



Ref.: SU/BOS/ IDS / 648

Date: 20 - 11- 2025

To,

The Principal,
All Concerned Affiliated Colleges/Institutions
Shivaji University, Kolhapur.

Subject : Regarding revised syllabi of **B. A. B. Ed. Part -I** degree programme under the Faculty of Inter- Disciplinary Studies.

Sir/Madam,

With reference to the subject mentioned above, I am directed to inform you that the university authorities have accepted and granted approval to the revised syllabi, nature of question paper and equivalence of **B. A. B. Ed. Part -I** degree programme under the Faculty of Inter- Disciplinary Studies.

This syllabus, nature of question and equivalence shall be implemented from the academic year **2025-2026** onwards. A soft copy containing the syllabus is attached herewith and it is also available on university website www.unishivaji.ac.in NEP-2020 (Online Syllabus)

The question papers on the pre-revised syllabi of above-mentioned course will be set for the examinations to be held in October /November 2025 & March/April 2026. These chances are available for repeater students, if any.

You are, therefore, requested to bring this to the notice of all students and teachers concerned.

Thanking you,

Yours Faithfully


(Dr. S. M. Kubal)
Dy Registrar

Encl. : As above.

Copy to: For Information and necessary action.

1	The Dean, Faculty of IDS	7	Affiliation T. 1 & T. 2 Section
2	Director, Board of Examination and Evaluation	8	Appointment A & B Section
3	The Chairman, Respective Board of Studies	9	P.G.Seminar Section
4	O. E. 2 Exam Section	10	I.T. Cell
5	Eligibility Section	11	Internal Quality Assurance Cell (IQAC)
6	P.G.Admission Section		



SHIVAJI UNIVERSITY, KOLHAPUR

CBCS PATTERN AS NEP 2020

Revised Syllabus for

B.A.B.Ed. Part-I

(Semester I & II)

Faculty of Interdisciplinary Studies (IDS)

(Introduced from June 2025 and onwards)

Subject to the Modifications that will be made from time to time

(A)

B.A.B.ED. – Part I

Course Structure for (B.A.B.ED.– I)

(To be implemented from the Academic year 2025-26)

Semester I - Duration: 6 Months									
Teaching Scheme					Evaluation Scheme				
Sr. No.	Course	No. of Lecture	Hours'	Credits	Theory	Internal	Total Marks	Min. Marks (for passing)	Exam Duration (Hrs.)
1.	DSC (AI)- I (Marathi/Hindi)	4	4	4	60	40	100	24+16= 40	2.5
2.	DSC (A) I (Marathi/Hindi/English)	4	4	4	60	40	100	24+16= 40	2.5
3.	DSC (B) I (History/Geography)	4	4	4	60	40	100	24+16= 40	2.5
4.	AEC-I (English Communication)	4	4	4	60	40	100	24+16= 40	2.5
5.	AEC-I (Marathi Compulsory)	4	4	4	60	40	100	24+16= 40	2.5
6.	SEC SBC-I (CGPA /Non CGPA) Indian Constitution	2	2	2	25		25	10	1
	Perspective in Education (Theory)								
7.	CC-T-101 (Childhood & Growing Up)	5	4.12	4	60	40	100	30 + 20 =50	3
	Total Marks & Credits)	27	26.12	26	385	240	625		

(B)

STRUCTURE OF PRACTICUM COMPONENT

B.A.B.ED.- I SEM – I

Sr. No.	Course Code	Title	Credits	Min Marks (for Passing)	Marks
1.	CC-P 101	Language across school Curriculum	1	13	25
2.	CC-P 102	Reading & Reflecting on Texts	2	25	50
3.	CC-P 103	Understanding the self	2	25	50
4.	CC-P 104	General Orientation of Student Teacher	1	13	25
5.	CC-P 105	Teaching Aids Workshop	1	13	25
Total					175

(C)

Sr.No.	Title	Credits	Marks	Min Marks (for Passing)
1.	Internal Examination	2	50	50
2.	Assignment		10	
3.	Viva		30	
4.	End Examination		10	
	Total		100	

$$\begin{aligned} & \mathbf{(A) + (B) + (C) = Total} \\ & \mathbf{625 + 175 + 100 = 900} \end{aligned}$$

(A)

B.A.B.ED. – Part I

Course Structure for (B.A.B.ED. – I, Semester II)

(To be implemented from the Academic year 2025-26)

Semester II - Duration: 6 Months									
Teaching Scheme					Evaluation Scheme				
Sr. No.	Course	No. of Lecture	Hours'	Credits	Theory	Internal	Total Marks	Min. Marks (for passing)	Exam Duration (Hrs.)
1.	DSC (AI) – II (Marathi/Hindi)	04	04	04	60	40	100	24+16= 40	2.5
2.	DSC (A) – II (Marathi/Hindi/English)	04	04	04	60	40	100	24+16= 40	2.5
3.	DSC (B) – II (History/Geography)	04	04	04	60	40	100	24+16= 40	2.5
4.	AEC-I (English Communication)	04	04	04	60	40	100	24+16= 40	2.5
5.	AEC-II (Marathi Compulsory)	04	04	04	60	40	100	24+16= 40	2.5
6.	SEC SBC-II (CGPA)/ VBC-1 (Non CGPA) Personality Development	02	02	02	50	-	50	20	2
	Perspective in Education (Theory)								
8.	CC-T-102 (Learning & Teaching)	02	02	02	30	20	50	15+10= 25	1.5
9.	CC-T-103 (Knowledge & Curriculum)	02	02	02	30	20	50	15+10= 25	1.5
	Total Marks & Credits)	26	26	26	460	240	650		

(B)

STRUCTURE OF PRACTICUM COMPONENT

B.A.B.ED.- I SEM - II

Sr. No.	Course Code	Title	Credits	Min Marks (for Passing)	Marks
1.	CC-P 201	School Engagement : Visit to innovative centers of Pedagogy and Learning	2	50	100
2.	CC-P 202	Drama and Arts in Education	2	25	50
Total					150

(C)

Sr.No.	Title	Credits	Marks	Min Marks (for Passing)
1.	Internal Examination	2	50	50
2.	Assignment		10	
3.	Viva		30	
4.	End Examination		10	
	Total		100	

$$\begin{aligned} & \mathbf{(A) + (B) + (C) = Total} \\ & \mathbf{650 + 150 + 100 = 900} \end{aligned}$$

B.A. Part I.... Semester-I

Syllabus

शिवाजी विद्यापीठ, कोल्हापूर
SHIVAJI UNIVERSITY, KOLHAPUR
बी. ए. बी. एड. भाग १ : B. A. B. ED. I

अभ्यासक्रम : Syllabus

June 2025 onward

**Board of Studies in Marath C. B. C. S. with M.E. & M. E. in
accordance with N.E.P. - 2020**

Generic Elective Core (GEC-1) : Marathi (Course - A)

अनुषंगिक निवड (GEC-1) : मराठी (अभ्यास पत्रिका - अ)

सत्र १ : Semester – I

पाठ्यपुस्तक – शब्दसंहिता

१. नापास मुलांची गोष्ट (निवडक लेख)

संपा.अरुण शेवते, ऋतुरंग प्रकाशन, मुंबई.

**२. व्यक्तिमत्व विकास आणि भाषा
उद्दिष्टे**

- १ .विद्यार्थ्यांची मराठी भाषा आणि साहित्य विषयी अभिरुची विकसित करणे.
- २मराठी साहित्य परंपरा लेखक . कवी यांचा परिचय करून देणे.
- ३विद्यार्थ्यांमध्ये मातृभाषा राष्ट्रीय एकात्मता आणि उच्च मानवी मूल्य .
.विषयी जाणीव निर्माण करणे
- ४विद्यार्थ्यांचा व्यक्तिमत्व विकास घडवून विविध परीक्षा आणि स्पर्धा .
.परीक्षांची पूर्वतयारी करून घेणे
५. निबंध लेखनाच्या माध्यमातून भाषा उपयोजनाची कौशल्य विकसित करणे.

अ. क्र Sr.No.	घटक Topic	अध्यापन तासिका Teaching Hours	श्रेयां क Credit
विभाग १ Module I	१(निवड यशवंतराव चव्हाण- २(वाटेवरच्या सावल्या कुसुमाग्रज- ३शांताबाई -पन्नास पैकी शून्य मार्क (शेंळके	१५	१

विभाग 2 Module II	४ चंद्रशेखर धर्माधिकारी - शब्दांचे मोल (५) संगमनेरचे दिवस दया पवार - व्यक्तिविशेष लेख ६ : संकल्प सिद्धीला नेणारा महापुरुष (- बापूजी साळुंखे बळवंत देशमुख	१५	१
विभाग 3 Module III	- व्यक्तिमत्व संकल्पना - व्यक्तिमत्व विकासासाठी आवश्यक घटक - व्यक्तिमत्व विकासात भाषेचे महत्व	१५	१
विभाग 4 Module IV	- भाषिक कौशल्य) श्रवण, वाचन ,भाषण आणि लेखन कौशल्य(- कार्यक्रमाचे संयोजन - स्वागत, प्रास्ताविक, परिचय, मनोगत, आभार , सूत्रसंचालन आणि कार्यक्रमाचे फलक लेखन	१५	१

अ . क्र.	ग्रंथाचे नाव	लेखक / संपादक	प्रकाशन
१	बदलते मराठी साहित्य व संस्कृती	संपावेलास . रणसुभे	श्रमिक प्रतिष्ठान, कोल्हापूर
२	शिक्षण महर्षी डॉ . बापूजी साळुंखे	संपासुरेश . पाटील तुकाराम	पारख प्रकाशन, बेळगाव
३	निळी पहाट	राजाधव .ग .	सुरेश एजन्सी, पुणे
४	साहित्य संवाद	विश चोघुले .	प्रांतेमा प्रकाशन, पुणे
५	मराठी साहित्यातील स्पंदने	गोकुलकणी .म .	सुपर्ण प्रकाशन पुणे
६	साहित्यातील विचारधारा	के .र . शिरवाडकर	पद्मगंधा प्रकाशन, पुणे
७	चिंतनाच्या वाटा	निर्मलकुमार फलकुले	मेहता पब्लिशिंग हाऊस, पुणे
८	साहित्य समजून घेताना	दत्ता भगत	मीरा बुक्स अँड पब्लिकेशन, औरंगाबाद

९	साहित्य मूल्य आणि : मूल्यांकन	निशिकांत ठकार	सुविधा प्रकाशन, सोलापूर
१०	साहित्य भाषा आणि : समाज	मिलिंद बोकील	मौज प्रकाशन, मुंबई
११	व्यावहारिक मराठी	ल .रा . नसिराबादकर	फडके प्रकाशन कोल्हापूर
१२	भाषिक सर्जन आणि उपयोजन	राजन गवस, अरुण शिंदे, गोमटेश्वर पाटील	दर्या प्रकाशन, पुणे
१३	व्यावहारिक मराठी	स्नेहल तावरे	स्नेहवधन प्रकाशन, पुणे
१४	सूत्रसंचालन : एक प्रयत्नसाध्य कला	शामसुंदर मिरजकर	नागनालंदा प्रकाशन, इस्लामपूर.

संदर्भ ग्रंथसूची

शिवाजी विद्यापीठ, कोल्हापूर

SHIVAJI UNIVERSITY, KOLHAPUR

बी. ए. बी. एड. भाग १ : B. A. B. ED. I

अभ्यासक्रम : Syllabus

June 2025 onward

Board of Studies in Marathi

C. B. C. S. with M.E. & M. E. in accordance with N.E.P. -2020

Discipline Specific Core (DSC-A1) : Marathi (Course - I)

विद्याशाखीय विशेष गाभा (DSC-A1) : मराठी (अभ्यास पत्रिका - १)

सत्र १ : Semester – I

पाठ्यपुस्तक - अक्षरबंध

१. कथा (निवडक कथा) लाल चिखल - निवडक भास्कर चंदनशिव-
संपा .इंद्रजीत भालेराव, लोकवाङ्मय गृह, मुंबई

२. चित्रपट : आस्वाद प्रक्रिया

उद्दिष्टे :

१. विद्यार्थ्यांची मराठी भाषा आणि साहित्य विषयीची अभिरुची विकसित करणे

२. मराठी साहित्य परंपरा, लेखक, कवी यांचा परिचय करून देणे.

३. विद्यार्थ्यांमध्ये मातृभाषा, राष्ट्रीय एकात्मता, उच्च मानवी मूल्यांची जाणीव निर्माण करणे.

४. विद्यार्थ्यांचा व्यक्तिमत्व विकास घडवून विविध परीक्षा आणि स्पर्धा परीक्षांची पूर्वतयारी करून घेणे.

५. चित्रपट आणि प्रसारमाध्यमे यांच्या लेखन आणि उपयोजनाच्या .
.आकलनाचा अवकाश वाढवणे

अ.क्र . Sr.No.	घटक Topic	अध्यापन तासिका Teaching Hours	श्रेयांक Credit
विभाग १ Module I	कथा निवडक भास्कर चंदनशिव- उमाळं जांभळढळ तडा	15	1
विभाग २ Module II	वासना लालचिखल पाणी	15	1

विभाग ३ Module III	चित्रपट म्हणजे काय? चित्रपट एक दृकश्राव्य : माध्यमांतर : माध्यम चित्रपट दिग्दर्शकाचा दृष्टिकोन छायाचित्रण	15	1
विभाग ४ Module IV	चित्रपटाची कथा - पटकथा - संवाद चित्रपटाचे संगीत गीत अभिनय - - ध्वनी प्रकाशयोजना - वेशभूषा संकलन संपादन चित्रपटाचा - आस्वाद	15	1

संदर्भ ग्रंथ सूची :

अ. क्र.	ग्रंथाचे नाव	लेखक / संपादक	प्रकाशन
१	मराठी कथा रूप आणि : परिसर	म. द. हातकणंगलेकर	सुपर्ण प्रकाशन, पुणे
२	भास्कर चंदनाशिव यांचे कथा आणि स्वरूप	सुनील चंदनाशिव	शब्दाली प्रकाशन, पुणे
३	कथाकार भास्कर चंदनाशिव	मथु सावंत	सुविधा प्रकाशन, सोलापूर
४	मराठी साहित्य आस्वाद : आणि आकलन	विश्वनाथ शिंदे	शब्दालय प्रकाशन, श्रीरामपूर
५	माती आणि नाती	भास्कर चंदनाशिव	निमेल प्रकाशन, नांदेड
६	ग्रामीण साहित्य आणि संस्कृती	मोहन पाटील	स्वरूप प्रकाशन, औरंगाबाद
७	शूटिंग	श्री. दा. पानवलकर	मोज प्रकाशन, मुंबई
८	सय	सई परांजपे	पॉप्युलर प्रकाशन, मुंबई
९	लमान	डा. श्रीराम . लागू	पॉप्युलर प्रकाशन, मुंबई
१०	सामना (चित्रपटाची पटकथा)	विजय तेंडुलकर	नीलकंठ प्रकाशन, पुणे
११	चौकटी बाहेरचा सिनेमा	गणेश मतकरी	पॉप्युलर प्रकाशन, मुंबई
१२	चलत् चित्र	अरुण खोपकर	राजहंस प्रकाशन, पुणे
१३	आभिनयाचे प्राथमिक सहा पाठ	सदाशिव अमरापुरकर विनायक दातेगावकर	लोकवाणी गृह प्रकाशन, मुंबई

शिवाजी विश्वविद्यालय, कोल्हापुर (महाराष्ट्र)
हिंदी अध्ययन मंडल
प्रथम वर्ष कला- हिंदी (विशेष ऐच्छिक)

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSEC-A)

(शैक्षिक वर्ष: 2018-19, 2019-20 तथा 2020-21)

(प्रस्तुत पाठ्यक्रम का निर्माण विश्वविद्यालय अनुदान आयोग, नई दिल्ली की मॉडल पाठ्यचर्या (CBCS) के आलोक में किया गया है।)

उद्देश्य:

1. छात्रों की हिंदी साहित्य के प्रति रुचि बढ़ाना तथा छात्रों को साहित्य की विविध विधाओं से परिचित कराना।
2. छात्रों को हिंदी के प्रतिनिधि गद्यकारों एवं कवियों से परिचित कराना।
3. छात्रों में हिंदी भाषा के श्रवण, पठन एवं लेखन की क्षमताओं को विकसित कराना।
4. निबंध, कहानी, रेखाचित्र, एकांकी, रिपोर्टाज, संस्मरण, व्यंग्य आदि विधाओं के माध्यम से छात्रों का भावात्मक विकास कराना।
5. छात्रों में नैतिक मूल्य, राष्ट्रीय मूल्य एवं उत्तरदायित्व के प्रति आस्था निर्माण करना।
6. छात्रों में राष्ट्र के प्रति प्रेम राष्ट्रीय ऐक्य स्थापना एवं सामाजिक प्रतिबद्धता हेतु राष्ट्रभाषा हिंदी का प्रचार-प्रसार करना।
7. छात्रों की विचार क्षमता तथा कल्पनाशीलता को बढ़ावा देना।

अध्यापन पद्धति :

1. व्याख्यान तथा विश्लेषण।
2. सरवर काव्य पाठ, प्रकट वाचन, संवाद।
3. ग्रंथालयों के माध्यम से संबंधित लेखकों, कवियों की मौलिक कृतियों से छात्रों का परिचय।
4. दृक-श्राव्य साधनों / माध्यमों का प्रयोग।
5. संगोष्ठी, स्वाध्याय तथा गुटचर्चा।
6. पी.पी.टी./भाषा प्रयोगशाला का प्रयोग।
7. विशेषज्ञों के व्याख्यान, साक्षात्कार तथा प्रश्नावली।

पाठ्यपुस्तक - साहित्य जगत्संपादक एवं प्रकाशक,
शिवाजी विश्वविद्यालय, कोल्हापुर।

प्रथम सत्र : विशेष ऐच्छिक प्रश्नपत्र- I
हिंदी कविता

अध्ययनार्थ पद्यपाठ :

इकाई I

1. भिक्षुक - निराला
2. बालिका का परिचय - सुभद्राकुमारी चौहान
3. तेरी खोपड़ी के अंदर - नागार्जुन
4. वसंत आ गया - अज्ञेय

इकाई-II

5. अजीब सी मुश्किल कुंवर नारायण
6. पैदल आदमी रघुवीर सहाय
7. बीस साल बाद धूमिल
8. घर की याद राजेश जोशी

इकाई-III

9. हो गई है पीर दुष्यंतकुमार
10. माँ जब खाना परोसती थी चंद्रकांत देवताले
11. एकलव्य किर्ति चौधरी
12. बेजगह अनामिका

इकाई -IV

13. नया बैंक मंगलेश डबराल
14. सत्ता- उदय प्रशि
15. स्त्री मुक्ति की मशाल रजनी तिलक
16. बाजार जया जादवानी

**B.A.B.Ed Part I (Discipline Specific Core) (DSC-
A3) (English Paper–I) (Semester–I)
DSC (A) Modern Indian Writing in English Translation
(CBCS with MEME in accordance with NEP)**

Detailed Syllabus

Course Objectives:

1. To acquaint the students with translated Modern Indian literature in English.
2. To introduce the students to short story as a form of literature with reference to the texts prescribed.
3. To develop literary competence among students.

Short Stories-

Unit1. Short Story as a Minor Form of Literature: Characteristic Features

Unit2. Short Story as a Minor Form of Literature: Types

Unit3.A) Premchand's 'The Shroud'

B) Saratchandra Chatterji's 'Laloo'

Unit4.A) Gurdial Singh 'A Season of No Return'

B) Fakir Mohan Senapati 'Rebati'

Division of Teaching: 4 X 15 Periods = 60 Periods

***Note: Semester I: 10 Marks for Internal Evaluation: Home Assignment**

Short Stories Prescribed from:

Premchand 'The Shroud' in *Penguin Book of Classic Urdu Stories*, ed. M. Assaduddin (New Delhi: Penguin/Viking, 2006).

Saratchandra Chatterji 'Laloo', in *Indian Short Stories*, ed. Manmohan Saksena (Oxford University Press, Amen House, London E.C.4, 1951).

Gurdial Singh 'A Season of No Return', in *Earthy Tones* tr. Rana Nayar (Delhi Fiction House, 2002).

Fakir Mohan Senapati 'Rebati', in *Oriya Stories*, ed. Vidya Das, tr. Kishori Charan Das (Delhi: Shrishti Publishers, 2000).

References: Venugopal,C.V.*The Indian Short Story in English: A Survey*. Bareilly: Prakash

Book Depot. 1976. Prasad,B.A.*A Background to the Study of English*

Literature.Madras:MacMillanIndia,1965.

Mehta,Kamal.*The Twentieth Century Indian Short Story in English*. New Delhi: Creative Books, 1997.

Hunter,Adrian. *The Cambridge Introduction to the Short Story in English*. NewDelhi: Cambridge UniversityPress,2007.

Shaw,Valerie. *The Short Story: A Critical Introduction*, NewYork: Longman Group Limited.1983.

Warren, Robert Penn,Erskine, Albert.(Ed.).*ShortStoryMasterpieces*,NewYork:DellPublishingCo.,1954.

B.A. Part I – Ability Enhancement Compulsory Course (AECC1)
(Compulsory English)
(CBCS with MEME in accordance with NEP)
AEC–I– English for Communication Detailed
Syllabus
June 2025 onwards

Course Objectives:

- 1. To acquaint students with communication skills.**
- 2. To inculcate human values among the students through poems and prose.**
- 3. To improve the language competence of the students**

Semester–I

(Paper-A)

Module I

- A) Developing Vocabulary
- B) **On Saying Please**-A. G. Gardiner

Module II

- A) Narration
- B) **In Passion's Shadow**-Mohan Rakesh

Module III

- A. English for General Purposes
- B. **The Solitary Reaper**-William Wordsworth

Module IV

- A. **My School**, by Rabindranath Tagore
- B. **All the World is a Stage**-William Shakespeare
- C. **The Street**-Kusumagraj

Division of Teaching hours (Total 60 Periods)

- 1. Communication Skills: 3X12=36 periods
- 2. Reading Comprehension: 6X4=24 periods

***Note: Semester I: 10 Marks for Internal Evaluation: Home Assignment**

B.A.B.Ed Part I (Discipline Specific Core)
DSC (B) (History Paper–I) (Semester–I)
Rise and Growth of Maratha Swarajya (1600-1680)
(CBCS with MEME in accordance with NEP) Detailed Syllabus
June 2025 onwards

During Medieval times, most of the rulers in India were at the mercy, either of Mughals or of Sultans. But, Chhatrapati Shivaji Maharaj's vision of *Swarajya* (lit. self-rule) and his efforts to achieve it; was only one voice at that time which asserted the need to protect and preserve of our own language, culture, religion; and mostly the people and land. It was only one rule which was free at the same time sovereign. Historians say that History is the wisdom told through examples. The events in the life of Chhatrapati Shivaji Maharaj are the examples to sow and cherish moral values, like; urge for independence, self-rule, self-decision, self-respect, respect for women-down-trodden-unsung, disregarded common people

The course for starters in the BA program is dedicated to the life and achievement of Chhatrapati Shivaji Maharaj and his great legacy.

Course Learning Outcomes : Students would able to....

- CO 1 Learn and understand the life and work of Chhatrapati Shivaji Maharaj in the light of fresh evidences that came forth since last two decades.
- CO 2 Learn the importance of Chhatrapati Shivaji Maharaj's vision of Swarajya; not only for the people of Maharashtra but also for the people all over our nation who were in need of self-rule and self-respect.
- CO 3 Understand how the magnificent coronation ceremony was necessary to assert our independence openly; at the same time inspire other people in the nation which were also seeking to free themselves from the clutches of Mughal or Sultanates.
- CO 4 Understand how protecting and preserving our language and culture is necessary to the existence of our own identity.
- CO 5 Understand how the goal based on higher moral values can be achieved through consistent efforts and belief in our goals and our own people.

Note: The word 'Maratha' and its use in various forms like Maratha Power, Maratha Art, Maratha Forts etc. denotes those people who used to follow *Marathi* (lit. Maharashtrian) culture.

MODULE 1: Background of Swarajya

(Teaching hours: 15, Credit: 1)

- a. Causes for the rise of Maratha Swarajya
- b. Inspiration: Shahaji Raje and Rajmata Jijau
- c. Chhatrapati Shivaji Maharaj's childhood and early efforts of Swarajya (1630-1655)

MODULE 2: Conflict with Adilshahi

(Teaching hours: 15, Credit: 1)

- a. Attack on Javali (1656)
- b. Afzalkhan Episode (1659)
- c. Siege of Panhala (1660)

MODULE 3: Conflict with Mughal

(Teaching hours: 15, Credit: 1)

- Shahistekhan Episode (1660-63)
- Attack on Surat (1664)
- Mirza Raja Jaisingh and Treaty of Purandar (1665)
- Visit to Agra and Escape (1666)

MODULE 4: Coronation and Southern Campaign

(Teaching hours: 15, Credit: 1)

- First and Second Coronation (1674)
- Southern Campaign (1677-78)
- Death of Chhatrapati Shivaji Maharaj (1680)

References:

- English Records on Shivaji (1959-1682), Shiva Charatira Karyalaya, Poona, 1931.
- Gordon, Stewart, The Marathas 1600-1818, Cambridge University Press, 1993.
- Khafi Khan Muhammad Hashim, Muntakhab-ul-lubab in The History of India as Told by Its Own Historians, Vol. 7, Elliot and Dowson (eds.), Second Edition, Calcutta, 1952.
- Kulakarni, A. R., The Marathas, Diamond Publications, 2008.
- Pagadi, Setumadhava Rao, Shivaji, National Book Trust, India, 1993.
- Phalake, K. M., Coronation of Chhatrapati Shivaji: Dawn of a New Epoch, Shri Shivaji Raigad Smarak Mandal, Pune, 2023.
- Patwardhan R. P., and H. G. Rawlinson, Source Book of Maratha History- to the Death of Shivaji, Vol. I, Bombay, 1929
- Ranade, M. G. Rise of the Maratha Power (Classic Reprint), Publications Division Ministry of Information & Broadcasting (e-book), 2017
- Sarkar, Jadunath, Shivaji and His Times, Orient Black Swan, 1992.
- आठवले सदाशिव, शिवाजी व शिवयुग, मेहता फल्लिशिंग हाउस, पुणे, १९९२
- बेंद्रे वा. सी., श्री छत्रपती शिवाजी महाराज यांचे शक्तीशक्ति चरित्र, साश्वत संहार मुद्रणालय, ठाणे, १९७२
- फार्मि, विद्वान् छत्रपती शिवाजी महाराज, श्री शिवाजी रायगड स्मारक मंडळ, पुणे, २०१८.
- हेरवडि, र. श. सिंघा विष्णूजी प्रति सभासद शवरशक्त शिव छत्रपतीचे चरित्र (सभासद बखर), कीर्तन प्रिन्ट, पुणे, २०२१.
- विठ्ठल द. श. छत्रपती शिवाजी महाराज, पुणे शवदापीठ, पुणे, १९५९
- विठ्ठलसि, वि. अ. छत्रपती शिवाजी महाराज, वरदा बुक्स, पुणे, २०१७.
- विठ्ठलसि, अ. रा., खे. ग. ह., स्वर्णिम इशतहास, खंड १ ते ३, विंशतिनैलि प्रिन्ट, पुणे, १९८४, १९८५, १९९३
- पगडी सेतुमाधवराव, छत्रपती शिवाजी, नैलि बुकिंग्स, नवी शदल्ली, २००४
- मेहंदेळे, ग. भा. श्री राजा शिवछत्रपती, खंड १, २, डीमंड प्रिन्ट, पुणे.
- पवार जयसिंह शिवाजी व शिवल, फाई प्रिन्ट, १९९३
- पवार, विमल सिंघा डॉ. बालकृष्ण शलशक्त महान शिवाजी: खंड १ आशण २, खंड ३ आशण ४. शिवाजी शवदापीठ, ठाणे, १९९३
- सेन, सुटेदनाथ (मराठी अनु. रोशह पवार). फीनिक्स नजेरतू छत्रपती शिवाजी महाराज. पार्श्व पशालीटिस, ठाणे, १

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Home Assignment
- Any other exercise/activity approved by concerned teacher.

B.A.B.Ed Part I (Discipline Specific Core) (DSC–A15)
(Geography Paper–I) (Semester–I)
DSC (B) I: Physical Geography-I (Geography)
(CBCS with MEME in accordance with NEP) Detailed Syllabus

June 2025 onwards

Preamble:

Welcome to the fascinating realm of Physical Geography at the B.A./ B.Ed. first year. Delve into the intricacies of Earth's physical processes, transformation of genesis of landforms to the dynamics of climates. This course introduces students to the fundamental principles governing natural phenomena, atmosphere and its elements fostering a comprehensive understanding of our planet's physical attributes. Explore the mysteries of weather patterns, denotational agents and environmental interactions, laying the foundation for a profound journey into the captivating field of geography.

Syllbus
Semester-I

	Teaching Hours	Credits
Module-I-Introduction to Physical Geography 1.1 Meaning and Definitions 1.2 Scope of Physical Geography 1.3 Branches of Physical Geography 1.4 Importance of Physical Gcography	10	0.75
Module-II Lithosphere 2.1 Interior of the earih .2 Wagner's Continental Drift Theory 2.3 Earihquakes- Causes and Effects 2.4 Volcano- Causes and Effects	10	0.75
Module-III Denudation 3.1 Weathering: Concept and Types 3.2 Davis Concept of Cycle of Erosion 3.3 Erosional Landforms of River. 3.4 Depositional Landforms of River.	15	01
Module- IV Atmosphere 4.1 Composition and Structure of Atmosphere 4.2 Insolation: Factors affecting on Insolation 4.3 Temperature: Distribution of temperature (Vertical and Horizontal) 4.4 Atmospheric Pressure: Belts and Planetary Winds	15	01
Module- V Map/(Practical). 5.1 Map: Definition, Elements and Types 5.2 Maps and Globe- Similarities and Differences 5.3 Significance and Use of Maps and Globe	10	0.25

Suggested Readings

1. Dayal, P; A Text book of Geomorphology. Shukla Book depot, Patna,1996.
2. Dury, G.H. : The Face of the Earth, Penguins, 1980.
3. Critchfield, H : General Climatology, Prentice-Hall, New York,1975.
4. ICSSR: A Survey of Research in Physical Geography. Concept, New Delhi, 1983.
5. D.S. Lal: Climatology, Sharda Pustak Bhavan, Allahabad, 2010.
6. Singh,S. :Geomorphology, Prayag Pustakalaya, Allahabad,1998.
7. सवदी व कोळेकर; णाकृतिक भूगोल. िनराली णकाशन पुणे. २०२०
8. दाते व दाते; णाकृतिक भूवर्ान. अनिल पि&लिंग हाऊस, पुणे. २०२०
9. आर. जी. जाधव; णाकृतिक भूगोल. णा 7 प पि&लकेशन, कोलहापूर. २०२०
10. सवदी व कोळेकर; णाकृतिक भूगोल आणि भूपशा. डायमंड णकाशन पुणे. २०१४
11. मोरे व पगार; णाकृतिक भूगोल. णाकृतिक भूगोल. िनराली णकाशन पुणे.२०१९

B. A. B. Ed. Four year integrated course

First Year- I Semester
CC-T 101 Childhood & Growing Up

Contact Hours: 04 Hours Per week	Total Marks: 100
Credit: 04	External Assessment: 80
Total Instructional Hours : 4.12	Internal Assessment: 20

Course Objectives

To enable the student teacher to:-

- 1) Understand the theories of child development.
- 2) Understand importance, nature & scope of child Psychology.
- 3) Understand fundamental needs of children.
- 4) Acquaint the methods of studying child behavior.
- 5) Factors influencing on them.
- 6) Understand process of concept formation / development.
- 7) Understand developmental characteristics with respective to childhood & adolescence.
- 8) Understand concept & methods of guidance & counseling.
- 9) Create sensitivity towards issues related to child development.
- 10) Understand the importance of concept child in the family.
- 11) Understand criteria of development of personality of child & Adolescent.

Module – I. Introduction to Child Development.

(10 marks, 8 hrs)

- a) Child development-concept
- b) Purpose & importance of studying children.
- c) Allied fields of study –
 - 1) Anthropology
 - 2) Psychology
 - 3) Biology
 - 4) Sociology
 - 5) Medicine
- d) Fundamental needs of children.
- e) Child psychology – Nature, Definitions, Scope.
- f) Methods of studying child behaviour – Observation, Introspection, Sociometry, Case Study, Experimental.

Module – II. Growth & Development.

(10 marks, 10 hrs)

- a) Concept of growth & development.
- b) General principles of development.
- c) Factors influencing on development – Environment, Heredity, Nutrition, Diseases, Drugs, Language, Intelligence.

Module – III. Development Characteristics W.R.T. to Childhood & Adolescence.

(11marks, 10 hrs)

- a) Concept of childhood & adolescence.
- b) Physical.
- c) Cognitive (Piaget, Burner, Vyogotsky)
- d) Language.
- e) Social & Emotional (Erickson)

Module – IV. Development of Understanding.

(09 marks, 7 hrs)

- a) Concept / meaning of concept formation.
- b) Steps involved in concept formation.
- c) Concept attainment model. Steps & application.

Module – V. Guidance & Counseling.

(09 marks, 7 hrs)

- a) Meaning, scope principles of Guidance & Counseling.
- b) Difference between Guidance & Counseling.
- c) Guidance & Counseling with special reference to adolescence.
- d) Importance of psychological tests in guidance & counseling – Attitude, Aptitude, Interest, Creativity, Problem solving etc.

Module – VI. Issues Related to Child Development.

(07 marks, 6 hrs)

- a) Realities & Assumptions of nation's childhood & stereotypes.
- b) Slum, Dalit, Urban, Girl, Tribal, Rural marginalization of difference, diversity & stereotype.

Module – VII. The Child in the Family.

(07 marks,

6 hrs)

- a) Types of families.
- b) Parents child relationships.
- c) Role of parents in grooming the child.
- d) Impact of families on nurturing the child.

Module – VIII. Personality Development of Child.

(07 marks, 6

hrs)

- a) Individual difference.
- b) Important determinants of personality – Genetic, Social, Personal, Cultural.
- c) Assessment of personality – Projective, Self Report, Holistic.
- d) School Influence on personality.
- e) Leadership.
- f)

Sessional Work :- (any two of the following)

20 marks

- 1) Case Study of a Child / Adolescent.
- 2) A study of one child from Slum, Dalit, Urban, Tribal or Rural Marginalization.
- 3) Report on psychological tests in guidance and counselling.
- 4) A seminar / discussion session on current issues in child development.
- 5) Case study of family

References :-

- 1) Aggarawal J C ,(2010) Essentials of Educational Psychology, Vikas Publishing House Ltd. New Delhi
- 2) Chauhan S S ,(2009) Advanced Educational Psychology, Vikas Publishing House Ltd. New Delhi
- 3) Dandapani S. (2000) a Textbook of Advanced Educational Psychology, Anmol Publications Pvt Ltd, New Delhi.
- 4) Dinkmeyer (1968) Child Development (The emerging self) Prentice – Hall of India Private Limited, New Delhi 1967.
- 5) Hurlock Elizabeth (1972) Child Development, McGraw Hill Kogakusha, Ltd. Tokya.
- 6) Johnson R.C, medinn (US G.R.C. 1965), Child Psychology, Behaviour & Development, John Wiley & Sons, Inc. New York.
- 7) Kale S.V. (1978) Child Psychology & Child Guidance Himalaya Publishing House, Bombay.
- 8) S.K Mangal,(2008) Advanced Educational Psychology P H I Learning Pvt. Ltd.- New Delhi-
- 9) Skinner Charles E. (2008) Educational Psychology Prentice - Hall of India Private Limited, New Delhi.

(PRACTICUM)

B. A. B. Ed. Four year integrated course

First Year- I Semester

CC-P 101 : LANGUAGE ACROSS THE SCHOOL CURRICULUM

Total Hours :15 +30

Total Marks: 25

Instructional hours : 15

Internal Assessment

Learning Hours : 30

Credit: 01

Instructions:

1. This practicum should complete throughout the semester I
2. Student teachers should be formed in groups. Each group consists 7/8 student teachers and one teacher educator.
3. Teacher educator of each group should make provision to cover all the suggested activities given below under each unit.
4. Each student teacher should select one of the suggested activities for each unit. He should prepare the suggested activities and present it in the group. He should write the report of all the selected activities in two to three pages.
5. Figures into the right side indicate marks.

OBJECTIVES:

To enable the student teacher ----

1. to understand the language background of students.
2. to create sensitivity to the language diversity that exists in the classroom.
3. to understand the nature of classroom discourse and develop strategies for using oral language in the classroom.
4. to understand the nature of reading in the content areas in different school subjects.
5. to understand the nature of writing in specific content areas in school subjects.

Module: 1 MULTILINGUALISM IN THE CLASSROOM

(07Marks, 04 Hrs)

Suggested Activities: (select any one)

- a) Seminar on different aspets of multilingualism in the classroom
- b) Case study - Comparative study of home language and the school language of the school students
- c) Symposium on difference between language as school subject and language as means of learning and communication

Module: 2 CLASSROOM DISCOURSE

(06 Marks, 03 Hrs)

Suggested Activities: (select any one)

- a) Seminar on the nature of classroom discourse
- b) Seminar on the importance of oral language in the classroom
- c) Classroom observation in the school regarding discussion as tool for learning
- d) Classroom observation in the school regarding the nature of questioning in the classroom and its types

Module: 3 READING IN THE CONTENT AREA

(06Marks, 04

Hrs)

Suggested Activities: (select any one)

- a) Reflective reading from library on Reading comprehension : Social science, science and mathematics
- b) Reflective reading from library on the nature of expository texts vs. narrative texts
- c) Critical analysis from Languages point of view text structure and content area of any textbook at secondary or higher secondary levels by using Schema Theory
- d) Classroom observation in the school on reading strategies for children - note making, summarizing, making reading writing connections

Module: 4 WRITING IN THE CONTENT AREA

(06Marks, 04

Hrs)

Suggested Activities: (select any one)

- a) Seminar on importance of writing in the content area
- b) Classroom observation in the school on Process of writing - Analyzing children's writing to understand their conceptions,
- C) Write an analysis-
Take a few passages from Science, Social Science and Maths textbooks of classes VI to X and analysis with the help of the following points
 - i) How the different registers of language have been introduced?
 - ii) Does the language clearly convey the meaning of the topic being discussed?
 - iii) Is the language learner-friendly?
 - iv) Is the language too technical?
 - v) Does it help in language learning?

Assessment:

Teacher educator should assess each student's performance in the group or in the classroom observation and their reports on each activity as suggested in each unit and calculate total marks obtained by each student teacher.

REFERENCES:

1. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A.Siegrühn, & P. Plüddemann (Eds.), *Multilingual education for South Africa* (pp. 3–7). Heinemann Educational Books.
2. Anderson, R.C. (1984). Role of the reader's schema in comprehension, learning and memory. In R.C. Anderson, J. Osborn, & R.J. Tierney (Eds.), *Learning to read in American schools: Basal readers and content texts*. Psychology Press.
3. [Joyce Nutta](#) , [Nazan U. Bautista](#) , [Malcolm B. Butler](#) (August 4, 2010)
4. Teaching Science to English Language Learners (Teaching English Language Learners Across the Curriculum
5. Robert W. Barnett; Jacob S. Blumner(1999) Writing Centers and Writing across the Curriculum Programs:Building Interdisciplinary PartnershipsGreenwoodPress,

B. A. B. Ed. Four year integrated course

First Year- I Semester

CC-P 102 Reading and Reflecting on Text

Contact Hours: 01 Hours Per week	Total Marks: 50
Credit: 02	Internal Assessment: 50
Total Instructional Hours : 15+30	-----

Course Objective—

1. To enable student teachers for enhancing their ability in the language of instruction.
2. To enable the student teachers for strengthening their ability to read, think and discuss and communicate and write in the language of instruction.
3. To enable student teachers to develop test for and abilities in reading and making meaning of different kinds of texts.
4. To enable the student teachers to become self- learner, reflective, expressive and collaborative professionals.
5. To enable the student teachers to foster creative thinking among pupils for reconstruction of knowledge.

Module -1 Engaging with Narrative and Descriptive Accounts-

(12 marks, 4

hrs.)

The text select from.-stories/chapters from fiction, dramatic incident, vivid descriptive accounts and comic strip stories.

Suggested Activities-(any one)

1. Reading for comprehending-(Individual plus group reading and discussion/explanation)
2. Narrating /describing a related account from one's life experience(in front of smaller group)
3. Discussion of characters and situations.(Sharing interpretations and point of view in a smaller group)
4. Writing based on the text- Summary of scene, extrapolation of story, converting a situation into a dialogue. Etc.(Individual task)

Module -2 Engaging with popular subject-based expository writing - (13 marks, 4 hrs.)

The selected text could include- articles, biographical writing, extracts from popular non –fiction writing with themes that are drawn from the subject area of the student teachers(various science, mathematics, history, geography, literature) (group work)

Suggested Activities--(any one)

1. Reading to extract overall meaning, information, subject knowledge.(Guided reading in pairs and simple note making)
2. Identifying major concepts and ideas involved and making notes on these in some schematic form-flow diagram, tree diagram, mind map etc.(guided working in pairs)
3. Explaining gist of the text/topic to others .(In large subject group)
4. Writing a review or a summary of the text, with comments and opinions (Individual task)

Module -3 Engaging with journalistic writing

(12 marks, 4 hrs.)

The selected texts would include- Newspaper /magazine articles on topics of contemporary interest. (student teachers can be grouped randomly for this unit)

Suggested activities --(any one)

1. Using reading strategies, such as scanning , skimming and reading for extracting information as appropriate for initial reading of articles(Guided individual task)
2. Analysis of structure of the article, identifying sub-headings, key words, Sequencing of ideas, illustrations or statistical representations etc.(Guided working in pairs).

A. Engaging with subject related reference books

For this unit student teachers should work in groups divided according to their subjects. within these groups, pairs of student teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books.

Sequence of activities-

1. Selecting the topic for research and articulating some guiding questions.
2. Searching and locating relevant reference books.
3. Scanning , skimming and extracting relevant information from the books by making notes.
4. Planning a presentation with display and oral components to whole subject group.

Module -4 Engaging with educational writing

(13 marks, 3 hrs.)

Selected texts could be drawn from the wide range of popular educational writing in the form of well written essays, extracts or chapters from authors who deal with themes from education, schooling , teaching and learning. Student teachers can be grouped randomly for this unit.

- a) Reading for discerning the themes and argument of the essay. (guided reading- individually/in pairs)

- b) Analyzing the structure of the argument.(guided small group discussion)
- c) Discussion of the theme , sharing responses and points of view. (small group discussion).
- d) Writing a response paper.(individually)and presentations of selected papers.(large group).
- e) Reflect upon all experiences during the programme in the form of a report and make a final presentation.

Suggested activity –(any one)

1. Describe your own life experience and convert a situation in a dialogue.
2. Review of research articles from journal (at least 2)on social issues.
3. Analysis the structure of any two newspaper articles.
4. Seminar on 'The changing role of teacher'.
5. Prepare presentation on any topic from your subject area.

Reference books-

- Anderson , R.C.(1984).Role of the reader's schema in comprehension, learning and memory.
- 2 .Goodson, I.F and Marsh, C.J.(2005) . Studying school subject.
- 3.Grellet, F.(1981) Developing reading skills :A practical guide to reading comprehension exercises.
- NCERT (2005) National curriculum Framework. NCERT.

**B. A. B. Ed. Four year integrated course
First Year- I Semester**

CC-P 103 Understanding the Self

Contact Hours: 01 Hours Per week	Total Marks: 50
Credit: 02	
Total Learning Hours :15 +30	

Course Objectives: To enable the student teachers to,

1. Develop understanding about self as a person and as a teacher.
2. Develop social relational sensitivity.
3. Develop effective communication skills.
4. Develop a holistic and integrated understanding of human self and personality.
5. Built resilience with in to deal with conflicts at different levels.
6. Be aware of their identities and the political, historical and social forces that shape him/her.
7. Revisit one`s childhood experiences and empathizing with others childhood.
8. Understand issues of contemporary adolescence.
9. Enhance ability of body and mind.

Mode of transaction:-

The course has two strands. The strand A of the course would be transacted through a workshop mode. The strand B of the course is writing task and Journal writing.

For this course all student teachers are divided in 7 groups (For one unit). Each faculty member (Mentor) takes up the responsibility of one group. In each group the student teacher completes the suggested course workshop themes/activities under the guidance of faculty member.

Descriptions of some methodologies that have been applied in the course have been mentioned and that will be used while implementing the same.

Initially tell the student teachers about the course and give information of workshop themes and activities. Give the theme/activity wise time table to the student teachers so they can prepare for it.

Strand – A Workshop

Sr. No.	Theme/Activity	Methodology	Assessment	Duration	Marks
1.	Who am I and Understanding one's Strength and Weakness through self observation	Personal Narratives and activity sheet	Narration Skill, involve ment in discussion , analysis of activity sheet	Three Hours	5
2.	How political , social and historical forces shape the identity	Group discussion, presentation	Analysis the performance in G.D.	Two Hours	5
3.	Issues of contemporary adolescence • Meaning and concept of adolescence , - Issues of contemporary adolescence , • Role of teacher	Group discussion, presentation	Analysis the performance in G.D.	Three Hours	5
4.	Communities role in forming one's identity , beliefs ,attitude etc.	Group discussion, presentation	Analysis the performance in G.D.	Two Hours	5
5.	Philosophy of yoga and benefits of yoga for body and mind	Group discussion, presentation	Analysis the performance in G.D.	Two Hours	5
6.	Case studies /biographies/ stories of different children who are arises in different circumstances	Case study analysis, sharing and discussion	Case analysis, involvement in discussion	Two Hours	5
7.	Article reading and discussion	Group discussion	Analysis the performance in G.D.	Two Hours	5

8.	Watching one movie / documentary of educational and social content	Writing film review , sharing	Assessment of review , involvement in discussion	Four hours	5

Strand – B Writing task and Journal writing

Sr. No.	Activity	Methodology	Assessment	Duration	Marks
1.	Identify one social issue/problem of key significance and write an essay on it.	Essay write	Assessment of essay	Two Hours	5
2.	Self-reflection	Writing a self-reflective journal	Entry records in self-reflective journal	Two Hours (Throughout the course)	5

Total Hours- 24

Total Marks- 50

Process to be followed while implementing Strand – A and Strand – B (Note for the faculty mentor)

Strand – A Workshop

Theme/Activity No.1

Step 1

1. Ask the student teachers to give self introduction and his/her interest, skills, abilities, personality, knowledge etc.
2. How did they go about choosing their present career? Also share why teachers' job is the best suited for me? And what do they plan to do ahead?

Step 2

Ask the student teachers to write on a sheet of paper his /her strength and weaknesses through self observation.

Theme/Activity No.2

Step 1

1. Ask the student teachers how political, social and historical forces shape the

identity? Classifies the responses in these categories.

Theme/Activity No.3

Step 1

Ask the student teachers what they understand by term and meaning of adolescence.

Step 2

1. Ask the student teachers what the issues of contemporary adolescence are? And classify the responses in different categories.
2. Ask the student teachers where the issues of contemporary adolescence are any different from their issues in the past.

Step 3

Ask the student teachers what is the role of teacher in need of adolescence?

Theme/Activity No.4

Ask the student teachers how community plays an important role in forming one`s identity, beliefs, attitude etc. (member of community can be family, peers, friends from school, the media, community groups etc.)

Theme/Activity No.5

Ask the student teachers what is the philosophy of yoga? And what are the benefits of yoga for body and mind?

Theme/Activity No.6

Ask the student teachers to share case studies /biographies/ stories of different children who are arise in different circumstances and how this affected their sense of self and identity formation.

Theme/Activity No.7

Tell the student teachers to select one article on issues of life and education. Read it in group and discuss.

Theme/Activity No. 8

Step 1

Show the student teachers one movie / documentary of educational and social content and ask them to write review of that movie / documentary.

Step 2

Ask the student teachers to share his/her experience, observations and reflection on that movie / documentary.

Strand – B Writing task and Journal writing Activity No.

1

Ask the student teachers to identify one social issue/problem of key significance, and write essay reflect on, how „school education“ and „classroom practice“ may be improve this.

Activity No. 2

Each student teacher should be asked to maintain a self -reflective journal in which he/she may write reflection on significant experiences, observations with in the course. Also student teacher writes how this course helps him/her in understanding the self.

Assessment

This should be based on the assessment criterion given to each theme / activity. By using this group in charge faculty mentor assess each student teacher in the group.

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B. A. B. Ed. Four year integrated course

First Year- I Semester

CC-P 104 General Orientation of Student Teacher

Instruction Hours :24 hrs.+ Learning hours : 6

Marks 25

Credit ; 01

Number of group : 5

No. of students each group : 10

A) Personal	B) Socio-emotional	C) Educational	D) Vocational
• Personal hygiene. • Self-identity. • Sexual maturation. • Self-esteem development. • Development of initiative and assertiveness. • Improvement of emotional stability.	• Learning of social rules and invention • Attainment of self-control • Establishment of positive social relationships • Development of communication skills • Adaptation to new situations	• Self-awareness • Time management • Organizational skills • Effective study skills and learner attitudes • Setting performance/achievement targets	• Awareness of career options and opportunities • Career exploration of and planning • Importance of work and leisure

E) Presentation on skill

- | | | |
|-----------------------------|--------------------------------|-----------------------------|
| • Leisure Skills | • Social Skills | • Self-Determination Skills |
| • Choice Making | • Decision Making | • Goal Setting |
| • Problem Solving | • Self-Awareness | • Self-Advocacy Skills |
| • Independent Living Skills | • Money (Banking & Purchasing) | • Grocery Shopping |
| • Home Maintenance Skills | • Meal Planning and Preparing | • Restaurant Skills |
| • Safety Skills | • Self-Care Skills | • Functional Reading Skills |

- Functional Reading Skills • Employment Skills • Student-Focused Planning

1. Go through group student teacher hand book daily for any message for you.
2. Keep track of the daily progress of student teacher and take remedial action wherever necessary.
3. Criticism of a student's teacher or the school in the presence of the school pupils may please be avoided as it may cause the student to lose respect for the teacher educator and the school.
4. Encourage student teacher to put in cent percent attendance.
5. After every examination, the parents of those students who have not performed well, may be required to meet the principal to take the progress reports in person at the appointed time, which will be intimated through the hand book.
6. The college periodically organizes parent-teacher meetings and talks are arranged on student teacher training . Attendance of at least one of the parents in such meetings will render such activities productive and useful.

CC-P 105 Teaching Aids workshop

शैक्षणिक साधन ननर्मिती कार्शाला

कालावधी – २४ + १२ तास (०४ दिवस) –
२५

श्रेयांक – ०१ गुण –

शैक्षणिक साधन ननर्मिती कार्शाला

उणिष्टे-

- 1) छात्राध्यापकास एक अकषक शैक्षणिक साधने ननमाषण करण्याची संधी ईपलब्ध करून देणे.
 - 2) शैक्षणिक साधन ननर्मितीसाठी अवश्यक कौशल्य प्राप्त करण्यास मदत करणे,
 - 3) अध्यापनामध्ये शैक्षणिक साधनांचा ईपयोग करण्यास प्रवृत्त करणे
- रोग् कालखंड - पाठ ननर्ोजन व ननर्गिशिन कृती सत्र झाल्ानंतर व अनिरुप अध्ापन कृती सत्रापूर्वी ग्रावे
- प्राग्नक्षकासाठी पूर्वाि आवश्क ताणत्वक िग.

शैक्षणिक साधनांचे वगीकरण अध्यापनामध्ये शैक्षणिक साधनांच्या वापराचे महत्त्व यावर एक व्याख्यान अयोजन करवे शक्य झाल्यास साधने ननवणवणाऱ्या तज्ञ व्यक्तींना बोलावून प्रात्यनक्षकांचे अयोजन करावे.

प्राग्नक्षकासाठी आवश्क आधार प्रिली-

तक्ते प्रणतकृती आल्यादी ननवणवण्यासाठी कागद फेणवकॉल रंग कात्री थमाषकोल आल्यादी साणह्य अवश्यकतेनुसार

आर्ोजनाची पद्धती –

- पणहल्या णदवशी ताणत्वक भागावर एक व्याख्यान द्यावे. त्यानंतर तज्ञान करवी णवणवध प्रकारच्या शैक्षणिक साधनांच्या

णनणषतीचे प्रात्यक्षके दाखवावीत.

- दुसऱ्या णवदश्या णवद्वार्थ्यांची गट णवभागणी करावी प्रत्येक गटासाठी एक मागषदशषक असावा.
- गटामध्ये णवद्वार्थी प्रथम अध्यापन पद्धतीसाठी एक साधन तयार करतील व नितीय अध्यापन पद्धतीसाठी एक साधन तयार करतील.
- साधने णवद्वार्थ्यांनी स्वतः गटांमध्ये करणे अपेक्षित अहेत. मागषदशषन करावे
- बाजारातील तयार साधने स्वीकारू नयेत.
- वर्षभर णवद्वार्थ्यांनी सराव पाठात शैक्षणिक साधनांचा वापर करावा. यासाठी त्यांना मागषदशषन करावे णवद्वार्थ्यांनी बनवलेल्या शैक्षणिक साधनांचे प्रदशषन भरवावे.

मूल्यापन पद्धती -

- दोन शैक्षणिक साधनांसाठी 20 गुण म्हणजे प्रत्येक अध्यापन पद्धतीसाठी 10 गुण व अहेवाल लेखनासाठी 05 गुण अहेत.
- गट मागषदशषक प्राध्यापकाने अपल्या गटातील णवद्वार्थ्यांनी बनवलेल्या शैक्षणिक साधनांची एकंदरीत गुणवत्ता तपासनू त्या दोन साधनांसाठी 10 + 10 गुण द्यावेत.
- णवद्वार्थ्यांचा सहभाग, कायाषतील कुशलता, साधनाची अकषषकता, पररणामकारकता, अकार आत्यादीचा णवचार करून प्रत्येक साधनासाठी 10 पैकी गुणदान करावे अहेवाल लेखनासाठी 05 गुण द्यावेत.

B.A. Part I.... Semester-II

Syllabus

शिवाजी विद्यापीठ, कोल्हापूर
SHIVAJI UNIVERSITY, KOLHAPUR
बी. ए. बी. एड. भाग १: B. A. B. ED. I
अभ्यासक्रम : Syllabus

June 2025 onward

**Board of Studies in Marathi C. B. C. S. with M.E. & M. E. in
accordance with N.E.P. - 2020**

Generic Elective Core (GEC-1) : Marathi (Course -B)

अनुषंगिक निवड (GEC-2) : मराठी (अभ्यास पत्रिका - ब)

सत्र २ : Semester – II

पाठ्यपुस्तक - शब्दसंहिता

अ.क्र. Sr.No.	घटक Topic	अध्यापन तासिका Teaching Hours	श्रेयांक Credit
विभाग १ Module I	१ संत नामदेव . जावे २ अनंत फंदी . आला उफराटा खूण तर्का ३ महात्मा फुले . धर्म एक ४ बालकवी . गाणे	१ पतित पावन (२पंढरीसी (१जमाना (२हे मुर्खा (१मानवांचा (२धीर(१ फुलराणी (२अप्सरांचे (	१५ १
विभाग २ Module II	५ विदा करदीकर . बन दगड ६ वाहरू सोनवणे . म्हणजे ७ प्रज्ञा दया . पवार माणसासारखा माणूस असूनही फुफाटा	१माझ्या मना (२झपताल(१ गोधड (२चळवळ (१ (२आग आणि (	15 1

	८ एकनाथ पाटील . १शहर एक (उदास पोकळी २शोधयात्रा (		
Modul III विभाग ३	• निबंधाचे स्वरूप, व्याप्ती • निबंधाचे घटक • निबंधाचे प्रकार • निबंधाचे वैशिष्ट्ये	१५	१
विभाग ४ Module IV	• निबंध लेखन प्रात्यक्षिकासह वर्गात सराव करून घेणे.	15	1

संदर्भ ग्रंथ सूची

अ. क्र.	ग्रंथाचे नाव	लेखक / संपादक	प्रकाशन
1	नामदव गाथा	हशणालाकर .श्री .	साहित्य अकादमी, नवी दिल्ली
2	अनंत फदा याच्या कावता व लावण्या	सपामधुकर माढ .	पद्मगंधा प्रकाशन, पुणे
3	महात्मा फुल समग्र वांगमय	सपाधनजय कार . वइतर	महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई
4	समग्र बालकवा	सपानदा आपट .	पापुलर प्रकाशन, मुंबई
5	साहता	सपामगश . पाडगावकर	कान्टनन्टल प्रकाशनपुणे .
6	गाधड	वाहरू सोनवणे	रावराज प्रकाशन, पुणे
7	मा।भडवू पाहत समग्रशा डोळा	प्रज्ञा पवार	ग्रथाली, मुंबई
8	खुट्यावर टांगलला दुःख	एकनाथ पाटाल	पापुलर प्रकाशन, मुंबई
9	सत नामदव	हइनामदार .।व .	कसरा प्रकाशन, पुणे
10	सत नामदव : समाजशास्त्रीय अभ्यास	शामसुदर।मरजकर	नागनालदा प्रकाशन, इस्लामपूर
11	मराठा शाहूरा वाङ्मयाच स्वरूप	चद्रकात व्यवहार	विश्वभारता प्रकाशन, नागपूर
12	मराठा साहित्य प्रेरणा व स्वरूप	संपापवार .मा .गो . म .द . हातकणंगलेकर	पापुलर प्रकाशन मुंबई,
13	साहित्य अध्यापन व प्रकार	सपा .पु .श्री . भागवत व इतर	पापुलर प्रकाशन मुंबई,
14	मराठा कावता आणि आधुनिकता	यशवत मनोहर	सुगावा प्रकाशन, पुणे
15	आदवासा साहित्य आणि संस्कृती	भुजग मश्राम	लाकवाङ्मय गृह, मुंबई
16	आदवासा वाहरू) (सोनवणे विशेषांक	संपादीपककुमार . वळवी उमाकांत वळवी	शिवकमल प्रकाशन, कोल्हापूर
17	वाहरू सोनवणे व्यक्तीपासून समाष्टीपर्यंतचा साम्यक प्रवास	सपा .प्रशांत नागावकर	संम्यक विद्रोही प्रबोधन प्रकाशन, कोल्हापूर
18	वतमान पिढाच सदभ	सपाचद्रकात .	दप्रकाशन .सा .म .,

		पातदार	कोल्हापूर
19	काव्याचा भुषण	मधाड .वा .	पद्मगधा प्रकाशन, पुणे
20	मराठा कावतच्या नव्या दिशा	महद्र भवर	लाक वीङ्ग यग्रह, मुंबई
21	आदवासा साहित्य	अमर काबळ	नामता प्रकाशन, कोल्हापूर
22	मराठा नबध	राजाधव .ग .	कान्टनन्टल प्रकाशन, पुणे
23	मराठा नबध : उदगम आणि विकास	गराश मार	स्वरूप प्रकाशन, औरंगाबाद

शिवाजी विद्यापीठ, कोल्हापूर

SHIVAJI UNIVERSITY, KOLHAPUR

बी. ए. बी. एड. भाग १ : B. A. B. ED. I

अभ्यासक्रम : Syllabus

June 2025 onward

Board of Studies in Marathi

C. B. C. S. with M.E. & M. E. in accordance with N.E.P. -2020

Discipline Specific Core (DSC-A1) : Marathi (Course - II)

विद्याशाखीय विशेष गाभा (DSC-A1) : मराठी (अभ्यास पत्रिका - २)

सत्र २ : Semester – II

पाठ्यपुस्तक - अक्षरबंध

१. कविता : ... बाकी सर्व ठीक आहे - लोकनाथ

यशवंत (निवडक कविता)

प्रकाशक समुद्र पब्लिकेशन नागपूर

२. वृत्तपत्रीय व स्पर्धा परीक्षेसाठी लेखन

अ.क्र. Sr.No.	घटक Topic	अध्यापन तासिका Teaching Hours	श्रेयांक Credit
विभाग १ Module I	बाकी सर्व ठीक आहे-लोकनाथ यशवंत (निवडक कविता) १. जीवाचा आटापिटा २. मुख्य प्रवाह ३. एका वृक्षाची गोष्ट ४. राग ५. जीवन सुंदर आहे ६. भविष्य ७. तडजोड ८. पर्सनल मुलाखत	15	1
विभाग २ Module II	९. गौडबंगाल १०. पर्यावरण ११. सोन्याचा दात १२. मांजर १३. स्पर्श १४. युद्ध असे सुरू होते १५. जन्म आईचा	15	1

	१६. शेतमजूर		
विभाग ३ Module III	वृत्तपत्रीय लेखन • बातमी • अग्रलेख • पत्रव्यवहार • नाटक / चित्रपट परीक्षण	15	1

विभाग ४ Module IV	उपयोजित व स्पर्धा परीक्षेसाठी लेखन अ) पत्रलेखन : पत्र लेखनाचे स्वरूप व प्रकार, पत्रलेखनाचे बदलते स्वरूप- ई पत्रव्यवहार, प्रात्यक्षिकासह पत्रलेखन आ) आकलन : • आकलनाचे स्वरूप • उताऱ्याचे आकलन • कवितेचे आकलन • प्रात्यक्षिकासह उतारा व कवितेतील आकलन	15	1
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संदर्भ ग्रंथ सूची :

अ . क्र	ग्रंथाचे नाव	लेखक संपादक	प्रकाशन
1	दलित साहित्याची वैचारिक पार्श्वभूमी	जनार्दन वाघमारे	स्वरूप प्रकाशन, औरंगाबाद
2	दलित साहित्य एक अभ्यास	संपा. अर्जुन डांगळे	सुगावा प्रकाशन, पुणे
3	दलित काव्यतच नव प्रवाह	महद्र भवर	शब्दालय प्रकाशन, श्रीरामपूर
4	दलित काव्य व दलित साहित्याचे सौंदर्यशास्त्र	मपाटल . सु .	पद्मगंधा प्रकाशन, पुणे
5	बदलत मराठा साहित्य व संस्कृती	सपावलस . रणसुभे	श्रामक प्रातष्ठान, कोल्हापूर
6	भाषा आणि समाज	मिलिंद बोकील	मौज प्रकाशन, मुंबई
7	मराठा काव्यता आकलन आणि आस्वाद	नागनाथ कोत्तापल्ले	स्वरूप प्रकाशन, औरंगाबाद
8	आंबेडकरी साहित्य : स्थिती आणि स्थित्यंतरे	भगवान ठाकूर	आकांक्षा प्रकाशन, पुणे
9	सदाचार अर्थात नैतिक मूल्यांचे शिक्षण	संपारघुनाथ . केंगार, दादासाहेब यादव	क्रांतीबा प्रकाशन, कराड
10	व्यावहारिक मराठी	संपा . सयाजीराजे	नागनालंदा प्रकाशन, इस्लामपूर

		मोकाशी, रंजना नेमाडे	
11	भाषिक सर्जन व उपयोजन	राजन गवस, अरुण शिंदे, गोमटेश्वर पाटील	दर्या प्रकाशन, पुणे
12	व्यावहारिक मराठी	स्नेहल तावरे	स्नेहवर्धन प्रकाशन, पुणे
13	प्रबाधनाचा नवडक पत्र	शामसुंदर मिरजकर	नागनालंदा प्रकाशन, इस्लामपूर.

शिवाजी विश्वविद्यालय, कोल्हापुर (महाराष्ट्र)

हिंदी अध्ययन मंडल

प्रथम वर्ष कला- हिंदी (विशेष ऐच्छिक)

DSC (A) DISCIPLINE SPECIFIC ELECTIVE COURSE

(प्रस्तुत पाठ्यक्रम का निर्माण विश्वविद्यालय अनुदान आयोग, नई दिल्ली की मॉडल

पाठ्यचर्या (CBCS) के आलोक में किया गया है।)

द्वितीय सत्र : विशेष ऐच्छिक प्रश्नपत्र -II

-हिंदी गद्य साहित्य

अध्ययनार्थ गद्य पाठ :

- इकाई 1 1. जीवन और शिक्षण (निबंध) विनोबा भावे
2. सूरदास (निबंध) बाबू श्यामसुंदर दास
3. विज्ञापन युग (निबंध) मोहन राकेश
- इकाई II 4. भगत की गत (व्यंग्य) हरिशंकर परसाई
5. फुटपाथ के कलाकार (व्यंग्य) शरद जोशी
6. गोशाला चारा और सरपंच (व्यंग्य) शंकर पुणतांबेकर
- इकाई - III 7. पंचलाईट (कहानी) फणीश्वरनाथ रेणु
8. चीफ की दावत (कहानी) भीष्म सहानी
9. अकेली (कहानी) मन्नू भंडारी
- इकाई -IV 10. संस्कार और भावना (एकांकी) विष्णु प्रभाकर
11. रजिया (रेखाचित्र) रामवृक्ष बेनीपुरी
12. किसान के घर से (यात्रा सवाद) मधु कांकरिया

संदर्भ ग्रंथ-

1. हिंदी निबंधों का शैलीगत अध्ययन - डॉ. मु.ब.शहा
2. कहानी स्वरूप और संवेदना - राजेंद्र यादव
3. शरद जोशी का व्यंग्य साहित्य - डॉ. सूर्यकांत शिंदे
4. रेणु का कथा साहित्य - सुरेश चंद्र मेहरोत्रा
5. कथाकार भीष्म सहानी - डॉ. कृष्णा पटेल
6. मोहन राकेश और उनका साहित्य - डॉ. कविता शनवारे
7. एकांकीकार विष्णु प्रभाकर - डॉ. संजय चोपडे
8. हिंदी व्यंग्य परंपरा में शंकर पुणतांबेकर का योगदान
- डॉ. अनुपमा प्रभुणे
9. रामवृक्ष बेनीपुरी और उनका साहित्य - डॉ. गजानन चव्हाण
10. हिंदी के आधुनिक प्रतिनिधि कवि - द्वारिकाप्रसाद सक्सेना
11. नागार्जुन की कविता - अजय तिवारी
12. क्रांतिकारी कवि निराला - डॉ. बच्चनसिंह
13. धूमिल की काव्य यात्रा - मंजू अग्रवाल
14. नई कविता के प्रमुख हस्ताक्षर - डॉ. संतोषकुमार तिवारी
- 15 अज्ञेय की कविता : एक मूल्यांकन डॉ. चंद्रकांत बांदिवडेकर

शिवाजी विश्वविद्यालय, कोल्हापुर (महाराष्ट्र)

हिंदी अध्ययन मंडल

जून, 2025 से पुनर्रचित पाठ्यक्रम की समकक्षता			
प्रथम वर्ष (कला, वाणिज्य, विज्ञान एवं अन्य विद्याशाखा)			
	हिंदी (आवश्यक)		हिंदी (अनिवार्य) (GEC)
अ.क्र.	पुराना पाठ्यक्रम	अ.क्र.	नया पाठ्यक्रम
1	सत्र - 1 अभ्यासपत्रिका क्र. A साहित्य प्रयोजनमूलक हिंदी और कहानी	1	सत्र - 1 अभ्यासपत्रिका क्र. A सर्जनात्मक लेखन
2	सत्र - 2 अभ्यासपत्रिका क्र. B प्रयोजनमूलक हिंदी और कहानी साहित्य	2	सत्र - 2 अभ्यासपत्रिका क्र. B व्यावहारिक लेखन
बी.ए. भाग- 1			
	हिंदी (ऐच्छिक)		हिंदी (विशेष ऐच्छिक) (DSEC)
1	सत्र- 1 अभ्यासपत्रिका क्र. 1 आधुनिक हिंदी साहित्य	1	सत्र 1 अभ्यासपत्रिका क्र. 1 हिंदी कविता
2	सत्र - 2 अभ्यासपत्रिका क्र. 2 आधुनिक हिंदी साहित्य	2	सत्र - 2 अभ्यासपत्रिका क्र. 2 हिंदी गद्य साहित्य

B.A.B.Ed Part I (Discipline Specific Core)
(English Paper–II) (Semester–II)
DSC (A) –Modern Indian Writing in English Translation
(CBCS with MEME in accordance with NEP)

Detailed Syllabus
June 2025 onwards

Course Objectives:

1. To acquaint the students with translated Modern Indian literature in English.
2. To introduce the students to poetry and play as forms of literature with reference to the texts prescribed.
3. To develop literary competence among students.

Poems–

Unit1.

Rabindranath Tagore:

- i) Light, Oh Where is the Light?
- ii) When My Play Was With Thee

Amrita Pritam:

- i) I Say Unto Waris Shah

Unit2.G.M.Muktibodh:

- i) The Void
- ii) So Very Far

Play-

Unit 3. Satish Alekar– *The Dread Departure (Mahanirvan).*

Unit 4. Satish Alekar– *The Dread Departure(Mahanirvan).*

Division of Teaching: 4X15 Periods=60 Periods

***Note: Semester II: 10 Marks for Internal Evaluation: Unit Test**

Poems/ Play Prescribed from:

Rabindranath Tagore i) ‘Light, Oh Where is the Light?’ and ii) ‘When My Play Was With Thee’ in *Gitanjali: A new Translation with an Introduction* by William Radice, (New Delhi: Penguin India, 2011).

G.M.Muktibodhi) ‘The Void’, (tr. Vinay Dharwadker) and ii) ‘So Very Far’, (tr. Vishnu Khare and Adil Jussawala), in *The Oxford Anthology of Modern Indian Poetry*, ed. Vinay Dharwadker and A.K. Ramanujan (New Delhi: OUP, 2000).

Amrita Pritam ‘I Say Unto Waris Shah’, (tr. N.S. Tasneem) in *Modern Indian Literature: An Anthology, Plays and Prose Surveys and Poems*, ed. K. M. George, Vol. 3 (Delhi Sahitya Academy, 1992).

References:

Prasad, B.A. *A Background to the Study of English Literature*. Madras: Mac Millan India, 1965.

Ramamurti K.S. (Editor). *Twenty Five Indian Poets in English* (Edited with Introduction and notes), Macmillan Publishers Pvt. India Ltd. New Delhi. 2012.

Mehrotra, Arvind Krishna (Editor). *The Oxford India Anthology of Twelve Modern Indian Poets*, Oxford University Press New Delhi. 2004.

Alekar, Satish. *The Dread Departure (Mahanirvan)*. Kolkata: Seagull Books. 2007.

Ability Enhancement Compulsory Course (AECC2)
(AECII) (Compulsory English)
(CBCS with MEME in accordance with NEP) English for
Communication Detailed Syllabus
June 2025 onwards
(Paper–B)

Module V

- A. Making Inquiries
- B. **The Lost Child**-Mulk Raj Anand

Module VI

- A. Telephonic Communication
- B. **To My Countrymen**- A P J Abdul Kalam

Module VII

- A. Description
- B. **A Village Girl**-Mohan Singh

Module VIII

- A. **My Elder Brother**-Premchand
- B. **The Tiger**-William Blake
- C. **A Poet**-ChandrakantPatil

Division of Teaching hours(Total 60 Periods)

- 1. CommunicationSkills:3X12=36periods
- 2. ReadingComprehension:6X4=24periods

***Note: Semester II: 10 Marks for Internal Evaluation: Unit Test**

B.A.B.Ed Part I (Discipline Specific Core)
(History Paper–II) (Semester–II)
DSC (B) – Legacy of Chhatrapati Shivaji Maharaj (1630-1707)
(CBCS with MEME in accordance with NEP) Detailed Syllabus

June 2025 onwards

After the untimely demise of Chhatrapati Shivaji Maharaja, Maharashtra faced with a powerful attack from Mughals from all the directions. But, Chhatrapati Shivaji Maharaj had successfully sowed the seeds of Swarajya in the minds of the people. Hence, with his legacy, all the Marathas united under one flag and fought bravely with the Mughals for almost 27 years which resulted in the victory in their war of independence. His legacy inspired many Maratha warriors. His legacy also can be witnessed in his administrative structures and physical structures he created. He was known as '*Rayatecha Raja*' (*lit.* King of the people). His policy of public welfare also continued up to the arrival of British in India.

Course Outcome: Students would able to....

CO 1 Understand the powerful legacy of Chhatrapati Shivaji Maharaj reflected through various events after his untimely demise.

CO 2 Learn and understand how the vision of Chhatrapati Shivaji Maharaj percolated in the minds and hearts of common people. Hence, after his death, the people were united to fight Mughals almost for 27 years to protect the Svarajya and became successful in their war of independence.

CO 2 Learn the work of Maratha warriors and understand how Chhatrapati Shivaji Maharaj inspired common people with the values of independence and self-less valor.

CO 3 Understand the structure, glory and magnificence of Maratha fort which protected Swarajya during the times of Chhatrapati Shivaji Maharaj as well as afterwards.

CO 4 Learn the inception of Maratha Navy and construction of Sea-fort which aptly gave the recognition to Chhatrapati Shivaji Maharaj as the founder of Indian Navy.

CO 5 Understand Chhatrapati Shivaji Maharaj's various policies of welfare which reflects his farsighted vision. His innovative policies, directly only to the public welfare has become a model state of Public Welfare.

MODULE 1: Maratha's War of Independence

(Teaching hours: 15, Credit: 1)

- a. Chhatrapati Sambhaji Maharaj (1681-1689)
- b. Chhatrapati Rajaram Maharaj (1689-1700)
- c. Maharani Tarabai (1700-1707)

MODULE 2: Brave Maratha Warriors

(Teaching hours: 15, Credit: 1)

- a. Tanaji Malusare
- b. Bahirji Naik
- c. Prataprao Gujar
- d. Hambirrao Mohite

(CBCS with MEME in accordance with NEP) Detailed Syllabus

June 2025 onwards

Preamble:

Welcome to Human Geography at the B.A.-I/ B. A. B. Ed.-I level! Explore what it is and its branches. Dive into how people interact with their environment through determinism, possibilism, and probabilism. Understand why Human Geography matters. Learn about population distribution, especially in India, and discover how economic activities and settlement patterns shape our world.

Syllabus Semester-II

	Teaching Hours	Credits
Module- I Human Geography 1. Definitions of Human Geography 1.2 Scope of Human Geography 1.3 Branches of Human Geography 1.4 Importance of Human Geography	10	0.75
Module-II Population 2.1 Factors affecting on distribution of population 2.2 Malthus' theory of Population Growth 2.3 Demographic Transition Theory 2.4 Migration: Types and Effects	13	01
Module-III Settlement 3.1 Types and patterns of rural settlements 3.2 Functions of Rural Settlements 3.3 Factors affecting on urbanization 3.4 Functions of Urban Centers	13	01
Module- IV Agriculture 4.1 Origin and History of Agriculture 4.2 Types of Agriculture 4.3 Factors affecting on agriculture 4.4 Problems of Agriculture	13	01
Module- V Google Earth 5.1 Concept of Google Earth 5.2 Application of Dot, Line and Polygon according to Feature 5.3 Exercises with Google Earth Programme	10	0.25

Suggested Readings

1. Bergman, Edward E: Human Geography; Culture, Connections and Landscape, Prentice-Hall, New Jersey.1995.

2. Carr, M.: Patterns, Process and change in Human Geography. MacMillan Education, London, 1987.
3. Fellman, J.L.: Human Geography—Landscapes of Human Activities. Brown and Benchman Pub., U.S.A., 1997.
4. D.S. Lal: Climatology, Sharda Pustak Bhavan, Allahabad, 2010.
5. Majid Hussin; Human Geography, Sixth Edition, Book Emporium, Guwahati, 2020.
6. सवदी व कोळेकर; मानवी भूगोल, िनराली ढकाशन पुणे २०२०.
7. सवदी व कोळेकर; ढाकृतिक भूगोल. िनराली ढकाशन पुणे. २०२०.
8. दाते व दाते; ढाकृतिक भूगोल. िनराली ढकाशन पुणे. २०२०.
9. आर. जी. जाधव; मानवी भूगोल. ढाकृतिक भूगोल. िनराली ढकाशन पुणे. २०१९.
10. मोरे व पगार; ढाकृतिक भूगोल. ढाकृतिक भूगोल. िनराली ढकाशन पुणे. २०१९.
11. िशंदे, चैरे, धुलगुडे व िशंदे ; मानवी भूगोल, फडके ढकाशन कोढहापरू २०२३.

Contact Hours : 2 hours per week

Credits 02

Total Marks 50

Course Objectives:

To enable student-teachers to :

- 1) Understand the theoretical base of psychology for teaching and learning.
- 2) Understanding the factors influencing and affecting on learning process
- 3) Understanding relation between teaching and learning
- 4) Understand the use of various tools to study classroom dynamics
- 5) Acknowledge that teaching as a profession

Module - I. Understanding Learning and Teaching

- a) Meaning, nature and characteristics of learning
- b) Brain based learning: concept and principles
- c) Meaning and principles of teaching, factors affecting teaching

Module - II. Factors influencing learning

- a) Factors influencing the learning: Learner, teacher, family and Content related
- b) Socio cultural factors influencing Cognition and Learning
- c) Factors influencing learning: Remembering, forgetting and memory techniques
- d) Attention, Motivation And perception

Module - III. Value based interpersonal relationship in classroom

- a) Values personal relationship Teacher and Learner
- b) Relationship among Learner themselves
- c) Learners Autonomy
- d) Self Esteem and Freedom

Module - IV. Teaching as a Profession

- a) Teaching Profession-Concept, Principles of Professional Ethics
- b) Professional Growth: Reflection and appraisal with its need and opportunities
- c) Multiple Responsibilities of teachers
- d) Evaluation of Learning outcome: Using Learner achievement as a feedback for evaluating teaching effectiveness

REFERENCES

1. Bloom, B. S., Englehart, M. D., Hill, W. H. and Khrathwohl, D. R. (1956, 1964). Taxonomy of Educational Objective Handbook 1, Cognitive Domain, Handbook 2, Longman, London
- 2□ Buch, M. B. and Shantaram, M. R. (1972). Communication in Classroom, CASE, Faculty of Education & Psychology. M. S. University. Baroda.
- 3□ Davis, Irork, (1971), The Management of Learning, McGraw hill, London
- 4□ Jangira, N. K., and Ajit Singh (1982), Core Teaching Skills: The Microteaching Approach, NCERT, New Delhi
- 5□ Nagpure, V., (1982), Teacher Education at Secondary Level, Himalaya Publishing House, 'Ramdoot', Dr. Balerao Marg, Girgaon, Bombay 400 004
- 7□ Passi, B. K., (1976), Becoming Better Teacher Microteaching Approach, Sahitya Mudranalaya, Ahmedabad
- 8□ Sharma, R. A., (1983), Technology of Teaching, International Publishing House, Merrut
- 9□ Kumar, K. L., (1996), Educational Technology, New Age International (P) Ltd. Publishers, New Delhi
- 10□ Singh, L. C., Microteaching: Theory and Practical, National Psychological Corporation, Agra
- 11□ Singh, R. P. & Rana, Gopal, (2011), Teaching Strategies, APH Publishing Corporation, Ansari road, Darya Ganj, New Delhi.
- 12□ Bloom, B. S., Englehart, M. D., Hill, W. H. and Khrathwohl, D. R. (1956, 1964). Taxonomy of Educational Objective Handbook 1, Cognitive Domain, Handbook 2, Longman, London.
- 13□ Buch, M. B. and Shantaram, M. R. (1972). Communication in Classroom, CASE, Faculty of

- Education & Psychology. M. S. University. Baroda.
- 14□ Davis, Irork, (1971), The Management of Learning, McGraw hill, London
- 15□ Jangira, N. K., and Ajit Singh (1982), Core Teaching Skills: The Microteaching Approach, NCERT, New Delhi
- 16□ Nagpure, V., (1982), Teacher Education at Secondary Level, Himalaya Publishing House, 'Ramdoot', Dr. Balerao Marg, Girgaon, Bombay 400 004
- 17□ Passi, B. K., (1976), Becoming Better Teacher Microteaching Approach, Sahitya Mudranalaya, Ahmedabad
- 18□ Sharma, R. A., (1983), Technology of Teaching, International Publishing House, Merrut
19. Joyce, B., Weil, M. & Calhoun, E. (2009) Models of Teaching. Phi Learning Pvt. Ltd New Delhi.
20. Sharma, S (Ed). (2006) Constructivist Approaches to teaching and learning Handbook for teachers of Secondary Stage, New Delhi, NCERT
21. करंदीकर, सुरेश. (2009). अध्ययन अध्यापनाचे मानसशास्त्र, फडके प्रकाशन, कोल्हापूर.
22. पानसे, रमेश. (2010). रचनावादी शिक्षण.
23. जगताप, ह. ना. (2009). प्रगत शैक्षणिक तंत्रविज्ञान आणि माहिती तंत्रविज्ञान, नित्य नूतन प्रकाशन, पुणे.
24. पाटील प्रशांत (2007). शैक्षणिक तंत्रविज्ञान आणि व्यवस्थापन, नित्य नूतन प्रकाशन, पुणे.
25. चिचोलीकर कृतीका, जाधव रवि. (2010). अध्यापक शिक्षण, नित्य नूतन प्रकाशन, पुणे.
26. सप्रे निलीमा, पाटील प्रिती व पाटील ज्योती. (2011). गतिमान शिक्षणातील विचारप्रवाह, फडके प्रकाशन, कोल्हापूर.
27. फडके, वासंती. (1988). अध्यापनाची प्रतिमाने. नूतन प्रकाशन, पुणे.
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32. डॉ. पाटील लता, डॉ. नाईक तारसिंग. (2015). ^{प्रगत} अध्यापन नियोजन, स्वच्छंद प्रकाशन, कोल्हापूर.

B. A. B. Ed. Four year integrated course
First Year- II Semester- II

CC-T 103 KNOWLEDGE AND CURRICULUM PART-I

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35
Total Instructional Hours :30	Internal Assessment: 15

Objectives:-

To enable the student teacher to :

1. understand the nature and importance of education and educational process.
2. understand the concept of child centered education with reference to the thinkers.
3. understand the need to study education in sociological perspective.
4. understand the education in relation to modern values like equity and equality, social justice and dignity.
5. understand autonomy of Teachers and Learner.
6. understand historical background of individual autonomy.
7. understand role of Teachers autonomy in enriching learning situations.
8. understand the concept, need, nature and process of curriculum.
9. understand concept of curriculum and its various dimensions.
10. understand relation between curriculum, syllabus and textbooks.

Module 1 Education and Knowledge

(9 marks, 8 hrs.)

- A. Concept, nature, objective (Post Independence) of education and social need of education.
- B. Education for – Individual development , social change.
- C. Child centered Education : activity, discovery and dialogue : in reference to – Mahatma Gandhi.
–Ravindranath Tagore.
–Dewey.
– Plato.
–Tara bai Modak /
Gijubhai Badheka.
- D. Information, knowledge, belief and truth – concept, Teaching and Training - concept

Module II National Integration and International Understanding

(9 marks, 8 hrs.)

Relation between education and society, education and culture, education and modernization.

- A. Concept and need of nationalism, universalism, secularism and their interrelationship with education, concept of multiculturalism with special reference to Tagore and Krishnamurthi.
- B. Concept of values, education related to modern values, Individual opportunity, Equity and equality, social justice and dignity with reference to Dr. Ambedkar.
- C. Multiculturalism and democratic education : Concept and their practices in school and classrooms.

Module III Autonomy of Teacher and Learner

(9 marks, 7 hrs.)

- A. Individual autonomy: Concept, reason and historical reference.
- B. Individual autonomy: Democracy and Industrialization - concept and relation with education.
- C. Autonomy of Teacher and Learner, Difference between Autonomy and freedom.
- D. Role of Teachers autonomy in enriching learning situations.

E. Factors affecting teachers Autonomy.

Module IV Curriculum

(8 marks, 7 hrs.)

- A. Curriculum: concept, nature and need.
- B. Curriculum and their relationship with the aims of education.
- C. Curriculum: Process of making curriculum, Role of nation, state and class in the development of curriculum.
- D. Types of structure of Curriculum -
 - 1. Subject centered.
 - 2. Completing lineal needs.
 - 3. Child centered.
 - 4. Competency.
 - 5. Behaviouristic.
 - 6. Constructivist.
- E. Interrelation between Curriculum, syllabus and text-book.

Sessional work :

15 Marks

Any one of the following :

- 1) A survey of educational problems of a locality.
- 2) Seminars on provision made in the constitution of India with special reference to education in general deprived and minority in education.
- 3) Interview of Teacher / Head master/ Expert in Education field.
- 4) Plan any one activity for inculcating Nationalism.
- 5) Identify child centered activities and prepare plan by selecting any one activity for teaching school subject.

Reference -

- 1) Anand, C. Letal (1983), The Teacher and Education in Emerging Indian society, New Delhi : NCERT.
- 2) Gore, M.Sc (1982) Education and Modernization in Indian, Jaipur Publication.
- 3) Kamat, A. R (1985) Education and Social change in India, Bombay, Somialya publication.
- 4) Madhukar Indira (2003) Impact of Globalisation on Education – Learning to live together Delhi Author press.
- 5) N. R. Swaroop Saxena, Sikha Chaturvedi. (2006) Education in Emerging Society. Delhi, R. Lall Book Depot.
- 6) Dr. R. N. Sharma. (2006) Education in Emerging Society. Delhi, Surjeet Publications.
- 7) Internet Referees.

(PRACTICUM)

B. A. B. Ed. Four year integrated course

B.A.B.Ed I- Semester II

CC-P- 201 (School Engagement and Visits to Innovative Centres of Pedagogy and Learning)

एकूण अठवडे - 03

एकूण ताणसका - 108

एकूण गुण - 100

श्रेयांक - 04

सूचना

1. प्रवेश प्रणिया णाषडाल्यानंतर दुस-या अठवडयात णूषएक अठवडा शाळा या प्रणालीची संपणूष कल्पना येणेसाठी णनणचचत केलेल्या शाळेते छात्राध्यापकांना पाठवावे.
2. अन्य दोन अठवडे प्रथम सत्रात शाळा व महाणवद्यालयाच्या सोडनुसार ईपिम णूषकरावेत.
- 3 वरील कालावधीत छात्राध्यापक व संबंधत मागषदशषक प्राध्यापक णूषवेळ ईपणस्थत राहणे अवचयक अहे.

पणिला आठवडा – कालावधी - प्रवेश प्रणिरा पूर्णि झाल्यानंतरचा िसरा आठवडा

एकूण णदवस - 06

एकूण ताणसका - 36

एकूण गुण 35

उणिष्टे

1. छात्राध्यापकास शालेय आमारत, पररसर, भौणतक सुणवधा आत्याणदंचा पररचय होण्यास मदत करणे.
- 2 शालेय वातावरणात अध्ययन-अध्यापन या संकल्पना समजण्यास मदत करणे.
- 3 शाळेतील अनुभवी णशक्षकांच्या अध्यापनाचे सहजपणे णनरीक्षण करण्यास सहाय्य करणे,
- 4 अनुभवी णशक्षकांचे शालेय प्रणालीच्या संदभाषत अनुभव ऐकण्याची संधी ईपलब्ध करुन देणे.
5. मुख्याध्यापक व पयषवेक्षक यांची शालेय प्रशासनातील भणूमका व काये समजण्यास सहाय्य करणे.
- 6 णशक्षकांची भुणमका व जबाबदा-या ओळखण्यास मदत करणे.
- 7 शाळेतील शैक्षणक, सामाणजक व सांस्कृणतक वातावरण व णवद्यार्थ्यांशी सुसंवाद साधण्यास मदत करणे
- 8 अध्ययन-अध्यापनास पोषक व अटकाव करणारे घटक शोधण्यास मदत करणे. (Identify learning resources required and available in the school)
- 9 शाळा या प्रणालीसंबंधी संकल्प णचत्र तयार करण्यास सहाय्य करणे.
- 10.शाळेत घेतलेल्या अनुभवाचे लहान अथवा मोठ्या मोठ्या गटामध्ये सादरीकरण करण्याची क्षमता णनमाषण करणे.

मित्वात्रा बाबी

- शाळा व अन्य णाणवण्यप्रणूष अध्ययन-अध्यापन केंद्रांना भेटी हे प्रात्यणक्षक सुरु करण्यापवी एक अठवडा अधी अपल्या नेहमीच्या सरावपाठ शाळेतील मुख्याध्यापक व पयषवेक्षक यांची महाणवद्यालयात प्राद्यापकांच्या अध्यक्षतेखाली बैठक बोलवावी व या प्रात्यणक्षकांच्या संदभाषत माणहती सांगावी व संकरात्मक चचाष घडवून आणावी.
- शाळा छात्राध्यापक व संबंधत णशक्षक प्रणशक्षक यांचे गट णनणचचत करावे व संबंधत शाळांना याची एक प्रत द्यावी.

- ज्या शाळेत 5 वी ते 10 वी पर्यांतचे वर्षे आहेत अशा गठकाणी 07 गणका 08 (एक बेणसक युणनट साठी) छात्राध्यापक व एक गणशिक्षक प्रणशिक्षक याप्रमाणे गटाचे जनयोजन करावे.
- सबणधत प्रणशिक्षक प्रणशिक्षकांनी अपल्या गटातील छात्राध्यापकांच्या सहाय्याने खाली नदलेल्या ईपिमांचे जनयोजन करुन कायषवाही करावी.

उपिम - कार्िनीती

णदवस 1

शालेय प्राथषना, मूल्य साठ, शालेय आमारत, शालेय पररसर, फलक लेखन, मुख्याध्यापक, पयषवेक्षक, गणशिक्षक व गणशिक्षकेतर सेवक यांचा पररचय करुन घणे, शाळेत णदवसभर घडणा-या ईपिमांचे जनरीक्षण करणे,

णिवस 2

शालेर वास्तू व िौणतक सुणवधा -

शालेय पररसर, शालेय आमारत, शाळेचा अकार, िीडांगण, शालेय बाग बणगचा, स्वच्छतागृहे, अरोग्यणवषयक सुणवधा. शाळेतील भणितक सुणवधा वगषखाल्या, बहुईदशाय खाल्या, ग्रथालय, प्रयोगशाळा, संगणक कक्ष, वस्तुसंग्रहालय आ. सबणधची माणहती प्राप्ति करुन घणे.

णिवस 3

शालेय जनयोजन शालेय कायषचे वाणषषक जनयोजन

अभ्यासणवषयक जनयोजन, अभ्यासानवती ईपिमांचे जनयोजन, अभ्यासेतर कायषिमांचे जनयोजन, अणथषक जनयोजन या संदभाषत शाळेतील मुख्याध्यापक / ईपमुख्याध्यापक / पयषवेक्षक / जष्ठ गणशिक्षककडून अकलन करुन घणे.

णदवस 4

• शालेर वेळापत्रक

वेळापत्रकाचे ईदृश, वेळापत्रकाची गरज व महत्व, वेळापत्रकाचे प्रकार, णवषय णनहाय तास, शासनाचे धोरण, वेळापत्रक तयार करण्याची तत्व, वेळापत्रकातील अडचणी, वेळापत्रका व्यणतररक्त ईपिम आल्यादींचे स्वरुप समजून घणे.

• णवद्यार्थी पररचर्

संबणधत शाळेतील णवद्यार्थ्यांची पाध्वषभमी, शाळेबद्दल त्यांचा दृणिकोन, शाळेतील सामाणजक वातावरण, सवंगडी, अध्ययनासाठी पोषक वातावरण, गणशिक्षणकड पाहण्याचा दृणिकोन आल्यादी माणहती सहजपणे णवद्यार्थ्याशी णहतगुज करुन ईपलब्ध करुन घ्यावी. मात्र वगाषत जाण्यापूर्वी सबणधत वगषणशिक्षक अथवा णवषय गणशिक्षकाची परवानगी घ्यावी.

णिवस 5

मुख्राध्ापक, उपमुख्राध्ापक, पर्िवेक्षक व गणशिक्षक र्ांर्ा िूणमका व जबाबि-र्ा

- शाळेतील मुख्याध्यापक, पयषवेक्षक व गणशिक्षकांची भणमका व जबाबदारी समजावनू घणे. यासाठी अपल्या गटात त्यांना णनसणत्रत करुन ज्याच्याकडून माणहती घ्यावी व चर्चा करावी.
- शाळेत अध्ययन-अध्यापनास पोषक व अटकाव / मज्जीव करणारे घटक णनणचचत करणे. यासाठी वरील चार णदवसात णमळालेल्या अनुभवाची ईपयाग होईल.
- शाळा या प्रणाली संबंधी स्वतःचे संकल्प णचत्र तयार करावे.

णिवस 6

अिवाल व सारिीकरि

- पाच णदवस शाळेतील णवणवध अनुभव घेतल्यानंतर पाच णदवसाच्या अनुभवाचे प्रत्येक छात्राध्यापकाने प्रत्येक णदवसणनहाय सहा ते सात पानांचा अहवाल तयार करावा.
- माहणवद्यालयामध्ये सगळे छात्राध्यापकांसमार प्रत्येक गटातील गटप्रमुखाने 10 ते 15 णमणनटात अपले अनुभव सादर करावे.

गुणिान रोजना

अ.िं	इापम	गुण
1	शालर् प्राथना, मूल्याठ, उपमाच णनराक्ष इ.	06
2	शालर् णनर्ाजन	06
3	शालर् वास्तू व िाणतक सुणवधा	06
4	शालर् वळापत्रक, णवद्याथा पररचर्	06
5	मुख्राध्ापक, पर्िवक्षक, णशक्षक, िूणमका व जबाबा-र्ा	06
6	अवाल तर्ार कार व अवाल वाचन	05
	एकूण	35

िसरा आठवडा

कालावधी - अणभरुप अध्यापन कायषशाळा णूषझाल्यानंतर

एकूण गुण – 35

एकूण णदवस 06

एकूण ताणसका 36

उणिरे छात्राध्यापकास

- शाळेत राबणवल्या जाणा-या अभ्यासपरूक व अभ्यासेतर ईपिम समजनु घेण्यास मदत करणे.
- शाळेंतील णवणवध णवभाग, सणमत्या व संघ यांचे स्वरुप, कायषवाही व मेहत्व समजण्यास मदत करणे.
- अध्ययन अध्यापन कौशल्य अत्मसात करण्यास सहाय्य करणे.
- शालेय स्तरावरील णवद्याथ्यांची सेवाकष मल्यमापन प्रणिया समजनु घेण्यास सहाय्य करणे.
- णवणवध सणमत्यांपैकी एखाद्या सणमतीचे अहेवाल लेखन करण्यास मदत करणे.

णिवस 1 व णिवस 2

- अभ्यासपरूक व अभ्यासेतर ईपिम

शाळेत राबणवल्या जाणा-या अभ्यासपरूक व अभ्यासेतर ईपिमांचे स्वरुप, णनयोजन व कायषवाही समजनु घेणे

- णवभाग, सणमत्या व संघ

शाळा संचलनासाठी व शैक्षणक गुणवत्ता वाढीसाठी शाळेत स्थापन केलेले णवणवध णवभाग, सणमत्या व संघ यांचे स्वरुप, णनयोजन व कायषवाही समजनु घेणे.

- माणहतीसाठी णवभाग व सणमत्या खालीलप्रमाणे

1. परीक्षा णवभाग
2. स्टेशनरी णवभाग
3. सांस्कृतक णवभाग
4. शालेय बौणध्दक व िीडास्पधाष
5. शाळाबाहय बौणध्दक व िीडास्पधाष
6. शारीरक णशक्षण णवभाग
7. ग्रंथालय णवभाग
8. दकश्राव्य णवभाग
9. णशक्षक सभा वृत्तांत
10. प्रयोगशाळा णवभाग

11. णवज्ञान मंडळ व णवज्ञान मंच
12. एण्डोमेंट पाररतोणषक
13. हस्तणलणखत णवभाग
14. हरवले-सापडले णवभाग
15. व्यवसाय मागण्डक्षण
16. काचपेटी णवभाग
17. फलक लेखन
18. णशक्षक खोली व्यवस्था
19. लैणगक णशक्षण
20. स्ना णशक्षा अणभयान
21. शालेय प्रभात फेरी व णमरवणूक 22. सहल णवभाग
23. अर.एस.पी./एन.सी.सी.
24. फणनषचर व डेड स्टॉक
25. अेप्रगत णवद्याथी
26. प्रगत णवद्याथी
27. णशक्षक पालक संघ
28. माता पालक संघ
29. छायाणचत्र णवभाग
30. शालेय पोषण अहार
31. अेल्यबचत णवभाग त्वद्ध
32. संगणक णवभाग पद्ध
33. प्रणसद्धी णवभाग
34. अरोग्य व प्रथमोपचार
35. अिपैलू णवद्याथी
36. राचरीय हररत सेना
37. शालेय पयाषवरण णवभाग
38. णमना राजू सणमती
39. णवद्या सणमती आत्यादी

णिवस 3

अेधयन-अेध्यापन कौशल्ये

अेधयन-अेध्यापन कौशल्ये अतुसात करणेसाठी शाळेतील अेनभवी णशक्षकांच्या पाठाचे णनरीक्षण करणे, प्रत्येक छात्राध्यापकाने अपल्या देनही अेध्यापनपद्धतीचे प्रत्येकी णकमाने एका पाठाचे णनरीक्षण करणे अेपेणक्षत अहे. सबणधत णवषय णशक्षकांच्या व पाठाचे णनरीक्षण करण्यापवी णकमाने एक णदवस त्यांना केल्याने देणे अवचयक अहे. पाठणनरीक्षण केल्यानंतर कौशल्यवृद्धीसाठी सबणधत णशक्षकांशी चचाष करावी.

णदवस 4

सवांकष मलूयमापन प्रणिया

सुवर्षकष मलूयमापन प्रणिया समजन घेण्यासाठी शाळेतील परीक्षांचे जनयोजन पहावे. परीक्षेच्या काळात णकमान एका वगाषवर पयषवेक्षणाचे काम करषि. णशक्षकाशी चचाष करुन मलूयमापन प्रणिया समजनू घेणे व त्याची नोंद ठेवणे. यासाठी प्रथम शाळेतील मुख्याध्यापकांची परवानगी घेणे व अपले जनयोजन कळणवणे अवचयक अहे. णदवस

5

सणमती ऐहवाल लेखन

स्वरुप शाळेतील णवणवध सणमत्यापैकी एखाद्या सणमतीची सचना कशी काढावी? सणमती गठण बैठकीतील णवषय चचाष व ऐहवाल कसा णलहावा हे समजनू घेणे. अपल्या गटात अणभरुप वातावरणात एका बैठकीचे अयाजन करुन ऐहवाल तयार करावा.

णदवस 6

ऐहवाल व सादरीकरण

या अठवड्यातील वरील पाच णदवस णवणवध अनुभव घेतल्यानंतर प्रत्येक छात्राध्यापकाने प्रत्येक णदवसणनहाय सहा ते सात पानांचा ऐहवाल तयार करावा.

महाणवद्यालयात सणछात्राध्यापकांसमोर प्रत्येक गटातील गटप्रमुखाने 10 ते 15 णमणनटे अपल्या गटाचा संक्षप्त ऐहवाल सादर करावा.

गुणदान योजना

अ.क्र.	घटक	गुण
1	अभ्यासपरूक व अभ्यासतर इपेम, णवणवध णवभाग, सणमत्या व सघ	12
2	अध्ययन-अध्यापन कोशल्य (पाठणनरीक्षण)	06
3	सर्वाकष मलूयमापन प्राणिया	06
4	सणमतौ / णवभाग अहवाल लेखन	06
5	अहवाल तयार करणे व अहवाल वाचन	05
	एकूण	35

B. A. B. Ed. Four year integrated course

First Year- I, Semeste- II

CC-P 202 Drama & Art in Education

Hours: 15 Class Hours + Learning Hours 30	Internal Assessment : 50
Total = 45	

Credit – 02

Introduction :

The need to integrate drama & arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness and encourage young students and creative minds to do the arts. An understanding of the arts will give our youth the ability to appreciate the richness and variety of artistic traditions as well as make them liberal, creative thinkers and good citizens of the Nation. Keeping in view some of these ideas, the National Curriculum Framework-2005, introduced arts education as a mainstream curricular area, which must be taught in every school as a compulsory subject and facilities for the same may be provided in every school. Keeping this in view, it is all the more important that arts education is integrated in the school curriculum to provide an aesthetically viable atmosphere in schools encouraging creativity. For this, not only Art teachers but every teacher in the school system should be sensitised to understand and experience the use of Arts for holistic development of the learner, as a teacher as well as an individual.

Course Objectives:

To enable the student teachers to

- Understand basics of different Drama & Art forms – impact of Drama& Art forms on the human mind .
- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression
- Enhance skills for integrating different Art forms across school curriculum at secondary Level
- Enhance awareness of the rich cultural heritage, artists and artisans.

Course Outline

Module 1: VISUAL DRAMA & ARTS (PRACTICAL)

10

Marks

(Any one)

- a) Experimentation with different materials of Visual Drama & Art, such as , poster, pen and ink, rangoli materials, clay, drama nad one act play etc.

- b) Exploration, Presentation and experimentation with different methods of Drama & Arts.

Module 2: PERFORMING ARTS: DANCE, MUSIC, THEATRE AND PUPPETRY (PRACTICAL) 20 marks

Any Two

- a) Listening/viewing and exploring Regional Art forms of music, dance, theatre and puppetry.
- b) Viewing/listening to live and recorded performances of Classical and Regional Art forms Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach .
- c) Planning a stage-setting for a performance/presentation by the student-teacher.

Module 3: APPRECIATION OF ARTS (THEORY)

10 Marks (Viva

Voce)

- a) Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education What is the difference between Education in Arts and Arts in Education
- b) Identification of different performing Art forms and artists ; dance, music and musical instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose) Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, selected for the purpose) Knowledge of Indian Contemporary Arts and Artists; Visual Arts (based on a set of slides, selected for the purpose) Indian festivals and its artistic significance.

Project Work (Units 1 and 2)

10 Marks

Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms; Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises; Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc. – how the artist design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns. Student-teacher should prepare at least ten lesson plans in their respective streams of subjects (Science/Maths / Social Sciences/Languages etc.) while integrating different art forms

Workshop

Two workshops of half a day each, of one week duration for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession.

Activities, such as drawing, and painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner-centred. The focus of the workshops should be on how art forms can be used as tool/ method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences.

Suggested Approach for Teaching-learning Process

Every student-teacher must participate and practice different Art forms. They need to be encouraged to visit places of arts/see performances/ exhibitions/art and craft fairs/local craft bazaars, etc. Artists and artisans may be invited for demonstrations and interactions from the community. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area. Student-teachers can also be motivated to interpret art works/ commercials/events etc. to enhance their aesthetics sensibility. A Resource Centre for Arts and Crafts should be a part of all the RIEs, where materials, including books, CDs, audio and video cassettes, films, software, props, art works of Regional and National level, books and journals must be displayed for the purpose of reference and continuous motivation. Application of Arts and Aesthetics in day-to-day life, in the institute and in the community are some of the practical aspects, which needs to be taken care too. Student-teachers must organise and participate in the celebrations of festivals, functions, special days, etc.

Modes of Assessment

The complete course is of 50 marks. It is recommended that evaluation of this course should be done at both the levels;

1. Internal as well as
2. External. Practical Activities (Units 1 and 2 of 30 marks) in nature are more on the process than the product, hence need continuous and comprehensive evaluation(CCE). Therefore, recommended to be evaluated by the internals. The theory and project part (Unit 3 and Project work of 20 marks) can be in viva-voce and in presentation mode therefore recommended to be evaluated by the externals.

The engagement of student-teacher in the above set of experiences should be evaluated on continuous and comprehensive manner, based on

- (a) submission of work/project;
- (b) participation in the activities;

(c) creative
potential
displayed;

(d) application of aesthetic sensibility in campus events and in other course activities.

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Any Two

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application of aesthetic sensibility in campus events and in other course activities

NATURE OF QUESTION PAPER AND SCHEME OF MARKING

I) For Bachelor Of Arts (BA) and programme under the faculty of Humanities

Four Credits: Written Examination (60) + Internal Assessment (40) = Total (100 Marks) Two

Credits: Written Examination (30) + Internal Assessment (20) = Total (50 Marks)

1) FOR SOCIAL SCIENCES:

A) FOR FOUR CREDITS: Total Marks: 60 (Written Examination)

Question No. 1: Multiple choice questions (10 MCQs) (01 marks each)		10 Marks
Question No. 2: Short Notes (Any Four out of Six)	(5X4)	20 Marks
Question No. 3: Short Questions (Any Four out of Six)	(5X4)	20 Marks
Question No. 4: Answer the Following (Any One out of Two)	(10X1)	10 Marks

Note : Question Paper should cover all the units in the syllabus.

B) FOR TWO CREDITS: Total Marks: 30 (Written Examination)

Question No. 1: Multiple choice questions (05 MCQs) (01 marks each)	(5X1)	05 Marks
Question No. 2: Short Notes (Any Two out of Four)	(5X2)	10 Marks
Question No. 3: Short Questions (Any Two out of Four)	(5X2)	10 Marks
Question No. 4: Answer the following (Any one out of Two)	(5X1)	05 Marks

Note : Question Paper should cover all the units in the syllabus.

2) **FOR LANGUAGES:**

Four Credits: Written Examination (60) + Internal Assessment (40) = Total (100 Marks) Two

Credits : Written Examination (30) + Internal Assessment (20) = Total (50 Marks)

A) FOR FOUR CREDITS: Total Marks: 60 (Written Examination)

Question No. 1: Multiple choice questions (10 MCQs) (01 marks each) **10 Marks**

Question No. 2: Short Notes (Any Four out of Six) (5X4) **20 Marks**

Question No. 3: Short Answer Question (Any Four out of Six) (5X4) **20 Marks**

Question No. 4: Answer the following (Any One out of Two) (10X1) **10 Marks**

Note : Question Paper should cover all the units in the syllabus.

B) FOR TWO CREDITS: Total Marks: 30 (Written Examination)

Question No. 1: Multiple choice questions (05 MCQs) (01 marks each) **05 Marks**

Question No. 2: Short Notes (Any Two out of Four) (5X2) **10 Marks**

Question No. 3: Short Answer Question (Any Two out of Four) (5X2) **10 Marks**

Question No. 4: Answer the Following (Any One out of Two) (5X1) **05Marks**

Note : Question Paper should cover all the units in the syllabus.

Internal Evaluation for UG Level (40%)

Level	Semester	Programme	Marks	
			4 Credit	2 Credit
4.5 B.A.B.ED I	I and II	1) Home Assignment	10	5
		2) Class Assignment (Tutorial Type)	10	5
		3) Quiz	10	5
		4) Mid-Term Test	10	5
5.0 B.A.B.ED II	III and IV	1) Oral Examination	10	5
		2) Group Discussion	10	5
		3) Seminar	10	5
		4) Mid-Term Test	10	5
5.5 B.A.B.ED III	V and VI	1) Case Study	10	5
		2) Field Work	10	5
		3) Book Review/ Poster Presentation	10	5
		4) Mid-Term Test	10	5
6.0 B.A.B.ED IV	VII and VIII	1) Seminar	10	5
		2) Case Study / Problem Solving	10	5
		3) Book Review/ Poster Presentation	10	5
		4) Mid-Term Test	10	5

Note: Book Review (Only from reference book

ACKNOWLEDGEMENT-

Shivaji University, Kolhapur constituted a sub committee to modify and finalize the structure “CBCS New ” and syllabus of the Four Year Integrated B.A.B.Ed.-I Regular Semester Course under the Chairmanship of Dr. B.P.MARJE, Chairperson, IDS (Education) faculty.

The following constitute the sub-committee:

1. Dr. B.P.MARJE – Principal & BOS Chairperson. - Chairperson
2. Dr. N.T. Jadhav - BOS Member
3. Dr. P.B. Patil – BOS Member.
4. Dr. S.S. Chavan – BOS Member.
5. DR. S.P. Shinde - BOS Member.

The above,sub-committee of BOS-(IDS- Education) acknowledges the University authorities for the opportunity and support given for modifying the syllabus (NEP) of the B.A.B.Ed.-I Course and finalizing the same.

Date: 15/08/2025

Place: Kolhapur

Dr.B.P. MARJE
Chairperson-BOS
IDS (Education)
Shivaji University, Kolhapur