BED- 103-LEARNING AND TEACHING

Name of the Student : Dhulap Vishal Vinayak Roll No : 49

Practical No - 3 : Develop an Annual Plan and Unit Plan (One School Subject)

EVALUATION SCHEME

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

Sr.No	Criteria	1	2	3	4	5
	Part I - Annual Plan					
1	Division of Topics, Chapters, Units into Working days and periods				✓	
2	Inclusion of Objectives				✓	
3	Place for Evaluation				✓	
4	Total Periods allotted				✓	
	Part II - Unit Plan					
5	Inclusion of Sub Unit and Teaching Points				✓	
6	Consideration of Learning Experiences				✓	
7	Selection of Teaching Aids				✓	
8	Evaluation				✓	
9	Educational Implication			✓		
10	Overall Impression				✓	
	Total Marks - 50	39				

Remark : Very Good

39

Signature of Professor In-Charge

Marks Obtained Out of : 39 / 50

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Course 103

ABHINAV EDUCATION

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COLLAGE OF EDUCATION

YEAR 2020-2021

Name : Dhulap Vishal Vinayak

Roll No : 49

Course : 103

Name of practical :

Develop an Annual plan and unit plan

Name of Guide : Ashwini Thorat

Ashwini Kadhbane.

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Course 103

AN ANNUAL PLAN

SUBJECT :- SCIENCE

CLASS :- 6th STANDARD

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Course 103

Monthwise Available Periodes.

Month	Week for teaching	No. of. Period / week	Total no. of periodes	Holiday	Actual no. of. Periodes
June	2	7	14	–	14
July	4	7	28	1	27
August	4	7	28	3	25
September	4	7	28	2	26
October	4	7	28	2	26
November	1	7	7	–	7
December	3	7	21	1	20
January	4	7	28	1	27
February	4	7	28	1	27
March	4	7	28	2	26
April.	1	7	7	–	7

Total no. of periods = 245
Actual no. of periodes = 231

Total no of. Holidays = 14 days
Diwali Holidays = 21 days in. November
Chrestmas Holidays – 10 days in December.

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Course 103

Unit 4 Subunit	Knowledge	Application	Skill	Interest	Scientific Attitude	Educational activity.	Evaluation	Total Period.
L-1 Natural Resources Air, water, land natural resources. The process of soil formation. Renewable & non renewable resources	4	2	2	1	1	1	1	12
L-2 The living world. characteristics of living world. food in necessary Growth. respiration. Excretation process.	5	4	2	1	2	1	1	16
L.3 - Diversity in living things and their classification. Diversity in plants. Need of classification of plants Diversity of animals	5	2	2	1	2	1	1	14
L-4 Disaster management Disaster management Remidial preventive resources.	4	2	2	1	1	1	1	12

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Course 103

Unit and Subunit	Knowledge	Application	Skill	Interest	Scientific Attitude	Educational activity	Evaluation	Total period.
L-5 Substance in Surrounding their states and properties.								
Change of state of Substances Heat & change of physical state Boiling and fusing point properties of metals.	5	4	4	1	2	1	1	18
L-6 Substances in daily use								
Substance and object Natural and manmade Substances production of substances.	3	2	2	1	1	-	1	10
L-7 Nutritation and Diet								
Nutrients and food stuff vitamins A balance diet malnutrition.	5	3	2	1	1	1	1	14

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Course 103

Unit and Subunit	Knowledge	Application	Skill	Interest	Scientific attitude	Educational activity	Evaluation	Total period
L-8 Our skeletal system and skin. The human skeletal system. The arial skeletal system. Joints, The skin.	6	4	4	1	1	1	1	18
L-9 Motion and Types of motion. Types of motion.	3	1	1	1	2	1	1	10
L-10 Force and type of force Types of force	5	2	2	1	2	1	1	14
L-11 Work & energy Relation between work and energy form of energy.	6	3	2	1	1	1	1	15
L-12 Simple machines An inclined plane wedge, Lever, pully maintenance of machines.	7	3	1	2	1	2	1	17

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Course 103

Unit and Subunit	Knowledge	Application	Skill	Interest	Scientific Attitude	Educational activity.	Evaluation.	
L-13 Sound How are sound procedure How sound is heard noise pollution.	6	3	1	1	1	1	1	14
L-14 Light and formation of shadows propogation of light Reflection of light Images in plain mirror formation of shadow	8	3	1	2	1	1	1	17
L-15 fun with magnets magnetism characteristics of magnet. How magnatism destroyed	3	2	1	1	1	1	1	10
L-16 The Universe Stars, The Solar System the sun.								

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Course 103

Importance of Annual Plan.

1) Teacher understand the scope of the subject curriculum in the begining of the acadamic year.

2) Teaching learning can be completed in time since teacher know in advance the period available for teaching and evaluation of each unit.

3) It provide an idea about the periodes available for co-curricular & extra-curricular activitis

4) Sufficient time is available for initial proportion for teaching.

5) It can complete the process of Teaching & learning.

6) It classifies objectives of Teaching learning.

7) It can bring similarities in teaching if teacher teaching 2 or more divisions.

8) There is timely proportion for revision and evaluation.

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Course 103

Steps of Annual Plan.

1) An annual plane is organizations functional plan for the year.

2) The year long plan is intended to give you an overview of your curriculum at a glance when kept in your lesson plan book, It can help you to stay on track each month in meeting the curriculum goals that you have set for years.

3) Start by creating blank table of your template in a word processing document. List the month june to September in the first column. In the row at the top of the table, list all of your content areas from your curriculum.

4) Take your curriculum and look at what make sense to teach in each month.

5) In Next step take the yearly plan and break it down in units & subunits in to each moth.

6) Yearly planing based on personal performance. Some teacher prefer to write it down while other use computer software program to plan

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Course 103

Need of Annual Plan

1) The annual planning is help to consolidation strengthening of knowledge as well as develop the capabilities of students at primary and higher educational level.

2) To help the student to understand various subject concept, rules, principles and theories.

3) Give the knowledge to students about how to deal with science experiments opportunities as well as how to do verious science practical experiments.

4) Annual planing is essential for implementing teaching and administration strategies.

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Course 103

UNIT PLAN

LESSON NO :- 11

WORK AND ENERGY

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Course

Period			Teachers
Unit & Subunit	Content Analysis	Objective	
1st period		Knowladge. Student recall Previous knowladge	Teacher shows differen to identify the studen questions on previous chart picture shows Pus ball.
2nd period workdone	What is meant by workdone?		Teacher perform activi work done with the he Teacher Explain wo
3rd period.	work done when. force is applied on object changes its direction.	Scientific information.	Teacher explain more by showing chart. Te that force applied on & its impact on object
4th. periode Energy	Energy: The capacity to do work is energy		Teacher explain the de of Energy. The capacit is energy. it is Relat
5th. periode	Relationship between work and energy.	Understanding.	When there is a net on an object it is ki change by an amo work done.

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Course

activity	Students Activity	Teaching aids	Evaluation
pictures on chart Ask them nowledge. In ir car, hitting the	Student listen & observe the pictures & identify. Student answer the questions.	picture of work done	Identify the pictures in chart.
tyrelated to lfor students sekdone	Student does activity as per instruction by the teacher.		What do you understand from this.
cmut work done Teeme explain. n O et in picture ed.	Student observe carefully.	chart showing action.	Give some examples of workdone.
definition & concept eerty to do work elated to force	Student listen carefully.		Tell me the action where energy last.
et for doing work s kine energy will amou equal to	student listen carefully.		why we get tired after playing.

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Course

Period.			
Unit & Subunit	Content Analysis	Objectives	Teaching Activit
6th period. Relation of PE & KE		Clearify the interrelation-Ship	i) We feel tired in t or after having h ii) When we use any machines also ne
7th period.	Energy is required to do work, sometimes there is less workdone & sometime more.		Teacher explain how by giving some exa empty box it will ea filled. will require
8th period. potential Energy	P.E. - The energy of an object derived from its position.		Teacher explain pote hend a branch of back to it original
9th period Kinetic Energy	K.E. - Every moving object has energy The energy that obtaind by motion of object is called K.E.	Understanding	Teacher explain th explain. the moment Energy stored in it
10th period.	Heat Energy	understanding	Teacher tells that Ste It can be use to do Heat is produce by

	Student activity	Teaching aids	Evaluation
evening after playing s work ? achine to do work. energy to do work?	Student gives answer to questions.		What is source of energy in machines.
measure work done ies. If we push , move. If box is more force.	Student perform activity of box with teacher.	Box & Book	Which box required more energy to push.
al Energy. If we e & let it go it get ition. & displacement occure			
kinetic energy. Teacher . branch is due to	student listen carefully		What is reason for movement of object?
t knows heat energy. work in kitchen. burning of fuels.	Student answer to cook food heat energy is used.		Give some example where heat energy is used.

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Course

Period Unit 4 Subunit	Content annalysis	Objective.	Teachers activity
11th period	Sound & light energy.	classifies	Teacher explain the Teacher demonstrat & sound is also e of lanse & paper.
12th period.	Chemical Energy.		Teacher explain e chemical is chem
13th period	Transformation of energy.	classification. of content	Teacher explain lo energy. Give exampl bicycle. produce el
14th period.	Conventional source coal, petrol, diesel come from mineral oil. These are using from long time	Student recall previous knowladge.	Teacher explain. extract from deep in petrol & disel are o oil.
15th Period Nonconventional Sources.	Sources that are renewable are called as non conventional Sources.	Understanding Interesting explenation.	Teacher explain no renewable sources can be obtain fr wind etc. How to c to electrical or oth

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Course

	Student activity	Teaching aids	Evaluation
nlight has heat	Student		Which type of
explain light	observe.		energy
gy with the help			matchstick
			contain.?
ergy involve with	Student listen		
al energy.	carefully		
of conservation of	Student answer		When you rub
Dynamo fitted in	KE convert into		your hands
hic energy.	heat energy.		which energy
			is converted?
mineral oil & coal			
ide coals			
tem from mineral			
conventional i.e.	Solar cell,		Where we
t energy. How it	Solar cooker		can use
n Sun, hydropower,			solar energy
nvert these energy			
: form of energy.			

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Course 103

Importance of Unit Plan

1) Objectives of teaching can be activ. to some greater extent.

2) Student understand the intercelation ship in every point of content therefer there is a meaningful understanding.

3) There is continuty and coherence in teaching.

4) Teacher have clear idea about behaviour changes in students through unit teaching necessary learning experiances and evaluation procedure.

5) Since propee planing about learning material for expeciment and other requirment is done well in advance.

6) The teaching become well directed. It saves time.

7) It promote effective and powerfull teaching learning.

8) Teacher can undertakes self education.

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Course 103

Concept of Unit Plan

Daily plans linked by concept unit plan consist of concept and learning goals that are taught over a provid of time and are woven together often across subject areas when unit plans are done well, learning is maximize through multiple exposures to key learning concepts and goals.

A lesson plan is teacher detailed description of all course of instructions. A daily lesson plan is developed by a teacher to guide class learning. Details will very depending on the preferance of the teacher subject being covered and the need of the student

1) Describe your vision, focus, objectives and student needs.
2) Develope experiences that meet your objectives
3) collect & device material
4) Lock down the specifics of your tasks.
5) Develop Plans, methodes & processes.
6) Creat your students experiances.

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Course 103

Need and Importance of Unit Plan

1) Lesson planning is importent becouse it helps teacher ensure that the day to day activities that go on in the classroom. Providing information to student with adiquate level of longterm process towards the goal outlined in their Scope and sequence and their individual educational plans when necessary.

2) A lessonplan is a step by step guide that provides a structure for an essential learning. Before planing lesson it is essential to classify the learning outcume for the class. It is important becouse it helps the teacher in maintaining standard teaching platform.

3) A lesson plan is a teacher detailed description of A course of instruction or learning trajectory for a lesson. A daily lesson plan is developed by a teacher to guide class learning.

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Course 103

4) The lesson plan that you will developing in this class will be designed to communicate first and foremost to you as the teacher.

5) Unit plan consist of concept and learning goods that are taught over a period of time and are woven togeather often across subject areas

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Course 103

Educational Implication

1) In a classroom both the teacher and the student are engaged in a learning process determining instruction, implication goals always teachers to productively alter curriculum and instructions strategies effectively teach. these concepts. Use the polling method to assess instructional implications.

2) An implication is something that is suggested or happens indirectly. When you left the gate open and the dog escaped you were guilty by implication. Implications are effects or consequences may happen in future.

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Course 103

Characteristics of Good Unit Plan.

1) It should have well define aims & objectives.
2) The teaching aids to be used should be appropriat and very clear.
3) It should be complete integrated & whole in organization.
4) It should be correlate with other Subject & daily the expeciances.
6) It should be based on principle of physiology
7) It should provide activities for student

checked

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S.Y. B.Ed – 2020-2021

Name of the Student : Mahalaxmi Thapa **Roll No.** 52

Course :202 – Knowledge and Curriculum Language across the Curriculum

Practical No : 1. Visit to S.P.P.U. Pune, DIET, MSCERT/ Vidhya Pradhikaran, Pune for study of curriculum Development Process(Any one Institution)

Evaluation Scheme

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

No	Criteria	1	2	3	4	5
1	Rational of Selection				✓	
2	Objectives of the Visit				✓	
3	Administrative structure of the institution					✓
4	Information of the Institution					✓
5	Experts for Curriculum Development Process				✓	
6	Process of Curriculum Development				✓	
7	Activities Organized by the Institution				✓	
8	Opinion of the Student				✓	
9	Educational Implications				✓	
10	Overall Impression				✓	
	Total Marks : 50				42	

Qualitative Feedback, (if any) :
* process of curriculum Development explained well.
* Report writing and information about Institute was good.

Marks Obtained Out of : 42 / 50

Signature of In-charge

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Course 202

ABHINAV EDUCATION SOCIETY's

COLLEGE OF EDUCATION

B.ED (2020-21)

Name :- Mahalaxmi Thapa

Roll No :- 52

Course No :- 202

Course Name :- Knowledge of curriculum language across the curriculum.

Practical Name :- Visit to Balbharti

Guide Name :- Asst. Prof. Kiran Nanaware
Dr. Amol Chavan.

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Course 202

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Course 202

Introduction of curriculum development Process.

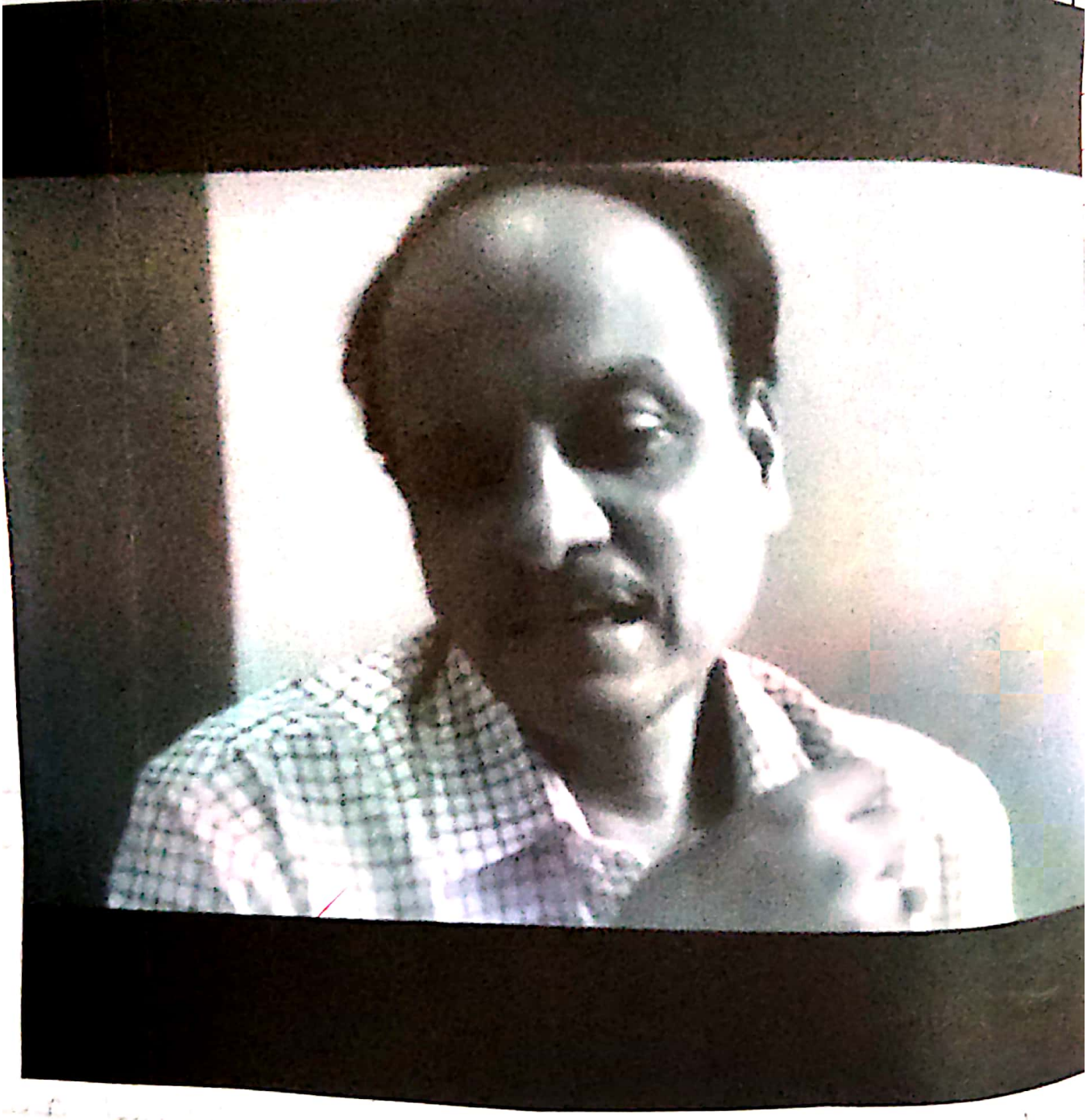
The curriculum Development process system Systematically organize, what will be taught in a broad sense, this process includes the design development, Implementation and Evaluation of curricu-lum Bal Bharati (The Maharashtra State Bureau of textbook production and curriculum)

Research is one of the important institution of curriculum development. Curriculum development is a process starts begining when an issue concern or problem need to be addressed. If education a segment of the population will help solve the problem. than curriculum to support an educational offer become a priority with human resources of alloted.

"Curriculum Development" is defined as planning powerful, progressive and systematic progressive and systematic progress.

In order to create positive environm-ent in the education system. Everything everytime there are changes or develop-ment happening around the world the School curriculum are affected.

According to changing time, national social and personal requirement also changes, and cope with these changes



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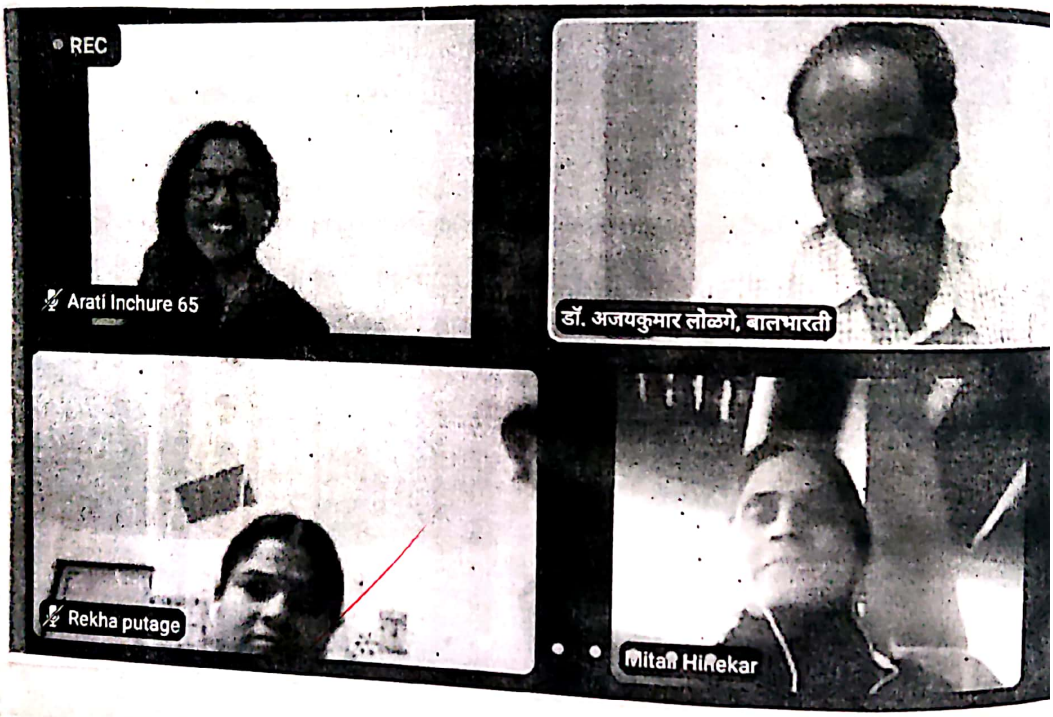
Course 202

in it to servie curriculum formation consideration from time to time. This responsibility of curriculum development formation considering the cultural & educational values of Maharashtra.



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Course 202

2. Rational of selection

In our B.Ed second year course there is one paper course. 202- Knowledge and curriculum language across the curriculum In this paper as per the university Guidelines there is a project for student teachers. This project was done with the help of Zoom meeting. A meeting in zoom app was conducted by Prof. Kiran Nanavare. And the Guest was "Dr. Ajay Kumar Iolge". the expert from Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune [Bal Bharti] He give us information regarding curriculum development.

During the interview meeting we got to know the role of the selected institution in the process of curriculum development and the committe formulation and their work as curriculum development committee.

Our main rationale behind the selection of the project to collect the information regarding curriculum development and we should be able to differentiate the type of Textbook which are being published by Bal Bharti Institute.

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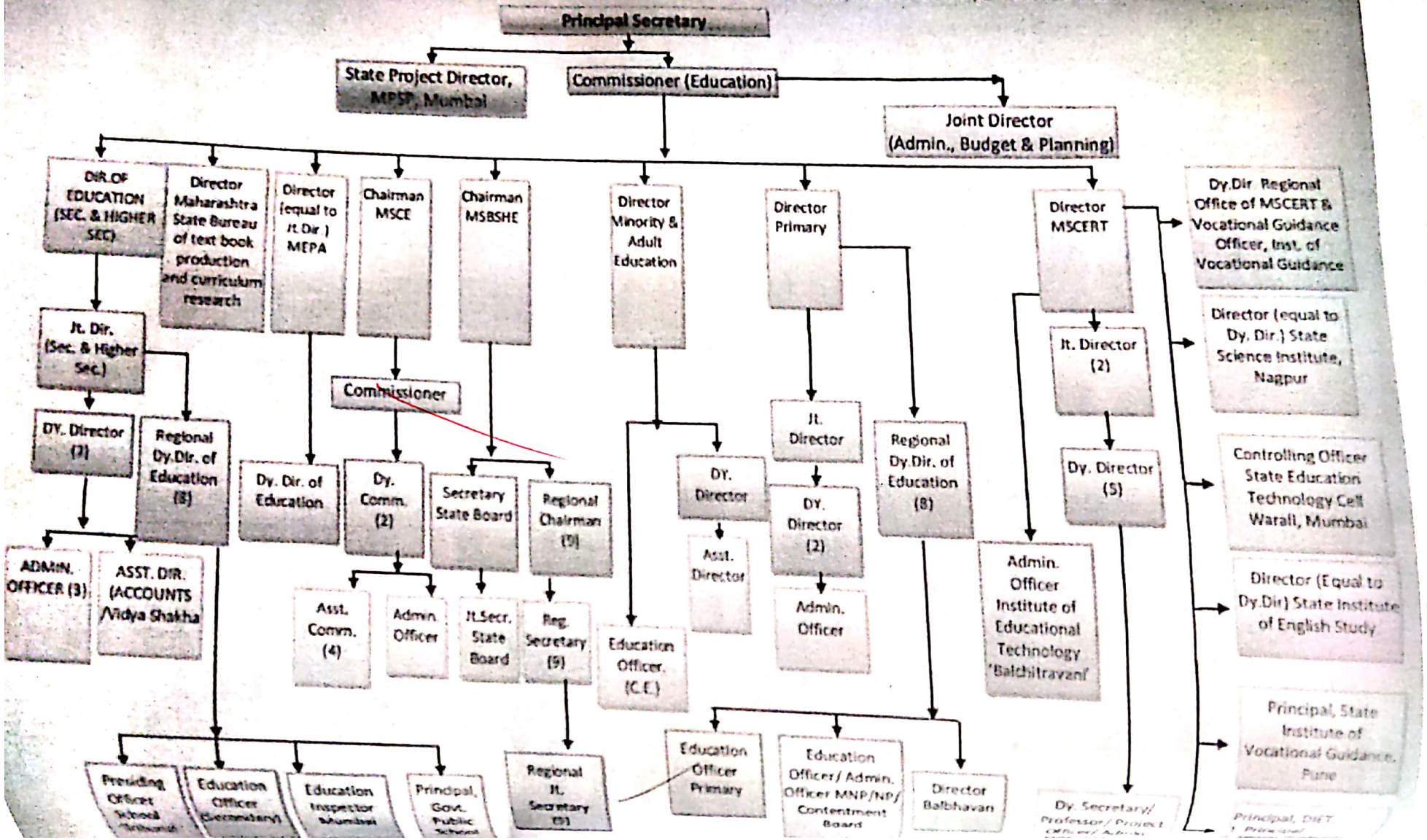
Course 202

3. Objective of the visit.

* To know about curriculum development.
* To collect information about curriculum development process.
* To understand periodical changes and updation of the syllabus according to the day-to-day changes in the curriculum.
* To know about experts for curriculum development process.
* To collect the information regarding activities organised by the institution.
* To acquire first hand knowledge about a different programs, policies and procedure for curriculum development.
* To take the knowledge about Administrative structure of Bal Bharti.
* To receive guidance from the resource person.

SCHOOL EDUCATION AND SPORTS DEPRATMENT, M.S. PUNE , STRUCTURE



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Course 202

Administrative structure of the Institution [Bal Bharti]

Balbharti is divided into various department for its smooth functioning. The various persons are allotted at the different departments.

Administrative structure comprises of

* Mission of the Department.

The department mainly deals with the day to day office administration activities and keeps overall control on other officer and reports regarding administrative point of view.

* Policies and programes.

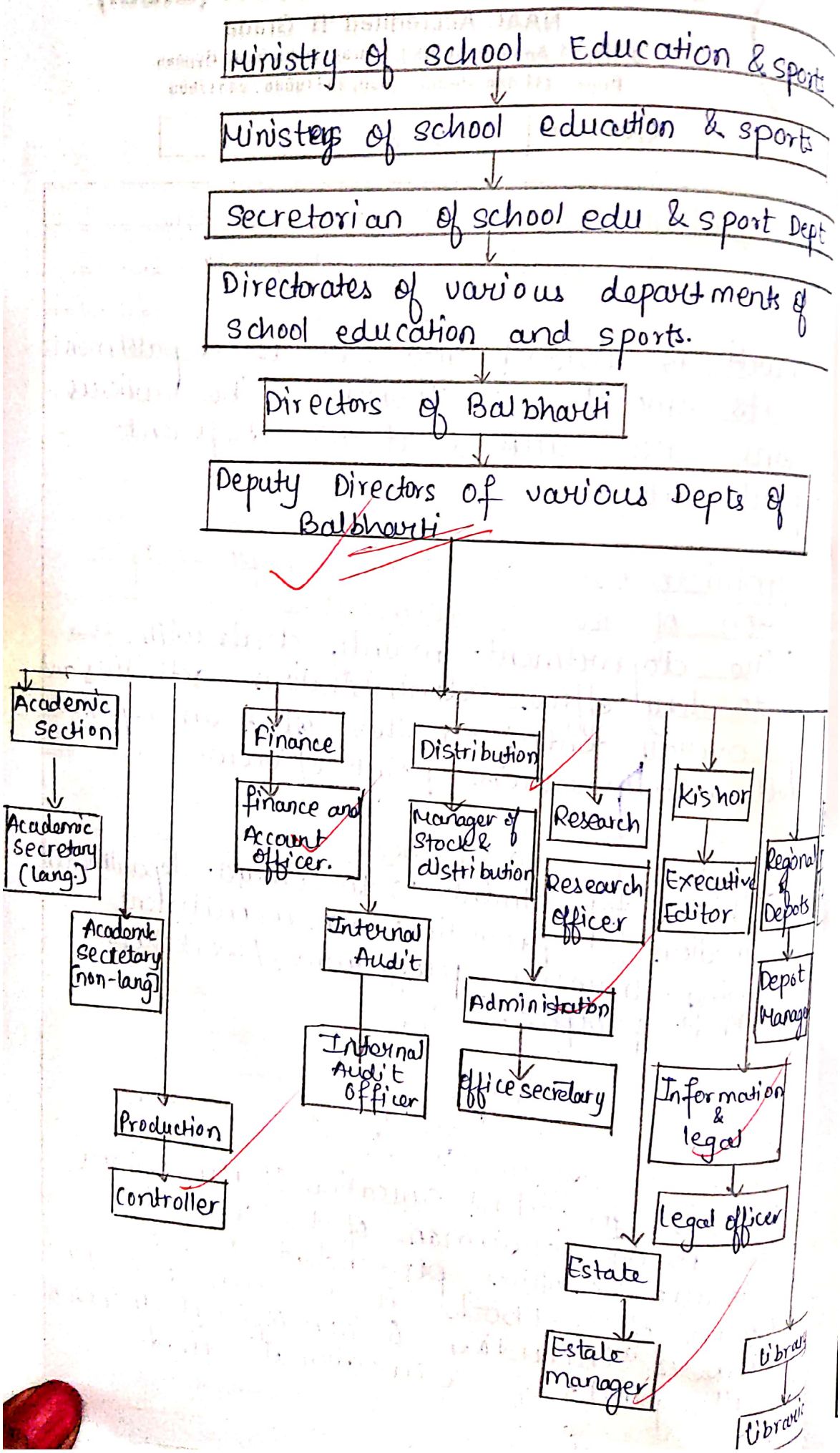
This department is to conduct departmental examination for promotions, for recruitment, arranging Training programmes / workshops for that purpose.

* Controlling Bodies.

1) Board of Governors:-

Ministers for school education of Maharashtra state is the chairman of the committee He is also Ex-officer presendent of the Bureau of Textbooks. It is consist of 17 members including 6. non official members in all parts of educational field.

ADMINISTRATIVE STRUCTURE OF INSTITUTE



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2) Executive committee:-
- Consist of 6 members out of 6 two of them are non officials. Recomending authority in all respect adminstrative work.

* Organisation structure.

1) Director
He is the chief executive officer of the Bureau. empowered to implement all policies decisions of the Board of Governers, in respect of Academic, Administrative and financial works, according to guideline laid down by the Board of Government, under the control of the presedent of the Bureau, with the help of subordinate officers along with the staff.

Bureau consist of following section:

Sr. No.	Name of the section	Head of the section
1.	Academic	Academic Secretary (lang)
2.	Production	Accademic secretary (Non-lang)
3.	Production	Controller
4.	Finance	Finance and Account officer
5.	Internal Audit	Internal Audit officer
6.	Distribution	Manager of stock & Distribution
7.	Administration	office secretary
8.	Research	Research officer
9.	Estate	Estate manager
10	Kishor	Executive Editor
11.	Information & legal	Legal officer
12.	Regional Depots	Depot Manager
13.	library	librarian
14.	Computer.	Finance & Accounts officer.

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Department of Balbharti Institute.

1. Academic Department :-

→ Academic department is one of the most vital departments of the Maharashtra state Bureau of Textbooks. Production and curriculum research. Basically there are two separate departments of the academic wing i.e

i) language department
ii) Non-language department.

2. Administration Department

Administration department mainly deals with the day-to-day admistrative activities and keeps overall control on other offices and depts regarding administration point of view.

3. Production Department

Production council is formed as per the articals of Association of the Bureau. The department is decide the production policy with regard to the printing programme of textbooks and other material of an academic year as also to advice the Bureau with regards to purchase of printing paper.

4. Department Distribution

This distribution of school textbook is an important activity. This aspect as been

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given due weightage since the inception of the Bureau and according to the Bureau established its main depots at Goregaon (Bombay) pune, Nagpur and Aurangabad. The Depots caters the need of supply of Textbook & non-textual material for the registered dealers

5. Research Department

Research department do researches in the field of curriculum of primary schools and textbooks. Research publications are brought out based on the research projects completed under the financial Assistance scheme workshops / seminars are also conducted by the research departments for evaluation of the textbooks / teachers and allied publication as well as education.

6. Kishor Magazine Department

Kishor is a monthly magazine addressed to teenagers is published by the Maharashtra State Bureau of textbook production and curriculum research. It is in the forty ~~country~~ years of publication. Thirty nine year of publication is a long period in the life of periodical especially it is meant for children.

7. Finance Department

To prepare and submit to the executive committee the annual · Revised supplementary

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budget estimates of income and expenditure of the Bureau. To give advice and make reccomendations to the Board of Governors on any other financial questions affecting the affairs of the Bureau.

8. Internal Audit Department

To carry out physical verification of Books papers printed materials and any other stock pertaining to the production and distribution wings (various depots) and to report and deal with irregularities, excesses and the shortages.

9. library

The Bureau has developed and enriched its library with a view to provide necessary references and source material for the preparation of textbooks and research work. The research students coming from different places take advantage of library regularly. There are 99000 books. It also subscribes for 163 periodicals out of which 34 are foreign periodicals. The school textbooks of various state and old textbooks are also valuable property in the library. It is one of the renowned libraries in the state.

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10. Estate Department

This department works under estate managers. Actually this department was formed ~~by~~ to co-ordinate constructional work of Bureaus own properties and its maintenance.

11. Computer department

The progress of computerisation is well under way in many of the department of the Bureau. In that next few years work in the remaining sections too, will be computerised. This computerisation improves training of concerned personnel and purchase of the necessary hardware and software.

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Introduction of Balbharti institute.

Maharashtra State Bureau of Textbook Production and curriculum Research, Pune (BalBharti) is an autonomous institution established on 27th January 1967 based on the reccomendation of the Kothari Commission.

The main objective of BalBhartis is to create textbooks for Standard I to XII basis The Government approved curriculum, as well as prepare and publish other educational material in the state of Maharashtra.

The Bureau also publishes textbooks and teacher handbooks and teachers non language subjects like Mathematics, Science, History, Geography, environmental studies physical education & health and work Experience.

BalBharti is autonomus body registered under public trust. Every textbook printed and published by the Bureau is authenticated before it undergoes reprenting. Updating the textbook before reprinting is a regular feature of the Bureau's activities. The books and educational material which are published by Balbharti is in 10 languages. First main languages are Hindi, English, Marathi and Other are Gujrati, Kannada, Telugu, Sindhi, Urdu, Bengali, Sindhi Arabic. There are So many title of this Book.

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The Bureau undertakes the production and distribution of language and non-language textbooks of the secondary and higher secondary classes these scripts are prepared by the Maharashtra state of Board of secondary and higher secondary education pune.

The Academic department of the Bureau is in constant touch with the literary and educational institute and the other educational departments of the state and other states to keep itself abrest of the latest informations and developments in the different fields.

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INFORMATION OF BALBHARTI INSTITUTE

BalBharti (The Maharashtra State Bureau of textbook Production and Curriculum Research) established by Government of Maharashtra on 27th January 1967. It is located in Pune, Maharashtra, India.

BalBharti The Maharashtra State Bureau of textbook Production and Curriculum Research	
Type	Government Institute
Established	27th January 1967
Location	Pune, Maharashtra, India
Website	www.balbharti.in

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About Balbharti Institute

* The institute was established by the Government of Maharashtra on 27th January 1967. This was as per the recommendation of the Kothari Commission. This is to improve the quality of the textbook of std I to VIII and to make textbook available at a resonable price. Balbharti institute is an autonomous body registered under the public trust Act 1950 and the Societies Registration Act, 1860.

Editorial team

* The Editorial team consist of the following members:-

1) Vijay Wad
2) Gajanan Chauhan
3) H G Narlawar
4) Rajeev Tambe
5) Dilip Phaltankar
6) Shrikant Chougule
7) Madhav Rajguru.

Online books

Since students are not getting textbooks even after school start, Balbharti put up soft copies of all its textbooks on its website, from where they can be easily downloaded. The e-book from first to eighth standard are downloadable from website of Balbharti. Currently the books are available in eight languages - Marathi, English, Hindi,

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Urdu, kannada, Telugu, Sindhi and Gujrati. 35 books titled My District for Std III Geography for each district in the state are available on the website. Balbharati would also be publishing the Std XI and XII new syllabus from 2019-20 and 2020-21.

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Experts for Curriculum Development Process

Orientation courses from institution for member of curriculum board was held by subject expert of NCERT and expert in curriculum formation such as Dr. Ajay Kumar Lolge resource person who has provided guidance to the members under the supervision of Directors of Education department for obtaining a specific objective for each curriculum board they were provided the following documents.

a) NCF 2005
b) SCF 2010
c) RTE 2005
d) NCERT curriculum / Textbook.
e) The position paper prepared by each group formulated during the development of NCF
f) State primary education curriculum 1988.
g) State skill curriculum 1955.
h) State curriculum 2004.
i) curriculum frame works of form other state.

There are eight language subject committees and eight Non-language committees working in the Bureau. They are entrusted with the responsibilities of preparing manuscripts of all the textbooks based on the syllabus approved by the state Government. The expert members are drawn from different level

of education i.e primary, secondary, college university and literary world. The teacher educationists are also taken on the subject committees. The academic officer of the Bureau works as the members security of each of the committees.

To enhance the visual appeal of the textbooks well known artists are invited to illustrate the books. The textbooks published are screened from the stand. Points Every textbook printed and published by the Bureau is authenticated before it reprinting.

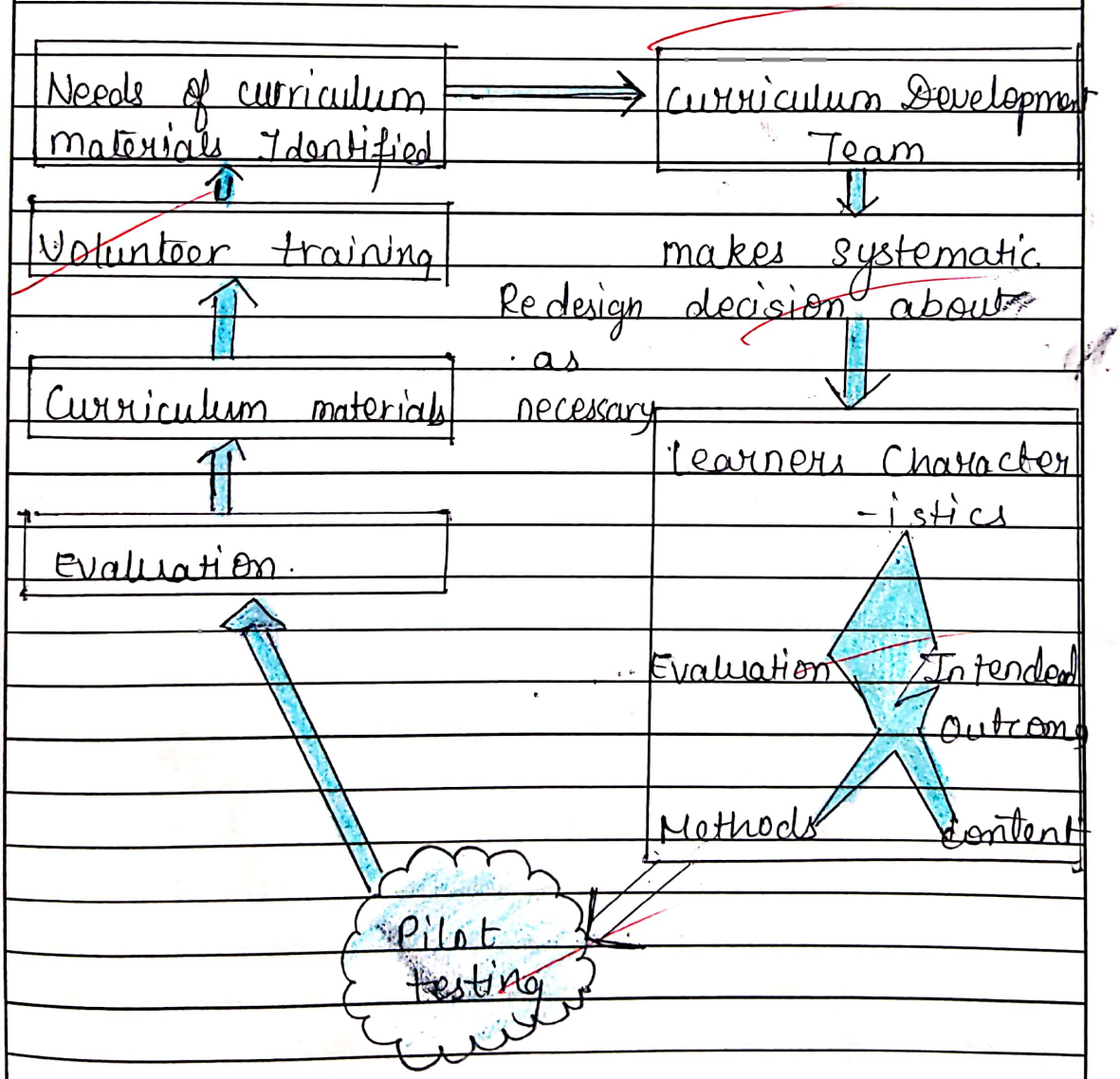
Secondary and higher secondary classes. Those manuscripts are prepared by Maharashtra state Board of secondary and Higher secondary education, Pune.

18

Course 202

Process of Curriculum Development

The curriculum development process systematically organize what will be taught, who will be taught and how it will be taught. following is the curriculum development model.



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* Process of curriculum development

Following are the steps in curriculum development process :-

YOUTH

- Planning
  1. Identify issues
  2. Form curriculum development team.
  3. Conduct needs assessment and the analysis.

- Content and method
  1. State intended outcomes.
  2. Select content
  3. Design experimental methods.

- Implementation
  1. Produce curriculum product
  2. Test and Revise curriculum
  3. Recruit and train facilitators
  4. Implement curriculum.

- Evaluation and Reporting
  1. Design evaluation strategies
     - formative
     - summative.

2. Reporting and securing Resources.

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* Process of curriculum development in details :

1. Planning

(i) Identifies issues / problem / Need.

- The need of curriculum development usually emerges from a concern about a major issues or a problem of one or more target audience. This section explores some of the questions that need to be addressed to define the issue and to develop a statement that will guide the selection of the members of curriculum development team. The issue statement also serves to broadly identify the scope of the curriculum content.

(ii) Form curriculum development team :

Once the nature and scope of the issues has been broadly defined the member of the curriculum development team can be selected. The section covers roles & functions of members, selection of members and collaboration and team work. The goal of the curriculum development to obtain expertise for the areas and develop and effective team.

(iii) Conduct needs Assessment and Analysis.

There are two phrases in the needs-assessment process. The first is procedures for conducting a needs assessment. A number of techniques are aimed towards

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learning what is needed. Techniques covered in this section include : KAP ie Knowledge, Aptitude and practice. Scanning, focus group and environmental scanning. Analysis is the second part of this need assessment step, describes techniques on how to use the data and the results of the information gathered.

2. Content and Method :-

(i) State intended outcomes : Once the issue is defined, the curriculum development process team is formed the needs assessed and analysed and prioritized, the next step is to higher refine and restate the issues, If needed and develop the intended outcomes and educational objectives.

(ii) Select content :- The next challenge in the curriculum development process is selecting content that make a real difference in the lives of the learner, and ultimately the society as a whole. The scope and the sequence of content is also discussed.

(iii) Design experimental method : After the content is selected, the next step is to design activities (learning experience) to help the learner achieve appropriate intended outcomes. Experimental learning model and its component are discussed in this section.

3. Implementation

(i) Produce curriculum product :-
Once the content & experiential method have been agreed, the actual production of curriculum material begins. This section includes : 1) Suggestions for finding and evaluating existing materials, 2) Evaluation criteria and 3) Suggestions for producing curriculum materials.

(ii) Test and Revise curriculum :
This step includes suggestions to select test sites and conduct a formative evaluation of curriculum material during the production phrase.

(iii) Recruit and training facilities.
It is a waste of resources to develop curriculum material if adequate training is not provided for facilities to implement it. suggestions for recruiting appropriate facilities are provided with a simple three day training program.

(iv) Implement curriculum.
-effective implementation of newly developed curriculum product is unlikely to occur without planning strategies to promote and use the curriculum are discussed in this step.

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4. Evaluation and Reporting

(i) Design Evaluation Strategies

Evaluation is a phase in the curriculum development model as well as a specific step. Two types of evaluation, formative and summative are used during curriculum development.

a) Formative evaluation.

Formative evaluation are used during the needs assessments, product development and testing steps.

b) Summative Evaluation

Summative evaluation are undertaken to measure and report on the outcomes of the curriculum.

ii) Reporting and securing resources

The final element in an evaluation strategy is "delivering the pay off (i.e getting the results into the hands of people who can use them). In this step suggestions for what and how to report to key shareholders, especially funding and policy decision makers are provided and a brief discussion on how to secure resources for additional programming.

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Activities Organised By Institution.

1) Balbharti has started uploading practice SSC papers.
- From November 26, 18 Balbharti has started uploading practice question papers from SSC syllabus for students to help them with the new syllabus and paper pattern.

2) Balbharti made the syllabus public
- Balbharti decided to make the evaluation of the education system a model of competency-based learning throwing open its syllabus for suggestions from one and all. Before changing 7th - 10th standard curriculum, boards put up a draft on its websites for suggestions earlier on expert domain.

3) Golden Jubilee : Balbharti opened online archies for public.
- Balbharti opened its online archies for public in a series of innovations on the occassions of its 50th foundation day anniversary last year.

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Questionnaire.

Following questions were asked during the session with expert.

1) What is curriculum Development?
Ans. The resource person explain us that curriculum is broadly understood as the subjects and materials to be taught by an Educational institutes ; typically it is listed as a set of subjects, but also may include the learning experiences, skills and abilities students are expected to learn.

2) What is the process of curriculum development?
Ans. The resource person explained it in detail. He told us that the Government of Maharashtra gave function for new curriculum which is prepared as per NCF 2005 free and compulsory education for children act 2009 and SCF 2010. The NCF (National curriculum framework) is given to each state then the state rethink how the state is financialy, socially, politically make the use of it. Than standard wise and subject expert committe. The framework is prepared according to the standard and age of the child. Every framework has different committee. then the writing and editing is done by 50 persons.

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After that scruting is done. Finally the quality review is done for which 2 or 3 person is needed. The page layout and the font size is also considered. Finally the print out is taken and then after more than crores books are printed and binded properly and keep in store rooms.

3) What is the procedure of curriculum development?

Ans. The procedure of curriculum development are (i) planning (ii) content and methods iii) Implementation and (iv) Evaluation and reporting. Each phase have several steps or task to complete in logical sequence. These steps are not always separate and distinct, but may overlap and occur concurrently. For example, the curriculum development team is involved in all the steps! Evaluation should occur in most of the steps to assess progress. The team learns what works and what does not and determines the impact of the curriculum on learners after it is implemented. Each step logically follows the previous. It would make no senses to design learning activities before learner outcomes and content are described and identified. Similarly, content are described and identified. Similarly content cannot be determined befor learner outcomes are described.

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Q3. How do you plan for curriculum development ?

Ans. Planning is crucial In curriculum development. The process at course level sets the context for topic design and learning experience. The fundamental purpose of curriculum development is to ensure the progress of students, give them learning experiences that contribute towards academic growth, personal development and professional progress.

Q4. which curriculum development model is used by balbharti In the curriculum development Process.

Ans. A curriculum model is the most important step in curriculum development The model defines the type of curriculum used. It includes an educational philosophical approach.

Balbharati uses both the produce as well as process model. The process model has its full focus on how things happen. In learning and how students respond to it. while product model focuses upon grades or teaching an objectives.

Q5. What is the duration of curriculum development process?

Ans. The duration is set as per the time Taken to complete the syllabus. Once the

curriculum is developed, the committe which is set for that purpose is dissolved.

Q6. What are the educational qualification for the selection of committee members?
Ans. The educational qualification is M.Ed and P.hd in any of the specialization.

Q7. Which technique is used by Balbharati for the analysis of data?
Ans. The analysis of data is done by using the models of curriculum development. The tools that are used are produce technique and process technique

Q8. Kindly share your individual experiences regarding curriculum development process?
Ans. The academic section has resource person who is well qualified. He write books which convey his knowledge and experiences.

Q9. How many meeting are planned for curriculum development process?
Ans. There is no such no. in particular the meetings are planned according to the requirement.

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Q10. What is the role of teacher in curriculum implementation?

Ans. A Teacher has very good knowledge of the mindset of a student. The teacher understands properly wheather an activity will fit into a specific time frame. The teacher understands properly and can use such activities which will change and engage the students In a very constructive manner. Teacher from different grade levels can collaborate to identify skills of the students & help them eventually.

Qu. What are the activities organised by Balbharati?

Ans. 1) The formulation of state level curriculum reformation committee.

2) The committee is formed state level for the implementation and formation of new curriculum under the chairmanship of MSCERT director.

3) To formulate subject wise and medium wise curriculum committee.

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Opinion of the Students.

1) It is very important to involve all the teachers in the process of curriculum development.

2) All the staff members can contribute through the medium of their knowledge and exercises.

3) Curriculum development needs to deal with effective utilization of resources.

4) The efforts of school and the parents together contribute in a larger way to the educational progress of the children.

5) The teacher can easily identify the skills, concepts and the knowledge ~~deper~~ which needs to be developed in them.

6) The success of curriculum development depends upon the initiative taken by the school to make it a huge success.

Course 202

Educational Implication.

1) A proper curriculum helps the teacher and student to have a proper interaction which consist of assessment planning and evaluation.

2) The interview benefitted me immensly. I got to up-understand the working of Balbharati. It also gave me an insight into the planning and process of curriculum development.

3) This interview also helped me know about the various sections of Balbharati and how all department are doing a fabulous job.

4) I now understand the difference between curriculum and syllabus.

5) I also understand the role of Maharashtra government in the development of curriculum.

6) I have learnt different activities which was organised by the institution for the teachers, students and their parents.

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Phone No.: 2431 9098, 8888861742, **Email :** abhinavbedcollege@gmail.com

Mr. Rajeev Jagtap
Founder President

Mrs. Sunita Jagtap
Founder Secretary

Dr. Kanchan Choudhari
Principal

Reg. :
AES/B.Ed/ 85/2020-2021

Date :
Date : 24/08/2020

To,
The Director,
Balbharati,
Senapati Bapat Raod,
Pune.

Subject : Letter of Permission for Online(Zoom) Guidance & visit to Balbharti.

Respected Sir/ Madam,

The Principal and Staff of Abhinav Education Society's College of Education (B.Ed), request you to please, grant us permission to get guidance about curriculum development Process by your respective authorities on 29th September 2020. Last year Dr. Ajaykumar Lolage Sir has given guidance to our students.

Also, we have to visit to your esteemed institution as a part of B.Ed. Course practical. Our 100 students and 2 lecturers would like to get guidance for practical purpose and visit to Balbharti After end of the pandemic situation. The date will be decided as per availability of sound condition for the same.

We kindly request you to please guide us and give information about Balbharti in English and Marathi.

We shall be highly obliged by your kind gesture

Thanking you,

Yours Faithfully,
Principal
Abhinav Education Society
College of Education
Ambegaon (Bk.), Pune-411046

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Mr. Rajeev Jagtap
Founder President

Mrs. Sunita Jagtap
Founder Secretary

Dr. Kanchan Choudhari
Principal

Reg. :

Date :

AES/B.Ed./ 86/2020-2021

Date : 15/09/2020

To,
The Director,
Balbharati,
Senapati Bapat Road,
Pune.

Subject : Thanks Giving Letter.

Respected Sir,

We would like to thank you, for delivered a guest lecture through Zoom app to our Students of B.Ed., by your Staff **Dr. Ajaykumar Lolge Sir, Special Officer, Balbharati.** This lecture was about the Guidance your esteemed institute Balbharati and also on the Development Process of Curriculum. It is a part of Practical of Savitribai Phule Pune University's S.Y. B.Ed., Course code - 202- (Knowledge, Curriculum and Language across the Curriculum), conducted on 29th August 2020. It was really enlightened for our students.

We are highly obliged by your kind gesture.

Thanking You,

Principal
Principal
Abhinav Education Society
College of Education
Ambegaon (Bk.), Pune-411046

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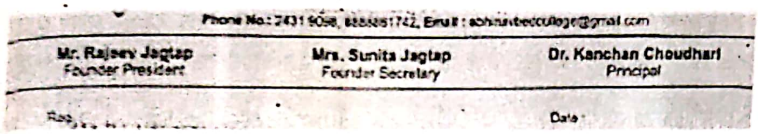

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Special Officer W... 26/8/2020
to me, PA, abhinavbedcolle...

From Special Officer Workexperience • spl_officer_work_exp@ebalbharati.in

To Kiran Nanaware • kvnkiran60@gmail.com

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abhinavbedcollege@gmail.com
AMOL CHAVAN • aschavan72@gmail.com

Date 26 Aug 2020, 7:12 PM

Standard encryption (TLS).
See security details

hank you for your mail.
k

how quoted text

Overall Impression -

In SPPU's B.Ed. IInd year syllabus the course-211 this practical is given to write review on drama watched & read. I selected 'Chanakya' drama for my practical.

Through this practical I gained important life skills as they learn the value of critical feedback, both positive & constructive. Also through this practical I got an opportunity to celebrate the richness & depth of human expression in all of its forms. Through creative expressions I learned to comprehend our world better & see therefore better equipped to navigate the challenges they might (we) be faced with later in our life.

Drama & the performing arts allow an avenue to develop cognitive abilities that complement study in other development of disciplines.

The arts can act as an agent through which a variety of emotions can be learned, rehearsed & practised.

Adolescents can find it difficult to express their emotions and so the Arts provides a great outlet for children to explore a wide range of feelings including delight, anger & unhappiness

Course 211 (B)

Endutainment through Drama.

In B.Ed. IInd year this practical is given in SPPU syllabus. It was a great experience to read chanakya's book & then watch Drama of Chanakya (manoj Joshi). I really learnt a lot things from chanakya a great philosopher, teacher & decision maker. Every teacher should use their qualities, skills as per Chanakya's lessons taught.

Chanakya was a great adviser. Also we can learn to read maximum to improve our grasping capacity & communication skills from Chanakya.

This drama (Chanakya) taught me-

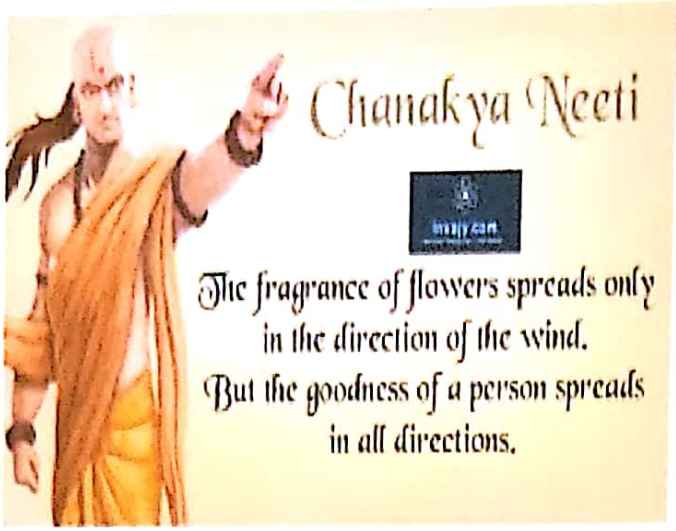
1) Self - Expression - I learn about the importance of self-expression through this drama & through creative expression, their perception and worldview.

2) Life skill Training - It imparts me with various life skills like teamwork, compassion, cooperation & collaboration

3) Learn Constructive Criticism - I learnt about taking constructive criticism & feedback.

4) Contributes to personality Development - The use of drama & art in education also accelerates personality development in students.

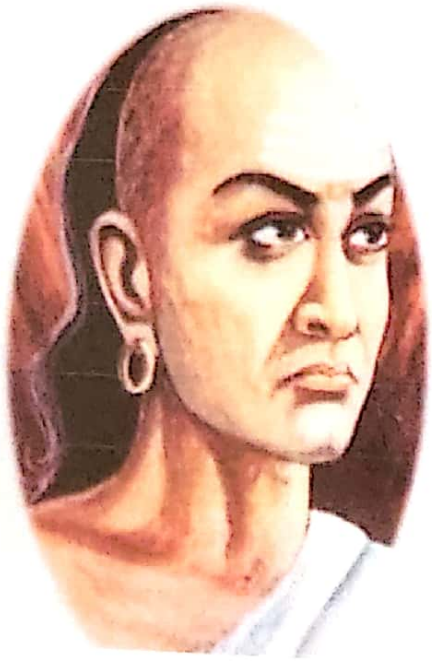
5) Problem solving skills - Through creative art forms, students learn about the value of problem-solving in every situation as they learn to be in a group, work around various things to thrive as a team & become superb at problem-solving.



NO ONE CAN DEFEAT A POWERFUL MIND - "CHANAKYA"

He who is overly attached to his family members experiences fear and sorrow, for the root of all grief is attachment. Thus one should discard attachment to be happy.

~Chanakya



"He who is overly attached to his family members experiences fear and sorrow, for the root of all grief is attachment. Thus one should discard attachment to be happy."

Chanakya

Few casts & characters in chanakya -

1) Indradutt
2) Ambhiraj
3) Shonotra
4) Subhada
5) Nipunak
6) Maha Amatya Vakranas
7) Sidhartak
8) Mantri Shriyak
9) Ambhikumar
10) Anujdev
11) Princess Alka
12) Maha Mantri Varruchi
13) Pauer Milind
14) Maha Mantri Sushen
15) Chanakya
16) Maitree
17) Chandragupta Maurya
18) Chakravak
19) Shishupal.

Direction / Style of Expression -

Manoj Joshi is the director of this drama. Drama steals heart of audience. This drama is well directed as per the theme of the drama which reminds all scenes of Chanakya & fulfills all audience view requirements.

Technical Aspects -

All lights, camera & set were properly managed. Spotboys work was excellent during the short. Also the facts & shots which were based on computers such as sound system, visualization & mike system was proper & upto the mark.

Course 211 (B)

5

Dialogue | Screen Play -

The dialogue was written by Manoj Joshi. The full drama is in Hindi & Sanskrit. Because of Sanskrit the drama is very effective & powerful as well as energetic.

Writer of the play, Mihir Bhuta says, We were in 20s & after reading over 50 books I scripted Chanakya. The play is inspired by Vishakhadatta's 'Mudrarakshasa' and not based on Chanakya's 'Arthashastra'.

It shows how Chandragupta Maurya with rose to power & become the king of Magad with the guidance sended by Chanakya.

Chanakya was a Brahmin & a man of principles & ideology. He explained to Chandragupta the importance of maintaining the goodwill of his people.

Characterization -

Manoj Joshi is himself the director of this drama and has selected the character for this drama. The characters are given & selection of the candidate was proper. There are approximate 10 characters (casts) & everyone done a great job. These people are working with Manoj & team chanakya since last 10 years.

Place / Plot / Setting -

The drama is divided into 3 parts -

1) The early life of Vishnugupta in the kingdom of magadha and the circumstances leading of his self-imposed exile, particularly the persecution (and subsequent death) of his father at the hands of Dhanananda, king of magadha.

2) The invasion of northwestern India by Alexander, his death, the rebellion led by native Indian kingdoms under the leadership of Chandragupta Maurya against Alexander's successors in India, and the subsequent defeat of the Greek invaders.

3) The attack and overthrow of the Nanda rule in magadha & the crowning of Chandragupta as a king of magadha.

Within this framework, Manoj Joshi portrays the politics that governed relations between kings & officials of that time. He clearly covers the workings of the early Indian republics & the way of life of ordinary Indians.

The drama was widely praised for its authenticity, casting and larger than life depiction.

Course 211 (B)

Theme of the selected Drama-

The theme of the drama Chanakya is to show the life of Chanakya and his fight for the truth. The Chanakya was a great teacher & philosopher and he was a loyal advisor of his time. The king of mugadha was taking decisions with prior discussions with Chanakya.

The main theme of the drama is about the Chanakya's oath and the journey of him towards his oath.

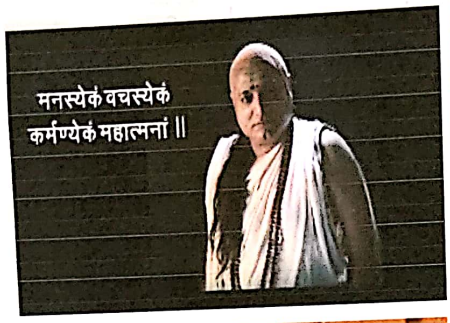
He was well-versed in three Vedas & Politics. In this drama they presented very well a prominent role of Chanakya in the foundation of the Maurya Empire & Arthashastra, Chanakya Niti.

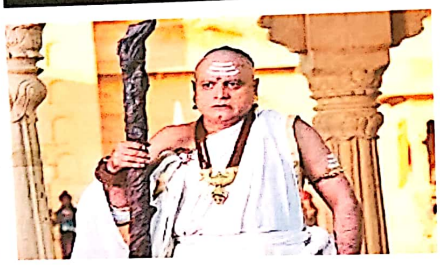
He is considered the pioneer of the field of Political Science and Economics in India, and his work is thought of as an important precursor to classical economics.

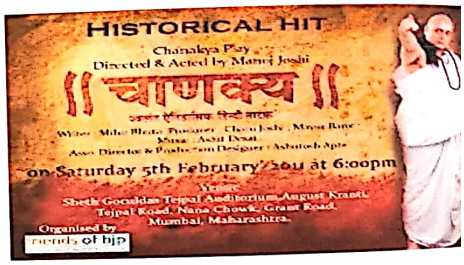
The story of Chanakya was very nicely portrayed in the Drama played by Manoj Joshi.

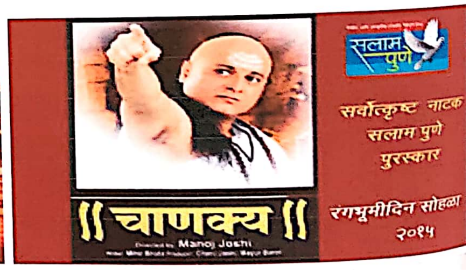
Several modern adaptations of the legend of Chanakya narrate his story in a semi-fictional form extending these legends.

Chanakya Oath- I will not tie my tuft of hair until I uproot the whole Nanda dynasty & establish drama in magadha. Rulers like you spoiled Bharat. The tuft of hair which you arrogantly pull now will be like a serpent which comes backs to bite you.'









Course 211 (B)

Selection of Drama -

I have selected 'Chanakya' because I have read the book of Chanakya. It is quite inspiring & interesting to learn Chanakya's techniques. from the book interest, I decided to watch drama of Manoj Joshi named Chanakya. and it was one of my excellent experience.

Chanakya, the greatest statesman, a political strategist is the one who created a nation out of squabbling kingdoms, will never be born again, but his thoughts are arguably even more relevant to say so than in his time.

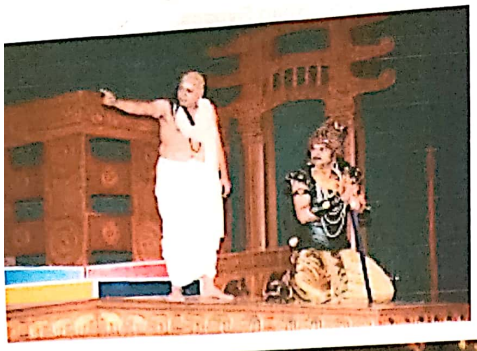
He was a rare melange of supreme intellect, insightful dreams & audacious sincerity towards the heartfelt cause. And his cause was to create a strong, unified & prosperous great nation named BHAARAT.

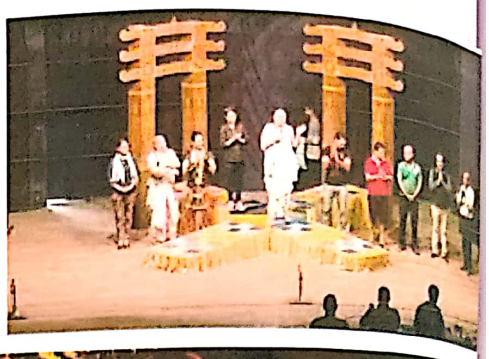
The Chanakya was a great teacher and Mr. Manoj Joshi written the drama Chanakya. So I have selected this drama to know more about the great human being - Chanakya.

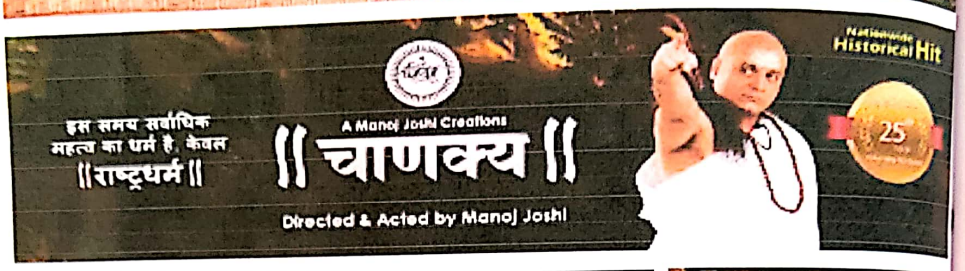
Manoj Navneet Joshi (born 03 September, 1965) is an Indian Actor who works in Bollywood films & television serials. He has played Chanakya 1,039 times & said -

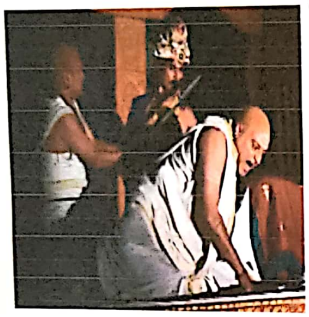
'Every time I step on stage, I feel like I am performing the play first time.' - Manoj Joshi

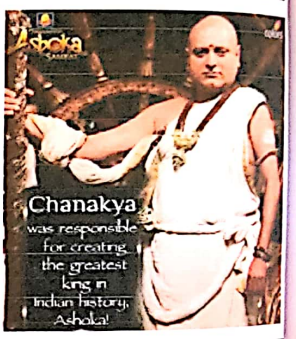
He is one of my favourite actor, so I selected his drama to watch.

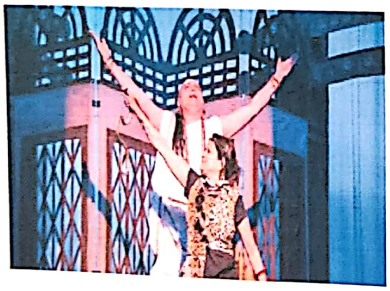


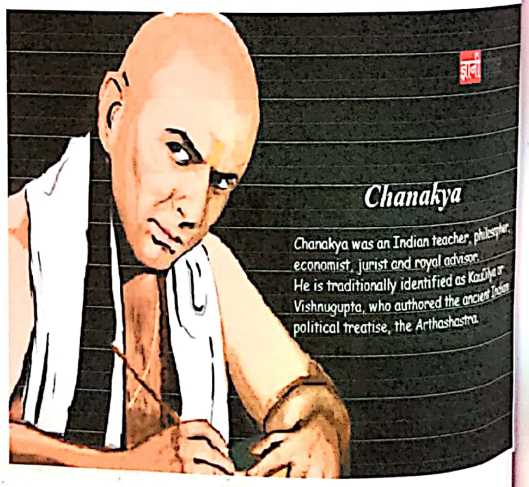












Course 211 (B)

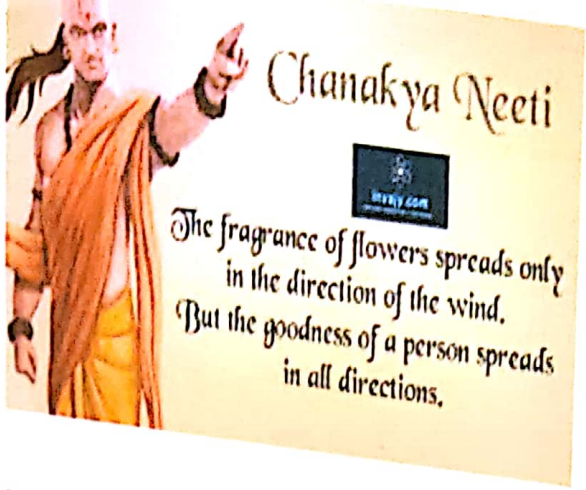
INTRODUCTION

In our B.Ed. IInd year's syllabus by SPPU in Course-211 Drama & Art in Education Practical No. 211 (B) is provided. This practical mainly emphasizes on review of drama or any dramatic field related film we watched.

Which will really help student teacher to develop a understanding of drama & art, the scope, & purpose of art education and art as the basis of education. Also It will really help student teacher to exhibit basic understanding in art appreciation, art expression and art education. Watching drama always creates & establishes new learning experiences which will upgrade our knowledge.

For this practical I have seen Drama of Mr. Manoj Joshi. The name of drama is 'CHANAKYA'.

Drama Name - Chanakya
Writer - Mihir Bhuta Director: Manoj Joshi
Cast - Manoj Joshi, Ashok Bhanthia, Dharmendra Gohil, Kavita Rathod, Sanjay Bhatiya, Shakil Khan, Pradeep Vengurlekar, Sunil Shinde, Priya Dixit, Nilesh Trivedi, Sultan, Karan Pamnani, Rafiq Khan.
Production - Manoj Joshi's Creation



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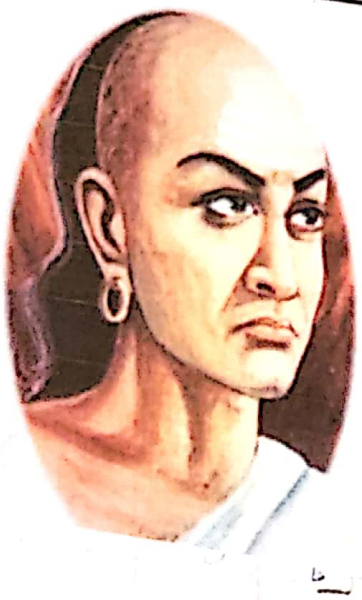
~Chanakya



"He who is overly attached to his family members experiences fear and sorrow, for the root of all grief is attachment. Thus one should discard attachment to be happy."

Chanakya

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Pune - 411 046. Phone : (020) 24319098 / 24317999

Course

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ABHINAV EDUCATION SOCIETY'S
COLLEGE OF EDUCATION (B.Ed.)

2020-21

Students Name - Mrs. Varadgauri Sachin Mhetre

Course - 211 (Drama & Art in Education)

Name of the Practical - 211-B Report on Appreciation of a Novel/ Film

Guide Name -

Roll No - 75

ABHINAV EDUCATION SOCIETY'S
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Ambegaon Bk, Pune-46
NAAC Accredited 'B' Grade

S.Y. B.Ed – 2020-2021

Name of the Student : Varadgauri Sachin Mhetre **Roll No.** 75

Course -211- Drama and Art in Education

Practical No -B– Report on Appreciation of a Novel/ Film

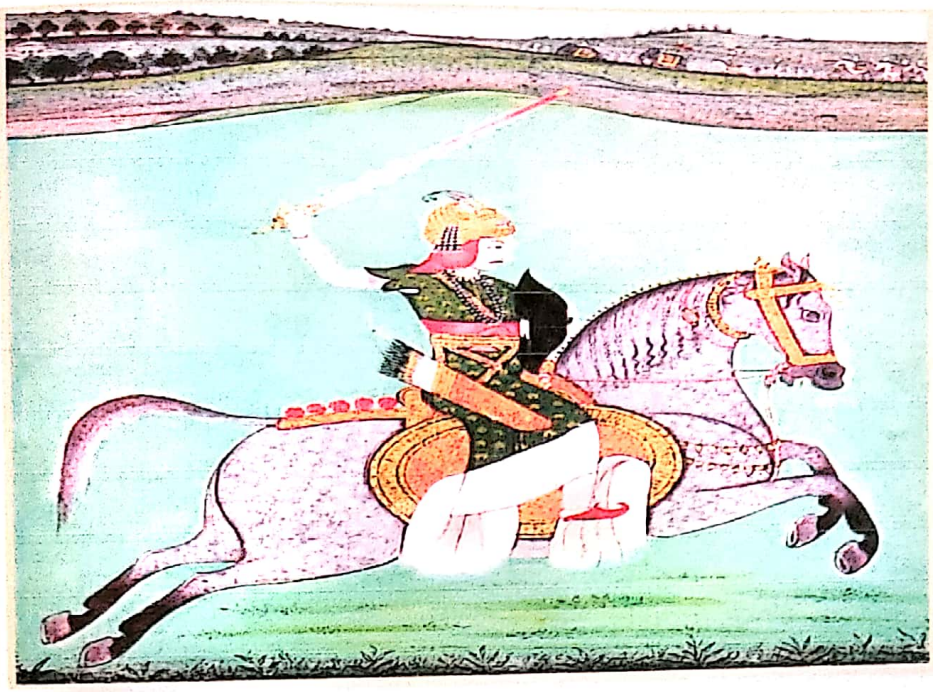
Evaluation Scheme

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

No	Criteria	1	2	3	4	5
1	Introduction					
2	Selection of Novel					
3	Theme of the Selected Novel					
4	Place/ Plot/ Setting					
5	Dialogue/ Screen Play					
6	Characterization/ Casting					
7	Direction/Style of Expression					
8	Technical aspects/Supportive aspects					
9	Edutainment Through Novel					
10	Overall Impression of the Report					
	Total Marks : 50					

Qualitative Feedback, (if any) :

Signature of In-charge



BAJIRAO PESHWA - I
(An Artist's Impression)
Mughal School - 18th Century A.D.

MASTANI
(An Artist's Impression)
Mughal School - 18th Century A.D.

Frock,
Kutch, 19th Century A.D.

Mastani Mahal

Kunchi
Maharashtra, Early 19th Century A.D.

Mini Cap,
Gujarat, Late 19th Century A.D.

Frock,
Kutch, 19th Century A.D.

Carpet,
Kashmir, Early 19th Century A.D.

Chitrakathi (Paithan Painting)
Maharashtra, 18th Cent. A.D.

Chitrakathi (Paithan Painting)
Maharashtra, 18th Cent. A.D.

Hubble-Bubble
Gujarat, South India, 19th Cent. A.D.

॥ ॥श्रीः॥ ॐअस्यश्रीब्रह्मकवचस्य॥ब्र
ह्माऋषिः॥अनुष्टुप्छंदः॥देवीदेवता॥र
क्षणेविनियोगः॥मार्कंडेयउवाच॥य
द्गुह्यंपरमंलोकेसर्वरक्षाकरंनृणां॥य
न्नकस्यचिदाख्यातंतन्मेब्रूहिपितामह

क्षः स्मृयते
सानकिंज
नेः॥१४

२८

Manuscript
Maharashtra, 18th Cent. A.D.

Bhu-Varaha-Hiranyaksha
South India, 18th Cent. A.D.

Hair Dryer
Tanjavur, 18th Cent. A.D.

Mask
South India, 19th Cent. A.D.

Lord Sri Rama
Tamilnadu, 19th Century A. D.

King of Lanka, Ravana with his ten heads
Tamilnadu, 19th Century A. D.

Indrajit riding on elephant of nine women
and going to fight with Rama & Laxman

Foot-Scrubber
Gujarat, 18th Cent. A.D.

Rama-Panchayatan
Maharashtra, 18th Cent. A.D.

Lord Ganesh with Riddhi & Siddhi
Maharashtra, 19th Cent. A.D.

Gun-Powder Box
Rajasthan, 18th Cent. A.D.

Nava-Graha Ganjifa (Playing Cards)
Maharashtra, 19th Cent. A.D.

Ink Pot
China, Late 19th Cent. A.D.

Hubble-Bubble
South India, Late 18th Cent. A.D.

Wallet
Gujarat, Late 19th Cent. A.D.

Acrobat Lamp
South India, 18th Cent. A.D.

Mother with Child
Maharashtra, 18th Cent. A.D.

Peacock Sitar
South India, 20th Cent. A.D.

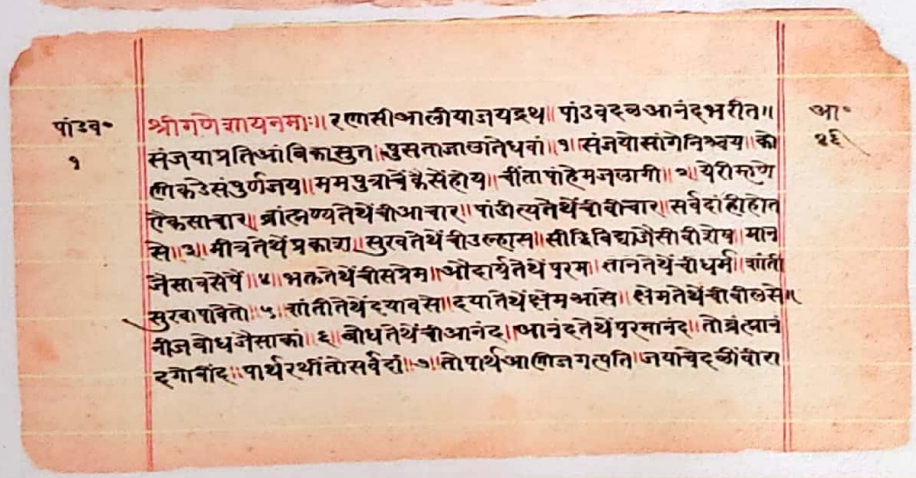
Coins (Shivrai)
Maharashtra, 17th Cent. A.D.

Villadi Naad Mandal
South India, 20th Cent. A.D.

Rose Water Sprinkler
Maharashtra, 18th Cent. A.D.

Ink-Pot
Maharashtra, 18th Cent. A.D.

Ink Pot
China, Late 19th Cent. A.D.



पांडव-
१

श्रीगणेशायनमः॥ रणसीभालीयाजयद्रथ॥ पांडवदलआनंदभरीत॥
संजयाप्रतिआंबिकासुत॥ सुसताजालतेधर्मा॥१॥ संजयोसांगेनिश्चय॥ को
लकेडेसंपुर्णजय॥ ममपुत्रांचेकैसेहोय॥ चींताहोमजलागी॥२॥ येरीमणे
लेकसाचार॥ ब्राह्मण्यतेथेंचीआचार॥ पांडीत्यतेथेंचीचीचार॥ सर्वदाहिहात
से॥३॥ मीत्रतेथेंप्रकाश॥ सुखतेथेंचीउल्हास॥ सीद्धिविद्याजेसीचीशेष॥ मान
जेसाचसेषें॥४॥ भक्ततेथेंचीसप्रेम॥ औदार्यतेथेंपरम॥ ताततेथेंचीधर्मी॥ शांती
सुखपावेता॥५॥ शांतीतेथेंदयावसे॥ दयातेथेंसेमभासे॥ सेमतेथेंचीचीलसे॥
मीजबोधजेसाका॥६॥ बोधतेथेंचीआनंद॥ आनंदतेथेंपरमानंद॥ तोब्रह्मानं
दगोविंद॥ पार्थरथांतोसर्वदा॥७॥ तोपार्थआलिजगत्पति॥ जयाचेदर्शीचारा

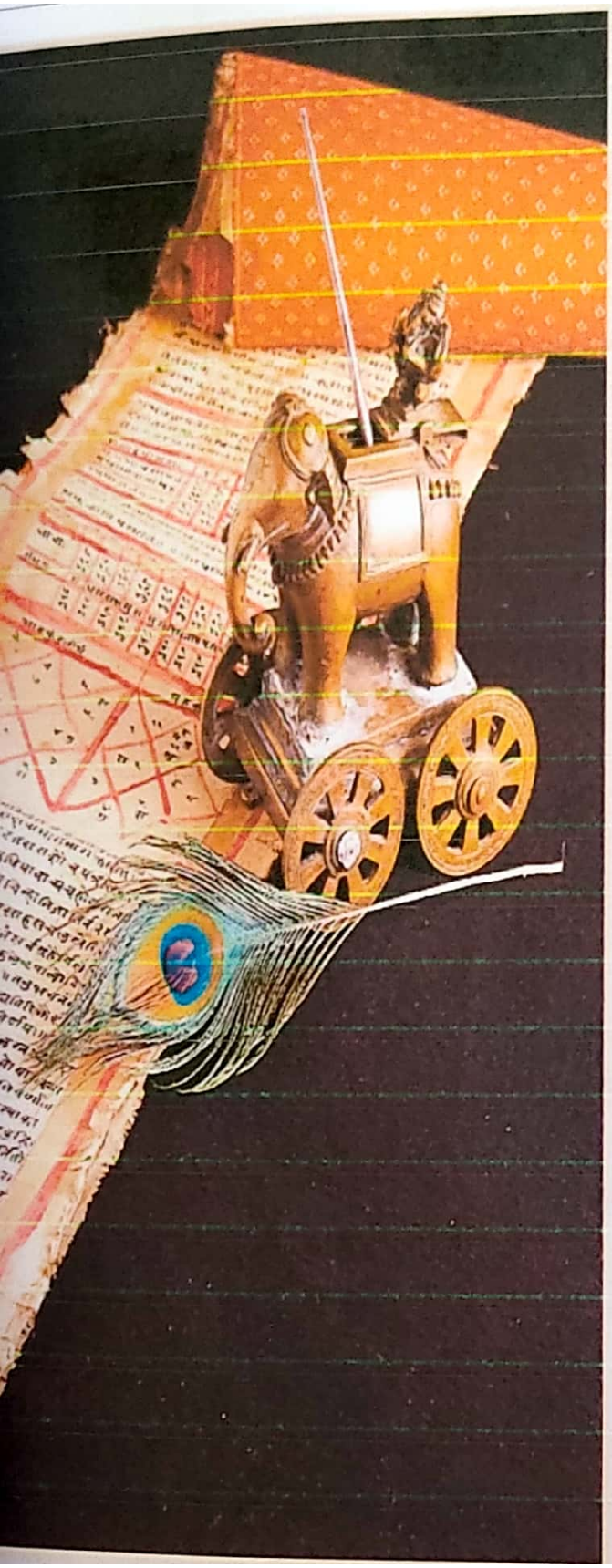
आ॰
४६

Manuscript
Maharashtra, 18th Cent. A.D.

Night Lamp
South India, 18th Cent. A.D.

Betel Box
South India, Late 18th Cent. A.D.

Rolling Lamp
South India, 18th Cent. A.D.

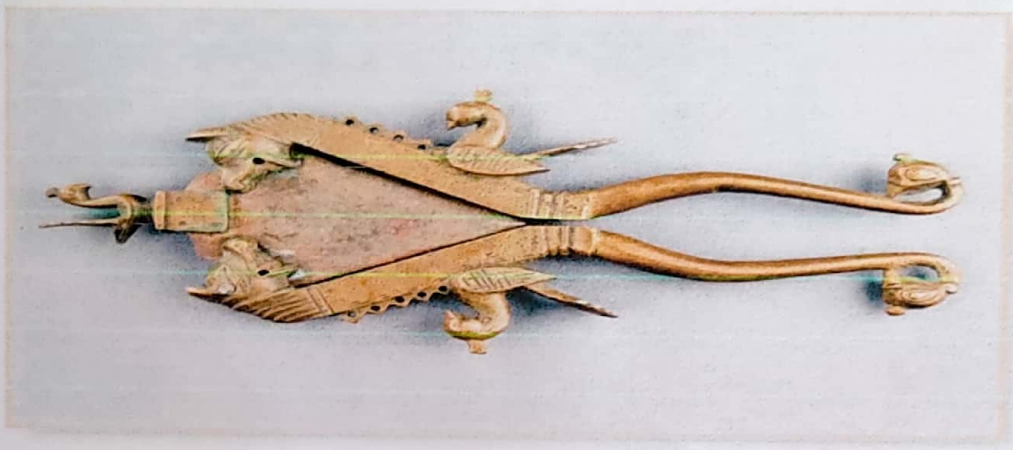


Dagger with Scabbard
Andhra Pradesh, 18th Cent. A.D.

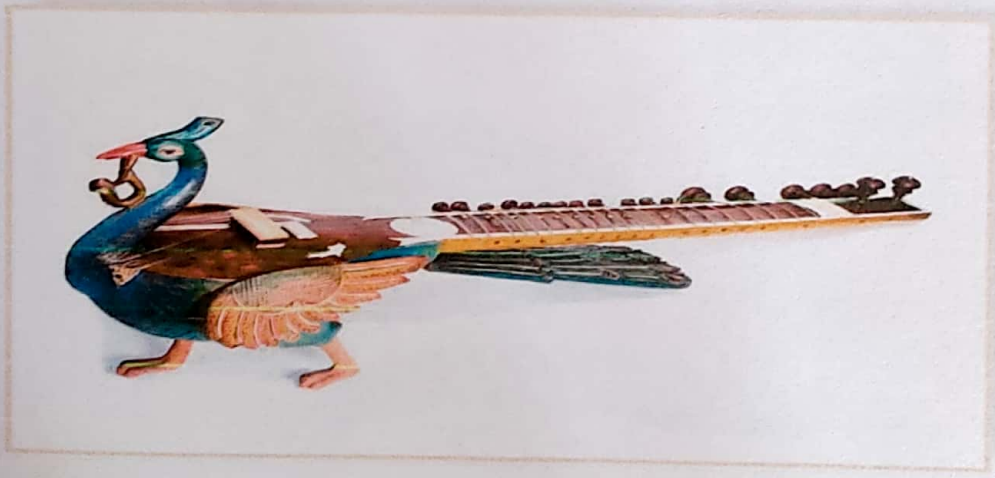
Daggers, Goads and Tiger Claws
South India, 18-19th Cent. A.D.

Gun-Powder Boxes, Pistol
Maharashtra, Gujarat, 19th Cent. A.D.

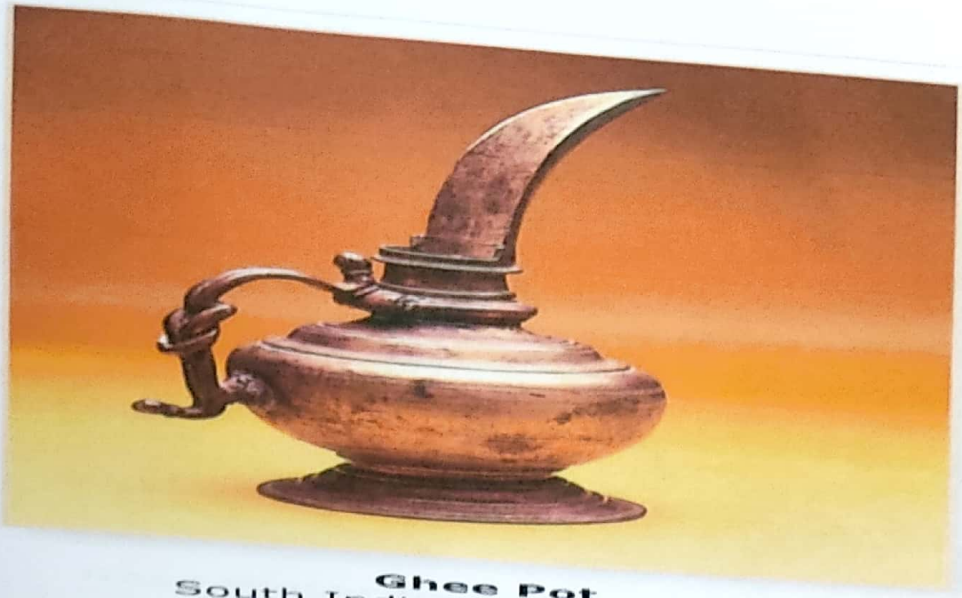
Rose Water Sprinkler (Ivory) & Attar (perfume) Bottles
Maharashtra, 18th Cent. A.D.



Nut Cutter
South India, 19th Cent. A.D.



Peacock Sitar
South India, 20th Cent. A.D.

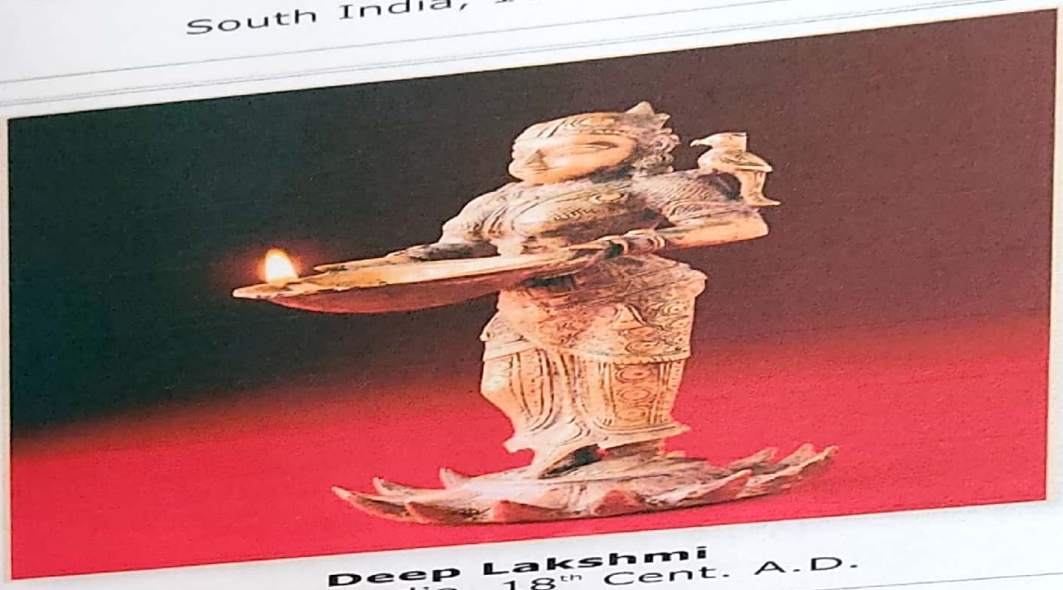


Ghee Pot
South India, 18th Cent. A.D.

Gun-Powder Boxes, Pistol
Maharashtra, Gujarat, 19th Cent. A.D.

Daggers, Goads and Tiger Claws
South India, 18-19th Cent. A.D.

Sri Lakshmi
South India, 18th Cent. A.D.



Deep Lakshmi
South India, 18th Cent. A.D.

Tambool (quid of paan) Apparatus
Maharashtra, Gujarat, 19th Cent. A.D.

Sun Lamp
Nepal, 16th Cent. A.D.

FIRST EXHIBIT OF THE MUSEUM

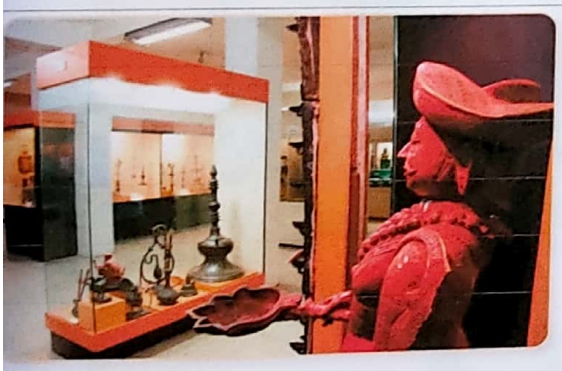
Dr. Kelkar began his collection with this painting in the year 1920

CHAPTER ONE

Textile Gallery

Textile Gallery

Lamps Gallery



Lamps Gallery

Lamps Gallery

Doors Gallery

Museum at Glance

Museum Entrance

'L' Passage

Gujarat Gallery

Gallery of Kitchen Utensils

Course 211 (A)

Overall Impression -

I am really obliged for college allowed us (S.Y.B.Ed.) student to go & visit museums / Art Galleries / Exhibitions. I personally feel as an educational activity I really enjoyed visit in such a pandemics of Covid-19.

This visit helped me to do thesis & detailed study of mughal collections collected by Raja Kelkar.

This type of educational visit works is more effective, parmanent & fun. It was an instructive period. We improved our self-knowledge and could easily express our-selves.

Museums are the bridges which connect our past to our present and help us envision our future. A single visit to any museum can improve our understanding of history & new dimensions to the knowledge we gain from the books.

Visiting museum (Kelkar museum) could give us much more than we imagined. As it is the repository of knowledge & centres of learning related to mughal things from 14th & 15th century collected by Dr. Kelkar.

It was one of my best experience ever which helped me in enhancing my knowledge, fact finding techniques & collection of previous history based things.

Course 211 (A)

Endutainment through the visit -

The visit was very helpful & effective for me in further education. Aim of the study is to present & discuss the importance & the benefits of effective and diverse use of musums in education. In addition, the relationship between school syllabi (College Syllabi) and samples of museum and environment studies. The items displayed in the museum & collection placed over there is formed to serve as a contribution to education.

In these studies, it is expected that the museum staff and the families in the family-participation oriented studies will be indirectly educated, affected and it really helps to develop positive attitude.

It is highly important to prepare museum education activities that will support learning and development fields instead of the museum visits made only as a part of the timetables in the syllabi.

The information & samples of activities gathered in this study are considered to be significant in terms of guiding especially the primary education teachers who are the syllabus users.

7) Arms & Armours, Masks & Toys-

On the third floor of "Vanita Kaksha" space has been provided for special Exhibition through which an attempt is made to exhibit sections which otherwise can not be displayed in the permanent show. Furthermore the classical display of Terracotta objects, Toys & Masks educate & entertain them to a great extent.

8) Textile-

In the gallery of textile on the 2nd floor of "Vanitak kaksha" figures mainly the "Textiles from different part of India. While paithani's from Paithan of Maharashtra with pure Jari-work and Embroidery impress the upon visitors the richness of style of garments of the olden times, the Rabari garments take him to the prominent folk style in Kuch & Kathiawad from Gujrat.

9) Door Gallery-

At the Exit of the museum, there have been arranged the artistically decorated doors & windows of temples & then existing houses from various parts of India.

namely, the beating (drums etc) the blowing (flute), and the string (Sitar, Tanpura etc.). Most remarkable among the beating instruments is the "Khol" of Keshavrao Bhole; among the blowing instruments the "flute of pannalal Ghosh" and among the string instruments the "Tanpura of Savai Gandharva" and "Mini Tanpura of Bal Gandharva" and also the Taar Shehnai of Madhukar Golwalkar.

The museum purposes to pour music into these instruments for making them enjoyable and audible.

5) Lamps, Bronzes & Tambool -

In the other part of the 2nd floor are exhibited the Bronzes, the lamps of profuse variety, the Tambool artifacts and the writing implements along with the decorative Ink-pots etc. Mention worthy are the Sun Lamp from Nepal & the Kadamba Tree Lamp with the Raas-Lila depicted on it.

6) Kitchen Utensils -

In the gallery of Kitchen utensiles of the "Vanita Kaksha" on the first floor amazing are the big vessels for cooking food in large quantity normally served in festivals & marriage parties.

These are also big containers of liquid and those used for storing food-grains. This gallery also exhibits the daily kitchen wares, with artistic touch.

1) Wood - Work & Sculptures -

At the entrance of the museum on the ground floor which is known as 'L' passage artistically decorated doors & windows have been arranged along with their panel & brackets with proper settings on the wall. The stone & marble sculptures displayed here along the wall unmistakely appeal to the desthetic sense of the visitor.

2) Objects of Beauty Culture -

The wing also known as a "Vanita Kakash" depicts every life (day life) of Indian Woman starting from morning till evening. The objects of Beauty Culture are specially displayed on the ground floor, one can very well visualize how a day is begun by an indian woman involving the use of vajris. i.e. foot scrubers, the mirrors, the combs & kumkum - caskets etc.

3) Indian Paintings -

The museum has as displayed variety of Indian Paintings of different Schools & kinds belonging to 17th to 19th Century A.D., which includes miniature & Glass paintings, Cloth paintings, paintings on Parchment, leather & paper.

4) Musical Instruments -

The other part of the 1st floor occupied by the beautiful collection of the Musical Instruments

Aesthetic Values Reflected in the Museum -

There are many display items are arranged in the Museum very neatly.

This priceless treasure needs to be nurtured if it is to remain a part of the nation's wealth, Needless to say, that there is a definite need for each one of us, the inheritors of Late Dr. Kelkar's previous precious collection, to make a personal contribution & commitment towards preserving this precious collection.

The existing state of affairs, however, leaves a lot to be desired. Spread over 3 storey & divided into forty two sections, the Museum currently displays only about 2,500 exhibits owing to the paucity of space.

The Museum contains mainly following things -

1) Wood, Work & Sculptures
2) Objects of Beauty Culture
3) Indian Paintings
4) Lamps, Bronzes & Tambool
5) Musical Instruments
6) Kitchen Utensiles
7) Arms & Armours, Masks & Toys
8) Textile
9) Door Gallery

Actual Experience of the Visit -

It was a great pleasure to visit Kelkar museum. Needless to say, this eternal voyage that has made the museum one of the richest in folk art worldwide nearly drove his family to ruin at times, an endeavour that could only flourish on the kind support of family, friends & acquaintances. Fortunately, this he received & gratefully acknowledged.

After a visit, I got to know in a final selfless gesture in 1975, Late Dr. D.G. Kelkar donated his personal collection to the Government of Maharashtra and an Autonomous Body called the "Board of Management" was set up, which is headed by the chief secretary to the Govt. of Maharashtra to look after museum's maintenance, management, Development, conduct & Expansion activities.

It was late Dr. Kelkar's dream to transform the museum into a world-class complex offering best-of-breed cultural, educational, research and recreational facilities under one roof in the historic city of pune.

It's indeed heartening that this dream has been conceived in the form of the proposed "museum City" by the Board of management of the museum.

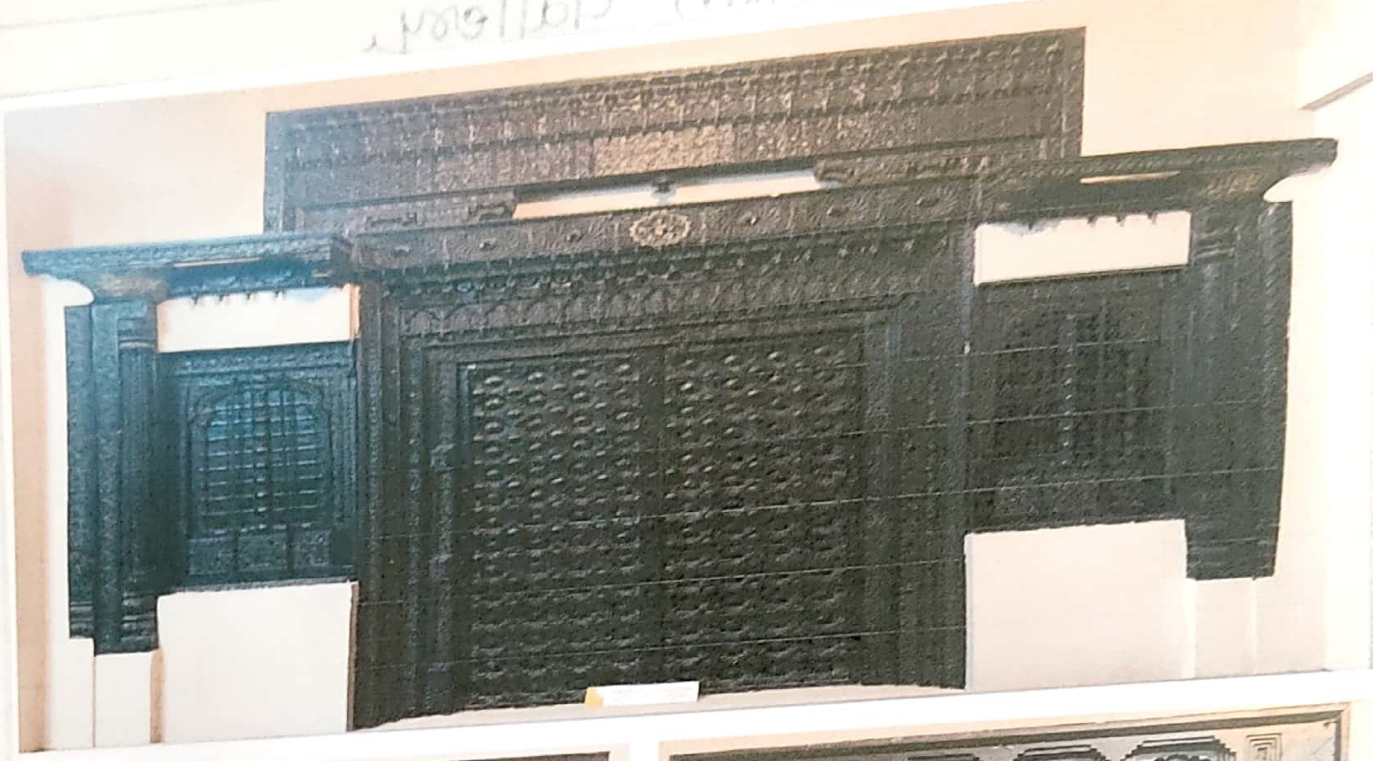
The Board of Management aspires to transform his museum into a Grand National monument through the application of latest display techniques and appropriate measures for its comprehensive upkeep.

Information about the Artist -

Dr. Dinkar Gangadhar Kelkar (Founder- 1896 to 1990) known as "Kaka" was a man obsessed with Art. A man who, for over sixty years, travelled extensively across the country to obscure villages and tribal settlements, to grand temples and humble huts, to forgotten attics and folk fares - collecting ... collecting & always collecting. During his school days mathematics was not his cup of tea but poetry certainly was. Late Dr. Dinkar Kelkar was an optician by profession and so also very much fond of history thus he pursued historical poetry rather than the romantic one that most poets of his age pursued.

He wrote poems under the anonymous - "Adnyatwasi" and this was the starting point for getting interested in collection of antiquities and art objects somewhere around 1920.

A man who with a single-minded zeal, dedicated himself to the task of giving the art & crafts of India the recognition, the respect & the immortality they deserve. These works of Indian artists & craftsman inspired Dr. Kelkar to put together single-handedly the collection of artefacts & antiquites at the Raja Dinkar Kelkar museum.



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Theme of Museum Gallery.

The museum was initially named as "Raja Sangraha" later as "Raja Kelkar Historical Collections" finally got named as "Raja Dinkar Kelkar Museum".

Every corner of the museum bears testimony to an astounding individual passion for art collection: art that is not remote & detached from reality but an integral part of the day-to-day life of India's millions, art that highlights the characteristics Indian obsession of carving motifs out of the mundane of seeking innovation in tradition.

The museum contains variety of every day artefacts, which includes artefacts like lamps, Palanquins, Carved Woodwork, Tin ware, Combs, Bowls, Stones, Hookahs, Locks, Spitoons, musical Instruments, Miniature & Glass Paintings, Paithan (Chitrakathi) Paintings, Lime Containers, Paan Boxes, Intricately carved Wooden Doors & Windows, Ancient Dwellings, Nut Cutters, figurines, Bronzes, Arms & Armours, Ivory, Kitchen Utensils & Textile etc.

The collection from this museum reflects the elegance of Indian craftmanship as well as the vivid imagination of the artists. The Mastani Mahal which was orginally built between 1730 and 1734 A.D. at Kothrud, Pune by Peshwa Bajirao It has been rebuilt as it is in the museum premises, which depicts story of love between him & his belored legendary beautiful Mastani.

Selection of the place to visit -

Raja Kelkar museum is one of the famous musaum in the Maharashtra. I chose this museum as a field visit for the practical requirement of the course 211.

It is a one man collection & founded by government organisation. This place was especially selected for field visit by Abhinav Education Society's College of Education (B.Ed.).

Planning of Visit -

The visit was planned with prior notification given by our respected principal maam Dr. Kanchan Choudhary. She intimated us to visit any nearby museum - art gallery or exhibitions or cultural fests in this pandemic situation of Covid-19. In this critical situation I personally took follow of Kelkar museum. Mrs. Mohini Pathak maam guided me with the timings of museum.

So I planned individual visit to go to Raja Kelkar Sabhagriha's museum on February 23rd, 2021.

I visited the huge art gallery and which has 3 floors. In each floor all preserved display items are displayed.

Very cleanly & neatly arranged all the things.

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Course 211-A

Objectives of the visit -

1) To admire the asthetic values depicted from the art gallery.

2) To know about cultural significance bought about museum.

3) To see creativity of its best during the older times in the museum.

4) To know about various art forms about India.

5) To provide an effective way of learning

6) To bring change & development in communities

7) To establish critical thinking, empathy, & other generally important skills & dispositions.

8) To create subject specific skills & contents.

9) To expand the general world knowledge amongst the students.

Introduction -

The Raja Dinkar Kelkar museum in Pune was founded in 1962 by Dr. Dinkar G. Kelkar as a tribute to his deceased son. Located south of the Mula River, this museum is testimony to a single man's spirit towards preserving the relics of the past for the viewing pleasure of future generations. The most popular artefacts in this extensive collection of Indian history & culture are instruments of everyday life-use, including coins from the 17th century, swords & armour used in the past battles, copper and brass vessels, Mughal lamps, carved palace doors and paintings based on the scenes of Ramayana. Some of the sculpures hosted in the museum date as far back as the 14th century.

Move around in the museum at your own pace to admire each & every artefact that has been carefully collected single-handedly by Dr. Kelkar. We shouldn't forget to check out the Chandrashekhar Agashe museum wing, named after the late industrialist.

The museum now holds over 2,000 objects which are displayed on more than 2 floors. The museum mainly contains Indian decorative items from everyday life. & the objects from 18th & 19th century too.

One interesting part of this museum is 'Mastani Mahal'. Raja Kelkar made an attempt at depicting the palace of Mastani with its remnants.

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COLLEGE OF EDUCATION (B.Ed.)

S.Y.B.Ed. - 2020-21

Course - 211

Drama & Art in Education

Name - Varadgauri Sachin Mhetre

Roll No - 75

Course - 211 (Drama & Art in Education)

Name of the Practical - 211-A - Visit to an art Gallery / Exhibitions / Cultural Fests.

Guide Name - Dr. Kanchan Choudhary.

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S.Y. B.Ed – 2020-2021

Name of the Student : Varadgauri Sachin Mhetre Roll No. 75

Course -211- Drama and Art in Education

Practical No -A– Visit to an art Gallery/ Exhibitions/Cultural Fests

Evaluation Scheme

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

No	Criteria	1	2	3	4	5
1	Introduction					
2	Objective of the Visit					
3	Selection of Place for Visit					
4	Planning of Visit					
5	Theme of the Exhibition/Gallery/ Cultural Fests					
6	Information about the Artist					
7	Actual Experiences of the Visit					
8	Aesthetic Values Reflected in the Exhibition/Gallery/ Cultural Fests					
9	Edutainment Through the Visit					
10	Overall Impression of the Report					
	Total Marks : 50					

Qualitative Feedback, (if any) :

A) $\frac{\square}{50}$ + B) $\frac{\square}{50}$ = $\frac{\square}{100}$ = $\frac{42}{50}$

Signature of In-charge