

Shahu Shikshan Sanstha (P)

Adhyapak Mahavidyalaya (B.Ed.)

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

Date: 31/01/2023

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

B.Ed. Second Year

Third Semester (2022-2023)

Notice for Students

All the B.Ed. Second year Pupil- teachers are hereby informed that the Class test for Third semester will be conducted from 13/02/2023 for below mentioned courses.

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

Timetable of Class test will be displayed on notice board.



Principal

[Signature]
I/C PRINCIPAL

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

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Date: 31/01/2023

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

B.Ed. Second Year

Third Semester (2022-2023)

Notice for Teaching Staff

All the members of teaching staff are hereby informed to submit the 'Question Papers' of your concerned course of Semester III for Class test to examination department on or before 04/02/2023.

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



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Survey No. 37, Mohone Road, Shahad (W),
Kalyan, Dist. Thane - 421103.

Sr. No.	Name of the Teaching Staff	Sign
1	Mrs. Anagha Chaudhari	Anagha
2	Mrs. Susmita Mhalunkar	Susmita
3	Mr Baban Patil	Baban
4	Mrs. Kalpana Kangralkar	Kalpana
5	Mrs. Vinita Hublikar	Vinita
6	Mrs Mukul Garje	Mukul
7		

Shahu Shikshan Sanstha (P)
Adhyapak Mahavidyalaya (B.Ed.) Shahad (W)
B.Ed. Two Years Course
2021- 2023
B.Ed. Second Year Semester Third (2022 – 2023)

Timetable for Class Test

Day & Date	Time	Course Name and Subject
Monday 13/02/2023	11.00 to 11.20 am	CC-3 Assessment for Learning
Tuesday 14/02/2023	11.00 to 11.20 am	EC-2 : Pedagogy of School Subject
Wednesday 15/02/2023	11.00 to 11.20 am	IC-3 : Language Across Curriculum

Seating Arrangement

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

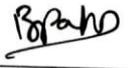


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Shahu Shikshan Sanstha (P)
Adhyapak Mahavidyalaya (B.Ed.) Shahad (W)
B.Ed. Two Years Course
2021- 2023
B.Ed. Second Year Semester Third (2022 – 2023)

Supervision Programme for Class Test

Day & Date	Time	Course and Subject	Name of Supervisor	Sign of Supervisor
Monday 13/02/2023	11.00 to 11.20 am	CC-3 Assessment for Learning	Mrs. Anagha Chaudhari	
Tuesday 14/02/2023	11.00 to 11.20 am	EC-2 : Pedagogy of School Subject	Mr. Baban Patil	
Wednesday 15/02/2023	11.00 to 11.20 am	IC-3 : Language Across Curriculum	Mrs. Susmita Mhalunkar	




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Shahu Shikshan Sanshta (P)
Adhyapak /Mahavidyalaya (B.Ed.) Shahad (W)
B.Ed. Two Years Course (2021-2023)
B.Ed. Second Year Third Semester (2022-2023)

Class Test

Time: 30 Min.

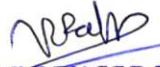
Date: 13/02/2023

Marks: 15

CC-4 Assessment For Learning

- Q.1 Attempt any one of the following. 10**
A. What is the characteristics of good measuring instruments?
OR
B. Illustrate the criteria for writing the statement of objectives.
- Q.2 Answer briefly any one of the following. 5**
A. Merits & demerits of Open Book Examination.
B. Types of Reporting.




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

Class Test

Time: 30 Min.

Date: 14/02/2023

Marks: 15

EC-2 Pedagogy of School Subject - History

Q.1 Attempt any one of the following.

10

A. Explain the significance of correlation in History. Illustrate the correlation of History with Mathematics and Science

OR

B. Explain the importance of Audio-visual Resources in the teaching of History.

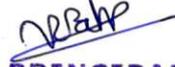
Q.2 Answer briefly any one of the following.

5

A. Organization and Importance of field visit.

B. Characteristics of History teacher.




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B.Ed. Second Year Third Semester (2022-2023)

Class Test

Time: 30 Min.

Date: 14/02/2023

Marks: 15

EC-2 Pedagogy of School Subject - Science

- Q.1 Attempt any one of the following. 10**
A. Elaborate laboratory method in science.
OR
B. What are the characteristics of a good science textbook?
- Q.2 Answer briefly any one of the following. 5**
A. Illustrate any two maxims of teaching science.
B. Place of science subject in school curriculum.



N. R. Patil
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Class Test

Time: 30 Min.

Date: 14/02/2023

Marks: 15

EC-2 Pedagogy of School Subject - Mathematics

- Q.1 Attempt any one of the following. 10**
A. "Every school should have a Mathematics club." Justify with reference of Objectives and significance of Mathematics club.
OR
B. What are the maxims of teaching? Elucidate maxims of teaching Mathematics.
- Q.2 Answer briefly any one of the following. 5**
A. Nature of Mathematics.
B. Contributions of Aryabhatta in Mathematics.



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Class Test

Time: 30 Min.

Date: 15/02/2023

Marks: 15

IC-3 Language Across Curriculum

- Q.1 Attempt any one of the following. 10**
A. Explain deficit Theory with its educational implications.
OR
B. "Questions are the most common forms of interaction between pupils and teachers" Justify with reference to types of questions.
- Q.2 Answer briefly any one of the following. 5**
A. Explain the functions of language.
B. Techniques of enhancing Reading Comprehension.



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



Academic Year - 2022 - 2023

Semester - I/II/III/IV

Examination : Class Test

Roll No : 05

Date : 3 FEB 2023

Course : B.ed - IInd

Subject : CC4 - Assessment for Learning

Medium :

English

Supervisor's Name	Sign.	Q. Nos.	1	2	3	4	5	6	7	8	9	Total Marks Out of 25
	A	Marks	5	3								08
												15

Q.1 a) What are the characteristics of good measuring instruments?

→ It is an important that instruments of measurement used for research purpose should be properly standardized. Individual score can be compared with the scores of others in a defined group. The reevaluation tools serve a variety of uses. selecting a proper tool is the base for accurate result of evaluation.

Followings are the characteristics of good measuring instruments.

Characteristics of good measuring instruments.

- 1) Administrability.
- 2) Scoreability.
- 3) Validity
- 4) Reliability
- 5) Objectivity
- 6) Usability
- 7) Practicability
- 8) Measurability.
- 9)

1) Administrability :

It means that a test can be administered with clarity, ease, and uniformity, also, the direction is simple, concise, and clear. Besides, it specifies a time limit, sample question and oral instruments. The provision for the test material is definite.

2) Scoreability :

It concerns the score of the test. Also, a good test is easy to score, scoring direction, scoring key is simple, and an answer is available. Most noteworthy, the test score is useful for evaluation of students.

3) Validity :

Validity is the quality of data gathering instrument which enables to measure what it is supposed to measure. Validity refer to the degree to which the test actually measures what it claims to measure. Validity is also the extent to which inferences, conclusions and decisions made on the basis of test scores are appropriate and meaningful.

4) Reliability :

Reliability refers to the

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

consistent are evaluation results from one measurement to another. This characteristics depends on the extent on which the score is free from chance error.

5) Objectivity :

Objectivity means the state or quality of being true even outside of a subject's individual based, interpretations, feelings and imaginations. A second broader meaning of the term is the ability in any context to judge fairly, without bias or external influence. This second meaning of objectivity is sometimes used synonymously with neutrality.

6) Usability :

It refers to the extent to which the test can be used without much expenditure of money, effort and time. Most North Generally, the tests

limited). All these factors must be taken into account when selecting evaluation tools.

7) Practicability :-

Practicability should be feasible and usable. Quality of being usable in context to the objective to be achieved. The qualities of practicability in a test involve factors such as cost, administration, scoring, method, mode of interpretation, a time and availability of tests.

8) measurability :-

The quality of being capable of being rated or estimated it should measure the objective to be achieved.

Q.2 2 Types of Reporting.

Meaning of Reporting:

Reporting is the process of communicating information about student achievement progress gained from the assessment process.

The purpose of reporting is to support learning and teaching by providing feedback to students.

Types of Reporting.

Individual Parent / Teacher meeting

An Individual Written Report sent Home

Parent group meeting

Parent Newsletter Articles.

1) Individual Parent / Teacher meeting

Parent / teacher meetings provide a good opportunity for teachers to explain assessment results to parents. Teachers can communicate the results of each individual student well as the performance of the school as a whole. Teachers can communicate explain initiatives that have been undertaken to improve student learning.

Parent can ask teachers questions about assessment and classroom activities.

2) An Individual Written Report Sent Home:

A written report does not provide the face-to-face interaction of a parent/teacher meeting, but it can be an effective method for distributing assessment information. Educators must be sure that the report carefully describes the assessment process and clearly explains how to interpret the results. The report also should include a phone number that parents can call if they have any questions.

3) Parent Teacher Group meetings:

An effective method for distributing assessment information in general of the entire class. parent/teacher meetings provide a good opportunity for teachers to explain assessment result to parents. Teachers also can explain initiatives that have been undertaken to improve student learning. parent can ask teachers questions about assessment and classroom activities.

4) Parent Newsletter Articles:

A Parent Newsletter is another means of distributing assessment information. some articles can be written

along with answers. The Newsletter should convey that the real purpose of assessment is to improve teaching and learning.

Followings are the some articles describe.

- the assessment process
- the scoring procedures,
- the school's placement on an overall level, and.
- Any initiatives that are being undertaken to improve future learning.

3



APBhar

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Academic Year - 2022-2023

Semester - I / II / III / IV

Examination : Class Test

Roll No : 01

Date : 14 FEB 2023

Course : EC 2 B.Ed II year Subject : Pedagogy of School Subject - History Medium : English

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

Q.1.

b] Importance of Audio-Visual Resources

Introduction

Audio-visual resources are widely used as an educational tools.

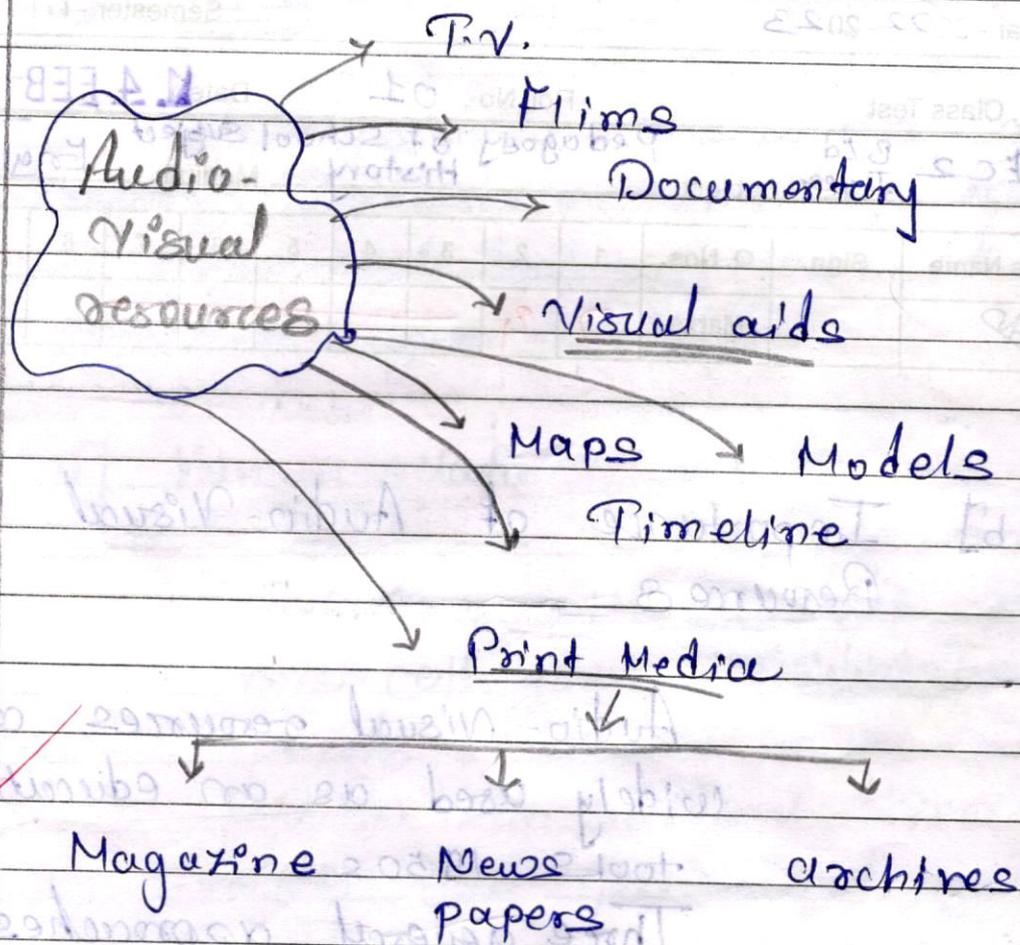
Three general approaches to the use of TV broadcasting in education.

It is used as a direct class teaching

It is broadcasting school.

General educational programme over community, national & international stations which provide general and informal educational opportunities.

There are different types of audio-visual resources.



T.V. Films

→ Film is a powerful educational tool which can stimulate inquiry, thinking and ideas.

→ Impacts on the viewer as they engage the senses and emotions influential in moulding popular understanding of the past 'actualizing the past.'

→ Teachers can use for narrating stories & also a

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(B.Ed.), SHAHAD

Academic Year - 2022-2023

Semester - I / II / III / IV

Examination : Class Test

Roll No : 01

Date :

Course :

Subject :

Medium :

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

Understanding about historical knowledge and the nature of the discipline.

It used for two purposes -

- Teaching students that film needs to be questioned just like other historical accounts.

- Deepening students historical understanding of particular topics

films on - World History, National, Regional, Local history.

Examples - The story of India.
Gandhi

Documentary

A documentary is a recording of an event, generally based on people's perspectives and genuine facts.

→ Creative treatment of actuality

→ Documentaries are not just about facts but facts are used to create

the audience to draw conclusions about topics & issues.

→ They can have an impact of the laws.

Types of Documentary are →

- 1] Fully narrated
- 2] Mixed
- 3] Self-Reflective
- 4] Docudrama
- 5] Docu soap.

Visual - Aids →

Maps →

→ A map is an accurate representation on a plane surface in the form of diagram drawn to scale with suitable colour schemes.

→ Map is one of the most valuable documents for the students to history.

Types of map →

Flat maps

Pictorial maps.

Models →

Models are three dimensional concrete replicas or recognizable imitation of

• It builds a conceptual framework.

Timeline →

A timeline is a way of displaying a list of events in chronological order, sometimes described as a project artifact.

→ The time of occurrence is very significant to historical happenings. The essence of the concept of time in history is the sense of sequence & distance before or after.

Types of timeline

- 1) Progressive timeline
- 2) Pictorial timeline

Print Media → Magazine →

• Magazines are actually a valuable teaching tool & can be used multiple times for different activities.

→ They allow students to educate themselves on current issues & allow the teacher to draw clear & concise lines between the past, present & future.

→ It has the capability to inform students how history differs

Newspapers → Social Studies programs should reflect the changing nature of knowledge,

→ Using newspaper in the classroom is fulfilling that request and appealing students at the same time.

Archives → A collection of historical documents or records providing information about a place, institution, or group of people.

→ Students become aware that all written history reflects an author's interpretation of past events.

→ Teaching with primary documents encourages a varied learning environment for teachers and students alike.

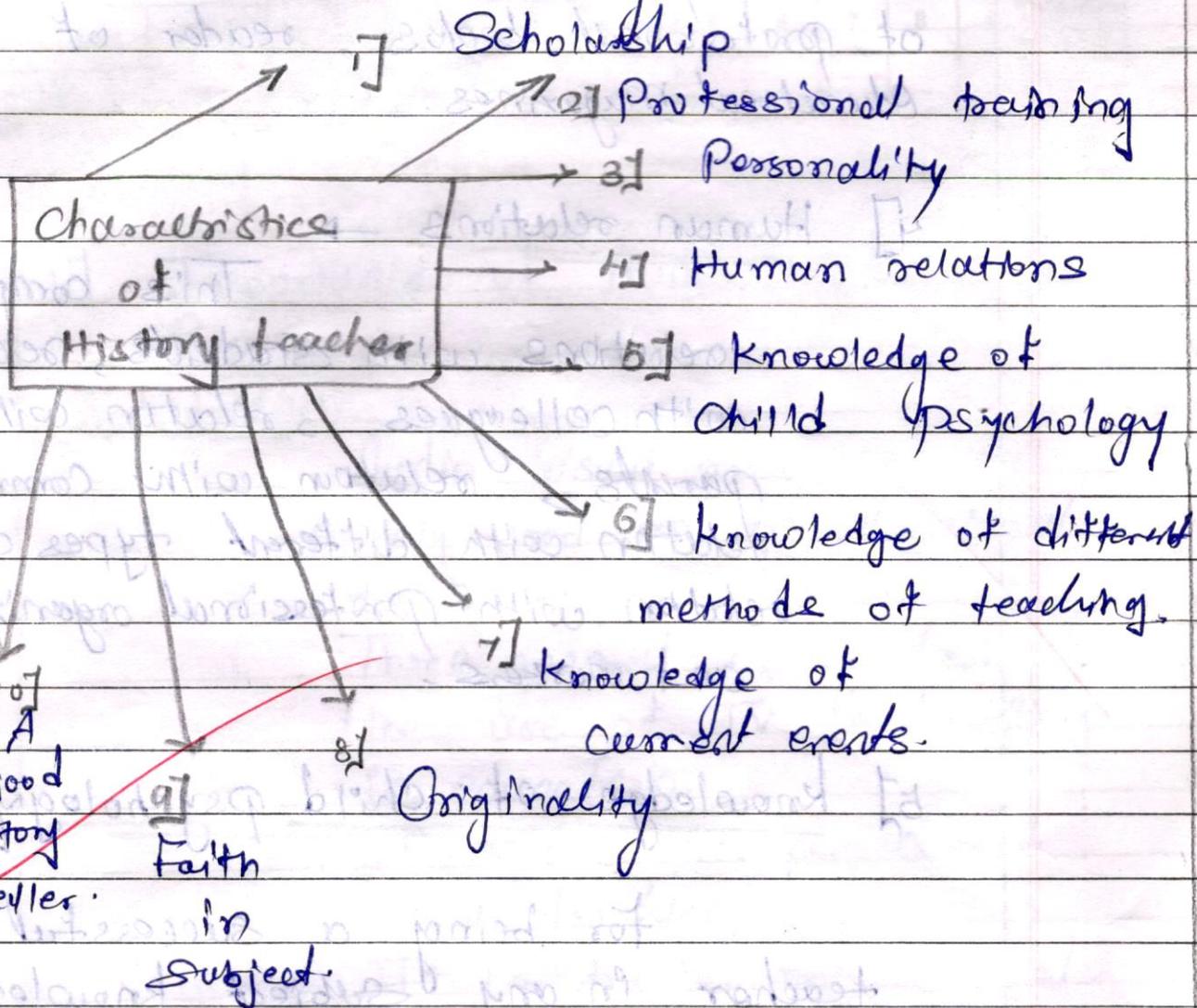
Conclusion → Teaching of history there are different types of aids visual & audio-visual.

So from above information we learned many teaching aids.

Qo 2] 2] Characteristics of History teacher.

Introduction -

A Successful history teacher must have the following characteristics.



Scholarship →

This includes acquaintance with problems of present day life, background of a liberal education, reader of a magazines & newspapers.

2] Personality → These includes personal appearance, enthusiasm, fairness, adaptability.

3] Professional training →

This incorporates, course for improvements, professional attitude, reader of professional books, reader of educational magazines.

4] Human relations →

This comprise relations with students, relations with colleagues, relation with parents, relation with community, relation with different types dealers, relation with professional organizations and workers.

5] Knowledge of child psychology →

For being a successful teacher in any subject knowledge of child psychology is essential & so in the case with history teacher. The psychological requirements to child ~~refer~~ differ from age to age and a teacher must have a thorough knowledge of child psychology.

6] Knowledge of current events →

Such knowledge helps the

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

Study of the events of various periods in the history of different countries of the world.

1] Faith in Subject →

Unless a teacher has faith in his subject, he will not be able to acquire through knowledge of it. This faith also encourages the teacher to learn more & more.

2] Knowledge of different methods of teaching →

The knowledge of various methods of teaching is essential because it is only then possible to choose a suitable method according to the requirements of a particular class.



9] A good story teller →

Story telling is an art and it is most desirable thing to be possessed by a history teacher. A good history teacher should be capable of forming stories connected with different historical aspects & present such stories to his students in an interesting way.

10] Originality →

A history teacher should never feel satisfied by reading what others say but should be in a position to form his own independent judgement of men & affairs.

Conclusion →

A history teacher must have different characteristics while teaching history some are explained above.



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Survaikla 27



Academic Year - 2022 - 2023

Semester - I / II / III / IV

Examination : Class Test

Roll No : 08

Date : 4 FEB 2023

Course : EC-2

Subject : Pedagogy of School English

Medium : English

Supervisor's Name	Sign.	Q. Nos.	1	2	3	4	5	6	7	8	9	Total Marks Out of 25
<u>B. P. K.</u>		Marks	6	3	—————						9	
											15	

Q.1

Ans a) • INTRODUCTION :

- The English teacher has an important place in English language. Therefore, it is necessary to make the professional growth of the English teachers.
- The teacher knows the techniques of evaluation in teaching learning progress.

(6)

• DEFINITION OF PROFESSIONAL GROWTH :

Man can try to develop his occupation and work with point of the management then the work or occupation to come on success. This is called professional growth.

• AVENUES OF PROFESSIONAL DEVELOPMENT :

Avenues
of
Professional
Development

- ① Refresher Course / Orientation Courses
- ② Seminars / Workshops
- ③ Attending Various Courses
- ④ By writing for reputed journals
- ⑤ By joining libraries
- ⑥ By becoming a member of the professional forum
- ⑦ Research
- ⑧ Joining Association

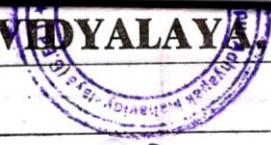
• DETAILS :

① Refresher Course / Orientation Courses :-

These courses are generally organised by the university ranging from 18 days to 26 days. Latest knowledge in the respective subject area, innovative techniques of teaching and other soft skills and life skills for professionals are discussed in these programs.

② Seminars / Workshops :-

Seminars / workshops are organised by the Institutions on problems concerning the specific subject area. Teachers are motivated to contribute



Academic Year - 2021 - 2023

Semester - I / II / (III) / IV

Examination : Class Test

Roll No : 08

Date :

Course : EC-2 Subject : Pedagogy of School Subject - English Medium : English

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

their research. Teacher's organisations have been addressing some relevant problems in education from quite some time.

③ Attending Various Courses :-

Teachers may join some part time courses to increase the knowledge in the subject area and to polish their communication skills. It is conducted in guidance and counselling leadership, research, etc. that aim at making a consultant in the respective areas.

④ By writing for reputed journals :-

Writing for reputed journals in the subject area of interest is also considered to be a sign of professional development. If the teachers have something relevant to contribute to her community, she may do so by sending her articles to the reputed journals in the subject.

⑤ By joining libraries :-

Teachers may become members of some reputed libraries and enrich themselves by reading latest content in the subject. Libraries provide all branch knowledge. It goes a long way in shaping the interest of the person and are a boon to the knowledge seekers.

⑥ By becoming a member of the professional forum :-

Teachers may become the member of the subject forums where they get the opportunity to share their opinions and ideas with the fellow teachers. These forums provide great opportunities for interactions amongst the teachers and help in updating knowledge.

⑦ Research :-

Teacher may find the activities of the classes and courses. Some attitude achieves the opportunity on the basis of knowledge of subject areas. Research is the main idea proclaimed with the branch of new subject.

⑧ Joining Association :-

Teacher may become members of some association and collect some advantage of profession with many subject. The association can provide extra knowledge of the field of every branch.

• CONCLUSION :

Thus, the teacher must develop his professional growth. It is essential to reform the traditional methods of teaching. Hence, an effective language teacher constantly keep abreast of the developments in the profession.

Q.2

Ans 2)

• CONCEPT :

→ We use the term 'register' to refer to particular varieties or styles of speaking and writing language.

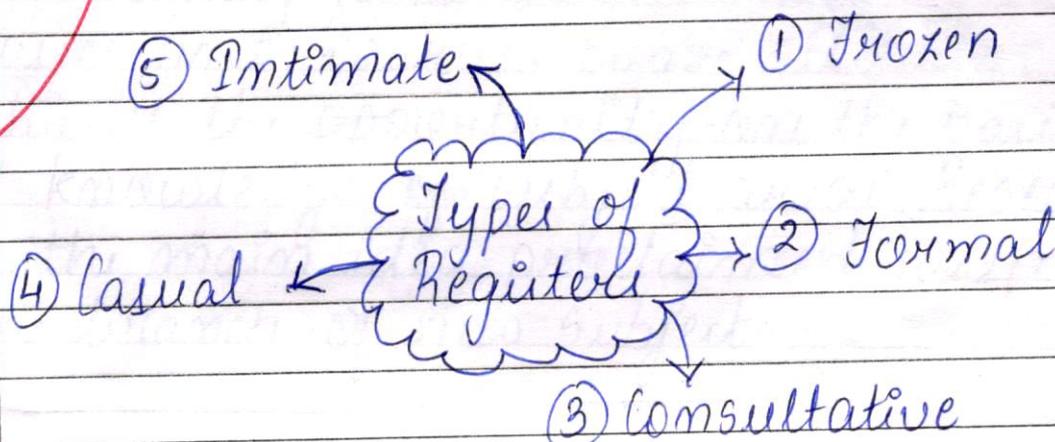
Register pertains to the language spoken by a certain class of people.

→ Registers vary because the language is used for different purpose in different context and different audience.

→ We also use the term register to refer to whether language being used formally or informally.

→ In social linguistics, the term register refer to specific lexical and grammatical choices as made by speaker depending on the situational context, the participants of the conversation and the function of language in the discourse.

• TYPES OF REGISTERS :



● DETAILS :-

① Frozen :-

This form is sometimes called the static register because it refers to historic language or communication that is intended to remain unchanged, like constitution or prayer.

Eg: The Bible, The United States Constitution, The Bhagavad Gita, etc.

② Formal :-

Less rigid but still constrained, the formal register is used in professional, academic, or legal settings where communication is expected to be respectful, uninterrupted, and restrained. Slang is never used, and contractions are rare.

Eg: A TED talk, A business presentation, The Encyclopedia Britannica, etc.

③ Consultative :-

People use this register often in conversation when they're speaking with someone who has specialized knowledge or who is offering advice. Tone is often respectful but may be more casual if the relationship

is longstanding or friendly.

Eg: The Local TV news broadcast, An annual physical, etc.

④ Casual :-

This is the register people use when they're with friends, close acquaintances and co-workers, and family. Use of slang, contractions, and vernacular grammar is all common, and people may also use expletives or off-color language.

Eg: A Birthday Party, etc.

⑤ Intimate :-

Linguists say this register is reserved for special occasions, usually between only two people and often in private.

Intimate language may be something as simple as an inside joke between two college friends.

Eg: Whispering in someone's ear.

● CONCLUSION :

Thus, language registers plays an important role in life.



— END —

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



Academic Year - 20 - 20

Semester - I / II / III / IV

Examination : Class Test

Roll No: 11

Date: 4 FEB 2023

Course: EC-2 Subject: Pedagogy of school Mathematics Medium: English

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

~~15~~ 88

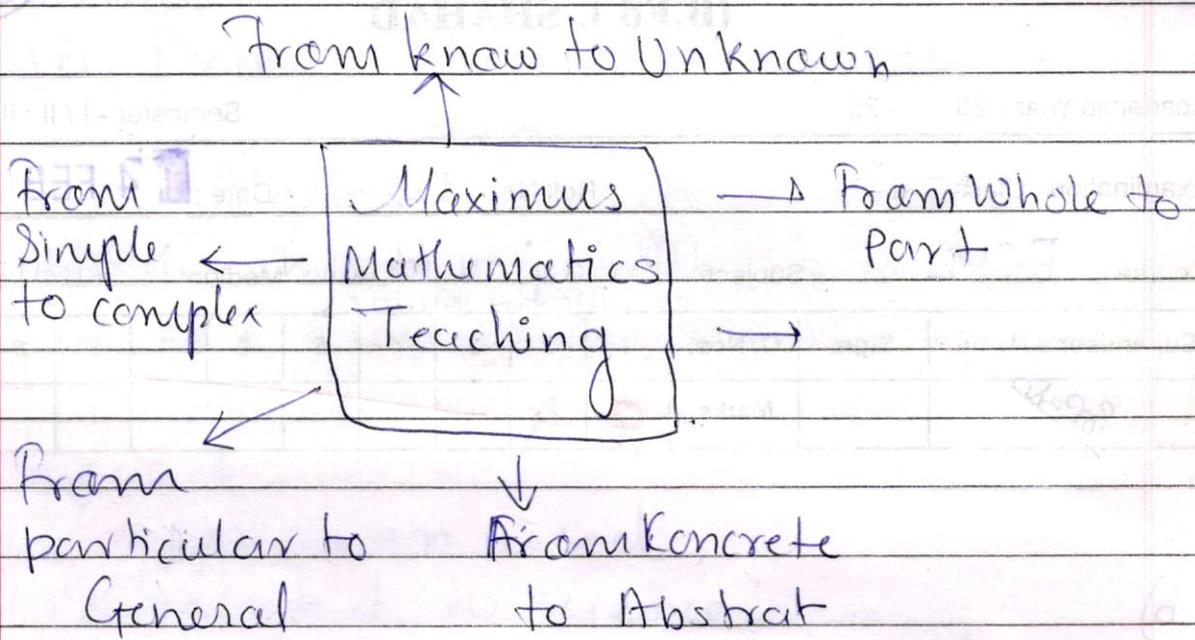
Q1 b)

Maximus are statements of the way in which teaching & learning go forward. They ensure effective & efficient teaching.

The meaning of maximus of teaching is very simple. The ideas are based on the universal facts & on experiences. It is universally applicable.

It helps the teacher to proceed systematically. It also helps to find out way of teaching specially in the early stages of teaching.

He used such method to make the classroom more attractive. by using different rules, principles etc. to make lesson effective & purposeful.



* Known to Unknown

The basic of the pupil's new knowledge should be his previous knowledge.

A small & simple information which the pupil is already familiar should be made basic for imparting unfamiliar information.

Eg: Buying & selling (known)

Profit & loss (Unknown).

Do student know about Buying & selling & Now we tell pupil about profit & loss.

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

Academic Year - 20 - 20

Semester - I / II / III / IV

Examination : Class Test

Roll No :

Date :

Course :

Subject :

Medium :

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

① Simple to Complex

When we teach pupile we should used the method like simple to complex first the simple things are taught then the complex thing. It should be step by step the teaching start simple thing & then at each step the difficulty level get increased.

The means teaching simple content to the complex content. shall be taught

eg :- First we taught the pupil about simple interest & then we taught compound interest.

or

i) Simple - $\sqrt{9}$

Complex - $-\sqrt{5}12$

* Particular to General.

When the concept is taught to the student the specific concept is introduced so that the topic get know to the pupil or to get understandable to the student.

Where some specific examples are given till the pupil understand the concept & after that the general principles is introduced to the pupils.

Eg: In all the triangles sum of all 3 angles are 360 degrees is a particular concept.

Then after knowing particular concept

"The sum of all angles in a triangle is 360 degrees"

This general concept get known to the pupil.

* Concrete to Abstract.

Through this method we develop the pupil mental ability.

In this method the facts are taught first to the pupil & then the abstract idea is get to the pupil

Eg:- shapes in geometry - objects should be shown & then know they have idea about Concret things

After that triangular, cube, cylindrical all this abstract concepts is to be taught to the pupils.

* Whole to Part

In this method the whole concept is taken & then that concept is then sub divided into the numbers of parts.

Eg:-

New matter must be taught as a whole & in an organized way first & then the its parts should be explained on the basis of this 'Whole'.

For that First pupils taught about the Integers (which is whole) & then Rational & irrational number (which is part).

From this we can conclude each & every metho

Q2

①

'Mathematics is the tool specially suited for dealing with abstract concepts of any kinds & there is no limit to its power in this field'

— P.A.M Dirac.

Which means abstract thinking is help the of process of reasoning.

- Mathematics is study of quantitative facts & relationships.
- Mathematic is science of logical reasoning
- Mathematic is inductive science.
- Mathematic is science of space & number.

②

Nature

- Mathematics has its own language.

The language of mathematics has its own specific way of telling what it meant. It is clear language.

In this we see some sign & symbolizum of which we can not change the meaning.

It remain the same in the through the universe.

o Mathematics is science of logical reasoning.

As we see mathematics has its theorems, principles & laws. & as we solve the problem ^{at} every step there is a reason of what is done in the step.

o Two type of Reasoning

Inductive Reasoning

Deductive Reasoning.

- Inductive reasoning

In inductive method there are principle of particular method & rules in inductive reasoning.

- Deductive reasoning

Deductive reasoning is all related to the application that is done in the use of mathematics.

- Mathematic Branch

o Pure - It deals with theories, principles where use

o Applied - It deal with the application to solve in solved example.

Scope

o In Pure - Theories & principle is seen.

Eg: Algebra, Geometry, Modern Maths. Analysis \rightarrow Real & Complex, function (related) - Taylor technique.

\rightarrow Applied -

- application used,
It related to science.



7/8/2020
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SHAHU SHIKSHAN SANSTHA ADHYAPAK MAHAVIDYALAYA, (B.Ed.), SHAHAD

Academic Year - 20 - 20

Semester - I / II / III / IV

Examination : Class Test

Roll No: 21

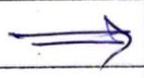
Date: 4 FEB 2023

Course: EC-2 Subject: Pedagogy of science Medium: English

Supervisor's Name	Sign.	Q. Nos.	1	2	3	4	5	6	7	8	9	Total Marks Out of 25
R. P. K. H. D.		Marks	6	3								09
												15

Q. 1

(a) What are the characteristics of good science textbook?



In the learning-teaching process the textbook plays an important place. A good textbook even replace class-room teaching. The science text-book should aim the pupils in the development of their personalities, developing open mind, developing appreciation and understanding of nature their minds with the facts.

* Characteristics of good science textbooks

(1) Author :-

A good text-book is judged, faced by the author, his qualification and experience.

(2) Mechanical features of text book :-

(i) The print and paper used and the

durable.

- (ii) The printing should be clear, legible and appropriately spaced.
- (iii) The book should be well-illustrated with diagrams, sketches and pictures.
- (iv) The size of the print, language and experiments discussed should suit the age of the child and standard of the child.

(B) Subject Matter - Nature & Organisation:

- (i) The subject matter should be developed as far as possible in psychological sequence. There should be taken of mental growth and interests of the pupil.
- (ii) There should be consistency of the subject matter and the textbook should satisfy the objectives of science teaching.
- (iii) Each chapter should be start with brief introduction and end with summary.
- (iv) Subject matter should be focused on the inculcation of scientific attitudes, disciplinary and cultural values.
- (v) There should be assignment at the end of the chapter.
- (vi) Numerical examples should be

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		Marks										

(vii) Headings and subheadings are given in bold letters.

(viii) The language of the book should be simple, clear, scientific and precise. The English terms should always be given in brackets.

(ix) Each textbook should contain detailed table of contents and an index.

(x) Examples in the text book should be given from local environment and life experience.

(xi) The ~~textbook~~ should give suggestions for improving scientific apparatus.

(xii) During the treatment of science subject in the textbook, care should be taken to see that other subjects like craft, social environment and physical environment.

(xiii) Each ~~textbook~~ should be accompanied by laboratory manual.

* Other characteristics of textbooks -

• It should be according to the requirement of the syllabus. It should

within the Comprehension of the pupil.

(3) The content should contain not only the establishment facts but the problems being researched, give the interest in the pupil.

(4) It should be help in linking up science with life and practice. The pupil should know 'know-How' the knowledge of everyday life.

(5) The whole content of the textbook should be aimed the scientific outlook which ensures the success in mastering scientific knowledge and solution of the problems of the issues.

(6) The content should be simple, brief, exact, definite and accessible.

(7) It should be prepared according to prescribed syllabus and every aspects of the syllabus should be covered.

(8) The invention and the new development in the field of ~~new~~ that book should be in the

textbook.

- ⑨ It should provide accurate and up to date content. It should organize the content in the increasing order of difficulty.

Textbook is still a valuable resources as a part of the balanced studies. Textbook maintains course of evaluation and growth. It continues to be a part of until the end of the formal schooling.

Q.2

- (2) Place of science in school curriculum.

→ School students are naturally ~~active~~ curious, which makes science an ideal subject for them to learn. Science allows student to explore their world and discover new things. It is also an active subject which contain activities such as hands-on-labs and lab experiments. This makes science well suited to active younger children. Science is an important part of the foundation for education for all children.

* Place of science in the curriculum :-

① Science has

of some special values provided by only science not by other subjects.

(2) NCERT has been made a Compulsory subject throughout the Secondary stage of school.

(3) According to National policy on Education, every effort will be made to extend science education to the vast numbers who have outside of formal education.

(4) Education is the change of the behaviour of the pupil in the desire and useful direction. To maintain in the society each citizens should know some facts of the natural phenomena, laws, properties of matter and their application in day to day life.

(5) Aims and objectives of science education have undergone many changes because the goals of education are changed with the change in the society.

(6) Science provides unique training in observation and reasoning. Supremacy of science has been

The teachers demonstrated a good understanding of the particular concept they are teaching. There was an appropriate emphasis on developing the pupils science vocabulary in most of the lesson seen.

3



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

Academic Year - 2021 - 2023

Semester - I / II / III / IV

Examination : Class Test

Roll No : 21

Date : 5 FEB 2023

Course : IC-3 Subject : Language across Curriculum Medium : English

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

Q.1

b] "Questions are the most common forms of interaction between pupil and teachers. Justify with reference to type of questions."

→ Introduction :-

A question is any sentence which has interrogative form or function.

In the classroom, the questions are instructional way that convey to the students content to be learned and directions which are they are going to perform or do. In the classroom, while completion of the topic or lessons, teacher asks the questions to evaluate the student.

Questions plays an important role in the process of teaching and learning to see the student's achievement and understanding on the types of questions by the teacher.

* Type of questions between pupil and student :-

① Organising questions :-

(i) Organising questions are the questions through which the teacher can engage students in meaningful exploration of what they know.

(ii) Organising questions provide the students with a framework for learning in a particular area to lead the concept under study.

for ex; while teaching about the moon, teacher can ask the questions such as,

(a) In what way does the shape change?

(b) Does the shape of the moon follow any pattern?

Above questions will help to organise the student's observation.

② Preliminary questions :-

This type of questions are also known as introductory questions.

These type of question can ask in the beginning of the lesson to test the previous knowledge of the student. It will help to connect the new knowledge to previous knowledge.

③ Formal questions :-

The questions in which the questioner the answer as formal

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		Marks										

teacher are belong to formal type of questions. The purpose of questioning stimulate the type of responses on the side of the students.

④ Information Questions :-

The focus of these types of questions ensure that the student are known of information that is required for teaching a topic. The students can derive the information from reading the text. For example, Wh' questions should be asked.

⑤ Developing questions :-

Teaching is a complex activity. It has been done in different phase of teaching. Developing questions are asked in the interactive phase. All questions asked by the teacher during teaching are developing questions. The main purpose of developing questions is to develop a lesson, stimulate mental activity of the

⑥ Causal Reasoning Questions :-

Causal Reasoning is the process of identify the cause of some phenomena and relationship between the cause & effect.

A teacher can use causal reasoning questions in order to ~~to~~ make student to appreciate that there is a relationship between two or more events and to understand the change.

for example, ① what would be effect on pressure?

② If the banks reduce interest rate, how this affect individual savings?

⑦ Analysis questions :-

Analysis is the ability to break the material into components parts in organised structure.

It may contain identification of the parts and analysis of the relationship between the parts.

It increase the order of thinking because these type of questions require the student to demonstrate an understanding of both the content and structural form of material.

ex. ① Difference between neap tide & spring tide.

⑧ Evaluating Questions :-

(i) Evaluate questions asks student for an opinion with evidence.

In this type of questions, the teacher is concerned with the explanation of the student instead of their previous response. To

(ii) To attempt the answer of such type of questions student may have to analyse the perspectives of conclusion and explanation.

⑨ Summary questions :-

(i) A summary is a record in the student's own word, which gives the main points by the student on the teaching topic. When this type of question is asked the student is expected to answer on the given topic taught. ex. If the teacher has taught about solar system then teacher will asks 'what do you understand about solar system?'

The interaction between pupil and teacher based on learning an instructional approach that provides learner of knowledge, skills and attitude through interaction.

Through the interaction it expresses

between the teacher and student. And it increase the attachment between the student and the teacher.

Q.2.

1. Explain the function of language.

⇒ All human beings communicate by means of language and use of the language is the basis of all human activities which contains the education. Language is the vocal activity which attributed some meaning and used by the members of that society to communicate with each other.

* Functions of language :-

Language has three main functions of language in life :-

① Intellectual Development

② Social Development

③ Emotional development.

① Intellectual development :-

and produce sounds, words and sentences that are used in human communication.

(2) Language is known to help the children to think about material abilities, behaviour and steps for higher cognitive processes.

(3) The function of intelligence is characterized as focus on questions on how to do.

(2) Social development :-

(i) Social function of language refers to the way that relate language our relationships with other people.

(ii) Every society has some rules and laws and regulation. So language helps to arrange these laws & rules.

(iii) Language helps a community to define its uniqueness. Language is one of the means by which know group which we belong.

(3) Emotional development :-

(i) Human being is the most emotional man in the world. He can express his feelings of emotion through the language. He expresses his feelings through words and gestures.

(ii) Language help us to feel and expresses our emotions.

(iii) It expresses emotions, has helped

which is emotional such as in the form of poetry, songs & dramas.

(iv) language helps to communicate feelings especially when there is a distance between two people & then words can be used.

So the language plays an important role in all aspects of function in day to day life.

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

Shahu Shikshan Sanstha (P.) Adhyapak Mahavidyalaya(B.Ed)Shahad (W)

B. Ed. Second Year 2022-2023 Third Semester

CLASS TEST

13/12/2023

14/12/2023

15/12/2023



Sr.	Name of the Students	CC-4	EC-2	IC-3
1	Palsekar Sayali Sachin	Ss palsekar	Ss palsekar	Ss palsekar
2	Wankhede Manisha Niranjana	Mwanlkchete	Mwanlkchete	Mwanlkchete
3	Purkar Umama Rafique	(U)	(U)	(U)
4	Antule Misbah Abdul Reheman	(M)	(M)	(M)
5	Ghatye Mayuri Hareshwar	mghatye	mghatye	mghatye
6	Kurup Kripa Rajeev	karp	karp	karp
7	Pandey Divya Anil	Divya	Divya	Divya
8	Thakkar Disha Manoj	Disha	Disha	Disha
9	Aher Kalpesh Sahebrao	AK	AK	AK
10	Ahire Reshma Raghunath	RRahire	RRahire	RRahire
11	Apotikar Neha Ratiram	Apotikar.	Apotikar.	Apotikar.
12	Bisen Dipalee Ghanshyam	Wgtsisen	Wgtsisen	Wgtsisen
13	Deshmukh Anjali Bhausaheb	Aeshmukh	Aeshmukh	Aeshmukh
14	Gadhari Pallavi Suresh	Pgadhari	Pgadhari	Pgadhari
15	Gawali Nikita Rajendra	Gawali	Gawali	Gawali
16	Magar Nutan Devidas	Mmagar	Mmagar	Mmagar
17	Mahajan Nishigandha Vinod	Nmagis	Nmagis	Nmagis
18	Patil Neha Rajendra	Patil	Patil	Patil
19	Shaikh Tamkeen Ashad	Tamkeen	Tamkeen	Tamkeen
20	Waghmare Ashwini Shivaji	AW	AW	AW
21	Rehpade Prachi Swapnil	Prachi	Prachi	Prachi
22	Shinde Ekdanti Ananda	Eedshinde	Eedshinde	Eedshinde
23	Tiwari Sumit Akhilesh	Sumit	Sumit	Sumit
24	Bhoir Aparna Kiran	AB	AB	AB

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



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