; 57 Years ago |
| Type | : State Governmental Board of Education |
| Head quarters | : Pune, Maharashtra |
| Official language | : Marathi |
| Chair person | : Sharad Gosavi |
| Secretary | : Krushna kumar Patil |
| Parent Organization | : Ministry of Education, Govt., of MH. |
| Affiliations | : 10,654 schools (2020) |
| website | : mahahsscboard.in |

# CBSE Board

## Nature:

The Central Board of Secondary Education is a national level board of education in India for public and private schools, controlled and managed by the government of India. The Board was indeed by a bold experiment towards inter-state integration and co-operation in the sphere of secondary education.

## Structure of CBSE Board.

| | | |
|---|---|---|
| Abreviation | : | CBSE |
| Formation | : | 2 July 1929 (92 Years ago) |
| Type | : | Governmental Board of Education |
| Legal status | : | Active |
| Head quarters | : | New Delhi , India |
| Official Language | : | Hindi , English |
| Chairperson | : | Manoj Ahuja IAS |
| Parent Organization | : | Ministry of Education |
| Affiliations | : | 26,384 schools (29 December, 2021) |
| Website | : | www.cbse.gov.in. |

# IB Board

The IB curriculum was adopted in the year 1976 in India and currently, there are about 148 schools in India following the IB curriculum. For those who are completely unaware of the idea of IB curriculum; IB or the international Baccalaureate curriculum offers a rigorous, consistent high school curriculum for the families of children of globally mobile families. It is an International curriculum in India as it is adopted by a majority of schools abroad.

## Structure

| | | |
|---|---|---|
| Abreviation | : | IB |
| Formation | : | October 25, 1968; 53 Years ago |
| Official language | : | English, French & Spanish |
| Head quarter | : | Geneva & Switzerland |
| Chairman | : | Dr. Sivakumari |
| Affiliation | : | 201 IB Schools |
| Type | : | Private |
| Ease of Learning | : | Hard |
| Score of Topper | : | 100% |
| Website | : | WWW.ibo.org. |
| Parent Agency | : | Ministry of Home Affairs. |

# ICSE Board

## Nature

The Council for the Indian School Certificate Examinations is a privately held national-level board of school Education in India conducts the Indian certificate of Secondary Education. A private school board designed to provide on examination in a course of general education, in accordance with the recommendations of the New education Policy 1986, through the medium of English.

## Structure of ICSE Board

| | |
|---|---|
| Abreviation | : ICSE |
| Formation | : 3rd November 1958; 64 years ago |
| Type | : Non-Governmental Board of Education |
| Head quarters | : New Delhi, India |
| Official language | : English |
| key people | : G. Immanuel (Chairperson) Garry Arathoon (Chief executive & secretary) |
| Affiliations | : 2,639 Schools (2021) |
| Website | : www.cisce.org. |

# Objectives of CBSE Curriculum

Main objectives of CBSE are: To define appropriate approaches of academic activities to provide stress free, child centered and holistic education to all children without compromising on quality. To propose plans to achieve quality bechmarks in school education consistent with the National goals.

- To prescribe conditions of examinations and conduct public examination at the end of Class X and XII. To grant qualifying certificates to succecful candidates of the affiliated schools.
- To fillfill the educational requirements of those students whose parents were employed in transferable jobs.
- To prescribe and update the course of instructions of examinations.
- To affiliate the institutions for the purpose of examination and uplifting of the academic standards of the country.

# Objectives of ICSE Curriculum

The council mainly aims at the providing education for all and promotes within its sphere interests of science, literature as well as fine arts. It believes in bringing about a revolution in the impartment of useful knowledge for all. The council basically conducts school examinations in the English medium.

- The ICSE curriculum focuses on the overall develop-ment of the student.
- There is a wide range of subjects in ICSE choosen from.
- The ICSE syllabus is vast and extensive.
- Syllabus of the ICSE provides detailed and practical knowledge of various concepts.
- It strictly emphasizes English flency which results in ICSE students being more articulate in English than others.

   Private candidates cannot appear for ICSE exam.

## Objectives of IB Curriculum

   The IB curriculum aims to develop inquisitive knowledeable, considerate, and caring young adults who aim to create a better and more peaceful world through intellectual understanding and respect.

# SSC Board Accuracy

For the students to prepare well for the MSBSHSE exam and score high marks Maharashtra State Board resources are accurate and useful. The MSBSHSE also gives the list of additional study materials, here sometimes it might not be accurate enough according to the updated system of the state board.

# Accuracy of CBSE Board

When it comes to scoring good marks, NCERT books will alone help you to score more than 85% in the examination. It doesn't mean that other books are not at all beneficial, but first & foremost solutions will be the most preferred books by any of the CBSE students. CBSE Boards prefers NCERT Curriculum. It helps them to clear all the fundamentals and almost every questions in your examination will be asked from the NCERT solutions.

# ICSE Board

The ICSE offers the intensive content focused teaching and textbooks while the board prescribes a lot of textbooks, there is no council that offers books and schools are allowed to make the choice.

ICSE focuses a language and overall development of students may not be the beat for competitive exams in the country. However, it adds value if the students is aiming to study abroad.

## IB Board

IB schools are renewed for the balanced approach they take an educating students. The content is not designed for persuing higher studies in Indian Universities.

# SSC Board

Maharashtra State Board Secondary and Higher Secondary Education (MSBSHSE) conducts the SSC Examination every year in the month of March, tentatively. Maharashtra Board SSC students have to take examinations of six compulsory subjects such as English, Mathematics, Science, Social science and two optional language subjects. The score of the best five subjects is considered in the Maharashtra Board SSC result.

## Maharashtra Board English Exam Pattern

Maharashtra Board SSC English exam will be conducted for a total of 100 marks. The theory exam will be of 80 marks and the remaining 20 marks will be allotted to oral tests. The theory paper will be divided into four sections: Reading Skills (Textual), Reading skills (Non-textual), Grammar and writing skills.

## Maharashtra Board Mathematics Exam Pattern

Maharashtra Board SSC Mathematics exam is divided into two papers i.e., paper-1 Algebra and Paper-2 Geometry.

- Maharashtra Board Maths Exam will be conducted for a total of 100 marks.

- The theory paper will carry 80 marks and 20 marks will be evaluated on the basis of the practical exam.
- Both paper-1 & Paper-2 will be of 40 marks each.

## Maharashtra Board SSC Science & Technology Pattern

The Maharashtra Board SSC Science and technology exam will be held for a total of 100 marks. The question paper will be of 80 marks & remaining 20 marks were allotted for practical/viva/projects.

The question paper of science & technology will be divided into two parts i.e., science part1 & Part-2 Technology. Both papers will be of 40 marks each.

## Maharashtra Board SSC Social Science Exam

Social science paper is conducted for a total of 100 marks which is divided into 80 marks for theory paper & 20 marks for practical/viva/projects.

The paper of social science will be divided into two parts Part A: History & Political science
Part B: Geography & Economics.

The theory part of A & B will be 40 marks each.

Practical/Viva/project of 10 marks each for Part A and Part B.

## Maharashtra Board SSC Optional Language Exam Pattern

Students can opt for any two langesages as their optional language subject. Students can choose the languages from the list Modern Indian Languages, Classical languages and Modern Foreign languages. The language paper will be of a total of 100 marks.

The total theory paper weightage is of 80 marks. Remaining 20 Marks will be allotted for the Oral test.

## CBSE Board

CBSE Class 10 2021-22 has been released by the CBSE on its official site. The CBSE class 10 Marking scheme is actually an answer sheet that provide step by step marking of each and every question provided in the sample paper. By going through the CBSE Marking scheme for class 10, you can understand the allocation of marks for every answer step by step.

To get a head start in your exam preperation, we are providing you a detailed guide on Term 1 CBSE class 10 Marking Scheme 2021-22 and Weitage of marks for all subjects.

You should have an idea about the most important topics and do make sure, you are completely precise on these topics.

Here you can find the marking scheme & weightage distribution for all subjects.

## for Maths

The exam pattern of Class 10 Mathematics is of two types — • standard & • Basic. The Standard and basic exam pattern for the CBSE 10th Class Board Board Exam are the same. Both consist of 4 sections of questions.

The paper of CBSE Board Mathematics is of 80 marks. The paper consists 4 sections.

## CBSE Marking scheme for Science.

CBSE Grade 10 Science Chapterwise marking system & weightage distribution as given below. The CBSE Board allotted grand total for science subject is of 100 marks. 80 Marks is for theory paper and 20 Marks is for Internal Assessment.

## CBSE Class 10 Marking scheme for English

English is one of the easiest subjects in 10th Grade. CBSE class 10 Marking Scheme for English Communicative is 1. Reading Skills for 20 Marks, 2. Writing Skills with Grammar for 30 marks and 3. Literature Textbook and Supplementary reading Text for 30 marks. Total Marks for English subjects is of 100 marks.

# CBSE Class 10 Marking scheme For Social Science

Social science is considered one of the most scoring subjects in Class 10th. As per the CBSE Marks Pattern for Class 10, the board covers the entire syllabus of Geography, History, Civics, and Economics in Social Science. The total marks for social science subjects is of 80 Marks.

# CBSE class 10 Marking Scheme for Hindi

Hindi syllabus is divided into two courses i.e., Course A & Course B.
Course A consists of 1. अति लघुतरात्मक , 2. लघुतरात्मक 3. निबंधात्मक 1 & 4. निबंधात्मक 2.

Course of Hindi course-B will be asked 44 questions in total. 1. अति लघुतरात्मक , 2. लघुतरात्मक, 3. निबंधात्मक 1 4. निबंधात्मक-2.

# Topic : Merits and Demerits between the boards

There are various educational boards present in India for the secondary study of the teenagers like state government boards, CBSE, ICSE, and NIOS. The two main boards of the country are CBSE and ICSE. Both are very popular in terms of study throughout the nation. Both the institutes have different functionality, standards and abilities regarding education. Most parents opt one of the boards from these two. Before choosing the board your child must know about the pros and cons of there boards so that you can make a good choise as according to your child's abilities as all the kids have different aptitude. level and aspirations.

Firstly we will discuss the merits & demerits of the CBSE and afterwards ICSE

## Advantages and Disadvantage of CBSE

In India, Central Board Of Secondary Education is one of the boards of education for high school level Education. It is controlled and managed by by the Union Government of India. All schools affiliated to CBSE strictly follow the NCERT (National Counsil of Educational Research and Training) curriculum. There are around 19,316 schools in India and 211 schools in 25 different foreign countries affiliated to the CBSE board. Also, AISSCE (All India Senior School Certificate Examination) is conducted by the CBSE for the 12th - grade students.

# Advantages of the CBSE

There are various advantages of the CBSE board Education for a student as the listed following.

- The biggest advantage of this system is that near about all the main entrance exams to the professional streams are based upon the CBSE syllabus which gives a huge benefit to the CBSE student as he/she already studied all that topics in their school course.

- Easy accessibility of the CBSE schools. As CBSE is quite popular board in India that is why there are numbers of schools located over every corner of the country. It makes very easy to find CBSE affiliated school, no matters from which city belong to. Also, parents having transferrable jobs can choose this board for their children's study as it is easily accessible throughout the Country.

- As discussed earlier, CBSE is approved by the Govt. of India and affiliated to a large number of schools including central schools India and is also recognized by NCERT.

- CBSE also runs the various talent Search examinations in the country and provide the scholarship to the diserving candidates and the syllabus of these examinations are also less. So, the candidates having talent can and s take benefit of there schemes.

## Disadvantages of CBSE

There are also some of the disadvantages of this board as described below.

- In CBSE, there is less given on going practical knowledge to students. Also, the CBSE syllabus does not concentrate on core English knowledge as the other competitors do, and the board chooses to put more importance on the disciplines of mathematics and science.

- The CBSE deals only. in the theoretical manner in all the subjects and there is no emphasis given on real-life concepts behind the science. In spite of the syllabus being application oriented, it does not offer room for effective understanding.

## Advantages And Disadvantages of ICSE

The ICSE (Indian Certificate of Secondary Education) was first incepted by the Local Examinations syndicate of the University of Cambridge. There is a great difference between the study of the ICSE and the CBSE espesially. in terms of contents and volume. The board also conducts the ICSE examination at the end of the 10th & 12th grade. There are various merits & demerits of this system which are going to discuss.

## Advantages of the ICSE

As all the systems have some benefits as well as drawbacks, similarly ICSE also have some pros and cons. Some of the merits of this system are listed below.

- The syllabus made by the ICSE is comprehensive. All the subjects have given equal importance in their respected syllabus.
- The certification provided by the Indian Certificate of Secondary Education board after completion of the study is highly recognized all over the world; specifically by overseas educational institutes and universities as compared to the central board's local margin.
- The ICSE put more concentration on English in comparison of other educational boards. Students from this board do have a slight edge over other students exams like TOEFL, IELTS as their grip over the English language is more.
- Students also have the great choice in terms of selecting specific subjects according to their interest.
- The students from the ICSE board mostly happen to perform well in scholarship examinations that are based on English as the syllabus is more attuned to the world education standards. Also, the students can pursue their careers in English literature or language through this board.

## Disadvantages of the ICSE

Now let's talk about the disadvantages of this board.

- An average student may feel that the syllabus is difficult because an ICSE board student will have to give 13 subjects/examinations during the 6th grade whereas there are 6 subjects in CBSE for the same grade student.

## Values

1. Patriatism
2. National Identity
3. Tolerance towards all religions
4. Gender Equality
5. Dignity for labour
6. Scientific attitude
7. Modesty
8. Sensitivity
9. Punctuality
10. Neatness

## Life Skills

1. Self-Awareness
2. Critical thinking
3. Creative thinking
4. Empathy
5. Decision making
6. Problem solving
7. Effective communication
8. Interpersonal relationships
9. Coping with stress
10. Coping with emotions.

## Core - Elements

1. History of India's freedom movements
2. Constitutional obligations
3. Contents essential to nation's national entity.
4. India's common cultural heritage.
5. Equatorianism, Democracy, and Secularism.

6. Equality of sexes.
7. Protection of Environment
8. Removal of social Barriers.
9. Observance of small family norms.
10. Inculcation of scientific temper.
11. Empowerment of women and Other.
12. Co-ordination of intellect, emotions and actions.
13. The combination of globalization and localization.

# SSC Board

Maharashtra Government has reduced the syllabus by 25% for this year students should study according to the prescribed Maharashtra 10th class syllabus to secure high and gain quality knowledge.

The Mid score pattern comprises 5 compulsory subjects 1. English, 2. Hindi, 3. Social Studies, 4. Maths, 5. Science. Another states including Marathi in Maharashtra.

## Nature of Result

The minimum percentage of marks required a 35% to attain a pass result.
1 science and 2 Maths the total marks are 150
1 Candidate is needed to obtain atleast 52 marks in each subject in order to obtain pass result.

For social studies it is for 100 marks and also languages (English, Marathi & Hindi) subjects scores are of 100 marks.

Subjets exams are of 100 marks for all 100 marks exams candidates are required to score atleast 35 marks to obtain a pass result.

# CBSE Board

Following the CBSE's decision to cancel the class 10 exam due to the Covid pandemic, the Maharshtra state board has also cancelled the SSC exams of class 10. The board had said that the students will be evaluated based on "objective criteria". After that several state boards followed suit & decided to cancel the exams.

The basic break-up of marks provided by the board is as follows: 20 marks based on the internal assessments which have already been conducted by most schools with marks already uploaded, 10 marks for periodic/unit test, 30 for half yearly/mid-term examinations, and 40 marks for pre-board examinations.

The board has also prescribed a system of internal moderation by all schools based on the historical performance of a school, taking the best performance in the last 3 year's board examinations. as the 'reference year'.

## Nature of Result

In 2020, the board had awarded the students based on the papers they have attempted. a minimum of 3 papers, the results were based on internal evaluation. For the students of classes 10 &12 who had appeared in more than 3 subjects, the marks for the pending subject were based on the average marks obtained in the best 3 subjects.

# ICSE Board

The class 10 ICSE board exams have also been cancelled because of the worsening situation of Covid-19 Pandemic. The board has asked the affiliated schools to prepare datasheets of class 10 students marks in both class 9 & 10. The schools are have been directed to collected and submit the data of all the assessment conducted in the academic year 2019-20 and 2020-21. The board has not yet released any final guidlines to assess Class 10 students.

## Nature of Result

In 2020, the board put 3 strategies for evaluating students - Average of a student's perfor-mance on best 3 papers in board examination ICSE subject internal assessment, percentage subject internal assessment for ICSE.

1. Keeping up with the changing terms, SSC board has want to accuracy and active learning. It should follow a certain teaching approach and they have undergone many changes over the coming years.

2.   A SSC Board should give their focus remains on learning through experience and experimentation instead of through one way teaching.

3. In India, many parents are disappointed with CBSE's standard of Education provided. Most of them feel that the overall learning and grooming process has to become more through in CBSE and need to get at par with what CBSE offers.

4. If we talk about cities like Delhi, then the tutors who teach CBSE syllabus to students are more accessible but ICSE, it gets ~~tougher~~ tougher to find teachers because of a low number ~~to~~ of schools are following this board.

5. IB system gives students choice between standard of advanced courses between standard of advanced courses for some subjects in classes 11 & 12. too. But the degree of difference between, the two levels ~~of~~ is not! as great as. it is the other board. CBSE & ICSE donot offer this flexibility outside of language courses.

The study of all boards and the curriculum & curriculum language gives me an excellent experience and I get knowledge about the different boards of India. The curriculum and the objectives, nature, structure of curriculum, flow the marks given for subject wise of all boards. What is the content, how the accuracy which books the students will take as reference. The merits of the curriculum and the demerits of all boards.

As there are mainly four boards are available in India. They are 1. SSC board. which refers to state board. The syllabus given by the states of India. 2. CBSE board is emphasizes on home work, project work. It aims to promote national unity and integration through cross critical cultural learning. 3. ICSE also conducts similar type of things as same as CBSE. It also emphasizes on overall growth of the children & holistic development of children. 4. IB gives more emphasis on the project work, practical, interactive and fun based practical learning. It aims to promote universal brotherhood, harmony, global integration, etct cultural pluralism and prepares its student to become a global citizen.

# Nav sahyadri Charitable Trust's
## College Of Education (B.Ed.), Chakan
### Tal. Khed Dist. Pune
## Multiple Choice Question (MCQ) TEST 2021 -22

Date :  **B.Ed. Second Year**  Time: 1 Hr.

### Sub: - 202 : Knowledge and curriculum, language Across the Curriculum

Instructions : 1) All questions are compulsory.
2) Each question carries 2 marks.

Marks  38 / 50

Roll No. :

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1. Who gave importance to nature in the education and overall development of child? □□□□□□□□ □□□□□□□□□□□ □□□ □□□□□□□□□ □□□□□□□□□□□ □□□□□□□□ □□□□ □□□□□□□ □□□□ ?  **1**

1. Ravindranath Tagor □□□□□□□□□□ □□□□□
2. Maharshi Arvind □□□□□□ □□□□□□
3. Swami Vivekanand □□□□□□ □□□□□□□□□
4. Dr. B. R. Ambedkar □□. □□. आर. □□□□□□□

2. Which year the Indian Constitution came into force. □□□□□□ □□□□□□□□□□ □□□□□□□ □□□□□ □□□□□ □□□ ?  **b**

1. 15 Aug. 1947  १५ □□□□□.१९४७
2. 26 Jan. 1950  २६ □□□□.१९५०
3. 01 May 1960  ०१ □□ १९६०
4. 14 Aug 1947  १४ □□□□□ १९४७

3. Evaluation of the process of curriculum development should be made ......... □□□□□□□□□□ □□□□□□□□□ □□□□□□□□□□ □□□□□□□□□ □□□□ ............... □□□□□□ .  **4**

   1. Abruptly  □□□□□
   2. Reldtively □□□□□□
   3. Gradually  □□□□□□
   4. Continuously सतत

4. If Cat crosses your path is regarded as bad luck e sample of ......... जर □□□□□□□ □□□□ □□□□□ □□□□□□□ तर □□□□□□□□□□ □□□□□ □□□□ . □□ .......... □□□□□□ □□□ .  **3**

1. Apprch  □□□□□□□□□
2. Scientific approch □□□□□□□□ □□□□□□□□□
3. Tradition □□□□□□
4. Resining □□□□□□□

5. Who was the chairman of National curriculum framework 2005 ? २००५ □□□□ □□□□□□□□□ □□□□□□□□□□ □□□□□□□□□ □□□□□□□ .............. □□□□ .  **2**

1. K. R. Narayan □□. आर. □□□□□□
2. Prof. Yashpal □□□□. □□□□□
3. Kothari □□□□□□

4. Rajiv Gandhi □□□□□ □□□□□

**6. Principal of the project method is ………..** □□□□□□□ □□□□□□□□ □□□□ ……… □□□.

1. Activity □□□□
2. Speak □□□□□
3. Writing □□□□□□
4. Leasniing □□□□

[handwritten: 1]

**7. According to ………….Curriculum dose not mean inly the academic subjects traditionally taught in the school.** □□□□□□□□ □□□ ……….. □□□□□□□□□ □□□□□□ □□□□ □□□□□□□ □□□□□ □□□□□□ व □□□□ □□□□□□□□ □□□□□□□ □□□□□□ □□□□ □□□□□□□.

1. Mudaliyar Commission □□□□□□□□ □□□□
2. Kothari commission □□□□□□ □□□□
3. 1986 Commission १९८६ □□□□
4. 1992 commission १९९२ □□□□

**8. What is static in nature and nearly repesonts the facts or the details.** □□□□□ □□□□□□ □□□□□ □□□□ ? □□□ □□□□ □□□□□□□□□ □□□□□ □□□□□ □□□□□□□.

1. Data □□□□
2. Knowledge □□□□□
3. Information □□□□□□
4. Wisdom □□□□□

[handwritten: 3]

**9. Who use dialogue method for teaching ?** □□□□□□□□□□□ □□□□□ □□□□□□□ □□□□ ……….. □□□□□ □□□□.

1. Sokretis □□□□□□□□□
2. pavlov □□□□□□□□
3. Ruso □□□□□
4. R. Tagor र. □□□□□□

[handwritten: 4]

**10. This is not value of Indian constitution ………** □□□□□□ □□□□□□ …………. □□ □□□□□ □□□□.

1. Justice □□□□□□
2. Freedom □□□□□□□□□□
3. Equality □□□□□□
4. Autocracy □□□□□□□□□

[handwritten: 4]

**11. According to Gandhi 3H means ………** □□□□□□□□□□□ □□□ 3 एच □□ □□□□ □□□□□□ ………

1. Head, Hand, Heart □□□□, □□□, □□□□□
2. Head, Hand, Help □□□□, □□□, मदत
3. Head, Heart, Help □□□□, □□□□, मदत
4. Hand, Higher Education, Heart □□□, □□□□ □□□□□□, □□□□

[handwritten: 1]

**12. Standard language means ……….** □□□□□□□□ □□□□□□ □□□□ □□□□□□ ……….

1. Mother language □□□□□□□□□

[handwritten: 4]

2. Dialect  □□□□ □□□□

3. Environment language  □□□सर □□□□

4. Official Language □□□□□□□□□□  □□□□

**13. Bullock reports means ………. □□□□ □□□□□  □□□□□□ ………..**

1. Language for life  □□□□□□□□□□ □□□□

2. Death language  □□□□□□□□□ □□□□

3. English Language  □□□□□□□ □□□□

4. French language  □□□□□□ □□□□

[3]

**14. In Bullock report there are ……….. recommendation.  □□□□ □□□□□□□□ ……… □□□□□□□□□ □□□□□□  □□□.**

1. 18

2. 12

3. 17

4. 10

[ ]

**15. What is the type of question that has an …………… answer. □□□□□□□□□□ □□□□□ □□□□□□□□ □□□□□□ □□□□□□□□  □□□ □□□□□□□ ?**

1. Open question □□□□□  □□□□□□

2. Closed question □□□ □□□□□□□

3. Objective question □□□□□□□□□□  □□□□□□

4. Probing question □□□□□□  □□□□□□□

[3]

**16. Syllabus, Textbook, Handbook are the part of ……… □□□□□□□□□□, □□□□□□□□□□, □□□□□□□□□□□ □□ ………….. □□□ □□□□?**

1. Syllbus □□□□□□□□□□

2. Standered □□□□□□

3. School  □□□□

4. Curriculum □□□□□□□□□□

[4]

**17. Who take Ph.D. degree from landon school of Economics?  □□□□ □□□□□ ऑफ□□□□□□□□□□ □□□□ □□□□ □□□□.□□.  □□□□ □□□□□ ?**

1. Dr. B. R. Ambedkar  □□. □□. आर. □□□□□□□□

2. Ravindranath Tagor  □□□□□□□□□ □□□□□

3. Arvind Ghos □□□□□□ □□□

4. Swami Vivekananda □□□□□□ □□□□□□□□

[1]

**18. Which of the following is an example of multilingualism? □□□□□□□□□ □□□□□ □□□□□□□□□□□ □□□□□□  □□□?**

1. Spakking a foreign □□□□□□ □□□□□ □□□□□

2. To be fluent in Marathi language □□□□□ □□□□□□ □□□□□□□ □□□□.

3. To be fluent in English  □□□□□□□ □□□□□ □□□□□□ □□□□□□□ □□□□.

4. Bring able to speek more than one language □□□□□□□□□ □□□□ □□□□ □□□□□ □□□□.

[4]

**19. Education is process of …… □□□□□□ □□ …….. □□ □□□□□□□□□ □□□.**

1. Change बदल

[1]

2. Peace □□□□□□
3. Equality □□□□□□
4. Isolation □□□□□□□□

20. ……….. include value education as a education for peace in curriculum. □□□□□ □□□□□□ □□ □□□□□□□□□□ □□□□□□□□ □□□□□□ □□□□□□ □□□□□□□□□□□ □□□□□□□□ □□□□. **[4]**
1. 1986 commission  1986 □□□□□
2. 1992 commission  1992 □□□□□
3. 2005 NCF  2005 □□□□□
4. 1964 Commission 1964 □□□□

21. What is knowledge?  □□□□□ □□□□□□ □□□? **[4]**
1) Awareness  □□□□□□□□
2) Understanding of someone  □□□□□□□ □□□□□□□□ □□□□□
3) Familiarity  □□□□□□□□
4) all of above  □□□□ □□□□

22. Which is of the following is not a type of knowledge? □□□□□□□□□ □□□□□ □□□□□□□ □□□□□□ □□□□? **[3]**
1) Prior knowledge □□□□□□□□□□
2) Posterior Knowledge □□□□□□□□□ □□□□□
3) Binding Knowledge □□□□□□□ □□□□□
4) Tacit Knowledge □□□ □□□□□

23. ……….. is organized or classified or classified data. Which has some meaningful        values for the receiver.  ………… □□ □□□□□□ □□□□□ □□□□□□□□ □□□□□□ □□□. □□□□□□□ □□□□□□□ □□□□□□□□□ □□□□□□ □□□□         □□□□□□□□□ □□□□□ □□□. **[2]**
1) Data □□□□
2) Information □□□□□□□
3) all of above □□□□ □□□□□
4) None of above  □□□□□□□□□ □□□□□

24. Knowledge through senses means …………… □□□□□□□□□□□□ □□□□□□ □□□□□ □□□□□□ ………………… **[4]**
1) Seeing □□□□□
2) Testing चव □□□□
3) Smelling □□□ □□□□
4) All of the above  □□□□ □□□□□

25. Children acquire knowledge from …………..  □□□□ ………… □□□□ □□□□□ □□□□□□. **[4]**
1) Parents  □□□□□ □□□□□
2) School □□□□
3) Society □□□□
4) All of above □□□□ □□□□

Student Seat No (In figure)......101......... Seat No. (In Words)............101...............

Day & Date.........26 / 04 / 22........... Examination:.....................................

Subject:......Quality and management of school education.......

Paper No:............201...................................... Section:..................................

Jr. Supervisior's Signature & Date:..........................................................

| Q.No. | 1 | 2 | 3 | 4 | 5 | Total | Sign . of Examiner |
|-------|---|---|---|---|---|-------|--------------------|
| Marks obtain | 12 | 11 | 12 | 11 | 12 | 58 | Smae |
| Marks out of | 15 | 15 | 15 | 15 | 20 | 80 | |

Use of Coloured pencil of ink is Strictly Prohibited expect in case of Diagrams and Sketches.

(Write on Both sides.)

Q 1 What is the leadership ? And good leadership characteristics for yourself opinion and explain whith examples.

Ans :→ Leadership is the process whereby the leader influences of group of people in such a maner that they will subsequently strive to achieve leader should the objectives he presents them with A leader should have a special ability to influence the behaviour of sub-ordinates although the leader is sometimes required to exercise his authority over sabordinates he usually obtains their co-operation without coercion

Autocratic Leadership style :-
This style is also known as the leader centred style under this style the leader keeps all the authority centred in his hands and the employees have to perform the work without

... ... characteristics -
... ... three fundamental principles
... ... leadership. First every person is a
... ... some capacity, whether in business,
... ... athletic team, civic organization,
... ... synagogue, mosque or book club.
... think far too many people fail to see
their unique leadership role and miss oppor-
tunities to influence others. My second fun-
damental belief is that everyone must continue
growing as a leader.

Although difficult to devote regular time
to leadership growth and learning. It is
a discipline that is crucial for long-term
success and achievement.

Finally, I believe that leadership traits
can be learned and nurtured, allowing
each of us the opportunity to become a
better leader.

key Leadership Traits :-
Among the most important characteristics
that each of us should possess, grow
and improve are the following :-

1. Effective Communication :-
Good communication and leadership is
all about connecting with others at various
levels. Connecting is the ability to identify
with people and relate to them. In order
to become a more successful communicator,
we need to be present in the ...

2. Trustworthy :-
In their seminal book, the ...

3. Decisive :-

A strong leader exercises good judgment, appreciates informed input and welcomes differing opinions. The best leaders, however have t remain decisive.

4. Independent Thinker :-

One of a leaders most important traits is the ability to be a good thinker. Leaders must recognize and apply common sense solutions, instead of being married to stale strategy or trendy management concepts.

5. Positive :-

The most effective leaders remains positive 4 inspiring. People expect their leader to be energized and passionate about the future. The need to inspire team members with enthusiasm and a strong belief in where the organization i heading. The positive leader has to control their reaction and stress to remain positive in the midst of difficult and stressful times.

6. Humility :-

Exemplary leaders understand that no great achievement can be accomplished alone, but requires the help of thers. It is critical for leaders to adopt a servant leadership mindset.

7. Conflict Resolution :-

Every office environment and every group will have conflict. As draining and stressful as conflict can be, it is not the actual conflict that problem. And it helps better

Q 2 What is pre-service and in-service ?
Explain need and benefits :-

Ans :- Pre-service :-

Pre-service education of teacher means education of teaching before they enter into service as a teacher. During this period of teacher education programmers teaching practice goes side by side which / while they are knowledge about theory papers. A good deal of improvement in the teacher education programme is needed. Pre-service education is carried on for preparing differents types of teachers. Pre-service teacher preparation is a collection of unrelated courses and field experiences research based curriculum development of pre-service teacher education is yet to take roots.

Need of Pre-service Teacher Education :-
① To improve teaching skills - to integrate the study of subject knowledge, human development, padagogical knowledge and communication skill in student- teachers.
② To promote capabilities :- To promote capabilities for inculcating national values and goals as mentioned in the constitution of India.
③ Develop Awareness about rights and Duties :- To promote social connection of international understanding and protection of human rights of the child.
④ To know Emerges :- Emerge issues and to be censitive student teacher about emerg issues such as environment population

⑤ To enhance Professional capacities :— To enhance professional capacities. Il ma reading and reflecting on texts, understanding o self, understanding the use of drama ar art in education etc.

⑥ Day to day problems in daily teaching learning forecasts :— To enable him / her become aware about the day to day problem in the field and develop the capacity to solve them through research

⑦ Achieving mastery on teaching method and learning skills : - Master the method and techniques for developing competencies. Commitment and performance skill essential in the teaching profession.

In - Service :—
        In-service training is any activity which a leader undertakes after he/she has bego to teach. Which is concerned with his/he professional work. For administrative conve as in-service training is defined as a programme of systematised activities pr moted or directed by the school system or approved by the school system. that co tributes to the professional or occupationa growth and competence of staff members during the time of their service to th school system.

Need of In-service -
        In-service teacher education is necessar to keep the attention focused on the need on importance quality of educational outcome

need to pursue in their career options:-

① To learn specific skills, Techniques:→
In-service training provides teachers
with opportunities to learn specific skills
techniques. and new instructional
approach that they can be use in
their own teaching.

② Updating the knowledge of development
In-service teacher training provides
opportunities for updating the knowledge
of developments in science technology
and application.

③ Understanding of Generally applicable
pedagogical techniques and those rein-
forcing equitable teaching practices.

④ Updating knowledge of teaching
Techniques :- In-service teacher education
helps in updating knowledge of teaching
techniques and provides an exposure to
effective new techniques and development
in informational educational technology.

⑤ Practice in New Teaching Techniques:-
In-service teacher education gives an
opportunity to practice in new teaching
techniques and to share experiences
with other teachers.

**Q 5.** Explain the education managements concept and Features.

**Ans :→** Education managements is a field of study and practice with the operation of generally accepted educational organization. There is no single generally accepted definition of educational management because it's development has drawn heavily or several more firmly established disciplines like economics, political science and sociology. Educational management denotes all those activities involved in running educational programmes. The field of management does not include planning activities or actual education and instruction activities but refers to operations process possible educational management is a theory and practice of the organisation and administration is o existing educational establishments and system everything concerned with the agency of the school will be included in educational management. To organise library, museum, hostel etc.

① To organise library to maintain the school records to evaluate of pupil achievement to prepare Time-table. to maintain discipline to organise guidance service to supervise school work to supervise school work to organise exhibitions and museums to co-ordinate the work of home, school and community to organise healthy and physical educa-

... Finance and budget Features

Dynamic Function :→ As a dynamic function management has to be performed continuously in an exchanging environment. It is constantly engaged in the moodlying of the enterprise. It is also confermed about the alternation of environment itself so as to ensure the success of the enterprise. Thus, it is a never ending function.

② Practicability :- The school management must not be a bundle of theoretical principles but must provide practical measures to achieve the desired objectives whatever the objective that is desieded must be made achievable and practicable to over Function

③ Distinct Process :- Management is a distinct process to be performed to determine and accomplish stated objectives by the use of human beings and other resource. Different form of activities techniques and procedures the process of management consists of such functions as planning organising staffing, direction, co-ordinating motivating and controlling the scope of authority, management is needed at all levels of the organization. eg. top level, middle level and super-

in way or another.

(5) System of Authority :-

Authority to get the work accomplished from others is implied in the very concept of management since it is a process of directing men to perform a task. Authority is the observe of authority since it is a rule making and role-enforcing body. There is a chain of authority and responsibility among people working at different levels of the organization. There can not be an efficient management without well-defines lines of command or superior sub-ordinate relations at various levels of decision-making.

It includes the study of various theories of management, science which define and describe the roles and responsibilities of the educational manager and develop managerial skills. Helps in decision making and problem solving, communication and managing information and building effective Features.

12

**Q 4** Explain the national and state level educational institutes Functions.

**Ans:-** National council of educational research is an apex resource organisation to asist and advice the central and the state government on academic matters related to school education. It provides academic and technical support For qualifive improvement of school education and undertakes programmes related to research development training extention international co-operation publication and discemination of information.

Function of National Educational Institutes :-

The Function of National educational broadly related to
a) Research and development.
b) In-service and pre-service training
c) Extension and dissemination work.

All these taned to achieve the main objective of improving the quality of school education.

① Develop curriculum, instructional and example material, methods of teaching techniques of evaluation, teaching aids, kits and equipments learning resources etc.

③ Organisms pre-service and in-service training of teachers, teacher educators and other educational perspectives.

④ To undertake and promote and co-ordinate record in all branches of education for the improvement of school education

⑤ Conducts and promotes educational research.

⑥ To search talented students for the award of scholarship in science technology and social sciences.

⑦ Diseminates improved educational techniques and practices and research finding.

⑧ To undertake functions assigned by the miniotry of education improving school education.

⑨ Acts as a clooning houses for idea and information an all matters realting to school education and teacher educati

State level educational institutes func
Facilities promotes the development professional skill of various state holder of education. It offers academic suppor to other agencies in organising training

① Function regarding school education:-
It raises the quality of school education in immaginary attitudes increased.

② Improvement in Teacher education:-
To grow into a premier institute or resources research educational technology and skill development in the field of teacher education in india.

③ Improvement in Teaching and Learning Process:- To identify areas of difficulty in learning and teaching and resolve them.

④ Promote educational Research —
To promote educational research and training of teachers and other personal. To develop educational technology for use in the teaching learning activity and in the training programms and to provide distance education

⑤ Development of Educational Technology:-
To develop educational technology for use in the teaching learning activities and in the training programmes and to provide distance education

⑥ Development of various Educational Materials:- To develop, adopt/adapt proces curricular materials, text book

Q5 Write any four short answer of the following.

① Timetable types :-

Even though many types of timetables are used across schools and universities all around the world, there are only three major types of timetables from which all other sub-types are derived. They are as follows:-
1) Master timetable.
2) Teacherwise timetable.
3) Class-wise timetable.

A timetable ensures that each class has only one teacher during learning hours of a particular period. Timetable also reduces the confusion while learning. Students are very clear about the subjects they have to study in particular period.
- There are seven broad types of a timetable :-

1) The Consolidated Time-table.
2) Classwise time-table
3) Teacherwise time-table
4) Teacher's free-period time-table.
5) Games time-table
6) Co-curricular Activities time-table
7) Homework time-table.
* Characteristics of a good time-table :-
1) It's easily communicated
2) It's flexible.
3) It has the commitment of the project tea
4) It forces early deadlines.
5) It allows for revision time following

## 2) Classroom Management :-

Classroom management is the process by which teachers and schools create and maintain appropriate behaviour of students in classroom settings. The purpose of implementing classroom management strategies is to enhance pro-social behaviour and increase student academic engagement. Effective classroom management principles work across almost all subject areas and grade levels. When using a tiered model in which school-wise support is provided at the universal level classroom behaviour management programmes have shown to be effective for 80-85 percentage of all students.

### Importance of classroom Management :-

1) To optimise student learning and achievement.
2) To successfully engage students
3) To manage classroom Time-effectively
4) To maintain a positive classroom atmosphere.
5) Sound Behaviour Management to avoid classroom indiscipline
6) To manage classroom resources effectively.

### Strategy For classroom management :-

① Create a classroom management plan.
② Understand the Power of Day-1

3) SWOT -

SWOT (strengths, weaknesses, opportunities, and threats) analysis is a method for identifying and analyzing internal strengths and weakness and external opportunities and threats that shape current and future operations and help develop strategic goals. SWOT analyses are not limited to companies.

SWOT analysis is a tool oftenly used by organisations in planning it's Future. This tool can be explained in a simplified manner as Follows :-

Strengths of the Organisation :- S

① Weakness of the Organisation :- W

Opportunities of environment :- O

Threats of the environment :- T

SWOT Analysis is the most renowned tool for audit and analysis the overall strategic position of th business and its environment key purpose is to identify the goals that will create a firm specific business model that will be best align an organisation operates

4) School Records :-

A school is an important public institution. In the matter of it's effective functioning it is answerable to several bodies, agencies and authorities. To the parents in the first place it is responsible to show that the aims and objectives of education have been attached and the children are receiving Fruithful education.

To society, in the second place it has to give assurance and satisfaction that futures citiezens being prepared in it will prove equal to every social task and respensibility. To the state and central governments in the third place it has to give satisfaction that public funds are being best utilised for the cause of education and norms standards and directions given by the governments and are being observed honestly and efficiency.

The maintenance of records is indispensable for systematic and successful working of a school with the increase in the functions and responsibilities of a school the number of its records and registers has considerable increased.

In order that the school may obtain information and furnish it to all the concerned or interested parties, it is necessary that complete and

Student Seat No (In figure)...................... Seat No. (In Words)........ 80

Day & Date............................................................... Examination:...................................................

Subject:..... Knowledge & curriculum and knowledge Across curriculum

Paper No:...... 202 ...........................................Section:...............................................
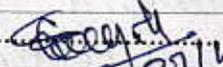
Jr. Supervisior's Signature & Date:..................... ~~Eooey~~ 27/4/2022.

| Q.No. | 1 | 2 | 3 | 4 | 5 | Total | Sign . of Examiner |
|-------|---|---|---|---|---|-------|--------------------|
| Marks obtain | 12 | 12 | 10 | 10 | 14 | 58 | Eooey |
| Marks out of | 15 | 15 | 15 | 15 | 20 | 80 | |
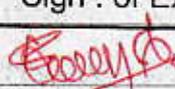
Use of Coloured pencil of ink is Strictly Prohibited expect in case of Diagrams and Sketches.

(Write on Both sides.)

What is 'learning through Activity'? Explain the role of teacher in organisation of 'Activity based learning' in the classroom teaching.

Learning through activity: Modern Education is activity centered. We are currently giving more emphacis to learning by doing. Curriculum of today is organised in terms of the tasks to be performed & goals to be performed and goals to be reached rather in terms of lessons to be learned. This will provide sicills & knowledge essential leading a good life. Teachers have to motivate the children to do experiments, Search out facts for themselves & undertake projects.

Meaning: Learning through activity or activity based learning is an active teaching learning methodology. It is more useful in primary classes. Teachers can make teaching interesting by this method. A lot of activities should be done in our schools. Activities bring activeness and smartness
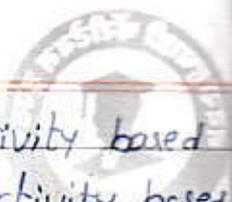
hands or experiment & activities. The idea of activity based on using some hands on experiment. The idea of activity based learning is rooted in the common notion that the children are active learners rather than passive recipients of information. If child is provided the opportunity explore by their own & provided an optimum learning environment then the learning becomes joyful & long-lasting.

Role of a teacher in organising "teaching based on activity/ Activity based on learning:

The teacher will be viewed as a mediator facilitator, coach, mentor & actuator who participate with the learners co-constructing knowledge. Activity based on learning plays an important role in the teaching students to collaborate, communicate, interact & work in teams.

* Encouraging students to collaborate be interactive in class is the best way to get them involved.

* Teacher expressing that he/she loves to hear doubts no matter how silly they are is a very motivating factor for a student to pay attention to the lessons.

While teaching is a continuous process of teachers studying is for the students. Overtime, there is a tendency that it gets monotonous tor boring. But there is a need to wean off the boredom to come over as a successful student or teacher.

* Activity-based learning is indulging students in activities by stimulating their senses, such as sight, smell, vision or feeling & getting them involved the subject.

The following are some activity based learning methods.

1. Real Objects: Real objects work better when trying to understand them rather than

2. **Classroom Theme:** [Image Source] coming back to the same walls & gates could get boring. How about convert your classroom into a space & having a science class? Exciting, isn't it? You can create your own thematic classroom space to incorporate the excitement & create a conducive environment for the period.

3. **Power of Projects:** For young students, parents help making projects & for older ones, they do it themselves. But whatever it may be, students get to familiarise with the project topic they are working on. Having regular projects work not only increases subject knowledge but also breaks monotony and increases the curiosity to learn more & with clarity.

4. **Shift Classroom:** Many times sitting in the same place can cause fatigue amongst students. Changing the environment can do wonders. From time to time, try going to another classroom or even better, make them sit under the tree while taking a class. Being in harmony with nature can give you and the students a refreshing change.

5. **Skit:** Have you wondered why language classes are more interesting than the other subjects? It is because a lots of stories & enacting them through role plays. This method could be tried out as funny skits for other subjects too. If it is physics, one can act as a balancing machine & another as an object to depict how one makes a difference to the other. Although the depiction could not be taken in the literal sense, it helps in breaking the monotony of the lessons & getting the students animated.

**Conclusion:** From the above information & knew the Activity-based learning & the role of a teacher in Activity based on learning and

**Q2** State the guiding principles considered while designing the NCF 2005. Enlist the features of the NCF 2005.

National Curriculum Framework - 2005; NPE 1986 assigned a special role to NCERT in preparing & promoting NCF. Yash Pal Committee Report, 'Learning without Burden (1993) observes that learning has become a sources of burden & stress on children and their parents. Considering those observation, Executive Committee of NCERT decided at its meeting of 14th July 2004, to revise the National Curriculum Framework. The process of development of NCF was initiated in November, 2004 by setting up various structures like National Steering Committee Chaired by Prof. Yash Pal & twenty-one National Focus Groups on themes of curricular areas, systemic reforms & national concerns. Wide ranging deleberations and inputs from multiple sources involving differe levels of stakeholders helped in shaping the draft of NCF. The draft of NCF was translated into 22 languages listed in the VIII schedule of the constitutio The translated versions were widely disseminated and consultation with stakeholders at district and local level helped in developing the final draft. The NCF [translated into 22 languages] approved by Central Advisory Board on Education in September, 2005.

A curriculum is never static; a curricul has to be an [enblaming] enabling document. A curric is a vision. Therefore, National Curriculum framewor 2005, having passed through various bodies inclu the CABE, is an official document laying down needs of the school system of India envision the constitution of India. upholding all its Curriculum debates of 1968, 1986, and 3000

of higher learning. The main purpose of this exercise was to reduce the curriculum load, remov the anomalies in the system and to create a consens with the help of a new syllabi mark a sharp departure from existing practices in our country and others.

The NCF 2005 has recommended five+1 guiding principles for curricular development.

a) Connecting knowledge to life outside the school.
b) Ensuring that learning is shifted away from rote methods
c) Enriching curriculum so that it goes beyond textbook.
d) Making Examination more flexible and non-threatening.
e) Discuss the aims of education
f) Building commitment to democratic values of equali justice, secularism and freedom.

Features of NCF 2005

• Learning without any pressure so that learning turns into a joyful experience, move away from text books as a basis for examination, and reduce stress — it suggested significant changes in the pattern of the syllabus.

• To form a sense of self-reliance and indivi-dual dignity, which would be the basis of social relations and develop a sense of unity and non-violence across society.

• To come up with a child-centered approach to learning, promote universal enrollment and

- P. Naik has described quality, quantity, and equality as the three pillars of the education system in India.

- With reference to social context, the recently published curriculum ensures that all schools are provided with a standard framework irrespective of sex, religion, creed, and caste.

Conclusion: From the above information gives me knowledge about NCF 2005, the guidlines, principles & features of NCF 2005.

Q3 Explain Mahatma Gandhi's thoughts on secondary education with reference to a) objectives of Education b) Teaching methods & evaluation c) Teacher-student relationship

Mahatma Gandhi's thoughts on education:

Mohandas Karamchand Gandhi is known as Mahatma, a practical philosopher who wanted to establish a free and castless society with no exploitation and racial discrimination. His contribution to educational principles and practices has great impact on the whole humanity. This is because his educational philosophy is based on the history of life of him & experiments in India and Western countries. His ideas on the concept of education have wider the meaning, nature & scope of education so as bring about all round personality about the development in child. He has expanded the process of education by making it both religious and craft centered, which prepares the child for spiritual as well as the material world.

education has certainly incorporated most of his ideas even today.

**Meaning of Education:** Gandhi is of the view that education should develop the body, mind & heart. Hence, changes the 3R's (Reading, writing & arithmetic) to 3H's (hand, head & heart). Hence the foundation function of education is to develop the hand, head & heart. In his own words, the definition of education is "By education mean an all-round drawing out of the best in the child and man body, mind and spirit". According to Gandhi, "Literacy is neither the beginning nor the end of education. This only a means through which man or woman can be educated". He wants that type of education which should develop all capacities of the child in such a way as to produce a complete human being.

a) **Objectives of Education:** The ultimate objective of the new education is not only balanced and harmonious individual but also a balanced and harmonious society - a just social order in which there is no unnatural dividing line between the haves and have-notes and everybody is assured of loving wage and the right to freedom.

b) **Teaching Methods & Evaluation** Gandhi ji's aims of education were different from those prevanlent during his days. Current education was subject centred. Gandhiji disapproved that educational meth considering as defective & emphasized to make crafts and vocations as [many] means of education. As he wished that some local craft should be made as medium of education for children so that they develo their body, mind & soul in a harmonious way and

Evaluation: Merits: the following are merits of education:

* Basis scheme is an education for life, education through life., shortly, it was life. centred education.

* This system suited to our needs, requirements, genuis, and aspirations for the future.

* The craft centred education will give greater correctness & reality to the knowledge acquired

Demerits:

⇒ Over the emphasis on craft & [procedure] productive active has often been criticized as child labour.

⇒ It neglects education in terms of personality development higher mental abilities.

⇒ The craft centeredness has result in enormous wastage of material as small children are not in a position to procedure antuing worth-while.

c) Teacher student relationship:

Mahatma Gandhi calls upon all teahers to impart proper education of morality, Ethics to students both @ school and college levels. In this regard suggesting some guidlines for teacuers, he says that it is duty of teacuers to develop high morals & strong character of tueir students.

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**Q.** What is language? What is the importance of language in learning? Enlist the characteristics?

**Introduction:** Language acquisition is a development process. It begins from birth & continues throughout the primary school & beyond. The child child comes to school with considerable verbal facility. This is achieved not in any formal learning or teaching situation but in the day-to-day social context of the home and its most important characteristic is the engagement of the child in a stimulation & challenging way. This process of language learning is linked inextricably with a growing knowledge of the world. Language therefore, is also a central factor in the expansion of the child's conceptual framework & body of knowledge. A large part of the child's language experience is verbal & it is through oral language activity that much of his/her learning takes place, both in and out school. The potential of oral language activity as learning & teaching medium is acknowledged in the key role it is given throughout the curriculum.

**Language:** There are many languages spoken in India. Most of them related to one of the officially recognized languages & these are about 18 languages identified for regular use in the country. All these languages have a phonetic base, though their writing systems vary. Some of the languages have a common script and some have scripts of their own. There are nine basic scripts besides the scripts for Urdu & Sindhi. These nine constitutes the basic of India. The 18 languages mentioned above, have been given the status of official language by the Government. Though these of a language may appear to be confined

can described as a systems of symbols & the grammers by which the symbols are manipulated. Language is normal in human childhood. Most human languages are use patterns of sound or gesture for symbols which enable communication with others. there are thousands of human languages and these seem to share certain properties, even though every shared property has exceptions.

Definition: "Language is a system of symbols with an agreed upon meaning meaning that is used be a group of peoples.

"Language is socially shared code or conventional system for representing concepts with arbitary symbols & the rules governing the combinations of those & the rules governing the combinations of those symbols" - "Owens.

Importance of language: Following are the importance of language.

1. Easy social contact: Firstly it makes social contact easy. Society, as we have seen, is a web of social relationships which imply development of social contacts among the individuals with language contacts become easy to be established because men can easily exchange their ideas. According to E.H. Sturtvent, " A language is a system of arbitary vocal symbols by which members of a social co-operate and interact"

2. Culture carrier: Secondly language helps or hinders the spread culture. Ideas require language. Sometimes an idea or concept is hard to translate because the language has no words with which to express it. We facing this difficulty in our country becau

3) **Easy Conveyance of [Growth] ideas:** Thirdly language give a capacity for conveying ideas about a great variety of things. In times when there was no language to ideas were transmitted by signs or cries which were not easy to interpret. Man felt great difficulty in the clear expression of states of emotion.

**Characteristics of Language:** Following are the characteristics of language.

1. **Languages are systematic:** They consist of recurrent elements which occur in regular patterns of relationships. All languages have an infinite number of possible sentences and the vast majority of all or sentences which speakers are usually unconscious of using or even knowing if they acquired the language as a young child. Although we use the same stock of words over and over, it is safe to assume that, for instance, most of the same stock of words of words making up the sentences in a daily daily news paper have never seen used before. How then do we understand them? We can do so because we understand the principles by which the words are combined to express meaning. Even the sounds we produce in speaking & the orders, in which they occur are systematically organized in ways that we are totally unaware of.

2) **Languages are symbolic:** Sequences of sounds are letters donot inherently possess meaning. The meanings of symbols in a language come through the tacit agreement of a group of speakers.

**Examples:** There is no resemblance between the four-legged animal that eats hay & the spoken symbol the written symbol horse which we use to represent it in English.

Q5  Answer in brief

1. Experiential Learning & Principles of experiential Learning.

Experiential Learning: Experiential learning is an engaged learning process whereby students "learning by doing" and by reflecting on the experience. Experiential learning activities can include, but are not limited to, hands-on laboratory experiments, internships, practicums, field excercises, study abroad, undergraduate and studio performances.

Well-planned, serviced & assessed experiential learning programs can stimulate academic inquiry by Promoting interdisciplinary learning, civic engagement, career development, cultural awareness, leadership & other professional & intellectual skills.

Principles of Experiential Learning.

* Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis & synthesis.

* Experiences are structured to require the learner to take initiative, make decisions and be accountable for results.

* Throughout the experiential learning process, the learner is actively engaged in posing questions, investigating, experimenting, being curious solving problems, assuming responsibility, being curious, being active, creative & constructing meaning.

Learning is connected: Learning is interconnected process it is not a linear casual process. It is multi dimensional - there is a learner, the subject, the context, the purpose.

b) Explain any five principles of curriculum development.

Different educationalists have expressed their own views about the fundemental principles of curriculum, the difference being created by their different philosophie of education. Briefly, the principles of curriculum development are as follows.

1. **Principle of Utility:** T.P. Nunn, the educationalist, believes that principle of utility is the most importan principle underlying the formation of curriculum. He writes, "While a plaine man generally likes his children to pickup some scraps of useless learning for purely decorative purposes, he requires on the whole, that they shall be taught what will be useful to them in later life and he is inclined to give 'useful' to them in later life and in favour of including all those subjects in the curriculum which are likely to prove.

2. **Training in the proper pattern of conduct:** According to Craw & Craw, the main principle underlying the construction of a curriculum is that through education the educand should be able to adopt the patterns of behaviour proper to different circumstances, Man is a social animal who has to constantly adapt himself to social environment. Therefore, the education must aim at developing all those qualities in the educand which will facilitate this adaption to the social mileu. Only then can this principle of curriculum construction be proper understood. in its widest sense All our activities social, economic, family, cultural environment constitute behaviour or conduct and it is the function of education to teach in different situations.

3) Synthesis of

the work given to the educand should be performed in such a manner that the child may believe it to play.

4. **Synthesis of all activities of life**: In framing curriculum, attention should be paid to the inclusion, in it, of all the various activities of life, such as contemplation, learning, acquisition of various kinds of skill etc.

5. **Variety**: Variety is another important principle of curriculum construction. The innate complexity of man and the many facets of his personality make it necessary that the curriculum should be varied, because no one kind of curriculum can develop all the faculties of an individual.

c) Explain the steps of curriculum development given Hilda Taba
 - The methodology to plan either a unit or total curriculum, [a varied decisions are made to workout] by incorporating all the principles of good curriculum. The methodology to plan either a unit or total curriculum is to break down the systematic steps to ensure orderly thinking to make possible a systematic study of elements that compare such a plan and a plan and to provide for a precise & careful study and application of the relevant principles & facts. According to Hilda Taba, the steps followed in developing a unit or curriculum is as follow: 1. **step-1 Diagnosing needs**: Before planning the curriculum, diagnosis helps in helps in general analysis of problems of problems, conditions & difficulties. The purpose is to generate a new emphasis and new ideas about the curriculum. 2. **Step-2 Formulating specific objectives**: The above diagnosis will provide some clue to formulate necessary objectives & lead to generate richer learning. The objectives will be very comprehensive on the following 1) concepts or ideas to be

Identically, the NPE 1986 doesnot make any change in the 1968 policy on the three-language formula and the promotion of Hindi & repeated it verbatim.

e) **Importance of <u>Learning Through Dialogue</u>**: A dialogue is very different from what we normally call a discussion or debate in education. A discussion is usually between people who have adopted definite points of view and who wish to convince each other or compare their outlooks. They are often commited to a certain opinion, ideology, religious belief, political system or nationality and argue from that particular point of view. Most of our university seminars and symposia as well as international diplomatic exchanges are of such a nature. So are the dialectical discussions between philosophers or religious heads of persuasions. They begin with knowledge, encourage an exchange of ideas and end in more knowledge it does not lead to the realisation of a deeper truth. On the other hand, a dialogue as a mode of religious inquiry begins without with not lead to the realisation of a deeper truth. On the other hand, a dialogue as a mode of religious inquiry begins with not knowing. The participants know that they do not know the truth, posit it as the unknown and are eager to investigate together in order discover it. In not working, not identifying ourselves with any point of view, not trying to convinience each other of anything, we are together and not pitted against each other. It is as if we are all on the same side of the table and the truth is on the other side.