

SHAHU SHIKSHAN SANSTHA (P.)

Adhyapak Mahavidyalaya (B.Ed.)

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

Date :13.02.2023

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

Notice for Pupil Teachers

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

CC-1 Childhood and Growing up
CC-2 Knowledge and Curriculum,
IC-1 Gender School Society

From 27.02.2023, the time table of examination will display on the notice board.

Principal



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

SHAHU SHIKSHAN SANSTHA PANDHARPUR

Adhyapak Mahavidyalaya (B.Ed.)

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Regd. No. Maharashtra/786/80.F.712, Solapur Estd. Date 10 July, 1980
Sarvey No.37, Mohane Road, Shahad (W) 421 103, Ph.0251 2970011

Date : 13/02/2023

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

B.Ed. First Year

First Semester (2022-2023)

Notice for Teachers

All the members of Teaching staff are hereby informed that Submit the Question of your concerned course of Semester I for Essay Writing to the examination department on or before 20th Feb. 2023.

CC- 1 Childhood and growing up

CC- 2 Knowledge and curriculum

IC- 1 Gender School and society



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

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

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

Time Table for Essay Writing

Day & Date	Time	Course Name	Subject
Monday 27.02.2023	11.00 To 11.20 am	Core Course 1	Childhood and Growing up
Tuesday 28.02.2023	11.00 To 11.20 am	Core Course 2	Knowledge and Curriculum
Wednesday 01.03.2023	11.00 To 11.20 am	Interdisciplinary Course - 1	Gender School and Society

Seating Arrangement

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



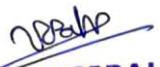
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I/C PRINCIPAL
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Survey No. 37, Mohane Road, Shahad (W),
Kalyan, Dist.Thane-421103.

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

Supervision Programme for Essay Writing

Date & Day	Time	Course	Subject	Name of Supervisor	Sign of Supervisor
Monday 27.02.2023	11.00 To 11.20 am	Core Course 1	Childhood and Growing up	Mrs. Anagha Choudhari	
Tuesday 28.02.2023	11.00 To 11.20 am	Core Course 2	Knowledge and Curriculum	Mrs. Susmita Mhalunkar	
Wednesday 01.03.2023	11.00 To 11.20 am	Interdiscipli nary Course - 1	Gender School and Society	Mr-Baban Patil	




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

ESSAY WRITING

Time: 20 Min

Date: 27/02/2023

Marks: 10

CC-1 Childhood and Growing up

Attempt any ONE of the following

A) Explain stages (later childhood and Adolescence) of growth and development.

OR

B) State the meaning of maturity and learning. Explain the characteristics of learning.

J.P.R.

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Shahu Shikshan Sanstha Pandharpur
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Kalyan, Dist.Thane- 421103.



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

Time: 20 Min

Date: 28/02/2023

Marks: 10

CC-2 Knowledge and Curriculum

Attempt any ONE of the following

A) What is the meaning of Education? Explain the characteristics of Education.

OR

B) Explain M.K.Gandhi's activity method as the basis of modern child centered education.


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

ESSAY WRITING

Time: 20 Min

Date: 01/03/2023

Marks: 10

IC-1 Gender, School and Society

Attempt any ONE of the following

A) Explain the psychological and sociological perceptive of creating gender specific role in the society.

OR

B) Elaborate gender bias in health and nutrition, education, employment.

RSHP

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

Academic Year - 2022-20 3

Semester - I/II/III/IV

Examination : ~~Class Test~~ ESSAY

Roll No: 21

Date: 27 FEB 2023

Course: BEd 1st year Subject: CC 1 Medium: English

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

A) B. Explain Stages (late childhood & Adolescence) of growth and development.

Ans: When a child is born, passes through various stages ultimately a whole picture of a person emerges.

1. Infancy
2. Early childhood (2-6 yrs)
3. Adolescence.

Late childhood (6-12 years):

i) physical development: Girls generally as much as 2 years ahead of boys in physical maturity. Increased body and strength and hand dexterity. Improved Co-ordination and reaction time. Lots of energy.

ii) Social / emotional: Begin to see parents and authority figures as fallible human beings. Rituals, rules, secret codes and made up of languages all common. Increased interest in competitive sports.

Shows independence by disobedience, back talk and rebelliousness but still want guidance.

iii) Cognitive (Intellectual): Fantasize and daydream about future. May develop special interest or hobbies.

Self esteem is largely derived from one's perceived abilities.

Implications are the following.

Provide active learning experiences

avoid competition between boys and girls.

Give children a voice in the decision-making process. & Allow children to explore special interests.

Adolescence (12-19 years)

This is the period of adulthood and to some extent of maturity, physically and socially. This is called the "Spring of youth" and the period of "Storms and Stress".

Physical growth. Here children are active and sharp. They are keen observers.

They give more attention to body, beauty and strength. Boys love strength and during puberty, the adolescent develops secondary sex characters with development hormonal balances shifts strongly towards an adult stage.

During this time, both the adrenal glands and sex glands and the sex glands mature processes known as adrenarche and gonadarche, respectively.

Mental and Intellectual Development

They think in abstraction. They can anticipate the future needs and plan for them.

They develop communicative abilities and talk for hours.

Self confidence is developed which makes decisions about future.

Emotional development

Here the adolescent period is not rational but emotional. That's why it is called as stress and storm period.

Early adolescents may feel invincible and starts to engage in risky behaviors such as smoking and alcohol use.

This period is also characterized by sexual curiosity, which is usually expressed through admiration of the celebrities, teen idols and musicians.

Bearing Tensions: They start to learn that how to bear a difficult emotional situations.

Sharing of Emotions: They share emotions especially with a peer groups. That develops loyalty and emotional confidence among the peer groups.

This stage gives increases to compassion may be increased in them.

~~Greater~~ need for autonomy may struggle with sense of identify. Looking for a sense of independence, but still want help from parents.

Offer varied opportunities to achieve

- 1) and to have their competence recognized by others
- 2) Allow them to have down time
- 3) Encourages them to work with adults and other team members on a project.
- 4) Provide activities that foster social

Development an environment in which teens support each other.

Forms planning Committees for events

Use peer pressure in a positive manner

Encourage a greater development of leadership skills.

Provide opportunities in the Community

let young people take responsibility for decision making;

Use activities that allow them to explore and identify their philosophies

Encourage interest in national and world problems.

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

Academic Year - 2022 - 2023

Semester ✓ / I / II / III / IV

Examination : Class Test ^{Essay Writing} Roll No : 20

Date : 28 FEB 2023

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

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

Q.1 A - What is the meaning of Education? Explain the characteristics of Education.

Ans - Education is a widely used term. Philosophers right from Yajnavalkya who lived around 1000 BC to J. Krishnamurthy of the 20th century have discussed about education. It throws light on principles and practice of education/teaching.

Educare - which means to raise up, to train, to mould, to nourish.

Educere - which means to draw out.

Educautum - which refers to an act of teaching and/or training.

The word education had several etymological effects. The Sanskrit word 'shiksha' comes from the root word 'shaas' which is to discipline. Another widely used term 'Vidya' which comes from the word 'vid' which means to know. Thus,

Some of the views on term 'Education' are mentioned below :-

① Education, means, to draw out the best in child and man - body, mind and spirit.

— Gandhiji

② Education, is the process of living through continuous reconstruction of experience.

— Dewey.

③ Education, is the natural harmonious development of man's innate power.

— Pestalozzi.

④ Education, is the development of divine already present in man.

— Swami Vivekanand.

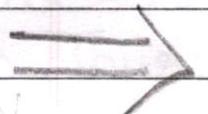
Analysing these concepts, one can state that learning is a lifelong experience. It is not restricted to just cognitive aspects, but also considers / includes - attitudes and skills as well. Education is an internal compass which provides direction to life. Martin Luther King views development of intelligence and character formation as

people make mistake of equating education to literacy, but true education is way beyond literacy. Education changes a society from a mere literate society to a learning society. It equips man with skills as well as with knowledge and this inturn facilitates earning a livelihood. In a very narrow sense, education deals with institutions rendered in formal education.

The 1990 Declaration of the World Conference on "Education for All" Jomtien, Thailand, states, basic education is much more, than an end in itself. This will provide / help the countries to build, systematically, further levels and types of education and training. It is the foundation of lifelong learning and human development.

All efforts of the UNESCO right from the Constitution adopted by UNESCO in 1945 of to the Dakar Framework of 2000 emphasize the importance of education.

Broadly speakin, education is gearing one for life itself. Different philosophical schools visualise different ~~gaa~~ goals of life / for life. Accordingly, the aims of education were based on these philosophical aims. For example :-



① The pragmatists, believed that education must cover all that is practical in life.

② Whereas, The Idealists, believed that education must encompass all the ideals of life.

③ The Naturalists, believe that education should help -
Self-Preservation and
Self-Expression.

Characteristics of Education :-

① Education Goes Beyond Mere Institutional Education -

Education is not co-terminous with institutional education. One can get education even beyond the formal school system.

* Home, * Media & * Excursions and other such source, also provide vital education. Schooling is merely attending an institution, but education goes beyond schooling.

② Education is a ^{Long} Life Process :-

It is the process of growth. One

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

Academic Year - 2022 - 2023

Semester ✓ I / II / III / IV

Examination : ~~Class Test~~ ^{Essay} Writing

Roll No : 20

Date : 28 FEB 2023

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

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

③ Education Brings About Integrated Development Of An Individual :-

Education is not mere cognitive development. Development of attitudes and skills is also a part of Education.

④ Education Is A Tricolour Process :-

The three poles being Educator, Educand and Society.

The Educator could be a teacher, parent, media, peers, books, elders or any such source. The Educand is the learner, unrestricted by age, maturity and mainly the previous knowledge.

Society or the Learning Environment - remains an integral part of education.

⑤ Education Is Need-Based :-

One seeks education only if it is of use to the individual, the person seeks it to acquire higher job position - by learning

profile. People (Elderly) seek education to communicate, to keep themselves upto date with today's generation, some might seek to communicate via video conferencing just to talk to their grandchild or granddaughters who is born and brought up in abroad.

⑥ Education As A Transmitter And Preserver Of Culture :-

Education got from one's family or social setup helps to preserve and transmit the culture. Celebration of community festivals - is an example which transmits cultural values. One can note that, such experiences becomes an part of informal education.

⑦ Education as Manifestation :-

Education is the process of manifesting what is latent in each child, is the process where the teacher precisely plays the role of a gardener to bring out innate capacities of the child only through the appropriate methods and strategies. Knowledge is inherent in man, what one learns is only by discovering what he or she carries in himself or herself.

(8) Education as Acquisition :-

Here, clearly the education lays emphasis on the ability of man to acquire information from his/her external world - taking in what exists outside the learner. Purely, the brain of the child is like a sponge - absorbing what it finds significant in the external environment.

(9) Education as Transaction :-

If noticed minutely education is a give-and-take process between man and his environment. The teaching-sculpting process - results in - transformation of human material from something that is dull & rough to something that is smooth and polished. The teacher hand over

the knowledge and skills the student needs. The teacher has to be completely active in teaching and the student has to be best receptive (should be best in receiving and storing the acquired skills and knowledge from the guide).

Hence, we can conclude that, the education goes hand in hand i.e education requires both the Educator &

Learning society or learning environment. One must note that, education is right of all and nobody should be deprived of it.

Knowledge and Curriculum Book - by Dr. Agnes Ronald D'Costa (Himalaya Publishing House - ISO - 9001:2008 Certified) have clearly mentioned and explained the about concept of Education and its factors. - Reference.

See

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(B.Ed.), SHAHAD

Academic Year - 2020 - 2023

Semester - I / II / III / IV

Examination : Class Test

Essay

Roll No : 25

Date : 1 MAR 2023

Course : IC - 1

Subject : Gender, school & society

Medium :

English.

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

Que. ①

B] Elaborate gender bias in health & nutrition, education, employment.

Ans: → ① Health and nutrition :-

* HIV prevalence in LGBT, Attitudes of family to LGBT issues.

* sex determination and its impact.

* men's involvement in maternal care.

* high-risk sexual behaviours - forced rape by parents or lesbians.

* husband or wife violence - Act of physical, emotional, sexual violence.

- Biologically men and women have different health needs, men are more likely victims of occupational diseases, accident at work, smoking, alcohol men have higher incidence of cancer and disease.

women health risk, which are mainly linked to reproduction, during pregnancy to anaemia, hepatitis, malaria, diabetes and other illnesses occur.

- Women life hopes is greater than

longer than men in Europe, north America and some countries of Latin America.

- The two sexes do not receive equal attention & care; the tendency being to favour boy-children.

men are also fed more and better.

- The sharing of food among adult members of the family may also be unequal in some societies.

- Women often serve the family first and eat whatever is left.

- They often do not get enough to eat. It affects her health, especially when they are pregnant or breast feeding.

② Education: →

- formal and informal school processes first many of school existing patterns of inequality, especially gender inequality.

1. subject selection based on gender: →

in educational systems, especially in high school, which leads different educational & occupational path between male and female.

For example, females tends to take fewer advance mathematics & scientific courses, this can further see in technology & computer courses.

2. career selection on gender :->

- cultural norms may also be a factor causing sex determination in education.

- for example, society suggest that women should be mother and be responsible for the bulk of child rearing.

- girls may be encourage to learn skill value in female dominated field.

while boy learn leadership skill. for male-dominated field.

for example:- as they move secondary and post-secondary phases of education, boys tends towards STEM courses.

that their female classmate.

3. Educational achievement more of girl than boys :->

- The concept of the hidden curriculum refer to the idea that teacher interact with and teach each of their students in the way of relation of gender as well as race & social class.

- for example: teacher give more attention to boys and encouraging them to speak up in class and become more social, and other than that girls may become quieter and learn that they should defer to their male classmate.

4. Boys specific institution :->

literally gap by different affecting school attendance of girl and boy.

- But if the school is far from his home girls attendance is low than boy. For that boy institute is greater than girl institute.

because parents dont allow their daughter to going school far from their home. they worry about the personal safety of their daughter.

③ Employment :-

- Employment based on age, wealth residence, education - statistics. related to it

- Different wages based on gender.

- gender based job-employment in transgender.

- gender imbalance in job market.

- Glass ceiling effect.

- Household in societies differentiate various household activities are responsibilities by gender.

- For women, production and reproduction are two interlinked activities and much of work women do, although unpaid

- men have always play minor role in domestic work; society tending to assume domestic work outside the home.

- women have need to provide better quality of life. they are dependent

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

Academic Year - 20 - 20

Semester - I / II / III / IV ✓

Examination : Class Test essay

Roll No : 25

Date :

31 MAR 2023

Course :

IC-1

Subject :

Gender, school & society

Medium :

English

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

- over the past twenty years or so, women over the world have increases their participation in the labour market. and but the continue. to work is in job. are paid less.

- woman face a no. of disadvantages in the labour market.

- in additional the employment sector offer less scope and potential for women than for men, as well as lower pay for the same work.



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Shahu Shikshan Sanstha (P.) Adhyapak Mahavidyalaya Shahad

B.Ed. Two Years Course 2022-2024

B.Ed. First Year 2022-2023 Semester I

Essay Writing

CC-1

CC-2

IC-1

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

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



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