



Nav Sahyadri Charitable Trust's  
**COLLEGE OF EDUCATION (B.Ed., M.Ed.) CHAKAN**

Tal. Khed, Dist. Pune-410,501

(Approved by NCTE, Govt. of Maharashtra & Affiliated to Savitribai Phule University of Pune )

Student Seat No (In figure).....101..... Seat No. (In Words).....(01).....

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

Subject: Quality and management of school education

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

Jr. Supervisor's Signature & Date:.....[Signature] 26/4/22.....

Q.No.	1	2	3	4	5	Total	Sign. of Examiner
Marks obtain	<u>12</u>	<u>11</u>	<u>12</u>	<u>11</u>	<u>12</u>	<u>58</u>	<u>[Signature]</u>
Marks out of	<u>15</u>	<u>15</u>	<u>15</u>	<u>15</u>	<u>20</u>	<u>80</u>	

Use of Coloured pencil of ink is Strictly Prohibited expect in case of Diagrams and Sketches.  
(Write on Both sides.)

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

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

Autocratic Leadership style:-

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



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

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

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

### Key Leadership Traits :-

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

#### 1. Effective Communication :-

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

#### 2. Trustworthy :-

In their seminal book, The Leadership Practices



### 3. Decisive :-

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

### 4. Independent Thinker :-

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

### 5. Positive :-

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

### 6. Humility :-

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

### 7. Conflict Resolution :-

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



Q.2 What is pre-service and in-service?

Explain need and benefits:-

Ans:- Pre-service:-

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

Need of Pre-service Teacher Education:-

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



⑤ To enhance Professional capacities :- To enhance professional capacities. It may include reading and reflecting on texts, understanding of self, understanding the use of drama and art in education etc.

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

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

In-Service :-

In-service training is any activity which a teacher undertakes after he/she has begun to teach, which is concerned with his/her professional work. For administrative convenience as in-service training is defined as a programme of systematised activities promoted or directed by the school system or approved by the school system, that contributes to the professional or occupational growth and competence of staff members during the time of their service to the school system.

Need of In-service -

In-service teacher education is necessary to keep the attention focused on the need and importance of quality of educational outcome.



need to pursue in their career options:-

- ① To learn specific skills, Techniques :-  
In-service training provides teachers with opportunities to learn specific skills techniques and new instructional approach that they can be use in their own teaching.
- ② Updating the knowledge of development  
In-service teacher training provides opportunities for updating the knowledge of developments in science technology and application.
- ③ Understanding of Generally applicable pedagogical techniques and those reinforcing equitable teaching practices.
- ④ Updating knowledge of teaching Techniques :-  
In-service teacher education helps in updating knowledge of teaching techniques and provides an exposure to effective new techniques and development in informational educational technology.
- ⑤ Practice in New Teaching Techniques :-  
In-service teacher education gives an opportunity to practice in new teaching techniques and to share experiences with other teachers.



Q 3. Explain the education managements concept and Features.

Ans: → Education managements is a field of study and practice with the operation of generally accepted educational organization.

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

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



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

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

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



in way or another.

### (5) System of Authority :-

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

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

12



Q 4 Explain the national and state level educational institutes functions.

Ans:- National council of educational research is an apex resource organisation to assist and advise the central and the state government on academic matters related to school education. It provides academic and technical support for qualitative improvement of school education and undertakes programmes related to research development training extension international co-operation publication and dissemination of information.

Function of National Educational Institutes :-

The function of National educational broadly related to

- a) Research and development.
- b) In-service and pre-service training
- c) Extension and dissemination work.

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

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



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

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

⑤ Conducts and promotes educational research.

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

⑦ Disseminates improved educational techniques and practices and research finding.

⑧ To undertake functions assigned to the ministry of education improving school education.

⑨ Acts as a clearing houses for ideas and information on all matters relating to school education and teacher education.

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



① Function regarding school education:-

It raises the quality of school education in imaginary attitudes increased.

② Improvement in Teacher education:-

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

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

④ Promote educational Research -

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

⑤ Development of Educational Technology:-

To develop educational technology for use in the teaching learning activities and in the training programmes and to provide distance education

⑥ Development of various Educational

Materials :- To develop, adopt / adapt process curricular materials, text book and other related instructional materials



Q 5 Write any four short answer of the following.

① Timetable types :-

Even though many types of timetables are used across schools and universities all around the world, there are only three major types of timetables from which all other sub-types are derived.

They are as follows:-

- 1) Master timetable.
- 2) Teacherwise timetable.
- 3) Class-wise timetable.

A timetable ensures that each class has only one teacher during learning hours of a particular period. Timetable also reduces the confusion while learning.

Students are very clear about the subjects they have to study in particular period.

There are seven broad types of a timetable :-

- 1) The Consolidated Time-table.
- 2) Classwise time-table.
- 3) Teacherwise time-table.
- 4) Teacher's free-period time-table.
- 5) Games time-table.
- 6) Co-curricular Activities time-table.
- 7) Homework time-table.

\* Characteristics of a good time-table :-

- 1) It's easily communicated.
- 2) It's flexible.
- 3) It has the commitment of the project team.
- 4) It forces early deadlines.
- 5) It allows for revision time following



## 2) Classroom Management :-

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

### Importance of classroom Management :-

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

### Strategy For classroom management :-

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



3) SWOT

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

SWOT analysis is a tool oftenly used by organisations in planning its future. This tool can be explained in a simplified manner as follows :-

Strengths of the Organisation :- S

Weakness of the Organisation :- W

Opportunities of environment :- O

Threats of the environment :- T

SWOT Analysis is the most renowned tool for audit and analysis of the overall strategic position of the business and its environment. Its key purpose is to identify the strategy that will create a firm specific business model that will be best suited to an organisation operating in a



#### 4) School Records :-

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

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

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

In order that the school may obtain information and furnish it to all the concerned or interested parties, it is necessary that complete and systematic records should be maintained.





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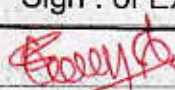
Student Seat No (In figure)..... Seat No. (In Words)..... 80

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

Subject: Knowledge & curriculum and knowledge Across curriculum

Paper No: 202..... Section:.....

Jr. Supervisor's Signature & Date:  21/11/2022

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

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

Meaning: Learning through activity or activity based learning is an active teaching learning methodology. It is more useful in primary classes. Teachers can make teaching interesting by this method. A lot of activities should be done in our schools. Activities bring activeness and smartness.



hands on experiments & activities. The idea of activity based learning is rooted in the common notion that the children are active learners rather than passive recipients of information. If child is provided the opportunity explore by their own & provided an optimum learning environment then the learning becomes joyful & long-lasting.

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

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

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

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

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

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

The following are some activity based learning methods.

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



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

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

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

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

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



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

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

A curriculum is never static; a curriculum has to be an [enabling] enabling document. A curriculum is a vision. Therefore, National Curriculum Framework 2005, having passed through various bodies including the CABE, is an official document laying down the needs of the school system of India envisioning the Constitution of India upholding all its tenets. Curriculum debates of 1968, 1986, and 2000 provide



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

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

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

### Features of NCF 2005

- Learning without any pressure so that learning turns into a joyful experience, move away from textbooks as a basis for examination, and reduce stress - it suggested significant changes in the pattern of the syllabus.
- To form a sense of self-reliance and individual dignity, which would be the basis of social relations and develop a sense of unity and non-violence across society.
- To come up with a child-centered approach to learning, promote universal enrollment and



- P. Naik has described quality, quantity, and equality as the three pillars of the education system in India.
- With reference to social context, the recently published curriculum ensures that all schools are provided with a standard framework irrespective of sex, religion, creed, and caste.

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

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

Mahatma Gandhi's thoughts on education:

Mohandas Karamchand Gandhi is known as Mahatma, a practical philosopher who wanted to establish a free and casteless society with no exploitation and racial discrimination. His contribution to educational principles and practices has great impact on the whole humanity. This is because his educational philosophy is based on the history of life of him & experiments in India and Western countries. His ideas on the concept of education have widened the meaning, nature & scope of education so as to bring about all round personality about the development in child. He has expanded the process of education by making it both religious and craft centered, which prepares the child for spiritual as well as the material world. According to him "Education is not for the sake of knowledge but for the sake of life."



Education has certainly incorporated most of his ideas even today.

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

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

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



Evaluation: Merits: the following are merits of education:

- \* Basis scheme is an education for life, education through life, shortly, it was life centred education.
- \* This system suited to our needs, requirements, genius, and aspirations for the future.
- \* The craft centred education will give greater correctness & reality to the knowledge acquired

Demerits:

- ⇒ Over the emphasis on craft & [procedure] productive active has often been criticized as child labour.
- ⇒ It neglects education in terms of personality development higher mental abilities.
- ⇒ the craft centeredness has result in enormous wastage of material as small children are not in a position to procedure anything worth-while.

c) Teacher student relationship:

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

Mahatma Gandhi calls upon all teachers to impart proper education of morality & ethics to students both @ school & college levels. In this regard suggesting some guidelines for teachers, he says that it is the duty of teachers to develop high morals & strong character of their students. If teachers fail to do so, it means that they depart from their social & national responsibilities.



42 What is language? What is the importance of language in learning? Enlist the characteristics?

Introduction: Language acquisition is a developmental process. It begins from birth & continues throughout the primary school & beyond. The child comes to school with considerable verbal facility. This is achieved not in any formal learning or teaching situation but in the day-to-day social context of the home and its most important characteristic is the engagement of the child in a stimulation & challenging way.

This process of language learning is linked inextricably with a growing knowledge of the world. Language, therefore, is also a central factor in the expansion of the child's conceptual framework & body of knowledge. A large part of the child's language experience is verbal & it is through oral language activity that much of his/her learning takes place, both in and out school. The potential of oral language activity as learning & teaching medium is acknowledged in the key role it is given throughout the curriculum.

Language: There are many languages spoken in India. Most of them related to one of the officially recognised languages & these are about 18 languages identified for regular use in the country. All these languages have a phonetic base, though their writing systems vary. Some of the languages have a common script and some have scripts of their own. There are nine basic scripts besides the scripts for Urdu & Sindhi.

These nine constitute the basic of India. The 18 languages mentioned above, have been given the status of official language by the Government. Though these of a language may appear to be confined



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

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

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

Importance of language: Following are the importance of language.

1. Easy social contact: Firstly it makes social contact easy. Society, as we have seen, is a web of social relationships which imply development of social contacts among the individuals with language contacts become easy to be established because men can easily exchange their ideas.

According to E.H. Sturtevant, "A language is a system of arbitrary vocal symbols by which members of a social co-operate and interact."

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



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

Characteristics of Language: Following are the characteristics of language.

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

2) Languages are symbolic: Sequences of sounds or letters do not inherently possess meaning. The meanings of ~~of~~ symbols in a language come through the tacit agreement of a group of speakers.

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



Q5 Answer in brief

1. Experiential Learning & Principles of experiential Learning.

Experiential Learning: Experiential learning is an engaged learning process whereby students "learning by doing" and by reflecting on the experience.

Experiential learning activities can include, but are not limited to, hands-on laboratory experiments, internships, practicums, field exercises, study abroad, undergraduate and studio performances.

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

Principles of Experiential Learning.

- ★ Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis & synthesis.
- ★ Experiences are structured to require the learner to take initiative, make decisions and be accountable for results.
- ★ Throughout the experiential learning process, the learner is actively engaged in posing questions, investigating, experimenting, being curious solving problems, assuming responsibility, being curious, being active, creative & constructing meaning.

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

Learning is multi-dimensional & interconnected.



b) Explain any five principles of curriculum development.

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

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

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

3) Synthesis of



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

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

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

c) Explain the <sup>steps of</sup> curriculum development given Hilda Taba

~ The methodology to plan either a unit or total curriculum, [a varied decisions are made to workout] by incorporating all the principles of good curriculum.

The methodology to plan either a unit or total curriculum is to break down the systematic steps to ensure orderly thinking to make possible a systematic study of elements that compare such a plan and a plan and to provide for a precise & careful study and application of the relevant

✓ principles & facts. According to Hilda Taba, the steps followed in developing a unit or curriculum is as follows: 1. Step-1 Diagnosing needs: Before planning the curriculum, diagnosis helps in general analysis of problems of problems, conditions & difficulties. The purpose is to generate a new emphasis and new ideas about the curriculum. 2. Step-2 Formulating specific objectives:

The above diagnosis will provide some clue to formulate necessary objectives & lead to generate richer learning. The objectives will be very comprehensive on the following 1) concepts or ideas to be



Identically, the NPE 1986 does not make any change in the 1968 policy on the three-language formula and the promotion of Hindi & repeated it verbatim.

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





Nav Sahyadri Charitable Trust's  
**COLLEGE OF EDUCATION (B.Ed., M.Ed.) CHAKAN**

Tal. Khed, Dist. Pune-410,501

(Approved by NCTE, Govt. of Maharashtra & Affiliated to Savitribai Phule University of Pune )

Student Seat No (In figure)..... 18 ..... Seat No. (In Words)..... Eighteen .....

Day & Date 11/08/2022 ..... Examination:.....

Subject: Contemporary Indian Education, Gender and Society

Paper No: 102 ..... Section:.....

Jr. Supervisor's Signature & Date:..... [Signature] / 11/08/22 .....

Q.No.	1	2	3	4	5	Total	Sign . of Examiner
Marks obtain	<u>12</u>	<u>12</u>	<u>12</u>	<u>12</u>	<u>16</u>	<u>64</u>	<u>[Signature]</u>
Marks out of	<u>15</u>	<u>15</u>	<u>15</u>	<u>15</u>	<u>20</u>	<u>80</u>	

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

(Write on Both sides.)

प्रश्न १ ला

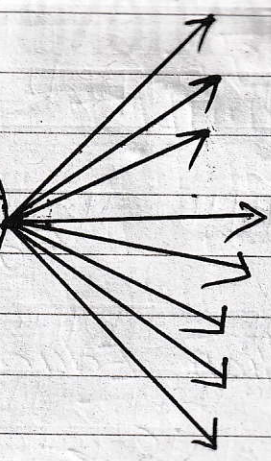
१) शिक्षण म्हणजे काय? शिक्षणाची व्याप्ती सांगून शिक्षणाची कार्ये सावटरण स्पष्ट करा.  
⇒ स्वामी विवेकानंद :-

मानवामध्ये सुप्तावस्थेत असलेल्या हेवी क्षमतीचे प्रगटीकरण म्हणजे शिक्षण होय. प्रत्येक ज्ञान मानवजात सुप्तावस्थेत असते ते प्रकट करण्यासाठी त्याचे स्फुटिंग जागृत करण्यासाठी महत्त उरणारे साधन म्हणजे शिक्षण होय. प्रगटीकरण म्हणजे स्वतःप्रवृत्त असलेले ज्ञान हाथविना येणे, संबधित विद्यार्थ्यांना त्याच्यामध्ये असलेल्या सुप्ता शुगांची जागृत करणे व स्वयंशिक्षणासाठी प्रवृत्त करणे म्हणजे शिक्षण होय.  
शिक्षणाची व्याप्ती :-

शिक्षण ही बहुआयामी संकल्पना आहे. जगत असलेल्या ज्ञानाच्या प्रत्येक क्षेत्रात शिक्षणाचा विस्तार झालेला आहे. जीवनाच्या



शिक्षणाची व्याप्ती



- शैक्षणिक तत्वज्ञान
- शैक्षणिक समाजशास्त्र
- शैक्षणिक मानसशास्त्र
- शालेय प्रशासन व व्यवस्थापन
- अध्यापन पद्धती
- शैक्षणिक सूत्रांकुल
- शिक्षणाच्या इतिहास
- शैक्षणिक संशोधन

१) शैक्षणिक तत्वज्ञान :-

शिक्षण या शब्दाचा अर्थ प्रत्येक क्षणापासून कुही वा कुहीनरी शिक्षण रावणे असा होतो. शिक्षणाने जे तत्वज्ञान मांडव्यात आलेले आहे त्याचे यथार्थ पुढीलकोनातून स्पष्टीकरण शिक्षणाच्या तत्वज्ञानातून केले जाते.

२) शैक्षणिक समाजशास्त्र :-

शिक्षणाच्या वनविषय समस्येकडे लक्ष देऊन समाजशास्त्रातून समाजातील अडथळांची ओळख घ्यायची असते. शिक्षणाच्या समाजातील स्थिती, शैक्षणिक समाजशास्त्रातून समजून घेतली जाते.

३) शैक्षणिक मानसशास्त्र :-

अध्यापक कालात शैक्षणिक तत्वज्ञानातून ज्ञान प्राप्त करून घ्यायचे आहे. अध्यापक यांच्याशी संबंधित सर्व बाबींचा अध्यापक शैक्षणिक तत्वज्ञानातून समजून घेतला जातो.

४) शालेय प्रशासन व व्यवस्थापन :-



## शिक्षणाची कार्य पुढील प्रमाणे आहे

ज्ञान	→	ज्ञानप्राप्ती
व्यवसाय	→	व्यावसायिक कुशलता
निरीक्ष	→	निरीक्षमतेचा विकास
नेतृत्व	→	नेतृत्व गुणांचा विकास
राष्ट्रीय	→	राष्ट्रीय अस्मितेची जागृती
एकता	→	राष्ट्रीय एकता
चारित्र्य	→	चारित्र्यसंपन्नता
सौंदर्य	→	सौंदर्याभिरुची आणि रसिकता
सामाजिक	→	सामाजिक विकास
नैतिक	→	नैतिक व अध्यात्मिक मूल्यांचा विकास

### १) ज्ञानप्राप्ती :-

प्रत्येक व्यक्तीला सामान्य शरणांची पूर्तता करून देण्याचे, ज्ञान तसेच कौशल्य प्राप्त करून देणे हे शिक्षणाचे प्रमुख कार्य आहे.

### २) व्यावसायिक कुशलता :-

प्रत्येक शाळेन विविध उपक्रम राबविले जाताना अशा उपक्रमापैकी ज्या उपक्रमाने विद्यार्थ्यांना रुची आहे त्या उपक्रमाने विद्यार्थ्यांना पुरेशी संधी देऊन त्यांच्या कुशलता निर्माण करून देणे हे शिक्षणाचे महत्त्वाचे कार्य आहे.

### ३) निरीक्षमतेचा विकास :-

प्रत्येक विद्यार्थ्यांची निरीक्षमता वाढवणे त्यांचा विकास करणे, हे शिक्षणाचे महत्त्वपूर्ण कार्य मानविये येते. प्रत्येक शाळेन काही उपक्रम अनेकदा असतात.

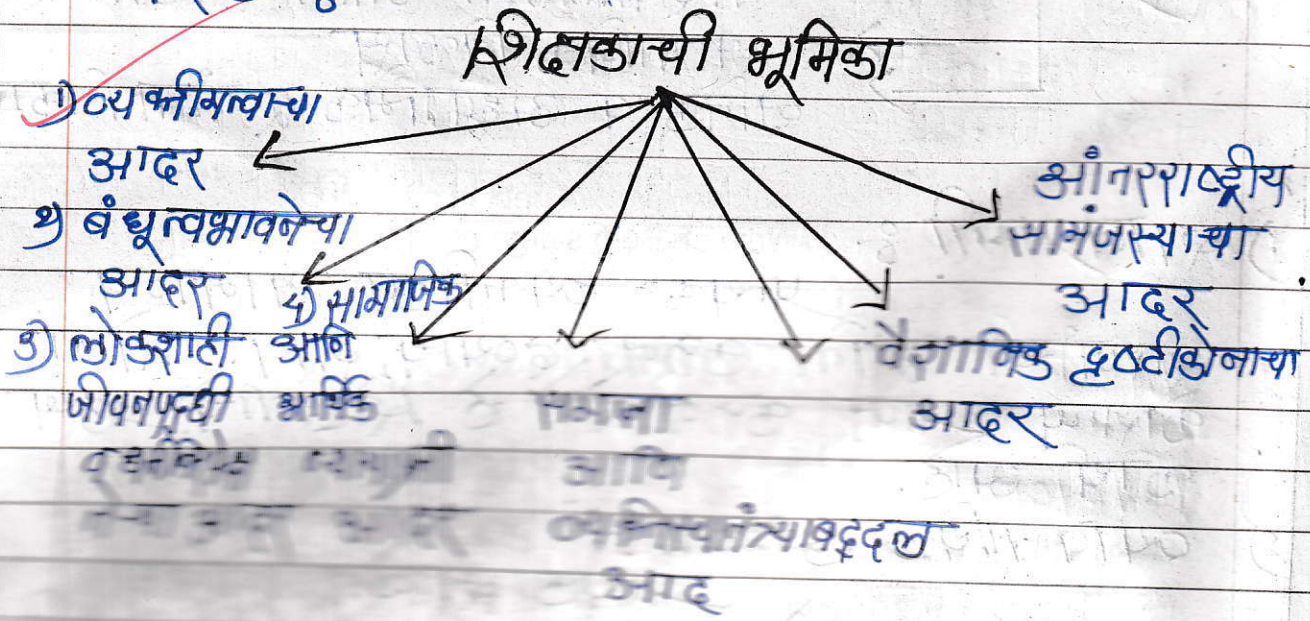
### ४) नेतृत्व गुणांचा विकास :-



प्रश्न 2 रा

२) आदर्श शिक्षकाची भूमिका व गुणवैशिष्ट्ये स्पष्ट करा.

⇒ सामाजिक बदलाच्या प्रक्रियेतील एक महत्त्वाचा घटक म्हणून आधुनिक काळातील बदललेली शिक्षकाची भूमिका व्यापक मुद्द्यांच्या आधारे स्पष्ट करता येईल :-



१) व्यक्तीत्वान्या आदर :- आपण ज्या व्यक्तीला ज्ञान देऊ त्या व्यक्तीला व्यक्ती म्हणून महत्त्व आहूय. त्याच प्रमाणे व्यक्तीमत्त्वाची संकल्पना देखील बदललेली आहे, याचा विचार प्रत्येक शिक्षकाने करावा. बदलत्या सामाजिक परिस्थितीचे ज्ञान प्रत्येक शिक्षकाने बाळगणे महत्त्वाचे मानल्यात आहेत आहे.

२) बंधुत्वभावनेया आदर :- आधुनिक काळाचा विचार डेला तर, असे स्पष्टपणे जाणवते की, विविधतेने



३) लोकशाही जीवनपद्धती व धर्मनिरपेक्षतेचा आदर  
 लोकशाही जीवनपद्धतीवद्दल  
 विद्यार्थ्यांच्या मनात आदराची भावना निर्माण  
 करण्यासाठी आधुनिक काळातील शिक्षकाने  
 लोकशाही पद्धतीनुसार कार्यक्रम आखणे  
 महत्त्वाचे मानण्यात आलेले आहे. शिक्षणाचे  
 बदललेले स्वरूप लक्षात घेऊन विद्यार्थ्यांमध्ये  
 कामाचे वाटप करणे व कोणत्या विद्यार्थ्यांना  
 कोणत्या प्रकारचे काम सहजपणे करता येईल  
 याचे अवलोकन करून विद्यार्थी वगळता  
 कामाची संधी देणे अशी भूमिका शिक्षकाने  
 स्वीकारणे गरजेचे आहे.

४) सामाजिक आणि आर्थिक न्यायाप्रप्ती आदर :-  
 स्वतंत्रतेच्या काळातील आजच्या  
 शिक्षकाने सामाजिक व आर्थिक न्यायाचे तत्व  
 स्वतः अभ्यासेने व त्यानुसार हनी करणे  
 आवश्यक आहे असे मानण्यात आलेले आहे  
 स्त्रिया आणि उपेक्षित वर्गाच्या शिक्षणाकडे  
 विशेष लक्ष आणि आर्थिक विषमते बाबत वर्गात  
 धृणा उपेक्षित करणे हे कार्य शिक्षकच करू  
 शकतो.

शिक्षकाची गुणवैशिष्ट्ये

शाळा आणि महाविद्यालयाच्या  
 माध्यमानुन विद्यार्थीवर्गांना औपचारिक तसेच  
 अनौपचारिक व वेळप्रसंगी प्रासंगिक शिक्षण  
 देणाऱ्या व्यक्तीस 'शिक्षक' असे संबोधिले जाते.

- शिक्षकाची गुणवैशिष्ट्ये
- जिज्ञासूवृत्ती
  - धर्माची अविड
  - शाळेविकषी भादर
  - विद्यार्थी वर्गाविकषी प्रेम
  - परिष्कारविकषी आदर



## १) जिज्ञासूवृत्ती :-

प्रत्येक शिक्षकाने नवनवीन गोष्टी जाणून घेणे महत्त्वाचे आहे. सगळ्या अभ्यासूवृत्तीने नवीन ज्ञान, श्रद्धा कुतूहल राहणे व आपण ज्या विषयाचे अध्यापन करीत आहोत, त्या विषयाचा सखोल अभ्यास शिक्षकाने जिज्ञासूवृत्तीने करणे गरजेचे आहे.

## २) यत्नाची आवश्यकता :-

शिक्षकाच्या अंगी यत्नाच्या प्रवृत्ती असणे आवश्यक आहे, असे मानल्यात आलेले आहे. एखाद्या वेळी जास्त काम तर उच्चि कुमी काम असणे अशावेळी शिक्षकाने स्वतःच्या क्षमतेनुसार तारेतून तितके काम करावे.

## ३) शाळेविषयी आदर :-

आपण ज्या शाळेत अध्यापनाचे काम करीत आहोत, त्या शाळेविषयी शिक्षकांना अभिमान वाटायला हवा. शाळेत ज्या उर्ध्व उर्ध्व आहोत त्या दूर करण्याच्या प्रयत्न करणे प्रत्येक शिक्षकाचे कर्तव्य आहे.

## ४) विद्यार्थी व शाळेविषयी प्रेम :-

शिक्षकांना प्रत्येक विद्यार्थी आपले स्वतःचे मूल आहे असे वाटले पाहिजे जे प्रेम आपण आपल्या अपत्याला देतो तसेच प्रेम विद्यार्थीला दिले पाहिजे.

## ५) परिष्ठाविषयी आदर :-

आपण ज्या शाळेत अध्यापनाचे कार्य करतो त्या ठिकाणी आपल्यापेक्षा



प्र. ३ रा

3) शाश्वत विकासाची संकल्पना साँखन (SDG) मधील धोरण उदाहरणासह स्पष्ट करा.

=>

आधुनिक काळात शाश्वत विकास (Sustainable Development) ही संकल्पना अधिकाधिक परिपूर होऊ लागली आहे. या संकल्पनेत वर्तमानकाळातील तसेच भविष्यकाळातील पिढीला विकासाच्या आत्मोन्नतीच्या संधी प्राप्त व्हाव्यात व त्यासाठी शिक्षणाने महत्त्वाची भूमिका बजावावी असे स्पष्ट धरव्यात आलेले आहे.

निरंतर विकास शाश्वत विकास असे देखिल म्हणतात. भविष्यकाळी पिढ्यांसाठी पर्यावरण - निसर्ग समृद्ध करणे, वर्तमान काळातील गरजा पूर्ण पूर्ण करणे व भविष्यातील पिढ्यांच्या गरजा पूर्ण होतील व पर्यावरण समृद्ध होईल या दृष्टीकोनातून विकासाचा अर्थ निघारित करणारी संकल्पना म्हणजे निरंतर विकास होय. विकासाची कोणतीही योजना राबवितांना पर्यावरण संरक्षण व पर्यावरण विकास याचा विचार करणे गरजेचे आहे, अन्यथा विकासातून अनेक समस्या निर्माण होतात. पर्यावरण व आर्थिक विकास यांचे महत्त्व स्पष्ट करव्यासाठी अनेक पर्यावरण १९८३ साली ब्रुन्डलंड अटवाळीत झाले व या अटवाळीत निरंतर विकासाची संकल्पना मांडव्यात आली.

ब्रुन्डलंड अटवाळी :-  
पर्यावरण व आर्थिक विकास यांच्या गरजा पूर्ण करव्यासाठी



## 1) मुख्यशिक्षणाच्या प्रसार :-

मुख्यशिक्षणाच्या प्रसाराच्या माध्यमातून अविध्यकाळात विकासाला संधी उपलब्ध करून देणे हेच शासनाने 1986 च्या तसेच 2005 साली जाहीर केलेल्या शैक्षणिक धोरणाने वर्तमानकाळातील आर्थिक सामाजिक, सांस्कृतिक, राजकीय, तांत्रिक अशा सर्व क्षेत्रात विकास व्हावा असे अपेक्षित केले असून त्यानुसार शिक्षकांनी विद्यार्थ्यांना शिक्षणाचे धडे द्यावेत असे अपेक्षित केले आहे.

## 2) नगरशिक्षणाच्या प्रसार :-

वर्तमान काळातून शिदोणपध्दतीत आवश्यक असे वेळ घडवून आणणे अनिश्चय गरजेचे असून वर्तमान काळात प्रयत्न असलेली शिदोणपध्दती अविध्यकाळात तिगडीचे उपयोगी असेल असे सांगता येत नाही. अविध्यकाळात अनेक सामाजिक संदर्भ देखील वेळून देऊन याच्या अंदाज घेऊन शिदोणपध्दतीत वेळ करणे आवश्यक असल्याचे मानले गेलेले आहे. प्राथमिक काळापासून आधुनिक काळापर्यंतचा विचार केला तर असे आढळून येईल की भारतीय शिदोणपध्दतीत अनेक परिपक्व काळातील होणाऱ्या वेळानुसार करण्यात आलेले तसेच आजच्या काळातील शिदोणपध्दतीही अविध्यकाळात तिगडीचे परिणामकारक असेल असे म्हणता येत नाही.

3) शिदोणपध्दती अविध्यवेळीत प्रयत्न करणे



आवश्यक असे वकल घडवून आणे गरजेचे आहे. ही वाव लक्षात घेवून शिक्षणाच्या प्रसार उरव्यासाठी आधुनिक तंत्रज्ञानाचे उपयोगी करवणी येत आहे. शास्त्र विकासच्या दृष्टीकोनातून ही वाव अगिरीय महत्त्वाची असण्याचे मानले जाते.

#### 4) व्यवसायाभिमुख शिक्षणावर भरः

एकविसावे शतक हे विज्ञान आणि तंत्रज्ञानाचे संगणकाचे युग आहे या युगात केवळ औपचारिक शिक्षणावरच भर देऊन चाळणार नाही तर जीवनात यशस्वी होण्यासाठी, अविष्यत आपल्या विविध गरजांची पूर्ति उरव्यासाठी व्यवसायाभिमुख अभ्यासक्रम आखणे व त्यांची अमलबजावणी करणे अगिरीय महत्त्वाचे मानवण आलेले आहे. आपले असित्व टिकवून देण्याचे असेल तर केवळ पुरातनी शाल उपयोगी पडणार नाही. व्यवसायाभिमुख अभ्यासक्रमाच्या अंगीकरणे ही कुठची वारण आहे. ही वाव प्रत्येक विद्यार्थ्याने लक्षात घेवून अभ्यासक्रमाच्या रिकार उरुवा व नवे नवे आवी काळानील संकरीना असेल कोरे जाव्याची मानसिकता राखणे गरजेचे आहे.

वरील मुद्यांच्या आधारे असे शास्त्र विकास साधण्यासाठी काळाच्या वेगळ्यानुसार आवश्यक असलेले नव्याने घडवून आणे गरजेचे आहे व तसे असेल तेव्हाच वरुधनीन घडवून आणलेले



## प्रश्न ४ था

4) संधीची समानता व समानसंधी याबाबत राज्यघटनेतील तरतुदी स्पष्ट करा.

आजच्या युगात ज्यांच्याजवळ पैसा आहे तोच चांगले शिक्षण प्राप्त करू शकतो अथवा आर्थिक विषमतेमुळे सर्व समाजात विषमतेची बिजे पेरली जाताना. भारतीय समाजात ही फारच शुद्ध सर्वच स्तरावर कुळा-कुळीच्या शिक्षणात व्यापक असमानता, मागासवर्गीय व आदिवासी जनजातीच्या विकासामध्ये ही बरीच तकावत दिसून येते.

शैक्षणिक संधीच्या समानता विषयक ज्या शिकारशी सुनावण्या आहे त्या पुढीलप्रमाणे करता येतील.

1) शैक्षणिक शुद्ध ६-

अ) प्राथमिक स्तरावरील शासकीय, स्थानिक व अनुदान प्राप्त खासगी व शासकीय शैक्षणिक शुद्ध चोथ्या पंचवार्षिक योजनेच्या शेवटपर्यंत तर निम्न माध्यमिक स्तरावरील शासकीय स्थानिक व अनुदान प्राप्त खासगी शासकीय शैक्षणिक शुद्ध पाचव्या पंचवार्षिके योजनेच्या अखेरपर्यंत रद्द केले जावे.

ब) पुढील 10 वर्षांच्या काळात उच्च माध्यमिक व विद्यापीठीय शिक्षण सर्व गरजू व होमड विद्यार्थ्यांना निःशुद्ध दिले जावे प्राथमिक काळात या स्तरावरील सर्व विद्यार्थ्यांना 30% विद्यार्थ्यांना निःशुद्ध शिक्षण प्राप्त करण्यासाठी सिध्यवृत्ती दिली जावी.

2) शिक्षणासाठी लुगणारा इतर अर्थ



- ६) माध्यमिक व उच्च शिक्षणासाठी महाविद्यालय व शाळेमध्ये विद्यापीठ शिक्षण आयोग व राज्यातील शिक्षण विभाग यांच्या सहकार्याने पुस्तकपेढी, योजना अमलात आणणे.
- ७) शास्त्रिय व महाविद्यालयीन ग्रंथालयात पर्याप्त संख्येन पाठ्यपुस्तके अवांगर वाचनासाठी पुस्तके असावीत.
- ८) शिक्षण संस्थेतील दुशार विद्यार्थ्यांना पाठ्यपुस्तके व अवांगर पुस्तके खरेदीसाठी अनुदान दिले जावे आणि ही योजना प्रथम विद्यापीठातूनच सुरु करावी व त्यानंतर महाविद्यालय व शाळेमध्ये लक्षात करावी.

- ९) विद्यार्थी शिष्य वृत्ती :-
  - अ) शिक्षणाच्या सारावर विद्यार्थ्यांना शिष्यवृत्ती दिली जावी.
  - ब) शिष्यवृत्ती देण्याबाबतचे नियम व अटी ३५५ असाव्यात.
  - क) विद्यापीठ सारावर वसतिगृहात राहणाऱ्या व न राहणाऱ्या विद्यार्थ्यांना स्वतंत्र शिष्यवृत्ती दिली जावी.
  - ड) सर्व राज्यात सामाजिक व आर्थिक स्थितीनुसारच्या माहेत अशा विद्यार्थ्यांना शिष्यवृत्ती देण्याची योजना अमलात आणवी.
  - इ) विद्यापीठ अनुदान आयोग, यांच्या सहकार्याने विद्यापीठ विद्यार्थी शिष्यवृत्ती देण्याची योजना अमलात आणवी.
  - ई) राष्ट्रीय पातळीवर विद्यार्थ्यांना पदव्युत्तर शिक्षण व संशोधनकार्यासाठी शिष्यवृत्ती देण्याकरिता शिक्षण मंत्रालयद्वारा स्थायी समितीची शक्ति केली जावी.
  - क) व्य वसायिक शिक्षण संस्थेमध्ये (नाॅट्रिड, स्थापना व वैद्यकीय) प्रवेश घेण्यासाठी सर्व



#### 4) अन्य सहायता :-

- अ) वसतिगृह व शिष्यवृत्ती यावर होणारा खर्च उक्ती करणासाठी विद्यार्थ्यांना पाठवून सुविधा पुरविल्या जाणाऱ्या विद्यापीठांना द्यावी.
- ब) विद्यापीठाच्या अभ्यास उद्देशां आणि विद्यापीठाच्या मोठ्या प्रमाणात व्यवस्था उक्ती जावी.
- क) कुमवा आणि शिक' या धर्तीनुसार शिक्षण घेऊन असणाऱ्या संघी उपलब्ध काम द्यावी.

#### 5) अपंग मुलांचे शिक्षण :-

- अ) अपंग मुलांच्या शिक्षणासाठी प्राथमिक शिक्षण संस्था उभारली जावी.
- ब) अपंग शाळेतील शिक्षकांच्या प्रशिक्षणाची विशेष व्यवस्था उक्ती जावी.
- क) अपंग शिक्षणासाठी या क्षेत्रात कुमवा करणाऱ्या संस्थांचे सहकार्य घेतले जावे.
- ड) अपंग मुलांच्या शिक्षणासाठी शाळेच्या कार्यक्रमांमध्ये व्यवस्था असावी. अपंग व सामान्य मुलांचे कार्यक्रम एकत्रितरित्या आयोजित केले जावेत.





