



!! पढमं नाणं तओ दया !!

SHRI JAIN VIDYA PRASARAK MANDAL
COLLEGE OF EDUCATION

ESTD 8/9/1927

Fattechand Marg, Chafeker Chowk Chinchwad, Pune 411033. Tel.: 020-27352274,

APPROVED BY NCTE, GOVT. OF MAHARASHTRA & AFFILIATED TO SAVITRIBAI PHULE PUNE UNIVERSITY

NCTE CODE- 123228/2015

SPPU ID CODE: PU/PN/B.Ed./240/2006

Website: www.sjvpmcoe.in

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Dr. Kothawade P.L.

(B.Sc. , M.A. , M.Ed. , Ph.D.) , Principal

Ref.

Date :

1.3.2: Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective

DOCUMENTARY EVIDENCE

1] Notices to the students

2] Copy of practicals of Schools System in India



Notices to the students



श्री. जैन विद्या प्रसारक मंडळ कॉलेज ऑफ एज्युकेशन, चिंचवड, पुणे. - ३३

दि: ११/०९/२०२३

सूचना
(विद्यार्थ्यांसाठी)

सर्व बी. एड. द्वितीय वर्ष विद्यार्थ्यांना सूचित करण्यात येते कि दि. २०/०९/२३ पर्यंत बी. एड. कोर्स २०१ शालेय शिक्षणातील गुणवत्ता व व्यवस्थापन या विषयाचे प्रात्यक्षिक कार्य प्रा. श्री. जावळीकर अरुणकुमार यांच्याकडे जमा करणे अनिवार्य आहे याची सर्व विद्यार्थ्यांनी नोंद घ्यावी.

विषय शिक्षक

सहा. प्रा. जावळीकर ए. डी


प्राचार्य

डॉ. कोठावडे पी. एल
Shri Jain Vidhya Prasarak Mandal
College of Education (B.Ed.)
Chinchwadgaon, Pune-33.


Pethal RB

सूचना पत्रानि वाचनी

श्री. जैन विद्या प्रसारक मंडळ कॉलेज ऑफ एज्युकेशन, चिंचवड, पुणे. - ३३

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विषय शिक्षक

सहा.प्रा. जावळीकर ए.डी

प्राचार्य

PRINCIPAL
श्री. जावळे पी.एल
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College of Education (B.Ed.)
Chinchwadgaon, Pune-33.

सूचना वगळीत वाचून दाखवली.

श्री. जैन विद्या प्रसारक मंडळ कॉलेज ऑफ एज्युकेशन, चिंचवड, पुणे. - ३३

दि: १३/०९/२०२३

सूचना
(विद्यार्थ्यांसाठी)

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विषय शिक्षक

सहा. प्रा. शिंदे एस. पी



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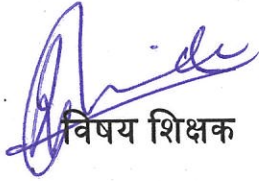
सूचना वगनि वाचली

श्री. जैन विद्या प्रसारक मंडळ कॉलेज ऑफ एज्युकेशन, चिंचवड, पुणे. - ३३

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विषय शिक्षक

सहा.प्रा. शिंदे एस.पी



प्राचार्य

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सूचना कळवि वाचनी

An orange banner with a wavy, undulating border, centered on the page. It contains the title text in a bold, black, sans-serif font.

**Copy of Practical of Schools
System in India**

SHREE JAIN VIDYA PRASARAK MANDAL'S ADHAYAPAK
MAHAVIDYALAYA, CHINCHWAD, PUNE- 33.

B.ED. COURSE: 201 - QUALITY AND MANAGEMENT OF SCHOOL
EDUCATION

PRACTICAL
STUDY OF SCHOOL MANAGEMENT- MANAGEMENT OF
INFRASTRUCTURAL RESOURCES IN SCHOOL
शालेय व्यवस्थापनाचा अभ्यास [शालेय भौतिक संसाधनाचे व्यवस्थापन]

SELECTED SCHOOL NAME

VIDYANAND BHAVAN HIGH
SCHOOL, NIGDI

NAME OF THE STUDENT TEACHER -

SYRIL ANTHONY JAGAN

ROLL NO -

15

ACTIVITY:

- 1.] PRACTICAL WOR
- 2.] M.C.Q.
- 3.] EXAMINATION

INCHARGE

ASST. PROF. JAWALIKAR ARUNKUMAR D.



ACADEMIC YEAR

2022- 2023

PRINCIPAL

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College of Education (B.Ed.)
Chinchwadgaon, Pune-33.

Acknowledgement (ऋणनिर्देश)

The success and final outcome of this assignment required a lot of guidance and assistance from many people and I am extremely privileged to have got this all along the completion of my assignment. All that I have done is only due to such supervision and assistance and I would not forget to thank them.

First of all I am thankful to SHRI JAIN VIDYA PRASARAK MANDAL'S COLLEGE OF EDUCATION for providing the required facilities and conducive conditions which gave me the opportunity to complete the assignment successfully.

I am highly indebted to the Principal DR. Pravin Kothawade and Project incharge Asst. Prof. Jawalikar Sir for his inspiring guidance and supervision till the completion of the project work by providing all the necessary information for developing a good system.

I gratefully acknowledge the support and guidance provided by the school VIDYANAND BHAVAN HIGH SCHOOL, NIGDI and the Principal Mrs. Chhaya Habbu Madam for giving the full information about school and management and her support. Also I am thankful to my family members and friends who supported me to complete my practical effectively and on time.




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CERTIFICATE प्रमाणपत्र

This is to certify that the practical work entitled "Study of School Management-
Management of Infrastructural Resources
in School" is a bonafide work carried
out by Mr. Syril Anthony Jagan under
B.Ed course no. 201 and the course
name "Quality and Management of
School Education" for the academic
year 2022-2023.




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COURSE 201 - PRACTICAL
Study of School Management- Management of Infrastructural Resources in School
 शालेय व्यवस्थापनाचा अभ्यास [शालेय भौतिक संसाधनाचे व्यवस्थापन]
INDEX

ACKNOWLEDGEMENT - ऋणनिर्देश

CERTIFICATE – प्रमाणपत्र

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2	School Building & Play Ground शालेय इमारत आणि क्रीडांगण 1. School Premises – शालेय परिसर 2. Establishment year- स्थापना वर्ष 3. Area- शाळेचे क्षेत्रफळ / क्षेत्र 4. Size – आकार मोजमाप 5. Shape – आकार [I,E,F,H,L,O,T,U,W,Y,V,Z] 6. Design- आराखडा 7. Colour – रंग 8. Classrooms – वर्गखोल्या	
3	Information about other Infrastructural Resources इतर भौतिक संसाधने याविषयीची माहिती 1. Laboratory प्रयोगशाळा 2. Lavatory – प्रसाधनगृह/ शौचालय 3. Auditorium – प्रेक्षागृह/ सभागृह 4. Furniture And Play Ground – फर्निचर आणि खेळाचे मैदान	
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6	Available Infrastructural Resources for Curricular and Co-curricular (with evidences) in the Selected School निवडलेल्या शाळेतील शालेय आणि सहशालेय उपक्रमासाठी उपलब्ध असणारी भौतिक संसाधने (पुराव्यासहित)	
7	Available Infrastructural Resources Related to Health (with evidences) in the Selected School निवडलेल्या शाळेतील आरोग्यविषयक उपलब्ध असणारी भौतिक संसाधने (पुराव्यासहित)	
8	Maintenance and Optimum use of all Infrastructural Resources in the Selected School निवडलेल्या शाळेतील भौतिक संसाधनांची देखरेख आणि किफायतशीर वापर	
9	Provisions & equipments for Disaster management in the school premises. शालेय परिसरात आपत्तीव्यवस्थापनाच्या तरतुदी व साधने	
10	Suggestions & Educational Implications सूचना आणि शैक्षणिक उपयोजन	



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B.ED. COURSE 201 – PRACTICAL

Study of School Management – Management of Infrastructural Resources in School

शालेय व्यवस्थापनाचा अभ्यास [शालेय भौतिक संसाधनाचे व्यवस्थापन]

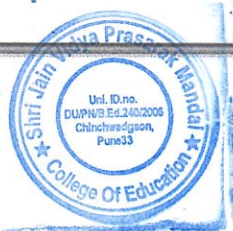
1.] A . Introduction प्रस्तावना

School Management is a process of leading the school towards development through not only the optimum use of the human resources, physical sources, principles and concepts that help in achieving all the objectives of the school but also the proper co-ordination and adjustment among all of them.

It is the process of planning, organising, directing and controlling the activities of an institution utilizing human and material resources so as to effectively and efficiently accomplish the function of teaching, extension work and research for the purpose of achieving the aims and goals of school.

A School Management System is a well-equipped and centralized platform that allows teachers, students and other staff members to interact seamlessly and perform the school functions properly. Similarly, it helps you automate academic operations and balance workload.

Education Management is the administration that oversees an education system. This is responsible for designing, planning and implementing learning structures.




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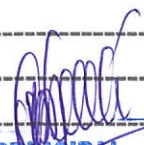
SUGGESTIONS

- ★ The School must have a ramp for any handicap student, enabling him/her for easy access of school building.
- ★ In the absence of an auditorium, the school, for annual concerts, has to book auditoriums within PMC areas. Hence the school should have its own auditorium.
- ★ The school must have more washrooms and separate washrooms for teachers and students.

EDUCATIONAL IMPLICATIONS

- ★ Students should be taught the importance of schools infrastructure and how to care for it and protect it.
- ★ Students should be made aware of the importance of extra and co-curricular activities.
- ★ Deep knowledge about the experiments held in the lab and the reason behind conducting it.
- ★ Libraries help students to improve their vocabulary and language.




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MAHAVIDYALAYA, CHINCHWAD, PUNE- 33.

B.ED. COURSE: 201 - QUALITY AND MANAGEMENT OF SCHOOL
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PRACTICAL
STUDY OF SCHOOL MANAGEMENT- MANAGEMENT OF
INFRASTRUCTURAL RESOURCES IN SCHOOL
शालेय व्यवस्थापनाचा अभ्यास 'शालेय भौतिक संसाधनाचे व्यवस्थापन

SELECTED SCHOOL NAME

शिवाजी विद्यालय, काजिपाडा,
कुला, मुंबई

NAME OF THE STUDENT TEACHER -

जनिता रविंद सावंत

ROLL NO -

31

ACTIVITY:

- 1.] PRACTICAL WOR
- 2.] M.C.Q.
- 3.] EXAMINATION

PRINCIPAL

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INCHARGE

ASST. PROF. JAWALIKAR ARUNKUMAR D.

ACADEMIC YEAR

2022 2023



Green B

**SHREE JAIN VIDYA PRASARAK MANDAL'S ADHAYAPAK MAHAVIDYALAYA,
CHINCHWAD, PUNE- 33.**

B.Ed.201 – QUALITY AND MANAGEMENT OF SCHOOL EDUCATION

Practical:

Study of School Management- Management of Infrastructural Resources in School

शालेय व्यवस्थापनाचा अभ्यास 'शालेय भौतिक संसाधनाचे व्यवस्थापन

Name of Student: वनिता रविंद्र सावंत

Roll No: 31

EVALUATION SCHEME

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

No.	Criteria	1	2	3	4	5
1	Introduction, Need and 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 Curricular activities & sports					✓
7	Availability of Infrastructural Resources Related to Health & Cleanliness, Ventilation & Light				✓	
8	Maintenance and Optimum use of all Infrastructural facilities				✓	
9	Provisions & equipments for Disaster management in the school premises.				✓	
10	Suggestions & Educational Implications				✓	
ACTIVITY: 1.PRACTICAL - Total Marks-50		49/50				
2.M.C.Q. -Total Marks-50		40/50				
3.EXAMINATION - Total Marks-80		54/80				
(Grand Total 180) OUT OF - 20		15				

Qualitative Feedback, (if any)



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Signature of Professor In-charge

ASST. PROF. JAWALIKAR ARUNKUMAR D.

Acknowledgement (ऋणनिर्देश)

श्री जैन विद्या प्रसारक अध्यापक महाविद्यालयांमध्ये B.Ed कोर्स २०१ या विषयांतर्गत शालेय शिक्षणाची गुणवत्ता व अवस्थापन हे प्रात्यक्षिक कार्य मी वनिता रविंद्र सावंत स्वतः प्रायोगिकपणे पूर्ण केलेले आहे. या प्रात्यक्षिकासाठी मी शिवाजी विद्यालय या शालेची निवड केली आहे.

हे प्रात्यक्षिक कार्य करताना मला शिवाजी विद्यालयामधील सर्व शिक्षकांनी योग्य मार्गदर्शन केले आहे. तसेच श्री जैन विद्या प्रसारक अध्यापक महाविद्यालयाचे प्राचार्य प्रा. कोठावडे सर तसेच शालेय शिक्षणाची गुणवत्ता आणि अवस्थापन या विषयाचे मार्गदर्शन व सहाय्य प्राप्त जावळीकर सर यांनी अत्यंत अनमोल असे मार्गदर्शक व सहाय्य केली. तसेच त्यासाठी आवश्यक पुस्तके वंग्यालयातील दानशी मंडळ यांनी उपलब्ध करून दिली. त्यासाठी मी या सर्वांची तळणी आहे.



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CERTIFICATE प्रमाणपत्र

मी वनिता रविंद्र भावंट असे प्रभावित करते की सन 2022-23 या शैक्षणिक वर्षात B.E. व कोर्स 201 या विषयांतर्गत शालेय शिक्षणाची गुणवत्ता आणि व्यवस्थापन हे प्रात्यक्षिक कार्य मी स्वतः प्रायोगिकपणे पार पाडले आहे. या प्रात्यक्षिकासाठी मी 'शिवाजी माध्यमिक विद्यालय' काजुमाडा या शाळेची निवड केलेली आहे. शिवाजी विद्यालयामध्ये 9 ते 10 इंग्रजी व मराठी माध्यमांमध्ये शाळा भरते. तसेच 11 व 12 वीचे कला शाखेचे महाविद्यालय ही आहे.



PRINCIPAL

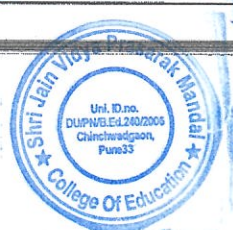
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COURSE 201 - PRACTICAL
Study of School Management- Management of Infrastructural Resources in School
 शालेय व्यवस्थापनाचा अभ्यास 1 शालेय भौतिक संसाधनाचे व्यवस्थापन
INDEX

ACKNOWLEDGEMENT - ऋणनिर्देश

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10	Suggestions & Educational Implications सूचना आणि शैक्षणिक उपयोजन	



Principal
 Shri Jain Vidya Prasarak Mandal
 College of Education (B.Ed.)
 Chinchwadgaon, Pune-33.

Shree Jain Vidya Prasarak Mandal's
Adhyapak Mahavidyalaya (B.Ed)

To,
Shivaji Vidyalaya
Kajupada, Kurla,
Mumbai.

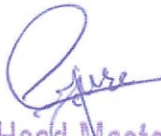
Subject - Permission to getting information about
your school regarding completion to the
practical work.

Respected Sir,

With reference to above mentioned subject
Mrs. Vanita Ravindra Sawant is our student pursuing
her B.Ed course in our college. For the partial
fulfillment to the B.Ed course 201 "Study of school
Management of Infrastructural Resources in School"
student need to complete the practical work.

I hereby request you to permit our student
to collect information about school under your
kind control co-operation. I ensure that the details
of the Information taken by the students will
be remained safe and confidential and it will
be used for the practical purpose only
Thank you very much.

Yours faithfully,
Sawant.


Head-Master
Shivaji Vidyalaya (English Medium)
Kajupada Kurla (W), Mumbai-72.




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B.ED. COURSE 201 – PRACTICAL

Study of School Management – Management of Infrastructural Resources in School
शालेय व्यवस्थापनाचा अभ्यास 'शालेय भौतिक संसाधनाचे व्यवस्थापन

1.] A . Introduction प्रस्तावनाA -----

अवस्थापन हे आधुनिक काळात मानवाला प्रत्येक कार्यात मदत करते. अवस्थापन हा शब्द अतिशय आपक आहे. कोणत्याही अवतीला कोणतेही कार्य प्रभावी व यशस्वी करण्यासाठी हा कार्यच अवस्थापन करावे लागते.

शैक्षणिक क्षेत्रात अवस्थापन ही संकल्पना २० आ शतकात उदयास आली. "मानवी शरीरात ~~हृदय~~ जे कार्य पार पाडते ते कार्य अवस्थापन शिक्षण प्रक्रियेत पार पाडते." शिक्षण प्रक्रियेचे अवस्थापन केले तर शिक्षण प्रक्रियेचा विकास योग्य पद्धतीने होतो. शिक्षण क्षेत्रात देखील ह्येय घोरण, बदल निश्चिती, नियोजन, सुसूचीकरण, संचलन, नियंत्रण अशा अनेक बाबींचा समावेश असतो. तसेच शिक्षक विद्यार्थी, पालक, समाज व इतर अवती हे मानवी घटक व आवश्यक भौतिक घटक शिक्षणक्षेत्रात समाविष्ट असतात. सामुळे या क्षेत्रास ही उल्लेख अवस्थापनाची आवश्यकता आहे.

"शैक्षणिक अवस्थापन म्हणजे शैक्षणिक ह्येय घोरणांचा विकास करणे, अध्यापनाच्या कामाला प्रेरणा देणे व शिक्षण प्रक्रियेतिल मानवी व भौतिक घटनांची सुअवस्था करणे."



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10.] Suggestions & Educational Implications सूचना आणि शैक्षणिक उपयोजन

सूचना -

शिवाजी विद्यालयामध्ये खेळाचे मैदान आहे पण बहुतेक स्थानिक लोक वापरतात. तसेच मैदानात योग्य स्वच्छता नाही.

* शैक्षणिक उपयोजन *

आजच्या काळात बाल, महाविद्यालये यांची स्थापना विविध ठिकाणे अधिक प्रमाणित होत आहे. शाले, महाविद्यालये मूळची साक्षी गुणवत्ता तपासली जाते. शालेची गुणवत्ता उत्कृष्ट असेल तर मुलांची प्रगती अधिक चांगली प्रकारे लक्षास मळत येते. साक्षीपरिषद, शैक्षणिक उपयोजनांमध्ये शालेमधील शैक्षणिक संसाधनांचा ही विचार, केला जातो. शालेतील विद्यार्थी व्या, परिसरात, संस्कार, शिक्षण घेणार आहेत. नैसर्गिक शैक्षणिक संसाधने असणे ही आवश्यक आहे. बालेतील, वड्यालये, ग्रंथालये, वाचनालये, स्वच्छतागृहे, प्रयोगशाळा, क्रीडांगण इ. साधनांचा वापर केला जातो. सामुळे ही संसाधनांचा स्वतः स्वच्छता ही तितकीच महत्वाची आहे.

एक आवा शैक्षणिक म्हणून हे प्राथमिक अतिशय महत्वाचे आहे. एक शिक्षकांच्या दृष्टीने शैक्षणिक संसाधनांची गरज व महत्त्व समजावून घेणे आवश्यक आहे. सामुळे शिक्षकांना विद्यार्थ्यांचा सर्वांगीण विकास साधता येतो. सामुळे हे प्राथमिक अतिशय महत्वाचा आहे.



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MAHAVIDYALAYA, CHINCHWAD, PUNE- 33.

B.ED. COURSE: 201 - QUALITY AND MANAGEMENT OF SCHOOL
EDUCATION

PRACTICAL
STUDY OF SCHOOL MANAGEMENT- MANAGEMENT OF
INFRASTRUCTURAL RESOURCES IN SCHOOL

शालेय व्यवस्थापनाचा अभ्यास -शालेय भौतिक संसाधनाचे व्यवस्थापन

SELECTED SCHOOL NAME

श्रीमती गेंदीबाई नारायण चोपडा,
हायस्कूल न्यू कॉलेज चिंचवड, पुणे.

NAME OF THE STUDENT TEACHER -

गडवे आश्विनी सोपान

ROLL NO -

8

ACTIVITY:

- 1.] PRACTICAL WOR
- 2.] M.C.Q.
- 3.] EXAMINATION

INCHARGE

ASST. PROF. JAWALIKAR ARUNKUMAR D.



ACADEMIC YEAR

2022-2023

PRINCIPAL

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**SHREE JAIN VIDYA PRASARAK MANDAL'S ADHAYAPAK MAHAVIDYALAYA,
CHINCHWAD, PUNE- 33.**

B.Ed.201 – QUALITY AND MANAGEMENT OF SCHOOL EDUCATION

Practical:

Study of School Management- Management of Infrastructural Resources in School

शालेय व्यवस्थापनाचा अभ्यास -शालेय भौतिक संसाधनाचे व्यवस्थापन

Name of Student: गडके अश्विनी सोपान Roll No: 8

EVALUATION SCHEME

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

No.	Criteria	1	2	3	4	5
1	Introduction, Need and 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 Curricular activities & sports				✓	
7	Availability of Infrastructural Resources Related to Health : Cleanliness, Ventilation & Light				✓	
8	Maintenance and Optimum use of all Infrastructural facilities				✓	
9	Provisions & equipments for Disaster management in the school premises.				✓	
10	Suggestions & Educational Implications				✓	
ACTIVITY: 1.PRACTICAL - Total Marks-50		<u>40</u> <u>80</u>				
2.M.C.Q. -Total Marks-50		<u>31</u>				
3.EXAMINATION - Total Marks-80		<u>51</u>				
(Grand Total 180) OUT OF ^T 20		<u>14</u>				

Qualitative Feedback, (if any)

Signature of Professor In-charge

ASST. PROF. JAWALIKAR ARUNKUMAR D.

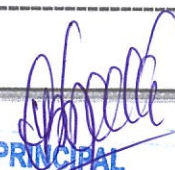


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Acknowledgement (ऋणनिर्देश)

जैन विद्या प्रसारक संयोजित अध्यापक महा-विद्यालयामध्ये शैक्षणिक वर्ष २०२२-२३ मध्ये बी.एड कोर्स २०१ या विषयांतर्गत शालेय शिक्षणाची वृणवत्ता आणि व्यवस्थापन हे प्रात्यक्षिक कार्य देव्यात आले होते. या प्रात्यक्षिक कार्यासाठी गेंदीबाई ताराचंद चोपडा हायस्कूल या विद्यालयाची निवड केली आहे. या प्रात्यक्षिकासाठी या विद्यालयाचे मुख्याध्यापक काळे सर यांनी आवश्यक अशी संपूर्ण शालेशी संबंधित माहिती दिली. त्याचप्रमाणे आमच्या महाविद्यालयाने प्राचार्य डॉ. प्रविण कोठावडे, सर यांनी मोलाचे मार्गदर्शन केले. त्याचप्रमाणे या प्रात्यक्षिकाने मार्गदर्शक सह प्रा. जावळीकर, सर यांनी ही या प्रात्यक्षिकासाठी मार्गदर्शन केले. तसेच महाविद्यालयाने ग्रंथपाल मैत्रम तसेच भाई मैत्रिणी यांनीही मला मार्गदर्शन केले यासाठी मी त्यांची आभारी आहे.




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CERTIFICATE प्रमाणपत्र

असे प्रमाणित करण्यात येते की
श्री जैन विद्याप्रसारक मंडळ, अध्यापक, महाविद्यालया
तील विद्यार्थ्यांनी शिक्षक, आश्विनी गाडवे हिने
बी. एड कोर्स २०१० अंतर्गत "शाळेतील भौतिक
साधन, सुविधांचे व्यवस्थापक" हे प्रात्यक्षिक कार्य
गंदाबाई ता. चोपडा हायस्कूल, चिंचवड या ठिकाणाच्या
शाळेत पूर्ण केले आहे.



[Signature]
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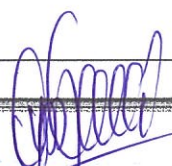
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1.] A. Introduction प्रस्तावना:-

पूर्वीच्या काळात गुरुकुल पद्धती होत्या. त्याचप्रमाणे जसजसा काळ बदलत गेला, तस्या शिक्षण पद्धती देखील बदलत गेल्या. त्यामध्ये विविध प्रकारचे बदल करण्यात आले. शिक्षणाच्या जोरावर मनुष्याला आपली आर्थिक, बौद्धिक आणि सामाजिक पातळी वाढवता येते. आताला महासत्ता बनवायचे असेल तर विद्यार्थींना योग्य व गुणवत्ता प्रधान शिक्षण देणे गरजेचे आहे.

"शाळा ही एक औपचारिक शिक्षण देणारी संस्था आहे." आपल्या आजच्या काळातील शाळांमध्येून उत्कृष्ट व गुणवत्ता प्रधान शिक्षण मिळते का? विद्यार्थ्यांच्या सर्वांगीण विकास होण्याच्या दृष्टीने शिक्षणाची गुणवत्ता सुधारली तसे उद्याच्या आस्ताचा सुजाण नागरिक घडेल आजच्या काळात स्पष्टी रतक्या वाढल्या आहेत की गुणवत्तेशिवाय पर्याय नाही. हेव च्या द्वितीय वर्षाच्या अभ्यासक्रमातगत कोर्स २० मध्ये शालेय शिक्षणाची गुणवत्ता व व्यवस्थापन ह्या प्रात्यक्षिकाचा समावेश करण्यात आला आहे. व्यवस्थापन हे एक स्वतंत्र असून यामध्ये संस्थेच्या कर्मचारी, वर्गाकडून पदव्यतशीर व अधिक कार्यक्षमतेने काम करून देणे ही एक मोठी जबाबदारी असते. शाळेमध्ये विविध सोयी सुविधा उपलब्ध असणे गरजेचे आहे.

गोंदीबाई ताराचंद हायस्कूल या शाळेच्या स्तविस्तर अभ्यास मी करणार आहे. व संबंधित सर्व माहिती प्रात्यक्षिकाच्या माध्यमातून आहे.



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10.] Suggestions & Educational Implications सूचना आणि शैक्षणिक उपयोजन

बी. एड कोर्स 201 अंतर्गत शाळेय शिक्षणपद्धती गुणवत्ता आणि व्यवस्थापन हे प्रात्यक्षिक द्वितीय वर्षामध्ये देण्यात आले आहे. हे प्रात्यक्षिक कार्य पूर्ण करताना मला असे वाटले की एक आवडी शिक्षक म्हणून या नात्याने अविलंबाने या प्रात्यक्षिकाचा उपयोग होणार आहे. शाळेय आर्थिक साधनांची गरज महत्त्व यातून समजले तसेच कोणत्या साधनांचा वापर कसा करावा हे समजले. शाळा, महाविद्यालयामध्ये प्रयोग किंवा प्रवर्तित करत असताना घेणाऱ्या अडथळी समजल्या.

- * शाळेय प्रशासकीय व्यवस्थापन बदलले माहिती :- प्रात्यक्षिकाच्या माध्यमातून माहिती मिळवत असताना शाळेतील प्रशासकीय विभाग व त्यामध्ये उपलब्ध सोयी सुविधा यांची माहिती मिळवता येते.
- * संशोधक वृत्तीचा विकास :- या प्रात्यक्षिकाच्या माध्यमातून पूर्ण शाळेच्या आतिशय सूक्ष्म अशा कावीचा अभ्यास संशोधक वृत्तीने केला गेला.

- * शैक्षणिक उपयोजन :- श्रीमती गेंदीबाई ताराशेड चौपडा हायस्कूल गु. कॉलेज चिंचवड या शाळेमध्ये स्टाफरूम आहे. प्राथमिक, माध्यमिक उच्च माध्यमिक सर्व शिक्षकांसाठी वेगवेगळे स्टाफरूम आहे. या शाळेत फ्लायटूर रूम लहान आहे. हसेय सुचप्रकाश हवेची कमतरता जाणवत नाही. फ्लायटूर रूमची व्यवस्था त्यांच्या प्रकारे करणे गरजेचे आहे. त्यामुळे अध्यापन करताना कलावरण निर्मिती करण्यास मिळत नाही.
- * शाळेतील ग्रंथालय हे वरच्या मजल्यावर आहे. त्यामुळे सुचप्रकाश बऱ्यापैकी येतो. परंतु ग्रंथालयाचा साकार लहान आहे, तो माग आणि सुटसुटीत असावा.



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SHREE JAIN VIDYA PRASARAK MANDAL'S ADHAYAPAK
MAHAVIDYALAYA, CHINCHWAD, PUNE- 33.

B.ED. COURSE: 201 - QUALITY AND MANAGEMENT OF SCHOOL
EDUCATION

PRACTICAL
STUDY OF SCHOOL MANAGEMENT- MANAGEMENT OF
INFRASTRUCTURAL RESOURCES IN SCHOOL

शालेय व्यवस्थापनाचा अभ्यास [शालेय भौतिक संसाधनाचे व्यवस्थापन]

SELECTED SCHOOL NAME

City Pride English Medium
School (CBSE) Ravet.

NAME OF THE STUDENT TEACHER -

Nishigandha V. Mestry.

ROLL NO -

60

ACTIVITY:

- 1.] PRACTICAL WOR
- 2.] M.C.Q.
- 3.] EXAMINATION

INCHARGE

ASST. PROF. JAWALIKAR ARUNKUMAR D.

ACADEMIC YEAR

2022- 2023



Shri Jain Vidhya Prasarak Mandal
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**SHREE JAIN VIDYA PRASARAK MANDAL'S ADHAYAPAK MAHAVIDYALAYA,
CHINCHWAD, PUNE- 33.**

B.Ed.201 – QUALITY AND MANAGEMENT OF SCHOOL EDUCATION

Practical:

Study of School Management- Management of Infrastructural Resources in School

शालेय व्यवस्थापनाचा अभ्यास शालेय भौतिक संसाधनाचे व्यवस्थापन

Name of Student: Nishigandha Vilas Mesthy Roll No: 60

EVALUATION SCHEME

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

No.	Criteria	1	2	3	4	5
1	Introduction ☐ Need and 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 Curricular activities & sports					✓
7	Availability of Infrastructural Resources Related to Health ☐ Cleanliness ☐ Ventilation & Light				✓	
8	Maintenance and Optimum use of all Infrastructural facilities				✓	
9	Provisions & equipments for Disaster management in the school premises.				✓	
10	Suggestions & Educational Implications				✓	
ACTIVITY: 1.PRACTICAL - Total Marks-50		48/50				
2.M.C.Q. - Total Marks-50		47/50				
3.EXAMINATION - Total Marks-80		66/80				
(Grand Total 180) OUT OF - 20		17.2				

Qualitative Feedback, (if any)



Signature of Professor In-charge

ASST. PROF. N. K. KAR ARUNKUMAR D.

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Acknowledgement (ऋणनिर्देश)

I would like to express my special thanks of gratitude to my guide teacher Asst.Prof Jawalikar Arunkumar for all the facilities that he provided for this project work and I would also like to extend my gratitude to the Principal Sir, Dr. Kothawade Sir for providing us with all facility that was required, and keep motivating us which I received from time to time.

I sincerely thank to Savitribai Phule University for including this syllabus which is very important to every student teacher. I have selected "City Pride School" Ravet, Pune.

This practical meet the requirement of student teacher of B.Ed. IInd year.

Secondly, I would also like to thank my parents & friends who helped me a lot in completing this project.

Lastly, I like to thank all my supporters who have motivated me to fulfill the project before the time-line.




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CERTIFICATE प्रमाणपत्र

This is to certify that this project has been made by 'Nishigandha Vilas Mestry' of IInd year B.Ed. from Shri Jain Vidya Prasarak Mandal's Adhyapak Mahavidyalaya Chichwad.

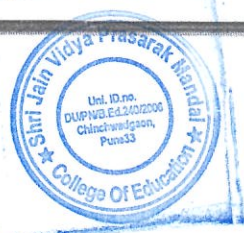
Practical made on the topic Management of Infrastructural Resources In School under the guidance of Asst. Prof. Jawalikar Arunkumar during the year 2022-2023

Yours Truly

Nishigandha V. Mestry

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COURSE 201 - PRACTICAL
Study of School Management- Management of Infrastructural Resources in School
 शालेय व्यवस्थापनाचा अभ्यास शिालेय भौतिक संसाधानाचे व्यवस्थापन
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5	Available Infrastructural Resources for Students (with evidences) in the Selected School निवडलेल्या शाळेतील विद्यार्थ्यांसाठी उपलब्ध असणारी भौतिक संसाधने (पुराव्यासहित)	
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B.ED. COURSE 201 – PRACTICAL

Study of School Management – Management of Infrastructural Resources in School
शालेय व्यवस्थापनाचा अभ्यास [शालेय भौतिक संसाधनाचे व्यवस्थापन]

1.] A . Introduction प्रस्तावना

Management is the efficient utilization and handling of all available resources for achieving an objective. It is the prerequisite for the successful working, running and development of any organisation.

A management system is a system or process that provides the information necessary to manage an organization effectively.

In this practical study, I have selected 'City Pride School' (English Medium CBSE board) Ravet Pune. City Pride School is promoted, established & run by 'Audyogik Tantra Shikshan Sanstha (A.T.S.S), established in the year 1966 by a Kokani linguistic community.

Infrastructure, curriculum, teaching learning and evaluation are the pillars of the education & are all linked with a common thread of creativity & out of box thinking.

Infrastructural development is an important aspect that needs to be taken into account, when the development of infrastructural will take place in the school then the members also able to carry out their job duties in an effective manner. The facilities are also regarded as one of the important indication of creating good environment.



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10.] Suggestions & Educational Implications सूचना आणि शैक्षणिक उपयोगन

In the study of school management and infrastructural resources in 'City Pride School' I went to all the points, though all areas are well maintained as per my accordance following things or changes should be done or it should be there :-

Suggestion :- In 'City Pride School' all facilities laboratories, computer lab & laboratory are there but in all these lab, I felt that computer lab should be more spacious and more computers should be there as per student numbers.

In school classrooms are well maintained & cleaned by teachers but for pre-primary section the classroom should be more colourful and wall should be painted with fruits, flowers or other decorative pictures because small kids get attracted towards colours easily. It can create healthy environment for learning.

Educational Implications :-

Through this practical student teacher came to know about infrastructure of school as well as how the care maintenance is taken by school. Also we come to know about all the facilities which are available in the school or require in a good school.

Through the study of all activities the motive and benefits are understood by us, also facilities and health care is important for both that we study & learn through this practical.



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ESTD : 8/9/1927

**B. ED. COURSE: 202
KNOWLEDGE CURRICULUM AND LANGUAGE
ACROSS THE CURRICULUM**

**COURSE RELATED PRACTICAL WORK
PRESENTATION OF SUBJECT CONTENT IN THE FORM OF A SUMMARY/
EXPLANATORY NOTE/ PRECISE WRITING/ DIAGRAMMATIC PRESENTATION**

NAME OF THE STUDENT TEACHER
NISHIGANDHA VILAS MESTRY.

ROLL NO

60

INCHARGE

ASST. PROF. SHINDE SUHAS PANDURANG

2022-2023



Seen
15/11/2022
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Name of the Student: NISHIGANDHA VILAS MESTRY. Roll No : 60

**B.Ed. 202 : KNOWLEDGE CURRICULUM AND
LANGUAGE ACROSS THE CURRICULUM**

PRACTICAL:

**PRESENTATION OF SUBJECT CONTENT IN THE FORM OF A SUMMARY/
EXPLANATORY NOTE/ PRECISE WRITING/ DIAGRAMMATIC PRESENTATION**

EVALUATION SCHEME

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

Sr. No	Criteria	1	2	3	4	5
1	CATEGORIZATION OF THE CONTENT				✓	
2	FULFILLMENT OF THE OBJECTIVES				✓	
3	SUITABLE LEARNING EXPERIENCES				✓	
4	TEACHING METHODS, STRATEGIES & TECHNIQUES				✓	
5	PROPER TEACHING AIDS					✓
6	REFLECTION OF CORE ELEMENTS & VALUES				✓	
7	REFLECTION OF LIFE SKILLS				✓	
8	SUITABLE EVALUATION STRATEGIES					✓
9	EDUCATIONAL IMPLICATION				✓	
10	OVERALL IMPRESSION				✓	

Qualitative Feedback, (if any):

Seen

42
50



Signature of Professor In-charge
ASST. PROF. SUHAS PANDURANG

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B.Ed. 202 : KNOWLEDGE CURRICULUM AND LANGUAGE ACROSS THE CURRICULUM

COURSE RELATED PRACTICAL WORK

**PRESENTATION OF SUBJECT CONTENT IN THE FORM OF A SUMMARY/
EXPLANATORY NOTE/ PRECISE WRITING/ DIAGRAMMATIC PRESENTATION**

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02	RATIONALE OF SELECTION आशय निवडीचा आधार
03	CATEGORIZATION OF THE CONTENT आशयाचे वर्गीकरण
04	FULFILLMENT OF THE OBJECTIVES उद्दिष्टांची पूर्तता
05	SUITABLE LEARNING EXPERIENCES योग्य अध्ययन अनुभव
06	TEACHING METHODS, STRATEGIES & TECHNIQUES अध्यापन पद्धती, योजना आणि तंत्रे
07	PROPER TEACHING AIDS सुयोग्य शैक्षणिक साधने
08	REFLECTION OF CORE ELEMENTS & VALUES गाभा घटक आणि मूल्ये यांचे परावर्तन
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11	EDUCATIONAL IMPLICATION शैक्षणिक उपयोजन
12	EVIDENCE पुरावे




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Introduction :-

B.Ed course 202; Knowledge Curriculum And Language Across The Curriculum was conducted by Asst. Prof. Shinde Suhas Sir on 15th October 2022 at 3.00 pm. In the orientation Sir explained about benefits of the language across the curriculum approach, for students as well as for teachers; Also what are the importance, as well as difficulties in the implementing LAC approach.

RATIONALE OF SELECTION आशय निवडीचा आधार: Selection of the topic of the mathematics 6th std. book, under the guidance of course incharge of 202, Asst. Prof. Shinde Suhas Sir, selected chapter/unit is Bar Graph. If used correctly, a visual representation helps your brain to quickly understand large amount of data & spot patterns, trends. Graphs also make it easier to illustrate relationships between entire data sets. So, it's quite interesting to learn & plot the graph.

CATEGORIZATION OF THE CONTENT आशयाचे वर्गीकरण: Branches of maths:-

Pure Mathematics	Applied Mathematics
1. Number Theory	1. Calculus
2. Algebra	2. Statistics & Probability
3. Geometry	Graph
4. Arithmetic	Pictograph Bar Graph
5. Combinatorics	Vertical Horizontal
6. Topology	3. Set Theory
7. Mathematical Analysis	4. Trigonometry

FULFILLMENT OF THE OBJECTIVES उद्दिष्टांची पूर्तता: The purpose of a



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to measure the change over time, bar graphs are best when changes are larger. A bar chart used to show the comparison between categories of data.

By creating simple bar or line graphs children learn to ask questions & gather information about themselves and their surrounding. They also learn to sort & organize objects based on information. Last young children can represent this information using real objects, pictures and graphs.

Bar graphs help students organize & analyze information in well-structured formats, making it easier to interpret data. Visual learner respond especially well to graphs and often understand the information better without pages of text.

Preschoolers learn many different types of skills related to maths through graphing fun. They practice estimation, sorting, organizing, recording, counting, classifying, problem solving and comparing. Kids gain more experience with knowledge.

So, Graphing is an important math tool. It can be a simple way to introduce broader concepts of greater than, less than, or most and least.



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ACROSS THE CURRICULUM

COURSE RELATED PRACTICAL WORK
**PRESENTATION OF SUBJECT CONTENT IN THE FORM OF A SUMMARY/
EXPLANATORY NOTE/ PRECISE WRITING/ DIAGRAMMATIC PRESENTATION**

NAME OF THE STUDENT TEACHER

SYRIL ANTHONY JAGAN

ROLL NO

15

INCHARGE

ASST. PROF. SHINDE SUHAS PANDURANG



2022-2023

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College of Education (B.Ed.)
Chinchwadgaon, Pune-33.

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MAHAVIDYALAYA, CHINCHWAD, PUNE - 033**

Name of the Student: Sybil Anthony Jagan Roll No : 15

**B.Ed. 202 : KNOWLEDGE CURRICULUM AND
LANGUAGE ACROSS THE CURRICULUM**

PRACTICAL:

**PRESENTATION OF SUBJECT CONTENT IN THE FORM OF A SUMMARY/
EXPLANATORY NOTE/ PRECISE WRITING/ DIAGRAMMATIC PRESENTATION**

EVALUATION SCHEME

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

Sr. No	Criteria	1	2	3	4	5
1	CATEGORIZATION OF THE CONTENT				✓	
2	FULFILLMENT OF THE OBJECTIVES				✓	.
3	SUITABLE LEARNING EXPERIENCES					✓
4	TEACHING METHODS, STRATEGIES & TECHNIQUES					✓
5	PROPER TEACHING AIDS					✓
6	REFLECTION OF CORE ELEMENTS & VALUES				✓	
7	REFLECTION OF LIFE SKILLS				✓	
8	SUITABLE EVALUATION STRATEGIES				✓	
9	EDUCATIONAL IMPLICATION				✓	
10	OVERALL IMPRESSION				✓	48/50

Qualitative Feedback, (if any):

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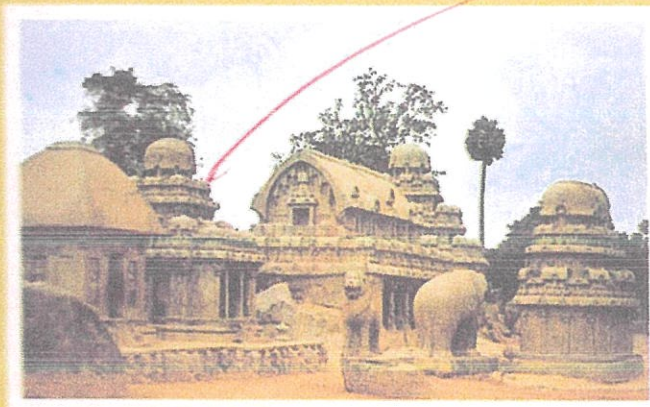
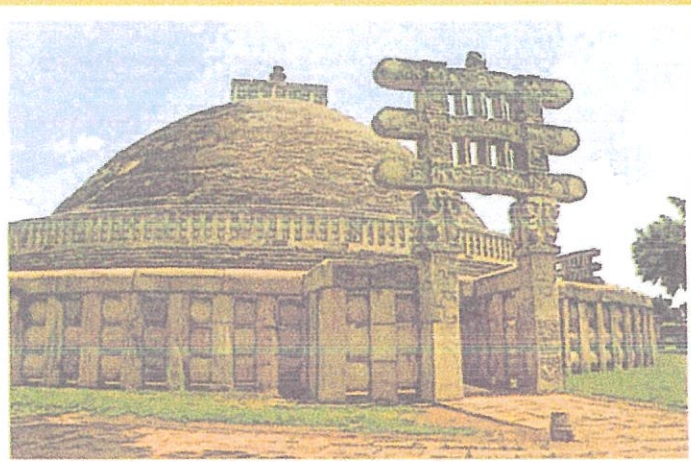
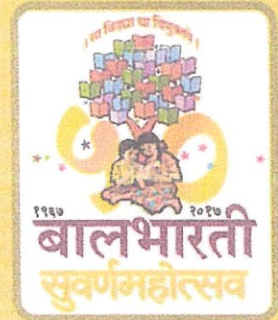
INTRODUCTION प्रस्तावना: _____




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HISTORY AND CIVICS

STANDARD SIX



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INTRODUCTION : It's a privilege to introduce Maharashtra State Board's Std VI - History's Chap. No.2 'Sources of History' as my project work. An artefact, journal, manuscript, diary and every other source of information that was produced at the period of study is often a primary source, considered a source or evidence in the study of History as an academic field. It acts as a source of topic information

RATIONALE OF SELECTION : 'Sources of History' interpret the past objectively. The use of primary sources exposes students to important historical concepts. History gives us the tools to analyze and explain problems in the past, it positions us to see patterns that might otherwise be invisible in the present - thus providing a crucial perspective for understanding and solving current and future problems.

CATEGORIZATION OF THE CONTENT : 'Sources of History' can be categorized as :

Primary Sources of History - provide first-hand information of historical events. Eg - coins, inscriptions
Secondary sources of History - analyses and interprets primary sources. Egs. - Literary works, Biographies
Material Sources - Ancient monuments, coins, etc
Oral Sources - Passed on from generation to generation orally or verbally. Egs. Folk songs, myths, etc
Written Sources - Great literary works created during the medieval period provide rich information about the past.



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FULFILLMENT OF THE OBJECTIVES : Following Objectives fulfilled

- Awareness among Society
- Helped in keeping the history intact.
- Applied historical methods to evaluate critically the record of the past.
- Increased sense of belongingness.
- Stimulated curiosity to discover about past culture

SUITABLE LEARNING EXPERIENCES: Learning experience was

not only helpful but also very effective. It focused on being authentic, interactive and collaborative to enhance engagement and improve knowledge retention. Besides, it added value to the existing knowledge, encouraged social learning and promoted self-assessment. Learning experience highlighted the purpose of learning by understanding and appreciating new information.

TEACHING METHODS, STRATEGIES & TECHNIQUES : For 'Sources of History' lecture method, story-telling method, discussion method, etc were used. The strategies used were questioning the students on the primary, secondary and tertiary methods for digging deep into the sources of history. Even making the students read the parts of the chapter helped to understand it in a broader sense.



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History gives us the opportunity to learn from others' past mistakes. It helps us understand the many reasons why people may behave the way they do. As a result, it helps us become more impartial as decision-makers. History teaches us morals and values and helps build better citizenship. It helps us to craft our own opinions, makes one become more impartial as decision-makers.

History conducts research. This gives the learner the opportunity to look at two kinds of sources - Primary (written at the time) and secondary sources (written about a time period, after the fact). This practice teaches the learner how to decipher between reliable and unreliable sources.

Learning about History can be a great deal of fun. We have the throngs of movies, about our past to prove it.

History is full of some of the most interesting and fascinating stories ever told, including pirates, treasure, mysteries, and adventures. On a regular basis new stories from the past keep emerging to the mainstream. I conclude by stating that the subject of History helps develop our skills and transform us to be a better version of ourselves.




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14/11/2022

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ESTD : 8/9/1927

B. ED. COURSE: 202
KNOWLEDGE CURRICULUM AND LANGUAGE
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सौ. वनिता रविंद्र सावंत

ROLL NO

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INCHARGE

ASST. PROF. SHINDE SUHAS PANDURANG



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Name of the Student: सौ. वनिता रविंद्र सावंत Roll No : 31

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5	PROPER TEACHING AIDS			✓		
6	REFLECTION OF CORE ELEMENTS & VALUES				✓	
7	REFLECTION OF LIFE SKILLS				✓	
8	SUITABLE EVALUATION STRATEGIES			✓		
9	EDUCATIONAL IMPLICATION				✓	
10	OVERALL IMPRESSION			✓		

Qualitative Feedback, (if any):

Seen

35/50.

01/12/2022

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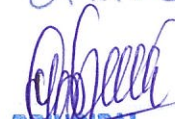
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INTRODUCTION प्रस्तावना:

ज्ञान म्हणजे हुश्याच्या अक्तीची किंवा हुश्याच्या




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गोष्टीची ओळख, जागरूकता किंवा समजून घेणे, जसे की तथ्ये, माहिती, वर्णन किंवा कौशल्ये, जे अनुभव किंवा शिक्षणाद्वारे समजणे, शोधणे किंवा शिकणे याद्वारे प्राप्त केले जाते. इंग्रजी हे मूलतः समाजातील सदस्यांमधील संवादाने साधन आहे. संस्कृतीच्या अभिव्यक्तीमध्ये भाषा हा एक मूलभूत पैलू आहे. समूह ओळखीशी संबंधित परंपरा आणि मूल्ये साठवणारे साधन आहे. भाषेचे तीन आवश्यक प्रकार, जे वारंवार लेखन आणि संभाषणात येतात. ① माहितीपूर्ण ② अभिव्यक्त ③ निर्देश

RATIONALE OF SELECTION आशय निवडीचा आधारः

इंग्रजी विषयातील आशया-चा संबंध, शिक्षणाच्या उद्दिष्टाशी असतो. विद्यार्थ्यांमध्ये जे शिक्षणाचे उद्दिष्ट साध्य करण्यासाठी सानुसार आशयाची निवड केली जाते.

इयत्ता ८ वी च्या इंग्रजी विषयातील Unit no. 3 मध्ये उ.ा 'द ग्रेट ऑफ गोल्ड सेल्फिशनेस' मध्ये ओळखी, वाचन कौशल्य, लेखन कौशल्य याविषयी माहिती करून देऊन या उद्दिष्टांच्या पूर्ततेच्या दृष्टीने आशय निवडला आहे.

CATEGORIZATION OF THE CONTENT आशयाचे वर्गीकरणः

आशयाचे वर्गीकरण करताना आशयाचे मुख्यत्वे पुढीलप्रमाणे वर्गीकरण केले जाते. उदा. इंग्रजी विषयातील छंदा किंवा कवितेतील question-answer, True and false, synonyms and Antonyms, Tense and Aspect किंवा Dps and Dqn'ts, Show the difference इ. घटकांमध्ये आशयाचे वर्गीकरण केलेले दिसून येते. आशय वर्गीकरणामुळे अध्यापन घटकांचे सुस्पष्ट लक्षात येतात.

FULFILLMENT OF THE OBJECTIVES उद्दिष्टांची पूर्तताः 3.1 The Plate of



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आशय विश्लेषणाच्या आधार आहे.

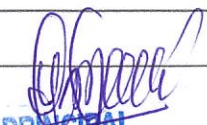
कोणत्याही पाठ्याचे आशय विश्लेषण करताना ज्ञानात्मक, भावात्मक, क्रियात्मक हे तीन वर्तन क्षेत्रे ध्यानात ठेवून करावे लागते व त्याला अनुकूल असलेल्या अध्यापन पद्धतीच्या विद्यार्थ्यांच्या वयोगटा-नुसार अवलंब करावा लागतो.

आशय विश्लेषणामुळे शिक्षकाला आपल्या अध्यापन दृष्टीकोनाचे नियोजन करणे शक्य होते. तसेच आशयातून कोणते भाषाघटक, जीवनकौशल्ये अध्ययन-अनुभूतीची मांडणी करणे, शैक्षणिक प्रभावी वापर करणे. सान्प्रमाणे अध्यापन करावयाची कोणती पद्धती वापरावी यासाठी आशय विश्लेषण करणे आवश्यक होते.

आशय विश्लेषणामुळे जीवनकौशल्ये मूल्ये रुजवली जाऊ शकतात, सान्प्रमाणे कोणत्या अध्ययन-अनुभूतीची मांडणी करणे, शैक्षणिक साधनांची निवड करणे. आशय विश्लेषणामुळे आशयातील मुद्दे-उपमुद्दे लक्षात येतात. सान्प्रमाणे योग्य अध्ययन-अनुभूती दिल्या जाऊन अध्यापन प्रभावी होते. आशयातील संकल्पना, संबोध, उदाहरणे, आकृती लक्षात येते.

दुसरे पाहता आशय विश्लेषणामुळे शिक्षकाचे अध्यापन प्रभावी होते. सान्प्रमाणे मूल्यमापन करणे सोपे होते. सान्प्रमाणे गरज भासल्यास शिक्षक प्रयत्न करू शकतो. अशा प्रकारे अध्ययन-अध्यापन प्रक्रिया प्रभावी होऊन विषयाची किंवा घटकाची उददिष्टे साधली जाऊन विद्यार्थ्यांच्या सर्वांगीण विकास साधला जातो.




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