

 Estd. 1962 "A++" Accredited by NAAC (2021) With CGPA 3.52	SHIVAJI UNIVERSITY, KOLHAPUR 416 004, MAHARASHTRA PHONE : EPABX - 2609000, BOS Section - 0231-2609094, 2609487 Web : www.unishivaji.ac.in Email: bos@unishivaji.ac.in शिवाजी विद्यापीठ, कोल्हापूर, ४१६ ००४, महाराष्ट्र दूरध्वनी - इपीबीएक्स - २०६०९०००, अभ्यासमंडळे विभाग : ०२३१- २६०९०९४. २६०९४८७ वेबसाईट : www.unishivaji.ac.in ईमेल : bos@unishivaji.ac.in		
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Ref.: SU/BOS/ IDS / 298

Date: 14 - 08- 2026

The Principal,
All concerned Affiliated Colleges/Institutions
Shivaji University, Kolhapur

Subject : Regarding revised syllabi of B. A. B. Ed. Part -II 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, equivalence etc.) of **B. A. B. Ed. Part -II** degree programme under the Faculty of Inter- Disciplinary Studies.

This syllabus (nature of question paper, equivalence etc.) shall be implemented from the academic year **2026-2027** 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 programme will be set for the examinations to be held in October /November 2026 & March/April 2027. 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,



Dy Registrar

Encl. : as above

Copy to: For information and necessary action

1	The I/C Dean, Faculty of I D S	7	P.G.Admission Section
2	Director, Board of Examination and Evaluation	8	Affiliation T. 1 & T. 2 Section
3	The Chairman, Respective Board of Studies	9	Appointment A & B Section
4	All On Exam Section	10	P.G.Seminar Section
5	Eligibility Section	11	I. T. Cell
6	Computer Centre	12	Internal Quality Assurance Cell (IQAC)



SHIVAJI UNIVERSITY, KOLHAPUR

CBCS PATTERN AS NEP 2020

Revised Syllabus for

B.A.B.Ed.Part-II

(Semester III and IV)

Faculty of InterDisciplinary Studies (IDS)

(Introduced from June 2026 and onwards)

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

(A)

B.A.B.ED. – Part II

Course Structure for (B.A.B.ED. – II)

(To be implemented from the Academic year 2026-27)

Semester III - 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-III (Marathi / Hindi /English)	4	3.3	2	60	40	100	24+6 = 40	2
2.	DSC-IV (Marathi/ Hindi/English)	4	3.3	2	60	40	100	24+6 = 40	2
3.	DSC-III (History/ Geography)	4	3.3	2	60	40	100	24+6 = 40	2
4.	DSC-IV (History/ Geography)	4	3.3	2	60	40	100	24+6 = 40	2
5.	AECC-III (Com. English)	4	3.3	2	60	40	100	24+6 = 40	2
6.	CC-I HS/HD	4	3.3	2	60	40	100	24+6 = 40	2
7.	AECC EVS (Environmental Science)	4	3.3						
	Perspective in Education (Theory)								
8.	CC-T-104 (Understanding Discipline & Subject)	4	3.3	2	60	40	100	24+6 = 40	2
9..	CC-T 105 (Yoga Education)	30(4 Hrs. per week)	3.3	2	60	40	100	24+6 = 40	2
	Total Marks & Credits)	36	28.6	16	480	320	800		

(B)

STRUCTURE OF PRACTICUM COMPONENT

B.A.B.ED.II, SEM-III

Sr. No.	Course Code	Title	Credits	Min Marks (for Passing)	Marks
1.	CC-P 301	ICT in Education	2	25	50
2.	CC-P 302	Diagnostic and Enriching the (Micro) Teaching Skills	2	25	50
3.	CC-P 303	Lesson Planning workshop and Demonstration Lesson			
4.	CC-P 304	Workshop on Constructivist Approach to Teaching/Learning	2	13	25
5.	CC-P 305	Diagnostic Test on Content Knowledge and Remedial Programme	2	25	50
6.	CC-P 306	Action Research Workshop and Conduct of Action Research	1	13	25
Total					200

(C)

Sr.No.	Course Code	Title	Credits	Marks	Min Marks (for Passing)
1.	CC-P 305	Assignment	2	10	25
2.		Viva		30	
3.		End Examination		10	

(A) + (B) + (C) = Total

800 + 200 + 50 = 1050

(A)

B.A.B.ED. – Part II

Course Structure for (B.A.B.ED. – II)

(To be implemented from the Academic year 2026-27)

Semester IV - 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-V (Marathi/ Hindi/English)	4	3.3	2	60	40	100	24+6 = 40	2
2.	DSC-VI (Marathi/ Hindi/English)	4	3.3	2	60	40	100	24+6 = 40	2
3.	DSC-V (History/ Geography)	4	3.3	2	60	40	100	24+6 = 40	2
4.	DSC-VI (History/ Geography)	4	3.3	2	60	40	100	24+6 = 40	2
5.	AECC-III(Com. English)	4	3.3	2	60	40	100	24+6 = 40	2
6.	AECC EVS (Environmental Science)	4	3.3	4	60	40	100	24+6 = 40	2
7.	CC-II HS/HD	4	3.3	2	60	40	100	24+6 = 40	2
	Perspective in Education (Theory)								
8.	CC-T-107 (Gender, School & Society)	4	3.3	2	60	40	100	24+6 = 40	2
9.	CC-TPd 108 Pedagogy of School Subject One Part – 1 (Marathi/Hindi/ English)	4	3.3	2	60	40	100	24+6 = 40	2
10.	CC-TPd 109 Pedagogy of School Subject Two Part – 1 (History /Geography)	4	3.3	2	60	40	100	24+6 = 40	2
	Total Marks & Credits)	40	30.5	22	600	400	1000		

(B)

STRUCTURE OF PRACTICUM COMPONENT

B.A.B.ED.II , SEM- IV

Sr. No.	Course Code	Title	Credits	Min Marks (for Passing)	Marks
1.	CC-P 401	Simulated Teaching Workshop- 1+1 lesson each method	1	13	25
4.	CC-P 402	Workshop on Models of Teaching	1	13	25
5.	CC-P 403	School Internship(4 Weeks)	4	50	100
Total					150

(C)

Sr.No.	Course Code	Title	Credits	Marks	Min Marks (for Passing)
1.	CC-P 305	Assignment	2	10	25
2.		Viva		30	
3.		End Examination		10	

(A) + (B) + (C) = Total

1000 + 150 + 50 = 1200

B. A. B. Ed. Four year integrated course
Second Year- III Semester

CC-T-104 - Understanding Disciplines and Subject

Contact Hours: 02 Hours Per week	Total Marks: 100
Credit: 02	External Assessment: 60
Total Instructional Hours : 30	Internal Assessment: 40

Course Objectives-

1. To enable student teachers to reflect on the nature and role of disciplinary knowledge in the school curriculum.
2. To enable student teachers to know different disciplinary areas.
3. To enable student teachers to know the changing scenario in the disciplinary areas.
4. To enable student teachers to know the changing role of a teacher.

Unit-1 Disciplinary knowledge –

(09 marks, 8 hrs.)

- a) Concept and meaning of Disciplinary knowledge.
- b) Nature and role of disciplinary knowledge in the school curricula.
- c) Paradigm shifts in the nature of disciplinary areas as social science, natural science, maths and linguistics.
- d) Concept and role of a discipline according to John Dewey, plato, swami vivekanand and M. K. Gandhi.

Unit-2 Need of teaching discipline

(09 marks, 8 hrs.)

- a) Need of teaching western science ,maths and philosophy in school and college.
- b) Science and maths –Vehicles of national development.
- c) Co-relation between discipline and school subject.
- d) Procedure to design of school subjects.
- e) Changing role of a teacher

Unit -3 Interdisciplinary nature of school subject-

(08 marks, 7 hrs.)

- a) Concept and meaning of interdisciplinary nature of school subject.
- b) Approaches of disciplines- multidisciplinary, interdisciplinary, and trans disciplinary
- c) Difference between interdisciplinary knowledge and multidisciplinary knowledge
- d) Need of learner oriented school curricula.

Unit -4 Understanding hospitality and horticulture**(09 marks, 7 hrs.)**

- a) Concept and meaning of hospitality.
- b) Multiculturalism in hospitality and legal aspects of hospitality management.
- c) Multicultural and international issues in hospitality.
- d) Concept, scope and importance of horticulture.
- e) Branches of horticulture and its classification.
- f) Importance of horticulture in poverty reduction.
- g) National and state level agencies involved in horticultural development.

Sessional work- (any one of the following)**(15 marks)**

1. Prepare a presentation on hospitality management.
2. Prepare a layout of nutrition garden.
3. Visit to private orchards and cold storage unit and make a report.
4. Seminar on 'socio cultural perspective of mathematics.
5. Prepare a presentation on 'Difference between disciplinary knowledge and integrated curriculum.

References-

- Deng, z. (2013) School subjects and academic disciplines. In. A. Luke , A. Woods, and K. Weir (Eds) curriculum, Syllabus design and equity. A Primer and model- Routledge .
- Goodson, I. F, and Marsh , C. J. (2005) Studying school subjects. A guide .Routledge.
- Parekh , B. C. (2000) Rethinking multiculturalism ,cultural diversity and political theory (pp . 213-230) palgrave.
- Jitendrasingh (2006)Basic horticulture , Kalyani Publishers, New Delhi.
- Adams C. R and M.P. Early. (2004)Principles of horticulture . Butterworth – Heinemam, oxford university press.

CC-T-105 - Yoga Education

Total Credit : 02

External Examination : 50

Total Marks :50

**Record of activities (Work book
and Practical File to be**

**Total Hours : 30 (per week 3 hrs)
maintained)**

Objectives

The Student teacher will be able to :

1. Define the concept of Yoga
2. Know the Yoga practices for healthy living
3. Know relationship between Yoga & Physical Development

Course Content

**Unit - 1 Introduction to Yoga and Yoga
practices**

- a. Meaning and Definitions of Yoga
- b. Principles of Yoga and yogic practices (Do's & don'ts)
- c. Introduction to schools of Yoga
- d. Introduction to Yoga texts : Astanga Yoga of Patanjali

Unit - 2 Yoga and Health

- a. Concept dimensions of health
- b. Potential causes of ill health according to Yoga
- c. Yoga as a preventive and promotive health care for holistic health and wellness

Unit - 3 Applied Yoga for Secondary Education

- a. Yoga practices for concentration development
- b. Yoga practices for memory development
- c. Yoga practices for eye sight improvement
- d. Yoga practices for voice culture

Unit - 4 Yoga and Physical Development

- a. Yoga practices for Physical flexibility
- b. Yoga practices for Physical stamina
- c. Yoga practices for Physical endurance
- d. Yoga practices for increasing lung capacity

Reference

Yoga Education for Bachelor's Degree in Education, National Council for Teacher Education, New Delhi, June 2015

Yoga Education for Diploma in Elementary Education, NCTE, New Delhi, June 2015 (Available on-line)

B. A. B. Ed. Four year integrated course
B.A.B.ED II - III Semester
ABILITY ENHANCEMENT COMPULSORY COURSE
(AECC) (CBCS)

AECC- III ENGLISH FOR COMMUNICATION
(Compulsory English)
(June 2026 Onwards)

Course Objectives:

1. To enable the students to develop communication skills in English, both oral and written.
2. To equip the students with the language skills for use in their personal, academic and professional lives.
3. To develop the students essential employability skills.
4. To help the students to enter the job market with confidence and the ability to work effectively.
5. To help the students to learn and practice both language and soft skills.
6. To encourage the active involvement of the students in learning process.
To enable the students to cultivate a broad, human and cultured outlook

CONTENTS

Semester III

Module I

- A) Oral Skills
- B) A Real Good Smile – **Bill Naughton**
- C) Mending Wall – **Robert Frost**

Module II

- A) Conversation Skills
- B) The Highway – **Ray Bradbury**

Module III

- A) Developing Writing Skills
- B) Whitewashing the Fence – **Mark**

Twain

Module IV

- A) Father Returning Home –**Dilip Chitre**
- B) There is a Garden in Her Face – **Thomas Campion**

B.A.B.ED II
ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)
ENGLISH FOR COMMUNICATION
(Compulsory English)
PATTERN OF QUESTION PAPER (June 2026 Onwards)

Semester III (Paper C)

Total Marks: 60

Q. No	Sub Q.	Type of Question	Based on	Marks
Q. 1	A.	Four multiple choice questions with four alternatives to be set	Prose and Poetry	04
	B.	Answer in one word/phrase/sentence each.	Prose and Poetry	04
Q.2	A.	Answer the following questions in 3-4 sentences each. (3 out of 5)	3 on Prose and 2 on Poetry	06
	B.	Write Short Notes on the following in about 7-8 sentences each. (2 out of 3)	1 on Prose and 2 on Poetry	08
	C.	Two different Vocabulary Exercises to be set for 1 mark each	Prose and Poetry	02
Q.3	A.	Question to be set on ORAL SKILLS	Module I A	04
	B.	Question to be set on ORAL SKILLS	Module I A	05
Q.4	A.	Question to be set on CONVERSATION SKILLS	Module II A	04
	B.	Question to be set on CONVERSATION SKILLS	Module II A	04
Q.5	A.	Question to set on DEVELOPING WRITING SKILLS	Module III A	05
	B.	Question to set on DEVELOPING WRITING SKILLS	Module III A	04

शिवाजी विद्यापीठ ,कोल्हापूर
बीएबीएड भाग- II ,सेमिस्टर -III
अभ्यासक्रम

अभ्यास पत्रिका क्रमांक DSC - III - नाटक
साहित्यकृती : देवबाबळी - प्राजक्त देशमुख

उद्दिष्टे

1. नाटक या वाङ् मय प्रकाराचे स्वरूप विशेष माहिती होईल .
2. मराठी नाटकाची परंपरा, प्रेरणा व प्रवृत्ती समजून घेणे.
3. मराठी संगीत नाटकाची परंपरा माहित होईल.
4. आधुनिक वाङ्मयातील संत परंपरेचा अन्वयार्थ ज्ञात होईल.
5. नाट्यसंहिता आणि प्रयोगरूप यांचा अनुबंध अभ्यासता येईल.
6. अभिवाचन कौशल्य विकसित होईल.

विभाग 1. घटक -नाटक वाङ् मय प्रकार: संकल्पना व स्वरूप.

देव बाभळी नाटक आशयसूत्रे व कथानक 15 तासिका

विभाग 2. देव बाभळी -घटक-पात्रे, घटना, प्रसंग, संवाद व संघर्ष. 15 तासिका

विभाग 3. देव बाभळी -नाट्य विशेष व भाषिक विशेष. 15 तासिका

विभाग 4. उपयोजित मराठी- अभिवाचन

1. अभिवाचन -संकल्पना व स्वरूप

2. अभिवाचनाचा उद्देश

3. अभिवाचनाकरिता पूरक साधने

4. अभिवाचनासाठी आवश्यक गुण

5. कथा ,कविता, नाटक ,कादंबरी इत्यादीचे प्रात्यक्षिकासह अभिवाचन

प्रश्नपत्रिका चे स्वरूप व गुण विभागणी एकूण गुण 40

प्रश्न 1. बहुपर्यायी प्रश्न वस्तुनिष्ठ योग्य पर्याय निवडा गुण -8

प्रश्न 2. वरील विभाग 1 अंतर्गत विकल्पासह दीर्घोत्तरी प्रश्न दोन पैकी एक गुण-8

प्रश्न 3. विभाग दोन अंतर्गत विकल्पासह दीर्घोत्तरी प्रश्न दोन पैकी एक गुण -8

प्रश्न 4. विभाग तीन अंतर्गत थोडक्यात उत्तरे लिहा तीन पैकी दोन गुण-8

प्रश्न 5. विभाग चार वरील लघुत्तरी प्रश्न /टिपा लिहा (चार पैकी दोन) गुण-8

B.A.B.ED II
(Discipline Specific Core) (DSC-C5)
English (Paper III) (Semester III)
LITERATURE AND CINEMA (CBCS)

Course Objectives:

1. To introduce film and its relationship to literature to the students
2. To acquire film literacy through a working knowledge of basic film terminology
3. To develop critical approaches to engage with film adaptations
4. To establish a clear understanding of literature through film adaptations of literary texts
5. To introduce the students to the issues and practices of cinematic adaptations

Detailed Syllabi
June 2026 Onwards

Module I

Theories of Adaptation

Module II

Adaptation as Interpretation

Module III

William Shakespeare's *Comedy of Errors* and its Adaptation *Anoor* (dir. Gulzar, 1982)

Module IV

William Shakespeare's *Comedy of Errors* and its Adaptation *Anoor* (dir. Gulzar, 1982)

Division of Teaching: 4 Modules X 15 Periods = 60 Periods

Prescribed Texts:

Shakespeare, William. *The Comedy of Errors*, ed. Wells (Oxford, 1995).

William Shakespeare's *Comedy of Errors* and its Adaptation *Anoor* (dir. Gulzar, 1982)

Suggested Reading:

Linda Hutcheon, 'On the Art of Adaptation', *Daedalus*, vol. 133, (2004).

Thomas Leitch, 'Adaptation Studies at Crossroads', *Adaptation*, 2008, vol.1, no.1, pp. 63–77.

Poonam Trivedi, 'Filmi Shakespeare', *Litfilm Quarterly*, vol. 35, issue 2, 2007.

Tony Bennett and Janet Woollacott, 'Figures of Bond', in *Popular Fiction: Technology, Ideology, Production, Reading*, ed. Tony Bennet (London and New York: Routledge, 1990).

Deborah Cartmell and Imelda Whelehan, eds., *The Cambridge Companion to Literature on Screen* (Cambridge: Cambridge University Press, 2007).

John M. Desmond and Peter Hawkes, *Adaptation: Studying Film and Literature* (New York: McGraw-Hill, 2005).

Linda Hutcheon, *A Theory of Adaptation* (New York: Routledge, 2006).

J.G. Boyum, *Double Exposure* (Calcutta: Seagull, 1989).

B. Mcfarlens, *Novel to Film: An Introduction to the Theory of Adaptation* (Clarendon University Press, 1996).

B.A.B.ED II
(Discipline Specific Core)
(DSC-C5)
English (Paper II)(Semester III)
LITERATURE AND CINEMA (CBCS)
June 2026 Onwards
Pattern of Question Paper

Marks: 60

- Q1. A) Five multiple choice questions with four alternatives (5)
B) Answer the following questions in one word/ phrase/sentence each.
(Q. 1 A and B to be set on Module III and IV) (5)
- Q.2. Answer the following questions in about 250-300 words (10)
- Q.3. (A or B on Module I and II)
- Q.4. Answer the following questions in about 250-300 words (10)
- Q.5. (A or B on Module III and IV)
- Q.6. Write Short Notes in about 100-150 words each (4 out of 6) (20)
- Q.7. (three to be set on Module I, II, and three on Module III, IV)

Suggestions for Q.3 and Q.4:

- A film/book review of the prescribed film/text
- Comparative study of the text and film adaptation based on technique, cinematic liberty, distortion, plot, characterization, language, theme, etc.
- From page to stage difference between the textual aesthetics and film aesthetics
- Questions based on the theory of adaptation
- Structural elements of the text and the film
- Questions based on text and context

B.A.B.ED II
(Discipline Specific Core) (DSC-C6)
English (Paper IV)(SemesterIII)
PARTITION LITERATURE
(CBCS)

Course Objectives:

- To create an awareness of the partition scenario among the students
- To explain the hidden human dimensions of the partition to the students
- To elaborate on the impact of partition on society

Detailed Syllabi
June 2026 onwards

Module I

Partition: Causes and Effects

Module II

Communal conflicts and Violence

Module III

Khushwant Singh's *A Train to Pakistan*

Module IV

Khushwant Singh's *A Train to Pakistan*

Division of Teaching: 4 Modules X 15 Periods = 60

Periods Prescribed Text:

Singh, Khushwant. *A Train to Pakistan*. New Delhi: Ravi Dayal Publishers, 1956.

Suggested Reading:

Ritu Menon and Kamala Bhasin, 'Introduction', in *Borders and Boundaries* (New Delhi: Kali for Women, 1998).

Sukirta P. Kumar, *Narrating Partition* (Delhi: Indialog 2004).

Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India* (New Delhi: Kali for Women, 2000).

More, D.R. *The Novels on the Indian Partition*, Jaipur, Shruti Publication, 2008.

Sigmund Freud, 'Mourning and Melancholia', in *The Complete Psychological Works of Sigmund Freud*, tr. James Strachey (London: Hogarth Press, 1953) pp.3041-53.

Beniwal, Anup. *Representing Partition: History, Violence and Narration*. Delhi: Shakti Book House. 2005.

Bhalla, Alok. *Partition Dialogues: Memories of a Lost Home*. New Delhi: Oxford University Press. 2006.

Sharma, V.P. "Communalism and its Motifs in three Post Independence Novels: Khushwant Singh's *A Train to Pakistan*, Bhisham Sahni's *Tamas* and Chaman Nahal's *Azadi*," *Recent Indian English Literature*. Ed. S.D. Sharma, Karnal: Natraj Publishing House, 1998. Print.

Shyam. M. Asnani. "The Theme of Partition in the Indo-English Novel." *New Dimensions of Indian English Novel*. New Delhi: Doaba House Publication, 1988.38-50. Print.

B.A.B.ED II
(Discipline Specific Core) (DSC-C6 and C30)

Semester III (Paper IV) and Semester IV (Paper IV)
PARTITION LITERATURE(CBCS)
June 2026 Onwards

Pattern of Question Paper for (Paper IV) and (Paper IV)

- Q.1. A) Multiple Choice Questions with four alternatives. (5)
B) Answer the following questions in one word/ phrase/sentence each. (5)
C) (Q.1 A and B to be set on Module III and IV)
- Q.2. A) Answer the following question in about 250-300words. (10)
OR
B) Answer the following question in about 250-300words. (10)
C) (A and B to be set on Module I and II)
- Q.3. A) Answer the following question in about 250-300words. (10)
OR
B) Answer the following question in about 250-300words. (10)
C) (A and B to be set on Module III and IV)
- Q.4 A) Write short notes in about 100-150words each: (4 out of 6) (20)
(3 to be set on Module I and II and 3 to be set on Module III and IV)

SHIVAJI UNIVERSITY, KOLHAPUR

HISTORY Syllabus

B.A.B.ED - II

SEMESTER - III

PAPER III- HISTORY OF MODERN MAHARASHTRA (1900 to 1960)

(CHOICE BASED CREDIT SYSTEM – (CBCS)

Credits: 04 (introduced from June 2026)

The first sixty years of 20th century was a period of great upheaval in Maharashtra. The events and changes that took place during this period made a lasting impact on the polity, society and economy of the region. The identity of Maharashtra region was forged during this period. This course introduces the students to the key historical events and transformations which have played an important role in making of modern Maharashtra

After studying the course the student will be able to...

- CO1. Understand the beginnings and growth of nationalist consciousness in Maharashtra
- CO2. Explain the contribution of Maharashtra to the national movement
- CO3. Give an account of various movements of the peasants, workers, women and backward classes
- CO4. Know the background and events which led to the formation of separate state of Maharashtra.

MODULE-1 Rise and Growth of Nationalism

- a) Rise of Nationalism 15
- b) Contribution of Gopal Krishna Gokhale
- c) Contribution of Lokmanya Tilak

MODULE -2 Role of Maharashtra in the National Movement

- a) Revolutionary Movement 15
- b) Non-Cooperation Movement
- c) Civil Disobedience Movement with special reference to the uprising in Solapur
- d) Quit India Movement with special reference to Prati Sarkar Movement

MODULE -3 Social Movements

- a) Peasants and Workers 15
- b) Women's rights
- c) Emancipation of Backward Classes

MODULE -4 Samyukta Maharashtra Movement

- a) Background 15
- b) Contribution of the Samyukta Maharashtra Samiti
- c) Events leading to the formation of Maharashtra State

Readings:

- Sukhatankar B R, Nineteenth Century history of Maharashtra, Shubadha- Saraswati Prakashan,1988
- Lederle Mathew, Philosophical Trends in Modern Maharashtra, Popular Prakashan, Bombay, 1976.
- Masselos J.C., Towards Nationalism, Group Affiliations and the Politics Associations Nineteenth Century Western India, Popular Prakashan, Bombay, 1974.
- Dhanagare, D. N. (1990), 'Shetkari Sanghatana: The Farmers' Movement in Maharashtra — Background and Ideology', Social Action, Vol. 40
- Doctor, A.H. Low caste protest movements in 19th and 20th century Maharashtra: A study of Jotirao Phule and B.R. Ambedkar, Indian Journal of Social Science. 4(2); 1991; 199-222

SHIVAJI UNIVERSITY, KOLHAPUR
B.A.B.ED - II
SEMESTER - III
PAPER IV: HISTORY OF INDIA (1757-1857)
(CHOICE BASED CREDIT SYSTEM – (CBCS)
 Credits: 4 (introduced from June 2019)

This course will acquaint the students with the history of India under British rule. It will help the students to understand how the East India Company established and consolidated its rule in India. They will know about the impact of colonial rule on the Indian Economy. It will also familiarize the students with the revolts against the company rule.

After studying this course, the student will...

- CO1. Acquaint himself with significant events leading to establishment of the rule of East India Company
- CO2. Know the colonial policy adopted by the company to consolidate its rule in India
- CO3. Understand the structural changes initiated by colonial rule in Indian economy.
- CO4. Explain the various revolts against rule of the East India Company.

Module- 1	Establishment of Company rule in India	15
	a) Causes for establishment of Company rule	
	b) Struggle with Native Powers (Bengal and Mysore)	
	c) Struggle with Marathas	
Module -2	Making of a Colonial Policy	15
	a) Dual Government –Robert Clive	
	b) Subsidiary Alliance - Lord Wellesley,	
	c) Doctrine of Lapse - Lord Dalhousie,	
Module -3	Making of a Colonial Economy	15
	a) Land revenue settlements- (<i>Permanent Settlement, Ryotwari, Mahalwari</i>)	
	b) De-industrialization	
	c) Drain of Wealth	
Module -4	Revolts against Company Rule	15
	a) Tribal Revolts	
	b) Revolt of 1857	
	c) Queen's Proclamation of 1858 and its effects	

Readings:

- Bandyopadhyay, S. From Plassey to Partition. Delhi: Orient Longman, 2004.
- Bose, S and Ayesha Jalal. Modern South Asia: History, Culture, Political Economy. New Delhi: OUP, 1998
- Chandra, B. Nationalism and Colonialism in Modern India. Delhi: Orient Longman, 1996.
- Habib, I. Indian Economy 1757-1857: A People's History of India Series. Vol.

25. Delhi, Tulika Books, 2013

- Habib, I. Indian Economy 1858-1914: A People's History of India. Vol. 28.

New Delhi: Tulika Books, 2006

- Grover B. L. and Mehta Alka- A New Look at Modern Indian History –
- Majumdar, Ray Choudhary, Datta- An Advanced History of India –
- Prasad, Ishwari and Subedar. - A History of Modern India
- Chhabra, G.S.-An Advanced Study in the History of Modern India, Vol. I, II, III
- Tara Chand - History of Freedom Movement in India – Four Volumes
- Chakravarty, Subhash, The Raj Syndrome: A study in Imperial Perceptions, 1989
- Cohn, B., Colonialism and its Forms of Knowledge, Princeton, New Jersey, Princeton University Press, 2001
- Stokes, Eric, The Peasant Armed: The Indian Rebellion of 1857, (ed.) Bayly, C.A, New Delhi, Oxford University Press, 1986
- Mukherji, Ramakrishna: The Rise and Fall of the East India Company
- S.C. Sarkar: The Bengal Renaissance (हिंदी- बिंगाल का नवजागरण)
- R.C. Mazumdar, H.C. Raychaudhuri and Kalikinkar, Datta: An Advanced History of India (हिंदी- भारत का बृहद इतिहास)

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NEW/REVISED SYLLABUS FOR
B. A.Part-II / B. A. B. Ed.
(Introduced from June, 2023 onwards)
DSC – D 19 (Course / Paper No. III)
Geography (Soil Geography)
Semester -III

Module Teaching	Hours	Credits
Module I: Basics of Soil Geography	10	0.75
1.1 Definition, Nature and Scope of Soil Geography		
1.2 History of Soil Geography and Pedology		
1.3 Significance of Soil Geography		
Module II: Soils: Formation and Properties	16	01
1.1 Jenny's Factorial Model of Soil Formation: Parent Material, Biotic, Climatic, Relief and Time factor.		
1.2 Process of Soil Formation: Physical, Biotic and Chemical.		
1.3 Physical Properties of Soils: Morphology, Texture, Structure, Water, Air and Temperature.		
1.4 Chemical Properties of Soils: pH, Organic Matter, NPK (Nitrogen, Phosphorous and Potassium).		
Module III: Soils: Classifications and Distribution	16	01
3.1 Genetic Classification of Soils		
3.2 Soil Characteristics and Major Soils Distribution in Maharashtra		
3.3 Soil Degradation: Concept, Causes, Consequences and Measures		
Module IV: Soil Analysis	12	01
4.1 Soil Profile		
4.2 Soil Sample: Tools		
4.3 Soil Analysis: Saline and Alkaline		
4.4 Vermicomposting Process		
Module V: Practical	06	0.25
5.1 Draw Soil Profile of local area		
5.2 Calculate soil properties with soil meter: pH, light, moisture		
5.3 Calculate NPK soil properties of local area.		

REFERENCES

1. Backman, H.O and Brady, N.C.(1960.)The Nature and Properties of Soils, Mc Millan NewYork.
2. Bennet, Hugh H.: Soil Conservation, McGraw Hill, New York .
3. Bunting, B.T.(1973) The Geography of Soils, Hutchinson, London.
4. Chairas, D. D., Reganold, J. P., and Owen, O. S., (2002): National Resource Conservation and Management for a Sustainable Future, 8th edition, Prentice Hall, Englewood Cliffs.
5. Clarke G.R.(1957) Study of the Soil in the Field, Oxford University Press, Oxford.
6. Daji, J. A., (1970): A Text Book of Soil Science, Asia Publishing House, London.
7. Foth H.D. and Turk, L.M.(1972) Fundamentals of Soil science, John Wiley, New York. 8. GovindaRajan, S.V. and Gopala Rao, H.G.(1978) Studies on Soils of India Vikas, New Delhi.
9. MathurNeeru, (2012): Soils, Rajat Publications, New Delhi-02 (India).
10. Mc. Bride, M.B.(1999)Environmental Chemistry of Soils, Oxford University Press, New York. 11. Morgan, R. P. C., (1995): Soil Erosion and Conservation, 2nd edition, Longman, London.
12. Nye, P.H. and Greene, D.J.(1960)The Soil under Shifting Cultivation Commonwealth Bureau of Soil Science, Technical Communication, No. 51; Harpenden, England.
13. Plaster, E. J., (2009): Soil Science and Management, Cengage Learning, Boston.
14. Raychoudhuri, S.P., (1958): Soils of India, ICAR, New Delhi.
15. Russell, Sir Edward J.:(1961) Soil Conditions and Plant Growth, Wiley, New York.
16. Sarkar, D., (2003): Fundamentals and Applications of Pedology, Kalyani Publishers, New Delhi. Sehgal, J., (1996): Pedology: Concepts and Applications, Kalyani Publishers,

NEW/REVISED SYLLABUS FOR
B. A.Part-II / B. A. B. Ed.
(Introduced from June, 2023 onwards)
DSC – D 20 (Paper No. IV)
Geography (Resource Geography)
Semester – III

Module	Teaching Hours	Credits
Module I: Introduction to Resource Geography	10 Lectures	0.75
1.1 Definition and Scope of Resource Geography		
1.2 Resource: Concept and Classification		
1.3 Importance of Resource Geography		
Module II: Major Resources	15 Lectures	01
2.1 Water Resources: Distribution, Utilization and Problems		
2.2 Forest Resources: Distribution, Utilization and Problems		
2.3 Energy Resources: Distribution, Utilization and Problems		
2.4 Human Resources: Distribution, Utilization and Problems		
Module III: Sustainable Resource Development	15 Lectures	01
3.1 Concept of Sustainable Resource Development		
3.2 Sustainable Natural Resource Development: Water, Forest and Energy		
3.3 Sustainable Human Resource Development		
Module IV: Sustainable Resource Development in India	12 Lectures	01
4.1 Need of Sustainable Resource Development in India		
4.2 Management for Sustainable Natural Resource Development: Water, Forest and Energy		
4.3 Management for Sustainable Human Resource Development		
Module V: Practical (Theory Only)	08 Lectures	0.25
4.1 Proportional Circle		
4.2 Choropleth Map		

4.3 Dot Map

4.4 Isopleth Map

References :

1. Cutter S. N., Renwick H. L., and Renwick W., (1991): Exploitation, Conservation, Preservation: A Geographical Perspective on Natural Resources Use, John Wiley and Sons, New York.
2. Gadgil M. and Guha R., (2005): The use and Abuse of Nature: Incorporating This Fissured Land: An Ecological History of India and Ecology and Equity, Oxford University Press, USA.
3. Holechek J. L. C., Richard A., Fisher J. T. and Valdez R., (2003): Natural Resources: Ecology, Economics and Policy, Prentice Hall, New Jersey.
4. Jones G. and Hollier G., (1997): Resources, Society and Environmental Management, Paul Chapman, London.
5. Klee G., (1991): Conservation of Natural Resources, Prentice Hall, Englewood.
6. Mather A. S. and Chapman K., (1995): Environmental Resources, John Wiley and Sons, New York.
7. Mitchell B., (1997): Resource and Environmental Management, Longman Harlow, England..
8. Owen S. and Owen P. L., (1991): Environment, Resources and Conservation, Cambridge University Press, New York.
9. Rees J., (1990) Natural Resources: Allocation, Economics and Policy, Routledge, London.
10. Zrlu Senyucel, Managing the Human Resource in the 21st Century.
11. George W., B., and Scolt, (2013): Principles of Human Resource Management, Cengage.
12. Chiras, D.D., Reganold, J.P. 2009. Natural Resource Conservation: Management for a Sustainable Future, 10th ed, Pearson.
13. Gregory, D., Johnston, R., Pratt, G., Watts, M., Whatmore, S. (Eds) 2009. The Dictionary of Human Geography, 5th ed, Wiley.
14. Mather, A.S., Chapman, K. 1995. Environmental Resources, John Wiley and Sons.

SHIVAJI UNIVERSITY, KOLHAPUR

B.A.B.ED-II

SEMESTER - III

IDS PAPER I: SOCIAL REFORMS IN INDIA

(CHOICE BASED CREDIT SYSTEM – (CBCS)

Credits: 04 (introduced from June 2026)

This course is conceived to introduce the students to the social and religious change in India expressed in various social reform movements. Students will explore the significance and impact of prominent social and reform movements. It will help the students to understand how the ideals of rationalism, humanism and universalism were encouraged by the Indian social reformers. The course will attract students from a wide variety of social science disciplines.

After completion of the course, the student will be able to ...

CO1. Understand the salient features of prominent socio-religious reform movements

CO2. Explain the thought and work of Mahatma Phule for radical transformation of Indian society

CO3. Know the measures taken by Rajashri Shah Maharaj for emancipation of lower classes and women

CO4. Understand the thoughts of Ambedkar on the annihilation of the caste system and untouchability in India

CO5. Know how the Indian constitution embodies the values of social justice and equality

MODULE-1 Socio-Religious Reform Movements

- a) Raja Ram Mohan Roy and Brahmo Samaj 15
- b) Swami Dayanand Saraswati and Arya Samaj
- c) Swami Vivekanand and Ramakrishna Mission

MODULE-2 Mahatma Phule

- a) Educational and Social Work 15
- b) Satyashodhak Samaj
- c) Thoughts of Mahatma Phule (with special reference to *Shetkaryancha Asud* and *Gulamgiri*)

MODULE-3 Rajashri Shahu Maharaj

- a) Educational and Social upliftment of lower classes 15
- b) Women's Rights
- c) Hostel Movement

MODULE-4 Dr Babasaheb Ambedkar

- a) Thoughts on Annihilation of Caste 15
- b) Mahad Incident and the Temple entry movement
- c) Social Justice and Indian Constitution

Readings:

- Kenneth W. Jones, Socio-religious reform movements in British India, Cambridge University Press, 1994
- David Kopf, The Brahmo Samaj and the Shaping of the Modern Indian Mind, Princeton, 1979
- Amiya P. Sen , Social and Religious Reform, Oxford University Press, 2005
- J.T.F. Jordens, Dayananda Saraswati, Oxford University Press, Delhi, 1997
- Kopf, The Brahmo Samaj and Shaping of the Modern India, Princeton University press, 1979.
- Rosalind O Hanlon, Caste Conflict and Ideology: Mahatma Jotirao Phule and low caste protest in nineteenth century western India, South Asia Publication CUP, 1985
- Salunkhe, P.B. and Mali M.G; “Chhatrapati Shahu the Pillar of Social Democracy” ; Education Department Government of Maharashtra, Gargoti, Kolhapur, 1994.
- Sarkar Sumit: “Bibliographical Survey of Social Reform Movements in the Eighteenth and Nineteenth centuries”, Indian Council of Historical Research, New Delhi, 1975.
- Vaidya, G.N, “Shahu Chhatrapati- Ruler and a Revolutionary”, Shivaji

University,

- Suraj Yengade, Anil Teltumbde, (ed.), The Radical in Ambedkar, Penguin Random House India, 2018
- Babasaheb Ambedkar, Annihilation Of Caste, Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 1, Education Department, Government of Maharashtra, 2016
- Chavan Sheshrao, The Constitution of India: Role of Dr. B.R. Ambedkar— Legend and Reality, Atlantic, 2014.

Shivaji University, Kolhapur

B.A.B.ED (Part II) Semester III (CBCS Pattern)

Introduced from June, 2026 Onwards

i. Paper :1

ii. Title of paper : FOUNDATIONS OF HUMAN DEVELOPMENT (I.D.S.)

iii. Specific objectives :

1. To acquaint the students with processes of change and stability through about the human lifespan.
2. To introduce the birth process.
3. To recognize characteristics of the infant & babyhood.
4. To acquaint the students physical development in babyhood.
5. To recognize the common physical hazards of babyhood.
6. To introduce characteristics of the childhood.
7. To acquaint the students emotions of early childhood.
8. To recognize the physical & psychological hazards of late childhood.

iv. Module

No. of credits

Module-1: About Human Development

01

Module-2: Conceiving New Life

01

Module- 3: Infancy and Babyhood

01

Module-4: Childhood

01

V. Equivalence

Old Paper	New Paper
Human Development (I.D.S.)	Foundations of Human Development(I.D.S.)

Recommended reading**a) Basic Reading.:**

1. Hurlock, Elizabeth B. (1980). Developmental Psychology- A Life -span Approach, Fifth edition 8th 1989, Reprint.
New Delhi: Tata McGraw-Hill Publishing Company Ltd.
2. Papalia, Diane E., Olds, Sally Wendkos, (1992). Human Development, 5" edition, second reprint 1996, New Delhi: Tate McGraw-Hill Publishing Company Limited

b) References:

1. Berk, Laura E. (2007). Development Through the Lifespan - Third Edition, Low Price Edition, Pearson Education Inc.
2. Hurlock E. B. (2001): Developmental Psychology, A Life Span Approach, New Delhi: TMH Publishing Company Ltd.
3. Papalia, Diane E and Olds Sally Wendkas (2002). Human Development, 7th edition, Second print, New Delhi: Tata McGraw Hill Publishing Company Ltd.
4. Door Shikshan Kendra, Shivaji Vidyapeeth, (2008). Manavi vikas, Kolhapur: Kulsachiv, Shivaji University, Kolhapur.
5. Borude, Kumthekar, Desai, Golvilkar (2013). Vaikasik Manasshatra, dusari aavrutti, Pune: Vidyarthi Gruha Prakashan.
6. Kandalkar Leena (2000). Manav Vikas, Nagpur: Vidya Prakashan.
7. Vharadpande, Nalini (2001). Balvikas, Nagpur: Maharashtra Grantha Nirmiti Mandal
8. Jadhav, K.M. (2007). Manavi Vikasache Manasshstra, Punc: Dimond Publication.
9. Hirve, Tadsare (1997). Vaikasik Manasshstra, Kolhapur: Phadake Prakashan.

Shivaji University, Kolhapur

B.A. (Part II) Semester III (CBCS Pattern)

Foundations of Human Development (I.D.S.)

Revised Course Syllabus to Be Implemented From June, 2019 Onwards

Paper- I

Module - I About Human Development

1.1-Introduction to Human Development

1.2- Domains of Human Development

- a. Major Domains
- b. Periods of Life-span

1.3- Influences on Development

- a. Individual Differences
- b. Heredity
- c. Environment
- d. Maturation

1.4- Theoretical Perspectives

- a. Psychoanalytic Perspectives
- b. Learning Perspectives
- c. Cognitive Perspectives

1.5- Research Methods

- a. Sampling
- b. Forms of Data Collection

Module-II Conceiving New Life

2.1- How Fertilization Takes Place?

- a. Fertilization
- b. What Causes Multiple Births?
- c. What Determines Sex?

2.2- Prenatal Development

- a. Stages of Prenatal Development
- b. Environmental Influences
- c. Prenatal Care

2.3- The Birth Process

- a. Stages of Child Birth
- b. Methods of Delivery.

Module- III Infancy and Babyhood

- 3.1- Characteristics of Infancy
- 3.2- Major Adjustments of Infancy
- 3.3. Characteristics of Babyhood

3.4- Physical Development

3.5- Physical Hazards of Babyhood

Module-IV Childhood

4.1- Characteristics of Childhood

- a. Characteristics of Early Childhood
- b. Characteristics of Late Childhood

4.2- Emotions of Early Childhood

4.3- Factors Affecting the Self-Concept in Late Childhood

4.4- Hazards of Late Childhood

a. Physical Hazards

b. Psychological Hazards

Nature of Question Paper for semester III & IV (Paper I & II)

	Total Marks-60
Q.1) Select the correct alternative from the following	10
Q.2) Write Short Notes (any four out of six)	20
Q.3) A) Broad question	10
Or	
B) Broad question	
Q.4) A) Broad question	20
Or	
B) Broad question	

CC-P 301 Information and Communication Technology in Education

Total Credit : 02 Total Marks :50 Total Hours : 45 hours

Objectives

On completion of this course the students will be able to :

1. understand the fundamentals of ICT in education
2. apply ICT in Education
3. understand the computer and other e-technologies used in instructions and evaluation
- 4 .use of ICT to the conduct of the research and research communication.

Course Content

1. Prepare a note on ICT & its nature (own handwriting)
2. Use Word processor :*MS Word* and write a leave letter to your Principal. .(Print-out)
3. Use Spread sheet Package: *M.S Excel* and calculate Mean. .(Print-out)
4. Use Spread sheet Package: *M.S Excel* and calculate Median. .(Print-out)
5. Use Spread sheet Package: *M.S Excel* Graphs : bar graph ; pie chart etc.
6. Use presentation package :*MS-Power-Point* and prepare 10 to 12 slides on a topic of school content (Print handouts)
7. Prepare a note on Cyber- crime ,Cyber law (own handwriting)
8. Prepare a note on Virus scanning as a Utility software(own handwriting)
9. Use interactive white board(smart board) and teach for five minutes.

Essential Readings

- Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi
2. Conrad, Keri (2001). Instructional Design for Web based Training. HRD Press
 3. Crumlish Christian (1999). The Internet No Experience Required. BPB Publications: New Delhi
 4. Evant, M: The International Encyclopedia of Educational Technology.
 5. Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft Word for Beginners. NISCOM, CSIR: New delhi
 6. Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft Excel for Beginners. NISCOM, CSIR: New delhi
 7. Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft PowerPoint. NISCOM, CSIR: New delhi
 8. James,K.L. (2003). The Internet: A User's Guide. Prentice Hall of India Pvt.Ltd: New Delhi
 9. Lee, William W., Dianna, L. Owens, (2001) Multimedia based Instructional

design: Computer Based Training. Jossey-Bass

10. Sanders Donald, H. (1998). Computers Today. McGraw Hill Book Company: New Delhi
11. Sarkar, S.K. & Gupta, A.K.(1998). Elements of Computer Science. S.Chand & Company: New Delhi
12. Saxena Sanjay. (2000). A First Course in Computers. Vikas Publishing House Pvt.Ltd: New Delhi
13. Mishra, S.(Ed.) (2009). STRIDE Hand Book 08: E-learning. IGNOU:New Delhi. Available at

Web Addresses :

<http://www.librareis.psu.edu/>

<http://www.searchenginewatch.com>. (ALTA ViSTA, EXCITE, HOTBOT, INFOSEEK)

<http://www.teacher.net>.

शिवाजी विद्यापीठ ,कोल्हापूर
बीएबीएड भाग- II ,सेमिस्टर -III
अभ्यासक्रम
अभ्यास पत्रिका क्रमांक III - नाटक
साहित्यकृती : देवबाबळी - प्राजक्त देशमुख

उद्दिष्टे

- 1 नाटक या वाङ् मय प्रकाराचे स्वरूप विशेष माहिती होईल .
2. मराठी नाटकाची परंपरा, प्रेरणा व प्रवृत्ती समजून घेणे.
3. मराठी संगीत नाटकाची परंपरा माहित होईल.
4. आधुनिक वाग्मयातील संत परंपरेचा अन्वयार्थ ज्ञात होईल.
5. नाट्यसंहिता आणि प्रयोगरूप यांचा अनुबंध अभ्यासता येईल.
6. अभिवाचन कौशल्य विकसित होईल.

विभाग 1. घटक -नाटक वाङ् मय प्रकार: संकल्पना व स्वरूप.

देव बाभळी नाटक आशयसूत्रे व कथानक

15 तासिका

विभाग 2. देव बाभळी -घटक-पात्रे, घटना, प्रसंग, संवाद व संघर्ष.

15 तासिका

विभाग 3. देव बाभळी -नाट्य विशेष व भाषिक विशेष.

15 तासिका

विभाग 4. उपयोजित मराठी- अभिवाचन

1. अभिवाचन -संकल्पना व स्वरूप

2. अभिवाचनाचा उद्देश

3 अभिवाचनाकरिता पूरक साधने

4. अभिवाचनासाठी आवश्यक गुण

5. कथा ,कविता, नाटक ,कादंबरी इत्यादीचे प्रात्यक्षिकासह अभिवाचन

प्रश्नपत्रिका चे स्वरूप व गुण विभागणी

एकूण गुण 40

प्रश्न 1. बहुपर्यायी प्रश्न वस्तुनिष्ठ योग्य पर्याय निवडा

गुण -8

प्रश्न 2. वरील विभाग 1 अंतर्गत विकल्पासह दीर्घोत्तरी प्रश्न दोन पैकी एक

गुण-8

प्रश्न 3. विभाग दोन अंतर्गत विकल्पासह दीर्घोत्तरी प्रश्न दोन पैकी एक

गुण -8

प्रश्न 4. विभाग तीन अंतर्गत थोडक्यात उत्तरे लिहा तीन पैकी दोन

गुण-8

प्रश्न 5. विभाग चार वरील लघुत्तरी प्रश्न /टिपा लिहा (चार पैकी दोन)

गुण-8

शिवाजी विद्यापीठ कोल्हापूर
मराठी अभ्यास मंडळ
बीएबीएड भाग III सत्र -IV
अभ्यासक्रम पत्रिका क्रमांक - V -ललित गद्य
साहित्यकृती: चांदण्यात भिजायचं राहून जाऊ नये म्हणून!
लेखक -डॉ. आ. ह.साळुंखे

उद्दिष्टे

- 1 ललित गद्य या वाड.मय प्रकाराचे स्वरूप लक्षात येईल
2. ललित गद्य आणि इतर वाड.मयप्रकार यातील फरक सांगता येईल
3. मराठी ललित गद्याच्या परंपरेचे आकलन होईल.
4. ललित गद्यामधील अभिव्यक्ती रूपे व भाषाशैली यांचे विशेष सांगता येईल.
5. लेखक यांच्या लेखन प्रेरणा, विचारविश्व, जीवननिष्ठा व लेखन शैली समजून घेता येईल.
- 6 ललित कधी लेखनाचे कौशल विकसित होईल .

विभाग 1. घटक -ललित गद्य: संकल्पना व स्वरूप

चांदण्यात भिजायचं राहून जाऊ नये म्हणून!

लेख क्रमांक 1 ते 11.(आशय सूत्रे व वाड.मयीन विशेष)

विभाग 2. घटक-लेख क्रमांक 12 ते 20.(असे सूत्रे व वाड.मयीन विशेष)

विभाग 3. लेख क्रमांक 21 ते 29 (आशय सूत्रे व वाड.मयीन विशेष)

विभाग 4. उपयोजित मराठी

ललित गद्य लेखन कौशल्य

1. ललित गद्य स्वरूप व संकल्पना
 2. ललित गद्य विशेष
 3. ललित गद्याचे प्रकार
 - 1.आत्मपर,2.व्यक्तिचित्रण,3. चिंतनशील. 4.प्रवास वर्णन इत्यादीचे लेखन.
- वरील प्रकाराचे प्रात्यक्षिकासह लेखन.

प्रश्नपत्रिका चे स्वरूप व गुण विभागणी

	एकूण गुण 40
प्रश्न 1. बहुपर्यायी वस्तुनिष्ठ प्रश्न (योग्य पर्याय निवडा)	गुण 8
प्रश्न 2. विभाग एक वरील अंतर्गत विकल्पासह दीर्घोत्तरी प्रश्न (2 पैकी 1)	गुण 8
प्रश्न 3. विभाग दोन वरील अंतर्गत विकल्पासह (दोन दीर्घोत्तरी पैकी एक)	गुण 8
प्रश्न 4. विभाग तीन वरील थोडक्यात उत्तरे लिहा (3 तीन पैकी 2)	गुण 8
प्रश्न 5. विभाग चार वरील लघुत्तरी प्रश्न/टिपा लिहा (चार पैकी दोन)	
अंतर्गत मूल्यमापन	गुण 10
अहवाल लेखन.	

द्वितीय वर्ष (मानव्यशास्त्र विद्या शाखा) हिंदी (ऐच्छिक)

DISCIPLINE SPECIFIC ELECTIVE COURSE

सत्र- III, प्रश्नपत्र क्रमांक- III आधुनिक हिंदी गद्य साहित्य - I

शैक्षिक वर्ष 2023 -24 से प्रारंभ

(शैक्षिक वर्ष 2023-24, 2024-25, 2025-26)

(नवीन पाठ्यक्रम : सत्र परीक्षा श्रेणी तथा एन. ई. पी.2020 प्रणाली)

(New Syllabus : Semester, Credit & NEP 2020 System)

उद्देश्य -

- कहानी साहित्य का स्वरूप , तत्त्व एवं प्रकारों का अध्ययन कराना ।
- कथेतर साहित्य का अध्ययन कराना ।
- कथा और कथेतर साहित्य का वर्तमान प्रासंगिकता के साथ अध्ययन कराना ।

अध्यापन पद्धति -

- व्याख्यान एवं विश्लेषण ।
- संपादकों एवं विद्वानों से साक्षात्कार ।
- चर्चा एवं संगोष्ठी ।
- आई. सी. टी. का प्रयोग ।
- उदाहरण द्वारा पुष्टि एवं अतिथियों के व्याख्यान ।
- स्वाध्याय / परियोजना ।
- हिंदी के विविध विधाओं तथा विमर्शों का परिचय ।

पाठ्य पुस्तक - 'साहित्य विविधा' - संपादक , हिंदी अध्ययन मंडल, शिवाजी विश्वविद्यालय कोल्हापुर ,

Credit

इकाई I कहानी साहित्य -

1

1. एक टोकरी भरी मिट्टी - माधवराव सप्रे
2. दूध का दाम - प्रेमचंद
3. पोस्टमैन - शैलेश मटियानी

इकाई II कहानी साहित्य -

1

4. अपना रास्ता लो बाबा - काशिनाथ सिंह
5. जाँच अभी जारी है - ममता कालिया
6. दास्ताने कबुतर - कुसूम अंसल

SHIVAJI UNIVERSITY, KOLHAPUR
HISTORY Syllabus B.A.B.ED - II SEMESTER - III
PAPER III- HISTORY OF MODERN MAHARASHTRA (1900 to 1960)
(CHOICE BASED CREDIT SYSTEM – (CBCS)
Credits: 04 (introduced from June 2026)

The first sixty years of 20th century was a period of great upheaval in Maharashtra. The events and changes that took place during this period made a lasting impact on the polity, society and economy of the region. The identity of Maharashtra region was forged during this period. This course introduces the students to the key historical events and transformations which have played an important role in making of modern Maharashtra

After studying the course the student will be able to...

- CO1. Understand the beginnings and growth of nationalist consciousness in Maharashtra
- CO2. Explain the contribution of Maharashtra to the national movement
- CO3. Give an account of various movements of the peasants, workers, women and backward classes
- CO4. Know the background and events which led to the formation of separate state of Maharashtra.

MODULE-1 Rise and Growth of Nationalism

- d) Rise of Nationalism 15
- e) Contribution of Gopal Krishna Gokhale
- f) Contribution of Lokmanya Tilak

MODULE -2 Role of Maharashtra in the National Movement

- e) Revolutionary Movement 15
- f) Non-Cooperation Movement
- g) Civil Disobedience Movement with special reference to the uprising in Solapur
- h) Quit India Movement with special reference to Prati Sarkar Movement

MODULE -3 Social Movements

- d) Peasants and Workers 15
- e) Women's rights
- f) Emancipation of Backward Classes

MODULE -4 Samyukta Maharashtra Movement

- d) Background 15
- e) Contribution of the Samyukta Maharashtra Samiti
- f) Events leading to the formation of Maharashtra State

Readings:

- Sukhatankar B R, Nineteenth Century history of Maharashtra, Shubadha- Saraswati Prakashan,1988
- Lederle Mathew, Philosophical Trends in Modern Maharashtra, Popular Prakashan, Bombay, 1976.
- Masselos J.C., Towards Nationalism, Group Affiliations and the Politics Associations Nineteenth Century Western India, Popular Prakashan, Bombay, 1974.
- Dhanagare, D. N. (1990), 'Shetkari Sanghatana: The Farmers' Movement in Maharashtra — Background and Ideology', Social Action, Vol. 40
- Doctor, A.H. Low caste protest movements in 19th and 20th century Maharashtra: A study of Jotirao Phule and B.R. Ambedkar, Indian Journal of Social Science. 4(2); 1991; 199-222

NEW/REVISED SYLLABUS FOR
B. A.Part-II / B. A. B. Ed.
(Introduced from June, 2023 onwards)
DSC – D 19 (Course / Paper No. III)
Geography (Soil Geography)
Semester -III

Module Teaching	Hours	Credits
Module I: Basics of Soil Geography	10	0.75
1.4 Definition, Nature and Scope of Soil Geography		
1.5 History of Soil Geography and Pedology		
1.6 Significance of Soil Geography		
Module II: Soils: Formation and Properties	16	01
1.5 Jenny's Factorial Model of Soil Formation: Parent Material, Biotic, Climatic, Relief and Time factor.		
1.6 Process of Soil Formation: Physical, Biotic and Chemical.		
1.7 Physical Properties of Soils: Morphology, Texture, Structure, Water, Air and Temperature.		
1.8 Chemical Properties of Soils: pH, Organic Matter, NPK (Nitrogen, Phosphorous and Potassium).		
Module III: Soils: Classifications and Distribution	16	01
3.4 Genetic Classification of Soils		
3.5 Soil Characteristics and Major Soils Distribution in Maharashtra		
3.6 Soil Degradation: Concept, Causes, Consequences and Measures		
Module IV: Soil Analysis	12	01
4.5 Soil Profile		
4.6 Soil Sample: Tools		
4.7 Soil Analysis: Saline and Alkaline		
4.8 Vermicomposting Process		
Module V: Practical	06	0.25
5.4 Draw Soil Profile of local area		
5.5 Calculate soil properties with soil meter: pH, light, moisture		
5.6 Calculate NPK soil properties of local area.		

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9. Bennet, Hugh H.: Soil Conservation, McGraw Hill, New York .
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11. Chairas, D. D., Reganold, J. P., and Owen, O. S., (2002): National Resource Conservation and Management for a Sustainable Future, 8th edition, Prentice Hall, Englewood Cliffs.
12. Clarke G.R.(1957) Study of the Soil in the Field, Oxford University Press, Oxford.
13. Daji, J. A., (1970): A Text Book of Soil Science, Asia Publishing House, Londaon.
- 14.Foth H.D. and Turk, L.M.(9172) Fundamentals of Soil science, John Wiley, New York. 8.
GovindaRajan, S.V. and Gopala Rao, H.G.(9178) Studies on Soils of India Vikas, New Delhi.
11. MathurNeeru, (2012): Soils, Rajat Publications, New Delhi-02 (India).
12. Mc. Bride, M.B.(1999)Environmental Chemistry of Soils, Oxford University Press, New York. 11.
Morgan, R. P. C., (1995): Soil Erosion and Conservation, 2nd edition, Longman, London.
17. Nye, P.H. and Greene, D.J.(1960)The Soil under Shifting Cultivation Commonwealth Bureau of Soil Science, Technical Communication, No. 51; Harpender, England.
18. Plaster, E. J., (2009): Soil Science and Management, Cengage Learning, Boston.
19. Raychoudhuri, S.P., (1958): Soils of India, ICAR, New Delhi.
20. Russell, Sir Edward J.:(1961) Soil Conditions and Plant Growth, Wiley, New York.
21. Sarkar, D., (2003): Fundamentals and Applications of Pedology, Kalyani Publishers, New Delhi.
22. Sehgal, J., (1996): Pedology: Concepts and Applications, Kalyani Publishers, New Delhi.

NEW/REVISED SYLLABUS FOR
B. A.Part-II / B. A. B. Ed.
 (Introduced from June, 2023 onwards)
DSC – D 20 (Paper No. IV)
Geography (Resource Geography)
Semester – III

Module	Teaching Hours	Credits
Module I: Introduction to Resource Geography	10 Lectures	0.75
1.4 Definition and Scope of Resource Geography		
1.5 Resource: Concept and Classification		
1.6 Importance of Resource Geography		
Module II: Major Resources	15 Lectures	01
2.5 Water Resources: Distribution, Utilization and Problems		
2.6 Forest Resources: Distribution, Utilization and Problems		
2.7 Energy Resources: Distribution, Utilization and Problems		
2.8 Human Resources: Distribution, Utilization and Problems		
Module III: Sustainable Resource Development	15 Lectures	01
3.4 Concept of Sustainable Resource Development		
3.5 Sustainable Natural Resource Development: Water, Forest and Energy		
3.6 Sustainable Human Resource Development		
Module IV: Sustainable Resource Development in India	12 Lectures	01
4.4 Need of Sustainable Resource Development in India		
4.5 Management for Sustainable Natural Resource Development: Water, Forest and Energy		
4.6 Management for Sustainable Human Resource Development		
Module V: Practical (Theory Only)	08 Lectures	0.25
4.5 Proportional Circle		
4.6 Choropleth Map		

4.7 Dot Map

4.8 Isopleth Map

References :

10. Cutter S. N., Renwick H. L., and Renwick W., (1991): Exploitation, Conservation, Preservation: A Geographical Perspective on Natural Resources Use, John Wiley and Sons, New York.
11. Gadgil M. and Guha R., (2005): The use and Abuse of Nature: Incorporating This Fissured Land: An Ecological History of India and Ecology and Equity, Oxford University Press, USA.
12. Holechek J. L. C., Richard A., Fisher J. T. and Valdez R., (2003): Natural Resources: Ecology, Economics and Policy, Prentice Hall, New Jersey.
13. Jones G. and Hollier G., (1997): Resources, Society and Environmental Management, Paul Chapman, London.
14. Klee G., (1991): Conservation of Natural Resources, Prentice Hall, Englewood.
15. Mather A. S. and Chapman K., (1995): Environmental Resources, John Wiley and Sons, New York.
16. Mitchell B., (1997): Resource and Environmental Management, Longman Harlow, England..
17. Owen S. and Owen P. L., (1991): Environment, Resources and Conservation, Cambridge University Press, New York.
18. Rees J., (1990) Natural Resources: Allocation, Economics and Policy, Routledge, London.
19. Zrlu Senyucel, Managing the Human Resource in the 21st Century.
20. George W., B., and Scolt, (2013): Principles of Human Resource Management, Cengage.
15. Chiras, D.D., Reganold, J.P. 2009. Natural Resource Conservation: Management for a Sustainable Future, 10th ed, Pearson.
16. Gregory, D., Johnston, R., Pratt, G., Watts, M., Whatmore, S. (Eds) 2009. The Dictionary of Human Geography, 5th ed, Wiley.
17. Mather, A.S., Chapman, K. 1995. Environmental Resources, John Wiley and Sons.

Semester IV

CC-T-107 Gender, School and Society

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

Course Objectives : To enable the student teachers to-

1. Develop basic understanding and familiarity with key concepts-genders gender bias empowerment, gender parity, equity and equality patriarchy and feminism.
2. Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period
3. Learn about gender issues in school, curriculum, textual materials across disciplines pedagogical processes and its intersection with class, caste, religion and region
4. Understand how gender power and sexuality relate to education (in terms of access curriculum and pedagogy)

UNIT I :-GENDER ISSUES- KEY CONCEPTS

(08 marks,7hrs)

- a) Meaning, nature and importance of gender construction sex sexuality, patriarchy, masculinity and feminism
- b) Gender bias gender stereotyping and empowerment
- c) Gender equality and equity in relation with caste, class, region, ethnicity, disability and region
- d) Life skills and training to deal issues of gender

UNIT II-GENDER STUDIES

(11 marks , 9hrs)

- a) Paradigm shift from women's studies to gender studies.
- b) Theories on gender and education: Application in the Indian Context 1)
– socialization theory 2) Gender difference 3) Structural theory 4) Deconstructive theory
- c) Contemporary period- Recommendations of policy initiatives commissions and committees schemes, programmes and plans after 1986.

UNIT III- GENDER IN CURRICULUM

(08 marks, 7hrs)

- a) Gender in text and context in secondary level (Text Book), disciplines classroom management or processes including pedagogy.
- b) Construction of Gender in Curriculum frame work of 21st century.

- c) Teacher as an agent of change.
- d) Ways for reduced teacher, Parents, Attitudes to have high expectations of all girls and boys.

UNIT IV:- GENDER, SEXUAL HARASSMENT AND ABUSE (08 marks, 7hrs)

- a) Meaning, nature types and reasons of harassment.
- b) Sites of Conflict Social and Emotional
- c) Agencies perpetuating harassment family school workplace and media(print and electronic)

SESSIONAL WORK (any one of the following) (15 marks)

- 1) Organizing debates on equity and equality cutting across Gender, Class, Caste, Religion, Ethnicity, Disability and region.
- 2) Project on women role models in various field with emphasis on women in unconventional roles.
- 3) Field visits to schools to observe the schooling processes from a Gender perspective.
- 4) Preparing analytical report on portrayal of women in the field of print and electronic media.
- 5) Preparation of checklist to map classroom process in all types of school.

REFERENCES

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- NCERT(2006b) Position paper –National focus group on Gender issues on the curriculum (NCF 2005)
- NCERT (2006C) Position paper –National focus group on problem of scheduled caste and scheduled tribe children (NCF 2005), New Delhi. NC

CC-TPd 108 PEDAGOGY OF SCHOOL SUBJECT ONE

ENGLISH PART- I

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

Course Objectives:

After completion of the course the student teachers will be able to --

1. develop an understanding of the nature of English language.
2. understand the place and importance of English in the present set up.
3. understand the aims and objectives of teaching English at upper primary and secondary schools in India.
4. develop activities and tasks for the acquisition of language skills.
5. identify devices, methods, approaches and support services for teaching English at upper primary and secondary levels.
6. understand constructivist approach to language teaching and learning.
7. understand about the teaching of prose, poetry, grammar and composition.

UNIT I - NATURE, PLACE AND IMPORTANCE OF ENGLISH LANGUAGE -

(09 marks, 8 hrs)

- a. **Nature of English Language:** Nature of language, , linguistic diversity and its impact on English
- b. **Linguistic System:** Meaning of linguistic system, concept of phonology and morphology, supra segmental features of English language: stress, intonation, pronunciation, rhymes and rhythm, Sentence analysis
- c. **Place:** Place of English in the present school curriculum
- d. **Importance:** Importance of English in the multilingual society

UNIT II - AIMS AND OBJECTIVES OF TEACHING ENGLISH (09 marks, 8 hrs)

- a. **Aims and Objectives:** Aims and general objectives of teaching English
- b. **Classroom Objectives:** Classroom Objectives and its specifications

- c. **Recent Curricular Reforms- NCERT and SCERT:** Rational, objectives, principles and nature of English language
- d. **Development of language Skills:** Listening, Speaking, Reading, writing, Communication and Study skills – Their meaning and resources for developing these skills

UNIT III - PEDAGOGICAL ASPECTS OF TEACHING ENGLISH (09 marks, 7 hrs)

- a. **Methods:** Direct method , Bilingual method and Suggestopedia method
- b. **Approaches:** Structural Approach, Communicative Approach, Constructivist Approach and Total Physical Response Approach (TPR)
- c. **Devices:** Pair work, group work, discussion, story telling
- d. **Support Services:** Language laboratory, audio visual aids, computer and web resources for ELT and ELL

UNIT IV - ASPECTS OF TEACHING ENGLISH (08 marks, 7 hrs)

- a. **Pros:** Objectives, ways of introducing vocabulary, and phases for teaching prose
- b. **Poetry:** Objectives, and phases for teaching poetry
- c. **Grammar:** Objectives , Types (Functional, Formal), Methods (Inductive, Deductive) of teaching grammar and phases of teaching grammar
- d. **Composition:** Objectives, Types of Composition (Guided, Free and Creative), and phases for teaching composition

Sessional work : Any one of the following

15 marks

1. Select any one sub unit of any English textbook at secondary level and analyse the Supra segmental features of English language: stress, intonation, pronunciation, (Phonetic transcription) and Sentence analysis
2. Study and make its report on linguistic diversity of students (at least five students) and its impact on their learning English
3. Identify students the poor acquisition of language skills from any one class at secondary level – listening, speaking, reading, writing and communication and prepare activities for enhancing these skills
4. Do a comparative study of positive features and weaknesses of different approaches to English language teaching
5. Conduct seminar on aspects of teaching English—prose, poetry, grammar, and composition

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- Methods & Techniques, Orient Longman Ltd.

CC-TPd 109 . PEDAGOGY OF SCHOOL SUBJECT TWO

HISTORY PART- I

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

Course Objectives: After completion of the course the student teachers will be able to --

1. know the meaning & nature of history.
2. correlate history with other subject.
3. understand the aims and objectives of teaching history at secondary school level.
4. understand the objectives of teaching history.
5. develop the ability to write the proper instructional objective and their specifications for teaching history at secondary school level.
6. be acquainted with methods for teaching history.
7. acquainted with professional development of teacher of the history.

UNIT - I FOUNDATION OF HISTORY

(09 Marks, 8hrs)

- a) Concept, meaning and kinds of History.
- b) Types of historical resources – Primary and Secondary Resources.
- c) Correlation of history with other subjects.
- d) The Place and importance of History in school curriculum and in human life.

UNIT - II AIMS, OBJECTIVES AND VALUES OF TEACHING HISTORY

(09 Marks, 7 hrs)

- a) Aims and General objectives of Teaching History
- b) Objectives of teaching history as prescribed at Secondary level of Education.
- c) Instructional objectives and their specifications.
- d) Values of Teaching History

UNIT- III PEDAGOGY OF TEACHING HISTORY

(09 Marks, 8 hrs)

- a) Maxims of Teaching.
- b) Methods – Narration, Story-telling, Source, Lecture, Discussion, Project, Dramatization.
- c) Strategies – Team-teaching, Supervised study, Computed aided teaching, cooperative learning strategies.
- d) Models of Teaching – Role playing model, Concept attainment model, Enquiry training model.

UNIT – IV LEARNING AND TEACHING RESOURCES IN HISTORY

(08 Marks, 7 hrs)

- a) Print Media – News Papers, Books, Magazines.
- b) Visual and Audio Media – Maps, Models, Time-lines, Charts, Pictures, O.H.P., Radio and Tape-recorder.
- c) Multimedia – T.V., Computer, Mobile, Video-recorder, Internet etc.

d) History room and its importance, community resources.

Sessional work :

(15 marks)

Any one of the following

1. Prepare an instructional objectives and learning outcomes for history lesson.
2. Interview of an experienced History teacher.
3. Conduct a seminar/group discussion on any one topic.
4. Organize history club activities and write a report it.
5. Preparation of teaching aid on topic in history using multimedia.

REFERENCES -

- Ballard. M. (1979), New Movement in Study Teaching of History, temple smith, London
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- Singh, D. R., (1959), The Teaching of History and Civics, Jullundar University
- Vajeswari, R., (1973), Hand book of History teachers , Allied Publications, Mumbai
- NCERT and state textbooks of History at secondary level
-

CC-TPd 109 PEDAGOGY OF SCHOOL SUBJECT TWO
Geography Part – I

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

Course Objectives : To enable student –teachers

- 1) to know the meaning, nature of Geography.
- 2) to understand the place & importance of Geography in secondary school curriculum.
- 3) to correlate Geography within the subject & with other subjects.
- 4) to understand the psychological perspectives of constructivism in teaching – learning of Geography.
- 5) to understand the general objectives of teaching Geography according to National curriculum framework 2005, state curriculum framework - 2010
- 6) to understand the syllabus of Geography at school level according to the curriculum framework NCF 2005 & SCF 2010.
- 7) be acquainted with Teaching strategies & learning resources in Geography.
- 8) to understand the assessment of learning in Geography.

Unit – 1 : Nature, place & importance of the Geography. (09 marsk , 8hrs)

- a) Concept, meaning, nature & scope of Geography.
- b) Modern concepts of Geography.
- c) The place & importance of Geography in school curriculum & in human life.
- d) Correlation of Geography within the subject & with other subjects.

Unit - 2 : Nature of Teaching Learning of Geography. (09 marsk , 8 hrs)

- a) General objectives of teaching Geography according to NCF 2005 & SCF 2010.
- b) Instructional objectives of Geography.
- c) Psychological perspective of constructivism in teaching learning of Geography.

Unit – 3 : Learning Resources & Assessment of Learning in Geography.

(09 marsk , 7 hrs)

- a) Physical Resources – boards, charts, graphs, pictures, maps, atlases, globes, models, specimens, photographs, different projectors slides, T. V. channels, meteorological instruments, computer, internet & use of social media from internet.
- b) Human-resources community as a learning centre, Experts in different fields.
- c) Assessment of Learning in Geography – concept of Evaluation, Tools of Evaluation.
- d) Concept of continuous comprehensive Evaluation, CCE tools for assessment of Geography.

Unit – 4 : Teaching strategies in Geography. (08 marsk , 7 hrs)

- a) Methods : lecture, story observation, journey, regional methods.
- b) strategies : discussion, group discussion seminar, learning habits.
- c) Maxims of teaching
- d) Content – cum Methodology
- e) Concept, structure of the subject, curriculum & syllabus of the subject according to NCF 2005 & SCF 2010, textbook analysis, content analysis of the subject.
- f) contextual issues of learning in geography –latitudes & Longitudes, physical & human characteristic of places, human – Environment interaction, movements, regions (school syllabi of 6th to 10 & 11th & 12th std.)

Sessional work (any one of the Following)

(15 Marks)

- 1) Power point presentation of any one unit of Geography related to school textbook / content (5 to 10th std.)
- 2) To prepare subject structure of Geography & find out it's reflection in school syllabi.
- 3) Seminar in graphical aspects related to school syllabi.
- 4) To prepare one teaching aid of Geography.
- 5) Analysis of any two Geographic concept in perspective of interdisciplinary approach (correlation of Geog. With other subjects)

References :

- Aggrawal, (2000). Modern method of teaching Geography, New Delhi Swaup & sons

Websites :

- 1) <http://www.curriculumonline.in>
- 2) www.teachingideas.co.uk/geography.contents.com
- 3) [www.science. Nutionalgeographic.com](http://www.science.Nutritionalgeographic.com)

B. A. B. Ed. Four year integrated course
Second Year- IV Semester

(AECC III) ABILITY ENHANCEMENT COMPULSORY COURSE

ENGLISH FOR COMMUNICATION
(Compulsory English) (June 2026 Onwards)

Module V

- A) E-Communication
- B) Preparation for England – **M.K. Gandhi**

Module VI

- A) Information Transfer and Interpretation of Data
- B) The Selfish Giant – **Oscar Wilde**
- C) Auto Wreck – **Karl Shapiro**

Module VII

- A) English for Banking and Industries
- B) The Journey – **Mary Oliver**

Module VIII

- A) An Old Man's Wisdom – **Sudha Murty**
- B) My Soul has a Hat – **Mário de Andrade**

• **PATTERN OF QUESTION PAPER**

B.A.B.ED. II
ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)
ENGLISH FOR COMMUNICATION
(Compulsory English)
PATTERN OF QUESTION PAPER (June 2026 Onwards)

Semester IV (Paper D)

Total Marks: 60

Q. No	Sub Q.	Type of Question	Based on	Marks
Q. 1	A.	Four multiple choice questions with four alternatives to be set	Prose and Poetry	04
	B.	Answer in one word/phrase/sentence each.	Prose and Poetry	04
Q.2	A.	Answer the following questions in 3-4 sentences each. (3 out of 5)	3 on Prose and 2 on Poetry	06
	B.	Write Short Notes on the following in about 7-8 sentences each. (2 out of 3)	1 on Prose and 2 on Poetry	08
	C.	Two different Vocabulary Exercises to be set for 1 mark each.	Prose and Poetry	02
Q.3	A.	Question to be set on E-COMMUNICATION	Module V A	05
	B.	Question to be set on E-COMMUNICATION	Module V A	04
Q.4	A.	Question to be set on INFORMATION TRANSFER AND INTERPRETATION OF DATA	Module VI A	04
	B.	Question to be set on INFORMATION TRANSFER AND INTERPRETATION OF DATA	Module VI A	04
Q.5	A.	Question to set on ENGLISH FOR BANKING AND INDUSTRIES	Module VII A	05
	B.	Question to set on ENGLISH FOR BANKING AND INDUSTRIES	Module VII A	04

शिवाजी विद्यापीठ कोल्हापूर
मराठी अभ्यास मंडळ
बीएबीएड भाग III सत्र -IV
अभ्यासक्रम पत्रिका क्रमांक DSC - V - ललित गद्य
साहित्यकृती: चांदण्यात भिजायचं राहून जाऊ नये म्हणून!
लेखक -डॉ. आ. ह. साळुंखे

उद्दिष्टे

- 1 ललित गद्य या वाङ्मय प्रकाराचे स्वरूप लक्षात येईल
2. ललित गद्य आणि इतर वाङ्मयप्रकार यातील फरक सांगता येईल
3. मराठी ललित गद्याच्या परंपरेचे आकलन होईल.
4. ललित गद्यामधील अभिव्यक्ती रूपे व भाषाशैली यांचे विशेष सांगता येईल.
5. लेखक यांच्या लेखन प्रेरणा, विचारविश्व, जीवननिष्ठा व लेखन शैली समजून घेता येईल.
- 6 ललित कधी लेखनाचे कौशल विकसित होईल .

विभाग 1. घटक -ललित गद्य: संकल्पना व स्वरूप

चांदण्यात भिजायचं राहून जाऊ नये म्हणून!

लेख क्रमांक 1 ते 11.(आशय सूत्रे व वाङ्मयीन विशेष)

विभाग 2. घटक-लेख क्रमांक 12 ते 20.(असे सूत्रे व वाङ्मयीन विशेष)

विभाग 3. लेख क्रमांक 21 ते 29 (आशय सूत्रे व वाङ्मयीन विशेष)

विभाग 4. उपयोजित मराठी

ललित गद्य लेखन कौशल्य

1. ललित गद्य स्वरूप व संकल्पना
 2. ललित गद्य विशेष
 3. ललित गद्याचे प्रकार
 - 1.आत्मपर.2.व्यक्तिचित्रण,3. चिंतनशील. 4.प्रवास वर्णन इत्यादीचे लेखन.
- वरील प्रकाराचे प्रात्यक्षिकासह लेखन.

प्रश्नपत्रिका चे स्वरूप व गुण विभागणी

एकूण गुण 40

- | | |
|---|--------|
| प्रश्न 1. बहुपर्यायी वस्तुनिष्ठ प्रश्न (योग्य पर्याय निवडा) | गुण 8 |
| प्रश्न 2. विभाग एक वरील अंतर्गत विकल्पासह दीर्घोत्तरी प्रश्न (2 पैकी 1) | गुण 8 |
| प्रश्न 3. विभाग दोन वरील अंतर्गत विकल्पासह (दोन दीर्घोत्तरी पैकी एक) | गुण 8 |
| प्रश्न 4. विभाग तीन वरील थोडक्यात उत्तरे लिहा (3 तीन पैकी 2) | गुण 8 |
| प्रश्न 5. विभाग चार वरील लघुत्तरी प्रश्न/टिपा लिहा (चार पैकी दोन) | |
| अंतर्गत मूल्यमापन | गुण 10 |
| अहवाल लेखन. | |

B. A. Part II
(Discipline Specific Core) (DSC-
C29) English (Paper V) (Semester
IV) LITERATURE AND CINEMA
(CBCS)

Course Objectives:

- To introduce film and its relationship to literature to the students
- To acquire film literacy through a working knowledge of basic film terminology
- To develop critical approaches to engage with film adaptations
- To establish a clear understanding of literature through film adaptations of literary texts
- To introduce students to the issues and practices of cinematic adaptations

Detailed Syllabi

June 2026

Onwards

Module I

Transformation and Transposition

Module II

Hollywood and 'Bollywood'

Module III

Chetan Bhagat's *Five Point Someone* and its Adaptation *3 Idiots* (dir. Rajkumar Hirani, 2009)

Module IV

Chetan Bhagat's *Five Point Someone* and its Adaptation *3 Idiots* (dir. Rajkumar Hirani, 2009)

Division of Teaching: 4 X 15 Periods = 60 Periods

Prescribed Text:

Bhagat, Chetan, *Five Points Someone*. New Delhi: Rupa & Co. 2004.

Chetan Bhagat's *Five Point Someone* and its Adaptation *3 Idiots* (dir. Rajkumar Hirani, 2009)

Suggested Reading:

Linda Hutcheon, 'On the Art of Adaptation', *Daedalus*, vol. 133, (2004).

Thomas Leitch, 'Adaptation Studies at Crossroads', *Adaptation*, 2008, vol.1, no.1, pp.

63–77. Poonam Trivedi, 'Filmi Shakespeare', *Litfilm Quarterly*, vol. 35, issue 2, 2007.

Tony Bennett and Janet Woollacott, 'Figures of Bond', in *Popular Fiction:*

Technology, Ideology, Production, Reading, ed. Tony Bennet (London and New York:

Routledge, 1990). Deborah Cartmell and Imelda Whelehan, eds., *The Cambridge*

Companion to Literature on Screen (Cambridge: Cambridge University Press, 2007).

John M. Desmond and Peter Hawkes, *Adaptation: Studying Film and Literature* (New York: McGraw-Hill, 2005).

Linda Hutcheon, *A Theory of Adaptation* (New York: Routledge, 2006).

J.G. Boyum, *Double Exposure* (Calcutta: Seagull, 1989).

B. Mcfarlens, *Novel to Film: An Introduction to the Theory of Adaptation* (Clarendon University Press, 1996).

Biswas Mun Mun Das, "Depiction of Youth Culture in Chetan Bhagat's *Five Point Someone*"
The Criterion: An International Journal in English, Vo.4, Issue-II, April 2013,
<http://www.the-criterion.com/V4/n2/Mun.pdf>

B. A. Part II
(Discipline Specific Core) (DSC-C29)
English (Paper V) (Semester IV)
LITERATURE AND CINEMA (CBCS)

June 2019 Onwards
Pattern of Question Paper

	Marks:
	50
Q1. A) Five multiple choice questions with four alternatives	(5)
B) Answer the following questions in one word/ phrase/sentence (Q. 1 A and B to be set on Module III and IV)	(5)
Q2. Answer the following questions in about 250-300 words (A or B on Module I and II)	[10]
Q3. Answer the following questions in about 250-300 words (A or B on Module III and IV)	[10]
Q4. Write Short Notes in about 100-150 words each (4 out of 6) (three to be set on Module I, II, & three on Module III, IV)	[20]

Suggestions for Q.3 and Q.4:

- A film/book review of the prescribed film/text
- Comparative study of the text and film adaptation based on technique, cinematic liberty, distortion, plot, characterization, language, theme, etc.
- From page to stage difference between the textual aesthetics and film aesthetics
- Questions based on the theory of adaptation
- Structural elements of the text and the film
- Questions based on text and context

B. A. Part II
(Discipline Specific Core) (DSC-C30)
English (Paper VI) (Semester IV)
PARTITION LITERATURE (CBCS)
Detailed Syllabi
June 2019 Onwards

Module I

Impact of Partition on Women

Module II

Home and Exile

Module III

Short Stories:

Toba Tek Singh	- Saadat Hasan Manto
The Final Solution	- Manik Bandopadhyay

Module IV

Short Stories:

Defend Yourself Against Me	- Bapsi Sidhwa
A Leaf in the Storm	- Lalithambika Antharjanam

Division of Teaching: 4 Modules X 15 Periods = 60 Periods

Short Stories Prescribed From:

Saadat Hasan Manto, "Toba Tek Singh", in *Black Margins: Manto*, tr. M. Asaduddin (New Delhi: Katha, 2003) pp. 212–20.

Manik Bandhopadhyay, 'The Final Solution', tr. Rani Ray, *Mapmaking: Partition Stories from Two Bengals*, ed. Debjani Sengupta (New Delhi: Srishti, 2003) pp. 23–39.

Sidhwa, Bapsi. "Defend Yourself Against Me." in *And the World Changed: Contemporary Stories by Pakistani Women*, ed. M. Shamsie, 27–52. New York: The Feminist Press, 2008.

Lalithambika Antharjanam, "A Leaf in the Storm", tr. K. Narayana Chandran, in *Stories about the Partition of India*. ed. Alok Bhalla (New Delhi: Manohar, 2012) pp. 137–45.

Suggested Reading:

Ritu Menon and Kamala Bhasin, 'Introduction', in *Borders and Boundaries* (New Delhi: Kali for Women, 1998).

Sukirta P. Kumar, *Narrating Partition* (Delhi: Indialog 2004).

Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India* (New Delhi: Kali for Women, 2000).

More, D.R. *The Novels on the Indian Partition*, Jaipur, Shruti Publication, 2008.

Sigmund Freud, 'Mourning and Melancholia', in *The Complete Psychological Works of Sigmund Freud*, tr. James Strachey (London: Hogarth Press,1953) pp.3041-53.

Beniwal, Anup. *Representing Partition: History, Violence and Narration*. Delhi: Shakti Book House. 2005.

Bhalla, Alok. *Partition Dialogues: Memories of a Lost Home*. New Delhi: Oxford University Press. 2006.

Sharma, V.P. "Communalism and its Motifs in three Post Independence Novels: Khushwant Singh's *A Train to Pakistan*, Bhisham Sahni's *Tamas* and Chaman Nahal's *Azadi*," *Recent Indian English Literature*. Ed. S.D. Sharma, Karnal: Natraj Publishing House, 1998. Print.

Shyam. M. Asnani. "The Theme of Partition in the Indo-English Novel." *New Dimensions of Indian English Novel*. New Delhi: Doaba House Publication, 1988.38-50. Print.

B. A. Part II
(Discipline Specific Core) (DSC-C6 and C30) Semester III
(Paper IV) and Semester IV (Paper IV) PARTITION
LITERATURE
(CBCS)

June 2019 Onwards

Pattern of Question Paper for (Paper IV) and (Paper IV)

- Q.1. A) Multiple Choice Questions with four alternatives. (5)
B) Answer the following questions in one word/ phrase/sentence each. (5)
C) (Q.1 A and B to be set on Module III and IV)
- Q.2. A) Answer the following question in about 250-300words. (10)
OR
B) Answer the following question in about 250-300words. (10)
C) (A and B to be set on Module I and II)
- Q.3. A) Answer the following question in about 250-300words. (10)
OR
B) Answer the following question in about 250-300words. (10)
C) (A and B to be set on Module III and IV)
- Q.4 A) Write short notes in about 100-150words each: (4 out of 6) (20)
(3 to be set on Module I and II and 3 to be set on Module III and IV)

SHIVAJI UNIVERSITY, KOLHAPUR

Syllabus B.A.B.ED. - II

SEMESTER - IV

PAPER- V: HISTORY OF MODERN MAHARASHTRA (1960-2000)

(CHOICE BASED CREDIT SYSTEM – (CBCS)

Credits: 04 (introduced from June 2019)

After 1960 a new period of development began in the state of Maharashtra. The eminent leaders played a pioneering role in this period of rapid transformation. This was also a period of massive expansion of education as well as social transformation. This course introduces the students to significant leaders, events and transformations in history of Maharashtra

After completion of the course, the student will...

CO1. Acquaint himself with the contribution of eminent leaders of Maharashtra CO2. Know about the economic transformation of Maharashtra

CO3. Understand the salient features of changes in society CO4. Explain the growth of education

MODULE -1	Leaders:	
	a) Congress : Y B Chavan, Vasantdada Patil b) Socialist: Nagnath Nayakawadi, S M Joshi, P K Atre	15
	c) Communist: Comrade S.A. Dange	
MODULE -2	Major Issues and Events	
	a) Agriculture Development with special reference to role of Vasantrao Naik	15
	b) Industry –Sugar (Pravara Sugar Factory) and Milk (Aarey Dairy Mumbai)	
	c) Natural Disasters (Earthquakes- Koyna 1967 and Latur 1993)	
MODULE -3	Social Movements	
	a) Muslim Satyashodhak Samaj	15
	b) Satyashodhak Communist Party	
	c) Vidrohi Movement	
MODULE -4	Educational Development	
	a) Primary	15
	b) Secondary	
	c) Higher and Technical Education	

Readings:

- Baviskar B.S., The Politics of Development: Sugar Cooperatives in Rural Maharashtra, Oxford University Press, New Delhi, 1981
- Deshpande S.H., Economy of Maharashtra: Shri C. V. Joag Felicitation Volume Samaj Prabhodhan Sanstha, Poona, 1973
- Thakkar Usha & Kulkarni Mangesh, Politics in Maharashtra, Himalaya Publishing House, Mumbai, 1995
- Palshikar Suhas and Nitin Birmal (eds), Maharashtra Rajkaran, Pratima, Pune.
- Baviskar B.S. and Attwood Donald (eds.), Finding the Middle Path, Vistaar Publications, New Delhi, 1995
- Bhole and Bedkiyal, Badalta Maharashtra (Marathi), Dr. Babasaheb Ambekar Academy Satara, 2003, 1981
- Pradeep Chavan, The Sugar Industry in Maharashtra, EPW, Vol.53, No 8, Feb, 2018.
- Mohanty, Agrarian Transformation in Western India, Economic Gains and social costs, Taylor and Francis, 2018
- Kulkarni B D. Role of Cooperative Factories, in Rural Development (An Interdisciplinary Study) Tilak Maharashtra Vidyapith Pune, 1993.

SHIVAJI UNIVERSITY, KOLHAPUR

Syllabus

B.A.B.ED.-II

SEMESTER – IV

PAPER VI: History of Freedom Struggle (1858-1947)

(CHOICE BASED CREDIT SYSTEM – (CBCS)

Credits: 04 (introduced from June 2026)

The course is designed to study the freedom struggle in India from 1858 to 1947. It will familiarize the students with events leading to emergence of national consciousness in India. They will be acquainted with the prolonged struggle launched by the Indian National Congress under the leadership of Mahatma Gandhi. They will also know about the struggle of the revolutionaries, leftists and the Indian National Army. The course will introduce students to the concept of Communalism and the process which led to the partition of India.

After completion of this course, the student will be able to...

- CO1. Understand the events which lead to the growth of nationalism in India CO2. Acquaint himself with major events of the freedom struggle under the leadership of Mahatma Gandhi
- CO3. Explain the contribution of Revolutionaries, Left Movement and Indian National Army
- CO4. Know the concept of Communalism and the causes and effects of the partition of India

Module- 1	Rise of Nationalism	15
	a) Formation of Indian National Congress	
	b) Contribution of Moderates	
	c) Contribution of Extremists (Swadeshi Movement and Home Rule Movement)	
Module -2	Gandhian Era	15
	a) Non-Cooperation Movement	
	b) Civil Disobedience Movement	
	c) Quit India Movement	
Module -3	Other Strands	15
	a) Revolutionary Movement	
	b) Leftist Movement	
	c) Subhash Chandra Bose and Indian National Army	
Module -4	Communalism and Partition	15
	a) Concept of Communalism	
	b) Causes for Partition	
	c) Effects of Partition	

Readings

- Bandyopadhyay, S. From Plassey to Partition. Delhi: Orient Longman, 2004.
- Chandra Bipan, Rise and Growth of Economic Nationalism in India, Delhi, 1966
- Chandra, B. Nationalism and Colonialism in Modern India. Delhi: Orient Longman, 1996.
- Mujumdar R. C. - British Paramountcy & Indian Renaissance, Part I & II, Bhartiya Vidhya Bhavan (3rd Ed.) 1991.
- Bhattacharjee, Arun, History of Modern India (1707 – 1947), Ashish Publishing House, New Delhi 1976
- Dutt, R.P. India Today. Calcutta: Manisha, 1986
- Sarkar, S. Modern India 1885-1947. Delhi: Macmillan, 1983.
- Tara Chand, History of Freedom Movement in India, Vol. 1 to 4, Publication Division, Government of India, New Delhi, 1961-1972
- Chousalkar, Ashok, Indian Idea of Political Resistance, Ajanta Publication, Delhi 1990
- B.R. Nanda (ed), Gokhale: The Indian Moderates and the British Raj, Princeton University Press, New Jersey, 1977
- Daniel Argov, Moderates and Extremists in the Indian National Movement, 1833-1920, 1967.

NEW/REVISED SYLLABUS FOR

**B. A. Part-II / B. A. B. Ed.
(Introduced from June, 2023 onwards)
DSC – D 47 (Course / Paper No. IV**

Geography (Oceanography) Semester –IV Module	Teaching Hours	Credit
Module I : Introduction to Oceanography	12	0.75
1.1 Definition, Nature and Scope of Oceanography		
1.2 Oceanography and Physical Sciences		
1.3 Branches of Oceanography		
1.4 Significance of Oceanography		
Module II: Properties and Dynamics of Ocean	15	01
1.1 Oceanic Temperature: Factors affecting on ocean temperature and Distribution of oceanic temperature		
1.2 Salinity of Ocean: Factors affecting on Oceanic salinity and Horizontal distribution of oceanic salinity		
1.3 Oceanic Currents: Types of Oceanic currents, Responsible factors for Origin of ocean currents and Ocean currents of the Pacific, Atlantic and Indian Ocean		
Module III: Applied Oceanography	13	01
3.1 Ocean or Marine deposits: Sources and Classification		
3.2 Ocean Resources – Biotic- Mineral and Energy Resources		
3.3 Ocean as sources of food and as storehouse of resources for the future		
Module IV: Man and Oceans	12	01
4.1 Manipulation of costal process		
4.2 Ocean Pollution – Causes, Effects and Measures		
4.3 Overfishing and fishery management		
Module V: Practical's (Theory Only)	08	0.25

5.1 Hypsographic Curve

5.2 Wind rose

5.3 Isohalines

5.4 Isotherms

References:

1. Anikouchine, W.A. and Sternberg, R.W. (1973) The World Oceans - An Introduction to Oceanography, Englewood Cliffs, N.J.
2. Gral, S. (1980) General Oceanography - An Introduction, John Wiley & Sons, New York.
3. Garrison, T. (1998) Oceanography. Wadsworth.com. USA .
4. King, C.A.M. (1972) Beaches and Coasts, E. Arnold, London.
5. King, C.A.M. (1975) Oceanography for Geographers E. Arnold, London .
6. Sharma, R.C. Vatel M. (1986) Oceanography for Geographers, Chetnya Publishing House, Allahabad.
7. Shepard, F.P. (1948) Submarine Geology, Harper & Sons, New York.
8. Thurman, H.B. (1984) Introductory Oceanography, Charles Webber E. Merrill Publishing Co.
9. Weisberg, J. and Howard (1976) Introductory Oceanography, McGraw-Hill Book Co., New York.
10. Davis, Richard J.A. (1986) "Oceanography - An Introduction to the Marine Environment". Wm. C. Brown Iowa.
11. Duxbury, C.A and Duxbury B. (1996) An Introduction to the world's Oceans - C. Brown. Iowa, 2nd ed.
12. Garrison, T. (2001) "Oceanography - An Introduction to Marine Science, Books/Cole, Pacific Grove, USA.
13. Gross, M. Gran (1987) Oceanography: A View of the Earth, Prantice - Hall Inc. New Jersey.
14. Sharma, R.C. (1985) "The Oceans" Rajesh N. Delhi.
15. Ummerkutty, A.N.P. (1985) Science of the Oceans and Human life, NBT, New Delhi .
16. Denny, M. (200) How the Ocean works : An introduction to Oceanography, Princeton University Press, New Jersey
17. Thurman, H. B.: Introductory Oceanography, Charles Webber E. Merrill publishing
18. Weisberg J. and Howard: Introductory Oceanography, McGraw- Hill Book, New York.

NEW/REVISED SYLLABUS FOR
B. A. Part-II / B. A. B. Ed.
(Introduced from June, 2023 onwards)
DSC – D 48 (Course / Paper No. VI)
Geography (Agriculture Geography)
Semester -IV

Module	Teaching Hours	Credits
Module I: Introduction to Agricultural Geography 1.1 Definition, Nature, Scope and Significance of Agricultural Geography 1.2 Evolution of agriculture: Ancient, Medieval and Modern Period 1.3 Determinants of Agriculture: Physical and Human (economic, social, cultural, political and administrative)	10	0.75
Module II: Agriculture: Systems and Land-use Theory 2.1 Major Agricultural Systems: Nomadic Herding, Livestock	15	1
Ranching, Shifting Cultivation, Intensive Subsistence Farming, Commercial Farming and Horticulture 2.1 Von Thunen's Theory of Agricultural land-use		
Module III: Regionalization, Problems and Modern Concepts in Agriculture 3.1 Agricultural Regionalization (Crop Combination and Crop Diversification) 3.2 Agricultural Problems: Physical and Socio-economical (Economic, Social, Cultural, Political and Administrative) 3.3 Modern Concepts in Agriculture: Green revolution and Organic Farming	15	1
Module IV: Food, Nutrition and Health 4.1 Distribution pattern of Food and Nutrition 4.2 Causes and Spatial Pattern of Hunger 4.3 Eradication of Hunger 4.4 Nutrition and Health	10	1
Module V: Practical (Theory Only) 5.1 Line and Bar Graphs 5.2 Divided Circle 5.3 Proportional Square 5.4 Choropleth Map	10	0.25

Reference Books:

1. Basu, D.N., and Guha, G.S., 1996: Agro-Climatic Regional Planning in India, Vol.I & II, Concept Publication, New Delhi.
2. Bryant, C.R., Johnston, T.R, 1992: Agriculture in the City Countryside, Belhaven Press, London.
3. Burger, A., 1994: Agriculture of the World, Aldershot, Avebury.
4. Grigg, D.B., 1984: Introduction to Agricultural Geography, Hutchinson, London.
5. Ilbery B. W., 1985: Agricultural Geography: A Social and Economic Analysis, Oxford University Press.
6. Mohammad, N., 1992: New Dimension in Agriculture Geography, Vol. I to VIII, Concept Pub., New Delhi.
7. Roling, N.G., and Wageruters, M.A.E.,(ed.) 1998: Facilitating Sustainable Agriculture, Cambridge University Press, Cambridge.
8. Shafi, M., 2006: Agricultural Geography, Doring Kindersley India Pvt. Ltd., New Delhi
9. Singh, J., and Dhillon, S.S., 1984: Agricultural Geography, Tata McGraw Hill, New Delhi.
10. Tarrant J. R., 1973: Agricultural Geography, David and Charles, Devon.
11. Husain, M., 2021: Agricultural Geography, Rawat Publications, Jaipur
12. Gautam, A.,2021: Agricultural Geography, Sharda Pusatak bhavan, Allahabad

Reference Websites:

<https://agricoop.nic.in/en> <https://www.india.gov.in/topics/agriculture>
<https://desagri.gov.in/document-report/agricultural-statistics-at-a-glance-2021/>
<https://sites.google.com/view/egeography/sem-4/paper-6?authuser=1>

Suggested equivalent online courses:

https://onlinecourses.nptel.ac.in/noc23_ag08/preview
https://onlinecourses.swayam2.ac.in/cec23_hs10/preview
<https://www.udemy.com/course/modern-farming-techniques/>

SHIVAJI UNIVERSITY, KOLHAPUR

Syllabus B.A.-II SEMESTER -IV

IDS PAPER- II: SOCIAL REFORMS IN MAHARASHTRA

(CHOICE BASED CREDIT SYSTEM – (CBCS)

Credits: 04 (introduced from June 2019

Fundamental changes took place in the society of Maharashtra during the 19th and 19th centuries. The beginnings of Western education, press and industrialization made a lasting impact on the thinking of people. Eventually some reform-oriented people started movements to reform the society. This course introduces the students to the salient features of social reforms in Maharashtra.

After studying the course, the student will be able to...

CO1. Know about the beginnings of social reforms in Maharashtra by the Paramhansa Mandali and Prarthana Samaj.

CO2. Understand the contribution of women reformers

CO3. Explain the contribution of Social reformers in the fight for social justice CO4. Explain the role played by educational reforms in transformation of society. **MODULE-1** **Beginnings of Social Reform**

a) Social condition in early 19th century 15

b) Paramhansa Mandali

c) Prarthana Samaj

MODULE -2 **Women Reformers**

a) Savitribai Phule 15

b) Tarabai Shinde

c) Pandita Ramabai

MODULE -3 **Social Reformers**

a) Lahuji Salve 15

b) Maharshi Vitthal Ramji Shinde

c) Gadage Maharaj

d) Annabhu Sathe

MODULE -4 **Educational Reforms**

a) Karmaveer Bhaurao Patil 15

b) Dr. Bapuji Salunkhe

c) Punjabrao Deshmukh

Readings:

- Kenneth W. Jones, Socio-religious reform movements in British India, Cambridge University Press, 1994
- Amiya P. Sen, Social and Religious Reform, Oxford University Press, 2005
- Articles on Paramhansa Sabha, Prarthana Samaj, Satyashodhak Samaj in Murali Ranganathan (ed.), The Collected Works of JV Naik, Asiatic Society of Mumbai, 2016
- Ravindra Kumar, Western India in the Nineteenth Century: A study in the social history of

Maharashtra: Volume 27 (Studies in Social History) Routledge & Kegan Paul, 1968

- Feldhaus Anne (Edit) Images of Women in Maharashtra Society, State University of New York Press, 1998
- The Pandita Ramabai Story: In Her Own Words, Mukati Mission Clinton, 2018
- Ganachari A. G., Nationalism and Social Reform in a Colonial Situation, Kalpaze, Publication, New Delhi, 2005.
- Ghugare Shivprabha, Renaissance in Western India: Karmveer V.R. Shinde Himalaya Publishing House, Bombay, 1983.

Equivalence of Old papers

Sr. No	Semester No	Title of Old Paper	Title of New Paper
1	III	History of Social Reforms in India	IDS PAPER I: SOCIAL REFORMS IN INDIA
2	IV	History of Social Reforms in Maharashtra	IDS PAPER- II: SOCIAL REFORMS IN MAHARASHTRA
3.	III	Paper III:World Revolution-I	PAPER III- HISTORY OF MODERN MAHARASHTRA (1900 to 1960)
4.	IV	Paper-V World Revolution-II	PAPER- V: HISTORY OF MODERN MAHARASHTRA (1960-2000)
5.	III	Paper IV:Freedom Struggle of India-	PAPER IV: HISTORY OF INDIA (1757-1857)
6.	IV	Paper VI - Freedom Struggle of India-II	PAPER VI: HISTORY OF FREEDOM STRUGGLE (1858-1947)

**Structure of Question Paper Faculty of
Humanities
Common Nature of Question Paper (Except Languages) Choice
Based Credit System
B.A.-Part II (Semester III and IV) Examination**

Day and Date:

Total Marks: 50

Time:

Instruction: 1) All Questions are compulsory

2) Figures to the right indicate full marks

1. Select the correct alternative from the following (10)

1).....

a)	b)	c)	d)
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2).....

a)	b)	c)	d)
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3).....

a)	b)	c)	d)
-----------	-----------	-----------	-----------

4).....

a)	b)	c)	d)
-----------	-----------	-----------	-----------

5).....

a)	b)	c)	d)
-----------	-----------	-----------	-----------

6).....

a)	b)	c)	d)
-----------	-----------	-----------	-----------

7).....

a)	b)	c)	d)
-----------	-----------	-----------	-----------

8).....

a)	b)	c)	d)
-----------	-----------	-----------	-----------

9).....

a)

b)

c)

d)

10).....

a)

b)

c)

d)

2. Write short notes on any FOUR out of six

(20)

3. (A) Essay Question:

(10)

OR

(B) Essay Question:

4. (A) Essay Question:

(10)

OR

(B) Essay Question:

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B.A. (Part II) Semester IV (CBCS Pattern)

Introduced from June, 2019 Onwards

Modern Human Development (I.D.S.)

- i. Paper : II
ii. Title of paper : : Modern Human Development (I.D.S.)

iii. Specific objectives :

1. To makes the students familiar with adolescence developmental process & health.
- 2) To recognize the family relationship with adolescents.
- 3) To introduced the problems of adolescents.
- 4) To introduced the physical development of adulthood.
- 5) To acquaint the students attraction, love & close relationship.
- 6) To introduced the physical development of middle age.
- 7) To recognize the work & personal relationships of middle age
- 8) To acquaint the students with process of physical changes & physical development of old age.
- 9) To introduced the health, process of work & retirement of old age.

iv) Module	No. of Credits
Module 1: Adolescence	01
Module- 2; Adulthood	01
Module- 3: Middle adulthood (Middle age)	01
Module- 4: Late adulthood (Old Age)	01

V. Equivalence

Old Paper	New Paper
Human Development (I.D.S.)	Foundations of Human Development(I.D.S.)

Vi) Recommended reading

a). Basic Reading:

1. Diane, E. Papalia, Sally Wendkos Olds, (1994), Human Development, Fifth Editions, New Delhi: TMH Publishing Co. Ltd.
2. Santrock, J. W. (2011). Life span Development, Thirteenth edition, New Delhi: McGraw-Hill Education (India) Pvt. Ltd.

b). References:

1. Berk, Laura E. (2007). Development Through the Lifespan - Third Edition, Low Price Edition, Pearson Education Inc.
2. Hurlock E. B. (2001). Developmental Psychology, A Life Span Approach, New Delhi: TMH Publishing Company Ltd.
3. Papalia, Diane E and Olds Sally Wendkas (2002). Human Development, 7th edition, Second print, New Delhi:

Tata McGraw Hill Publishing Company Ltd.

4. Door Shikshan Kendra, Shivaji Vidyapeeth, (2008). Manavi vikas, Kolhapur: Kulsachiv, Shivaji University, Kolhapur.
5. Borude, Kumthekar, Desai, Golvilkar (2013). Vaikasik Manasshatra, dusari aavrutti, Pune: Vidyarthi Gruha Prakashan.
6. Kandalkar Leena (2000). Manav Vikas, Nagpur: Vidya Prakashan.
7. Vharadpande, Nalini (2001). Balvikas, Nagpur: Maharashtra Grantha Nirmiti Mandal.
8. Jadhav, K.M. (2007). Manavi Vikasache Manasshstra, Pune: Dimond Publication.
9. Hirve, Tadsare (1997). Vaikasik Manasshstra, Kolhapur: Phadake Prakashan.

Shivaji University, Kolhapur

B.A.B.ED. (Part II) Semester IV (CBCS Pattern).

Revised Course Syllabus to Be Implemented From June, 2019 Onward

Paper-II Modern Human Development (I.D.S.)

Module-I Adolescence

1.1- Physical Changes

- a. Puberty
- b. The Brain
- c. Adolescent Sexuality

1.2- Adolescent Health

- a. Nutrition and Exercise
- b. Substance Use and Abuse
- c. Eating Disorders

1.3- Families Relationship

- a. Parental Monitoring
- b. Autonomy and Attachment
- c. Parent- Adolescent Conflict

1.4- Adolescent Problems

- a. Juvenile Delinquency
- b. Depression and Suicide
- c. The Interrelation of Problems and Intervention Programs

Module-II Adulthood

2.1- Physical Development

- a. Physical Performance and Development
- b. Health
- c. Eating and Weight
- d. Regular Exercise

2.2- Attraction, Love and Close Relationship

- a. Attraction
- b. Faces of Love
- c. Falling Out of Love

2.3- Marriage and Family

- a. Making Marriage Work
- b. Becoming a Parent
- c. Dealing with Divorce

Module- III Middle Adulthood

3.1-Physical Development

- a. Sensory and Psychomotor Functioning
- b. Sexuality

3.2- Health in Middle Adulthood

- a. Health Status
- b. Health Problems

3.3- Works in Middle Adulthood

- a. Occupational Patterns
- b. Occupational Stress
- c. Unemployment

3.4- Personal Relationships

- a. Marriage and Divorce
- b. Relationships with Siblings
- c. Relationships with Maturing Children
- d. Relationships with Aging Parents

Module-IV Late Adulthood (Old Age)

4.1-Physical Development

- a. Longevity and the Aging Process
- b. Life Expectancy
- c. Why People Age?

4.2- Physical Changes

- a. Sensory and Psychomotor Functioning
- b. Other Physical Changes
- c. Reserve Capacity

4.3- Health

- a. Influences on Health and Fitness
- b. Health Care and Health Problems

4.4-Work and Retirement

- a. Why People Retire?
- b. How People Feel about Retirement?
- c. Making the Most of Retirement

Nature of Question Paper for semester III & IV (Paper I & II)

Total Marks-60

- | | |
|--|----|
| Q.1) Select the correct alternative from the following | 10 |
| Q.2) Write Short Notes (any four out of six) | 20 |
| Q.3) A) Broad question | 10 |
| Or | |
| B) Broad question | |
| Q.4) A) Broad question | 20 |
| Or | |
| B) Broad question | |

Shivaji University, Kolhapur

B.A.B.ED. (Part II) Semester IV (CBCS Pattern).

AECC EVS Environmental Studies (VEC)

For All UG Second Year 2025-26 onwards

Course Learning Objectives:

The objectives of the course are to:

1. Understand the scope and multidisciplinary nature of Environmental Science.
2. Recognize the structure and function of Ecosystems and understand the importance of biodiversity.
3. Get acquainted with the problems associated with natural resources and their conservation.
4. Familiarize the global environmental problems like climate change.

Course Outcomes:

Upon completion of the course, students will be able to:

CO1: Get acquainted with the scope and multidisciplinary nature of environmental science with the overall aim of sustainable development.

CO2: Understand the importance of ecosystems in the view of its conservation.

CO3: Know the values of natural resources with associated problems for sustainable lifestyles.

CO4: Familiarize the basics of Biodiversity and concerned issues in the context of Western Ghats.

CO5: Make aware of the pollution issues with its mitigation measure

Unit 1. Nature of Environmental Science, Ecosystem, Natural Resources and Biodiversity conservation: (15 Hrs)**a) Nature of Environmental Science:**

- Definition, scope, and importance
- Multidisciplinary nature of environmental studies
- Sustainable Development Goals (SDGs) , Concept of sustainable development

b) Ecosystem:

- Structure and function of an ecosystem,
- Energy flow in the ecosystem, Food chains, food webs , ecological pyramids
- Ecological succession. Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems Degradation of ecosystems and its impacts.

c) Natural Resources:

- Classification of natural resources
- Forest resources: Use and over-exploitation, deforestation, forests and tribal people.
- Water resources: Use of surface and groundwater, Water scarcity and stress
- Water conservation: rainwater harvesting, watershed management
- Soil and Mineral resources: Soil as a resource and its degradation, Environmental effects of extracting and using mineral resources.
- Energy resources: Growing energy needs, Energy crisis, use of alternate energy sources, Role of Indian traditions and culture in conservation of the environment

d) Biodiversity and its conservation:

- Types: genetic, species, and ecosystem diversity,
- Bio-geographical classification of India,
- Value of biodiversity:
- India as a mega- diversity nation. Hot-spots of biodiversity, Western Ghats as a biodiversity region.
- Threats to biodiversity habitat loss, poaching of wildlife, man- wildlife, Conflicts, Endangered and endemic species of India.
- Conservation of biodiversity: In-situ and Ex-situ conservation

Unit 2.Environmental Pollution, Climate change and Environmental legislation**(10 Hrs)****a) Environmental Pollution:**

- Air pollution: Causes, effects and control measures
- Water pollution: Causes, effects and control measures, Marine pollution,
- Soil pollution: Causes, effects and control measures,
- Noise pollution: Causes, effects and control measures
- Solid waste Management: Causes, effects and control

Climate change: Causes, effects and mitigation

- Greenhouse gases, phenomenon of greenhouse effect and climate change,
- Impacts of climate change: on life, on ocean and land systems; Sea level rise, On forests and natural ecosystems; On agriculture, on Human health
- Mitigation of climate change: IPCC, Carbon foot print, Green House Gas (GHG) reduction, net zero targets for the future
- Energy efficiency measures; Renewable energy sources for carbon reduction

b) Environmental legislation:

Constitutional provisions- Article 48A, Article 51A (g),
Environmental Protection Act.,
Air (Prevention and Control of
Pollution) Act, Water (Prevention and
control of Pollution) Act,

- **Nature Visits / Field Work /Field Tour/ Industrial visits / Campus environmental management Activities**

(5 hrs)

Text Books:

1. Environmental Studies E-Text Book (Marathi and English Medium) Shivaji University, Kolhapur
2. Environmental Studies – UGC- Text Book for Undergraduate Courses for all Branches of Higher Education – Erach Bharucha, Bharti Vidyapeeth Institute of Environment Education and Research, Pune
3. A Textbook of Environmental Studies, January 2006 Ahmed Khan ABD Publishers

References:

1. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. Science, 339: 36- 37.
2. McNeill, John R. 2000. Something New Under the Sun: An Environmental History of the Twentieth Century.
3. Odum, E.P., Odum, H.T. & Andrews, J. 1971. Fundamentals of Ecology. Philadelphia: Saunders.
4. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. Environmental and Pollution Science. Academic Press.
5. Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. Environment. 8th edition. John Wiley & Sons.
6. Rosencranz, A., Divan, S., & Noble, M. L. 2001. Environmental law and policy in India. Tripathi 1992.
7. Sengupta, R. 2003. Ecology and economics: An approach to sustainable development. OUP.
8. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
9. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. Conservation Biology: Voices from the Tropics. John Wiley & Sons.
10. World Commission on Environment and Development. 1987. Our Common Future. Oxford University Press.

CC-P 401 Simulated Teaching Workshop

(1+1 Lesson) Each Method

A-3: अभिरूप अध्यापन कार्यशाळा

(Simulated Teaching Workshop)

(१+१ पाठ - प्रत्येक पद्धतीसाठी)

कालावधी: ३०+१२ तास (५ दिवस)

श्रेयांक: १

एकूण गुण: २५

☐ उद्दिष्टे:

निवडलेल्या अध्यापन पद्धतीचा अभिरूप परिस्थितीत सराव करणे.
अध्यापनाची कार्यवाही, कौशल्य आणि क्षमतांचा विकास करणे.
अध्यापन पद्धतीचा पदबंध आणि कौशल्ये आत्मसात करणे.
सहकाऱ्यांशी चर्चा आणि आंतरक्रियेतून अध्यापन पद्धतीवर प्रभुत्व मिळवणे.

☐ कार्यशाळेची कार्यवाही:

सूक्ष्म अध्यापनाप्रमाणे (Micro-teaching) गट केले जातील, प्रत्येक गटाला एक प्राध्यापक असतील.
५ दिवसांपैकी २ दिवस एका मेथडचे पाठ घेतले जातील (दोन वेगवेगळ्या पद्धती वापरून).
प्रत्येक विद्यार्थ्याला ३० मिनिटे वेळ मिळेल: २५ मिनिटे पाठासाठी आणि ५ मिनिटे चर्चा व प्रत्याभरणासाठी

(Feedback).

पाठात निवडलेल्या अध्यापन पद्धतीच्या सर्व पायऱ्यांचा समावेश असावा.
अध्यापन करताना शैक्षणिक साधनांचा वापर अनिवार्य आहे.

☐ विषयानुसार अध्यापन पद्धती:

१. मराठी: नाट्यीकरण, चर्चा, उद्गामी/अवगामी
२. इंग्रजी: कम्युनिकेटिव्ह अप्रोच, उद्गामी/अवगामी
३. इतिहास: आधार पद्धती, कथन
४. भूगोल: प्रवास, दिग्दर्शन, चर्चा
५. गणित: उद्गामी/अवगामी, संयोजन पद्धती
६. सायन्स: किमान अध्ययन क्षमता, प्रयोग दिग्दर्शन

☐ अहवाल लेखनाचे मुद्दे:

१. अभिरूप अ A-3: अभिरूप अध्यापन कार्यशाळा (Simulated Teaching Workshop)

(१+१ पाठ - प्रत्येक पद्धतीसाठी)

कालावधी: ३०+१२ तास (५ दिवस)

श्रेयांक: १

एकूण गुण: २५

☐ उद्दिष्टे:

निवडलेल्या अध्यापन पद्धतीचा अभिरूप परिस्थितीत सराव करणे.
अध्यापनाची कार्यवाही, कौशल्य आणि क्षमतांचा विकास करणे.
अध्यापन पद्धतीचा पदबंध आणि कौशल्ये आत्मसात करणे.

सहकाऱ्यांशी चर्चा आणि आंतरक्रियेतून अध्यापन पद्धतीवर प्रभुत्व मिळवणे.

□ कार्यशाळेची कार्यवाही:

सूक्ष्म अध्यापनाप्रमाणे (Micro-teaching) गट केले जातील, प्रत्येक गटाला एक प्राध्यापक असतील.

५ दिवसांपैकी २ दिवस एका मेथडचे पाठ घेतले जातील (दोन वेगवेगळ्या पद्धती वापरून).

प्रत्येक विद्यार्थ्याला ३० मिनिटे वेळ मिळेल: २५ मिनिटे पाठासाठी आणि ५ मिनिटे चर्चा व प्रत्याभरणासाठी (Feedback).

पाठात निवडलेल्या अध्यापन पद्धतीच्या सर्व पायऱ्यांचा समावेश असावा.

अध्यापन करताना शैक्षणिक साधनांचा वापर अनिवार्य आहे.

□ विषयानुसार अध्यापन पद्धती:

१. मराठी: नाट्यीकरण, चर्चा, उद्गामी/अवगामी

२. इंग्रजी: कम्युनिकेटिव्ह अप्रोच, उद्गामी/अवगामी

३. इतिहास: आधार पद्धती, कथन

४. भूगोल: प्रवास, दिग्दर्शन, चर्चा

५. गणित: उद्गामी/अवगामी, संयोजन पद्धती

६. सायन्स: किमान अध्ययन क्षमता, प्रयोग दिग्दर्शन

□ अहवाल लेखनाचे मुद्दे:

१. अभिरूप अध्ययनाचे स्वरूप, संकल्पना आणि कार्यवाहीचे पहिले व्याख्यान.

२. कोणत्या घटकावर टाचणे (Lesson Plan) काढली, कोणती पद्धती वापरली, त्यातील पायऱ्या आणि साधने याची माहिती (प्रत्यक्ष टाचणे परिशिष्टात जोडावीत).

३. प्रत्यक्ष वापरलेली शैक्षणिक साधने.

४. छात्राध्यापकाने केलेली निरीक्षणे, स्वतःचे आणि प्राध्यापकांचे प्रत्याभरण.

५. विद्यार्थी म्हणून निभावलेली भूमिका आणि त्यातून झालेला फायदा यावर स्वतःचे मत.

□ गुणदान योजना (एकूण २५ गुण):

१. तात्विक माहिती व संकल्पना: ५ गुण

२. घटक निश्चिती, पद्धती व पायऱ्या:

प्रथम अध्यापन पद्धती: ५ गुण

द्वितीय अध्यापन पद्धती: ५ गुण

३. पाठ निरीक्षण व प्रत्याभरण: ५ गुण

४. विद्यार्थी म्हणून भूमिका व स्वतःचे मत: ५ गुण अध्ययनाचे स्वरूप, संकल्पना आणि कार्यवाहीचे पहिले व्याख्यान.

२. कोणत्या घटकावर टाचणे (Lesson Plan) काढली, कोणती पद्धती वापरली, त्यातील पायऱ्या आणि साधने याची माहिती (प्रत्यक्ष टाचणे परिशिष्टात जोडावीत).

३. प्रत्यक्ष वापरलेली शैक्षणिक साधने.

४. छात्राध्यापकाने केलेली निरीक्षणे, स्वतःचे आणि प्राध्यापकांचे प्रत्याभरण.

५. विद्यार्थी म्हणून निभावलेली भूमिका आणि त्यातून झालेला फायदा यावर स्वतःचे मत.

□ गुणदान योजना (एकूण २५ गुण):

१. तात्विक माहिती व संकल्पना: ५ गुण

२. घटक निश्चिती, पद्धती व पायऱ्या:

प्रथम अध्यापन पद्धती: ५ गुण

द्वितीय अध्यापन पद्धती: ५ गुण

३. पाठ निरीक्षण व प्रत्याभरण: ५ गुण

४. विद्यार्थी म्हणून भूमिका व स्वतःचे मत: ५ गुण

A-3: अभिरूप अध्यापन कार्यशाळा (1+1 Lesson Each Method)

कालावधी: 30+12 तास (5 दिवस)

श्रेयांक: 1

गुण: 25

□ उद्दिष्टे:

निवडलेल्या अध्यापन पद्धतीचा अभिरूप परिस्थितीमध्ये सराव करणे.

अध्यापनाची कार्यवाही, कौशल्य आणि क्षमतांचा विकास करणे.

अध्यापन पद्धतीचा पदबंध आणि अध्यापन कौशल्य आत्मसात करण्यास मदत करणे.

सहाध्यायाशी चर्चा व झालेल्या आंतरक्रियेतून अध्यापन पद्धतीवर प्रभुत्व प्राप्त करणे.

□ कार्यवाही:

सूक्ष्म अध्यापनाप्रमाणे गट केले जातील, प्रत्येक गटाला एक प्राध्यापक असतील.

दोन वेगवेगळ्या अध्यापन पद्धती वापरून 5 दिवसांपैकी 2 दिवस एका मेथडचे पाठ घेतले जातील.

प्रत्येक विद्यार्थ्याला 30 मिनिटे वेळ असेल (25 मिनिटे पाठ + 5 मिनिटे चर्चा/प्रत्याभरण).

पाठात निवडलेल्या अध्यापन पद्धतीच्या सर्व पायऱ्यांचा समावेश असावा.

□ बैठक व्यवस्था (तक्ता):

मध्यभागी: पाठ घेणारा (शिक्षक) आणि टेबल.

समोर: पाठ निरीक्षक.

आजूबाजूला: विद्यार्थी.

□ विषयानुसार अध्यापन पद्धती (तक्ता):

मराठी: नाट्यीकरण, चर्चा, उद्गामी / अवगामी.

इंग्रजी: कम्युनिकेटिव्ह ॲप्रोच, उद्गामी / अवगामी.

इतिहास: आधार पद्धती, कथन.

भूगोल: प्रवास, दिग्दर्शन, चर्चा.

गणित: उद्गामी / अवगामी, संयोजन पद्धती.

सायन्स: किमान अध्ययन क्षमता, प्रयोग दिग्दर्शन.

□ गुणदान योजना (तक्ता):

अभिरूप अध्यापन तात्विक माहिती व संकल्पना: 5 गुण.

घटक निश्चिती, पद्धती व पायऱ्या:

अ) प्रथम अध्यापन पद्धती: 5 गुण.

ब) द्वितीय अध्यापन पद्धती: 5 गुण.

पाठ निरीक्षण नोंदी व प्रत्याभरण: 5 गुण.

विद्यार्थी म्हणून भूमिका व स्वतःचे मत: 5 गुण.

एकूण: 25 गुण.

भाग २: अंतर्गत परीक्षा (Internal Examination)

B-5: Internal Examination (Semester II)

B-5.1: प्रपाठ (Assignment)

गुण: 10

नियम: 100 गुणांच्या पेपरसाठी 2 आणि 50 गुणांच्या पेपरसाठी 1 प्रपाठ.

कार्यवाही: शिक्षक 3 दीर्घोत्तरी प्रश्न देतील, त्यापैकी एकाचे उत्तर परीक्षा वातावरणात लिहावे लागेल.

मूल्यमापन तक्ता:

पूर्वतयारी (10 गुण) + परीक्षा (10 गुण) = एकूण 20 (रूपांतर 10 मध्ये).

A-5.2: तोंडी परीक्षा (Viva)

गुण: 30

वेळ: सर्व प्रात्यक्षिके पूर्ण झाल्यावर सत्राच्या शेवटी.

परीक्षक तक्ता:

अंतर्गत परीक्षक १ (30 गुण), अंतर्गत परीक्षक २ (30 गुण).

बाह्य परीक्षक १ (30 गुण), बाह्य परीक्षक २ (30 गुण).

एकूण 120 गुणांचे रूपांतर 30 मध्ये.

A-5.3: सत्रांत परीक्षा (Term End Examination)

गुण: 10

वेळ: सर्व घटक शिकवून झाल्यावर.

प्रश्नपत्रिकेचे स्वरूप (तक्ता):

प्रश्न १: वस्तुनिष्ठ (3 गुण).

प्रश्न २: लघुत्तरी (6 गुण).

प्रश्न ३: दीर्घोत्तरी (6 गुण).

एकूण 15 किंवा 30 गुणांचे रूपांतर 10 मध्ये.

भाग ३: शालेय आंतरवासिता (School Internship)

B-2 & B-3: शालेय आंतरवासिता टप्पा-१

एकूण गुण: $25 + 100 = 125$.

कालावधी: 4 आठवडे (15 जानेवारीपासून).

तपशील तक्ता:

क्षेत्रिय सहभाग: 25 गुण.

सराव पाठ: 40 गुण.

शालेय अनुभव कार्यक्रम: 60 गुण.

१. क्षेत्रिय सहभाग (Field Engagement) मूल्यमापन तक्ता:

भौतिक घटकांचे निरीक्षण: 5 गुण.

शाला कार्यप्रणाली निरीक्षण: 5 गुण.

अनुभवी शिक्षकांचे अध्यापन निरीक्षण: 5 गुण.

सराव पाठ वेळापत्रक तयार करणे: 5 गुण.

दैनंदिनी नोंद: 5 गुण.

२. सराव पाठ गुणदान योजना (तक्ता):

सुट्टे सराव पाठ (3+3): 30 गुण.

सहाध्यायी पाठ निरीक्षण (3+3): 06 गुण.

अनुभवी शिक्षकांचे पाठ निरीक्षण (2+2): 04 गुण.

एकूण: 40 गुण.

सराव पाठ साप्ताहिक नियोजन (तक्ता):

दिवस १ व २: निम्न्या विद्यार्थ्यांचे प्रथम पद्धतीचे पाठ व इतरांचे निरीक्षण.

दिवस ३ व ४: द्वितीय अध्यापन पद्धतीचे पाठ व निरीक्षण.

दिवस ५: गटात स्वानुभव कथन व प्राध्यापकांचे मार्गदर्शन.

दिवस ६: सर्व गटांचे वर्गासमोर सादरीकरण व चिंतन.

३. शालेय अनुभव कार्यक्रम मूल्यमापन (तक्ता):

परिपाठ व फलक लेखन: 5 गुण.

वेळापत्रक व हजेरीपत्रक: 5 गुण.

सांस्कृतिक स्पर्धा आयोजन: 5 गुण.

एन.सी.सी./स्काऊट गाईड सहभाग: 5 गुण.

विद्यार्थ्यांचे प्रोफाईल तयार करणे: 10 गुण.

जबाबदारी व अनुभव कथन: 10 गुण.

अहवाल लेखन: 10 गुण.

दैनंदिनी: 10 गुण.

एकूण: 60 गुण.

B-4: विषयज्ञान निदान चाचणी (Diagnostic Test)

कालावधी: 36+30 तास.

कार्यवाही: मार्गदर्शक आपापल्या विषयाची 50 गुणांची चाचणी घेतील.

B. A. B. Ed. Four year integrated course
Second Year- IV Semester

CC-P 402 Workshop on Models of Teaching

D-3. Workshop on Models of Teaching

प्रतिमानाधारित अध्यापन

कालावधी - 24+24 तास

श्रेयांक - 01

गुण 25

उद्दिष्टे :- विद्यार्थी शिक्षकास,

विविध वर्गीकरणानुसार अध्यापन प्रतिमानांच्या प्रणालींचा परिचय होण्यास मदत करणे.

अध्यापन पद्धती व अध्यापन प्रतिमाने यातील फरक माहीत होण्यास मदत करणे.

प्रतिमानानुसार पाठ टाचण निर्मिती करण्यास मदत करणे.

प्रतिमानांचा वापर करून अध्यापन करण्याची क्षमता विकसित होण्यास मदत करणे.

आवश्यक आधारप्रणाली :-

पाठ्यपुस्तके, शैक्षणिक साधने, प्रतिमानांच्या संरचना, प्रतिमानानुसार पाठ टाचणे, निरीक्षण नोंद तत्ते

आणि प्रतिमानानुसार आवश्यक साधने

कार्यनीती :-

अध्यापन प्रतिमानांची संकल्पना, गटवार वर्गीकरण आणि त्यांची वैशिष्ट्ये यांची सैद्धांतिक माहिती सांगावे.

संकल्पना प्राप्ती (CAM), अग्रत संघटक (AOM), उद्गमन विचार (ITM), भूमिकापालन (RPM), सामाजिक अभिरूपता (SSM) आणि पृच्छा प्रशिक्षण (ITM) या प्रतिमानांची सैद्धांतिक माहिती व संरचना देऊन त्या त्या प्रतिमानाधारित अध्यापनाचे दिग्दर्शन करावे.

विद्यार्थी शिक्षकांच्या माहितीसाठी प्रतिमानाधारित दिग्दर्शन पाठांचे टाचण नोटीस बोर्डवर लावून विद्यार्थी शिक्षकांना लिहून घेणेस सांगावे.

विद्यार्थी शिक्षकांनी कोणत्याही दोन प्रतिमानांची निवड करून मार्गदर्शक प्राध्यापकांच्या मदतीने गटामध्ये पाठ

टाचणांची निर्मिती करावी.

प्रतिमानाधारित पाठ टाचणाच्या निर्मितीनंतर विद्यार्थी शिक्षकांनी सोयीनुसार सराव पाठ शाळेत वर्गवातावरणामध्ये पाठ घ्यावेत.

मूल्यमापन

पाठ टाचण व अध्यापन 10 + 10

अहवाल लेखन 5

एकूण 25

CC-P 403 School Internship

(4 Weeks)

100 Marks

शालेय आंतरवासिता टप्पा-1

Hours - 108 Credit-4 Marks-100

3. गुण :- 25+100 4. तासिका :- 36+108=1445. श्रेयांक :-1+4 = 5

6. कालावधी :- (1+3) आठवडे (15 जानेवारीपासून प्रारंभ)

प्रथम वर्गाच्या द्वितीय सत्रात शालेय आंतरवासिता कार्यक्रमांमध्ये क्षेत्रीय सहभाग, सराव पाठ व शालेय अनुभव कार्यक्रम यांचा अंतर्भाव करण्यात आला आहे.

अ. न. शालेय आंतरवासिता तपशील गुण

1. क्षेत्रीय सहभाग - 25
2. सराव पाठ - 40
3. शालेय अनुभव कार्यक्रम - 60 प्रास्ताविक :-

प्रथम वर्गाच्या द्वितीय सत्रात छात्राध्यापकाने शालेय कामकाजाचे जवळून निरीक्षण करून त्यानंतर प्रत्यक्ष कामकाजात सहभागी व्हावे, यासाठी क्षेत्रीय सहभाग, सराव पाठ व शालेय अनुभव कार्यक्रम यांचा अंतर्भाव या प्रात्यक्षिकात करण्यात आला आहे. शालेय आंतरवासिता कार्यक्रम एकूण 4 आठवडे घेण्यात यावा. यातील 1 आठवडा क्षेत्रीय सहभाग व उर्वरित 3 आठवडे सराव पाठ व शालेय अनुभव कार्यक्रम आयोजित करावेत. तथापि, दर आठवड्यात 4 दिवस छात्राध्यापक शाळेत नियोजनानुसार कामकाज पूर्ण करेल व उर्वरित 2 दिवस महाविद्यालयात उपस्थित राहून केलेल्या कामकाजाचे प्रत्याभरण व पुढील नियोजन यासाठीची कार्यवाही प्राध्यापकांच्या मार्गदर्शनाखाली पूर्ण करेल.

1. क्षेत्रीय सहभाग :- (Field Engagement) कालावधी 1 आठवडा

पूर्वावश्यक भाग :-

1. सराव पाठ व शालेय अनुभव कार्यक्रमपूर्वी एक आठवडा
2. शाळा, छात्राध्यापक व मार्गदर्शक प्राध्यापक यांचे गट निश्चित करावेत
3. शाळेतील मुख्याध्यापक / पर्यवेक्षक / ज्येष्ठ शिक्षक यांची सहविचार सभा आयोजित करून सर्व नियोजित कार्यक्रम समजावून घ्यावा
4. निरीक्षण सूची तयार कराव्यात (उदा. भौतिक घटकाचे निरीक्षण, अनुभवी शिक्षकाचे निरीक्षण, शाला प्रणालीचे निरीक्षण, सराव पाठाचे निरीक्षण इ.)

उद्दिष्टे :- छात्राध्यापकांमध्ये

1. शालेय भौतिक घटक व मानवी घटक यांचा परिचय होण्यास व सुसंवाद साधण्यास मदत करणे
2. शाळेतील अनुभवी शिक्षकाचे निरीक्षण करण्यास मदत करणे
3. शाळेमधील अभ्यासपूरक व अभ्यासेतर उपक्रमाची माहिती समजून घेण्यास मदत करणे
4. शाळेमधील शिक्षकांच्या आवश्यक जबाबदाऱ्या व कार्ये समजण्यास मदत करणे
5. शालेय अनुभव कार्यक्रम व सराव पाठ यांचे नियोजन करण्यास मदत करणे.

प्रात्यक्षिकाची कृती /कार्यनीती :-

1. भौतिक घटकांचे अवलोकन करावे
2. शाळेच्या दैनंदिनीचे निरीक्षण करून शाला प्रणाली समजून घ्यावी
3. पूर्व परवानगीने शाळेतील अनुभवी शिक्षकाच्या अध्यापनाचे निरीक्षण करावे
4. सर्व प्रकारच्या निरीक्षण नोंदी ठेवाव्यात.
5. मानवी घटकांशी त्यांच्या जबाबदाऱ्या व कार्ये याबद्दल चर्चा करावी.
6. सराव पाठ नियोजनासाठी सर्व विषयांच्या अध्यापनासाठी घटकांच्या नोंदी करून आणाव्यात

7. प्रत्येक दिवसाच्या ठळक घडामोडीची नोंद करावी.
8. अभिरूप पाठ टाचणाप्रमाणे पाठ टाचणे काढावीत.
9. मार्गदर्शक प्राध्यापकांचे मार्गदर्शन घ्यावे.
10. सर्व क्षेत्रिय सहभागाची दैनंदिनी लिहावी दैनंदिनीमध्ये निरीक्षण व अनुभवात्मक चिंतन असावे.

मूल्यमापन :-

अ. न. उपक्रम. गुण

1. भौतिक घटकांचे निरीक्षण व नोंदी - 5
2. शाळेच्या दैनंदिनीचे कार्य प्रणालीचे निरीक्षण व नोंदी - 5
3. अनुभवी शिक्षकाच्या अध्यापनाचे निरीक्षण - 5
4. सराव पाठ वेळापत्रक तयार करणे - 5
5. दैनंदिनीची नोंद - 5

एकूण - 25

2. सरावपाठ पूर्वतयारी :- प्रात्यक्षिकाच्या नियोजनासाठी एका प्राध्यापकाची प्रमुख म्हणून नेमणूक करावी. सराव पाठ शाळाच्या सर्व मुख्याध्यापकास लेखी कळवून कार्यक्रमाचा कालावधी निश्चित करून घ्यावा. महाविद्यालयाने संबंधित शाळेतील मुख्याध्यापक / पर्यवेक्षक / जेष्ठ शिक्षक यांची सहविचार सभा आयोजित करून शालेय आंतरवासिता कार्यक्रम समजावून द्यावा व त्यांच्या पूर्व परवानगीने कार्यक्रम निश्चित करावा. महाविद्यालयाच्या वेगवेगळ्या सराव पाठ शाळांच्या संख्येनुसार छात्राध्यापकांचे समान गट करावेत. प्रत्येक गटात एक मार्गदर्शक प्राध्यापक व छात्राध्यापकांची यादी तयार करावी. प्रत्येक गटात सर्व अध्यापन पद्धतीचे छात्राध्यापक सहभागी व्हावेत.

सराव पाठासाठी पूर्वावश्यक भाग :-

अध्यापन कौशल्याचे निदान व विकसन हा प्रात्यक्षिक भाग, दिग्दर्शित पाठ, पाठनियोजन कृतिसत्र व अभिरूप पाठ पूर्ण झालेले असावेत. तसेच वर्गामध्ये विविध अध्यापन पद्धतींची पाठ टाचणे व त्यांच्या पैलूंवर सविस्तर चर्चा झालेली असावी.

सरावपाठ उद्दिष्टे :- छात्राध्यापकांमध्ये

1. पाठ्यांशाची उद्दिष्टे व स्पष्टीकरणे तयार करण्याची क्षमता निर्माण करणे.
2. निचित केलेल्या पाठ्यांशासाठी उद्दिष्ट्यानुसार आवश्यक अध्यापन पद्धती, तंत्रे, क्लुप्त्या व अनुभूती देण्याची क्षमता विकसित करणे.
3. उद्दिष्टनिहाय मूल्यमापन क्षमता विकसित करण्यास मदत करणे.
4. अध्ययन-अध्यापन प्रक्रिया समजून घेण्याची संधी उपलब्ध करून देणे.
5. अध्ययन-अध्यापनाची परिणामकारकता समजून घेण्यासाठी पाठ निरीक्षणची संधी उपलब्ध करून देणे.
6. अध्यापनासाठीचा आत्मविश्वास निर्माण होण्यास मदत करणे.

प्रात्यक्षिकाची कृती / कार्यनीती :-

सरावपाठ प्रशिक्षण कालावधीत छात्राध्यापकांचे प्रथम अध्यापन पद्धतीचे 3 व द्वितीय अध्यापन पद्धतीचे 3 असे एकूण 6 पाठ पूर्ण करून घ्यावेत. या पाठाचे विभाजन 5 वी ते 8 वी (उच्च प्राथमिक स्तर) व 9 ते 12 (माध्यमिक व उच्च माध्यमिक स्तर) अशा प्रकारे असावे. गटाने संबंधित शाळेतून घटक आणून घटकांची विभागणी करून घ्यावी व त्यानुसार गटाच्या सरावपाठाचे वेळापत्रक तयार करावे. सरावपाठाचे वेळापत्रक आठवड्यापूर्वी लावावे. छात्राध्यापकांनी पाठ टाचण काढून संबंधित प्राध्यापकाच्याकडून तपासून घ्यावे व वेळापत्रकानुसार दिलेल्या वर्गावर सरावपाठ घ्यावेत. गटातील इतर छात्राध्यापकांनी सहाध्यायीच्या 6 (33) पाठांचे उपलब्ध वेळेनुसार निरीक्षण करावे व त्याच्या नोंदी कराव्यात. तसेच छात्राध्यापकांनी त्याच्या प्रत्येक अध्यापन पद्धतीच्या शाळेतील ज्येष्ठ/अनुभवी शिक्षकांच्या दोन पाठांचे निरीक्षण करून नोंद तक्ते भरावेत. निरीक्षणाबाबत शिक्षकांशी त्यांनी चर्चा करावी.

सराव पाठ कार्यक्रम हा सुटे सराव पाठ स्वरूपाचा असावा एका सप्ताहाचे नियोजन पुढील प्रमाणे करावे. समजा एका गटामध्ये 14 छात्राध्यापक आहेत.

1. गटातील 7 छात्राध्यापक प्रथम अध्यापन पदधतीचा पाठ घेतील व उर्वरित 7 छात्राध्यापक त्यांचे निरीक्षण करतील.
2. दुस-या टप्प्यामध्ये गटातील उर्वरित 7 छात्राध्यापक प्रथम अध्यापन पदधतीचा पाठ घेतील व इतर 7 छात्राध्यापक त्यांचे निरीक्षण करतील.
3. बरीलप्रमाणे 14 पैकी 7 छात्राध्यापक द्वितीय अध्यापन पदधतीचा पाठ घेतील व उर्वरित 7 छात्राध्यापक त्यांचे निरीक्षण करतील.
4. उर्वरित 7 छात्राध्यापक द्वितीय अध्यापन पदधतीचा पाठ घेतील व इतर 7 छात्राध्यापक त्यांचे निरीक्षण करतील.
5. सर्व गट स्वतंत्र बसतील प्रत्येकजण आपआपल्या गटातील छात्राध्यापकांना सराव पाठ व शालेय अनुभव कार्यक्रमात आलेले स्वानुभव सांगेल आलेल्या अडचणी व त्यावर केलेली मात याचे कथन करतील निरीक्षक छात्राध्यापक प्रत्याभरणात्मक सूचना सांगतील मार्गदर्शक प्राध्यापक सूचना देतील सुधारणात्मक उपाय सांगतील उल्लेखनिय बाबी सांगतील या सर्व बाबींची नोंद गटप्रमुख करतील.
6. सर्व गटप्रमुख आपआपल्या गटातील ठळक घडामोडीच्या नोंदी कमतरता अनुभव व चिंतन याची मांडणी सर्व वर्गासमोर करतील व शेवटी विभागप्रमुख या सर्व बाबीवर मार्गदर्शन करतील.

मूल्यमापन योजना :-

सराव पाठाच्या मूल्यमापनासाठी प्राध्यापकांनी स्वनिर्मित पदनिश्चयन श्रेणी किंवा पडताळा सूचीचा वापर करावा.

सराव पाठ गुणदान योजना

अ. न. तपशील संख्या गुण

1 सुट्टे सराव पाठ 3+3 30

2 सहाध्यायी पाठ निरीक्षण 3+3 06

3 अनुभवी शिक्षकाचे पाठ निरीक्षण 2+2 04

एकूण 8+8. 40

3. शालेय अनुभव कार्यक्रम :-

प्रास्ताविक :-

प्रथम वर्षाच्या शालेय अनुभव कार्यक्रमाच्या माध्यमातून छात्राध्यापकांना शाळेतील कामकाजाचे अर्थपूर्ण निरीक्षण करता यावे अशी अपेक्षा आहे. प्रथम वर्षामध्ये छात्राध्यापकाला शाळा, तेथील वातावरण, विद्यार्थ्यांचे काही प्रमाणात आकलन आणि अध्ययन अध्यापन प्रक्रिया यांचा परिचय होणे अपेक्षित आहे. शाळेशी संबंधित सर्व पैलूंचे छात्राध्यापकाला आकलन व्हावे तसेच त्याने प्राप्त केलेल्या सैध्दांतिक ज्ञानाची सांगड प्रत्यक्ष कामकाजात घालता यावी यादृष्टीने शालेय अनुभव कार्यक्रम गरजेचा आहे.

पूर्वावश्यक भाग :-

शालेय अनुभव कार्यक्रमाला जाण्यापूर्वी पूर्ण करावयाच्या उपक्रमांची माहिती सांगावी व नियोजन करून घेणेच यावे.

उद्दिष्टे:-

1. छात्राध्यापकास शाळेतील दैनंदिन कामकाजात प्रत्यक्ष भाग घेण्याची संधी प्राप्त करून देणे.
2. अध्यापनासंदर्भात आशय आणि अध्यापनशास्त्राची तत्त्वे, समस्या व प्रश्न समजण्यास मदत करणे.
3. परिणामकारक वर्गअध्यापनाची आवश्यक कौशल्ये व क्षमता विकसित करण्यास मदत करणे.
4. व्यावसायिक अभिवृत्ती, मूल्ये, अभिरूची विकसित करण्यास मदत करणे.
5. शाळेतील विविध घटक व त्यांच्यावरील जबाबदारी यांची ओळख करून घेण्यास मदत करणे.
6. शाळेत विविध उपक्रमांचे नियोजन व आयोजन करण्याची क्षमता विकसित करण्यास मदत करणे.
7. शिक्षकाची भूमिका समजण्यास मदत करणे.

प्रात्यक्षिकाची कृती / कार्यनीती :-

प्रत्येक मार्गदर्शक प्राध्यापकाने आपल्या गटातील छात्राध्यापकांना मार्गदर्शन करावे. प्रत्येक छात्राध्यापकांना एक जबाबदारीचे कार्य घेण्यास सांगावे. यामध्ये मुख्याध्यापक, उपमुख्याध्यापक, पर्यवेक्षक, वर्गशिक्षक, वेळापत्रक प्रमुख, परिपाठ प्रमुख, सांस्कृतिक प्रमुख इत्यादींसाठी जबाबदारी विभागून द्यावी. जेणेकरून अपेक्षित सर्व कामे जबाबदारीने केली जातील. गटातील छात्राध्यापकांना या कार्यक्रमाची उद्दिष्टे, प्रत्येकाच्या जबाबदा-या व गुणदान कशा प्रकारे होणार आहे? शाळेत कोणकोणते अनुभव घ्यायचे? कोणकोणती कामे करावयाची? याबाबतची सविस्तर माहिती द्यावी.

शालेय अनुभव कार्यक्रमात घ्यावयाच्या उपक्रमांची यादी :-

1. परिपाठ सहभाग
2. वेळापत्रक तयार करणे.
3. विद्यार्थी हजेरीपत्रक तयार करणे.
4. फलक लेखनात सहभाग
5. सांस्कृतिक स्पर्धा (नियोजन व आयोजन)
6. एन.सी.सी., एम.सी.सी., स्काऊट गाईड उपक्रमात सहभाग
7. एका विद्यार्थ्याचे प्रोफाईल तयार करणे.

अनुभवांचे कथन :-

आपल्या गटातील छात्राध्यापकांना सराव पाठ व शालेय अनुभव कार्यक्रमात आलेल्या अनुभवांचे कथन करण्याचा कार्यक्रम आयोजित करावा. प्रत्येक छात्राध्यापकांने सदरच्या कार्यक्रमात आलेले चांगले अनुभव, ठळक प्रसंग व घटना आलेल्या अडचणी व त्यावर केलेली मात कोणत्या उपक्रमापासून काय शिकण्यास मिळाले? सराव पाठ व शालेय अनुभव कार्यक्रमात आणखी काय सुधारणा करणे आवश्यक आहे या संदर्भात अनुभव कथन करण्यास सांगावे.

मूल्यमापन योजना :-

अ. न. तपशील. गुण

1. परिपाठ व फलक लेखनातील सहभाग - 5
2. वेळापत्रक व हजेरीपत्रक तयार करणे. - 5
3. सांस्कृतिक स्पर्धा- नियोजन व आयोजनातील सहभाग - 5
4. एन.एस.एस.एन.सी.सी., एम.सी.सी., स्काऊट गाईड, इ. उपक्रमातील सहभाग - 5
5. एका विद्यार्थ्याचे प्रोफाईल तयार करणे. - 10
6. एकंदरित कामाची जबाबदारी व अनुभव कथन - 10
7. अहवाल लेखन - 10
8. दैनंदिनी - 10
9. एकूण - 60

अहवाल लेखन :-

1. शालेय अनुभव कार्यक्रमाच्या अहवाल लेखनात खालील बाबींचा उल्लेख असावा.
2. शालेय अनुभव कार्यक्रमाचे प्रास्ताविक अर्थ महत्त्व व उद्दिष्टे
3. गटातील छात्राध्यापकांची विभागनिहाय यादी
4. दैनंदिन परिपाठ नोंद राष्ट्रगीत प्रतिज्ञा, प्रार्थना, सुविचार, बोधकथा, दिनविशेष, पंचांग, श्लोक, ठळक बातम्या.
5. विद्यार्थी हजेरीपत्रक
6. सांस्कृतिक कार्यक्रम कार्यक्रम पत्रिका, कार्यक्रमाचा सविस्तर वृत्तांत.
7. एन.सी.सी., एम.सी.सी. स्काऊट गाईड इ. सहभागाचा वृत्तांत
8. एका विद्यार्थ्याचे प्रोफाईल.
9. एकंदरित कार्याच्या जबाबदारीचा अहवाल.
10. विभाग प्रमुख म्हणून कार्य कशा पद्धतीने पूर्ण केले? समस्या किंवा आलेल्या अडचणी कशा सोडविल्या?
11. कार्यक्रमासाठी सुचविलेले बदल व सुधारणा
12. समारोपामध्ये एकंदरित शालेय अनुभवाविषयीचे तुमचे मत
13. अहवालातमध्ये उपक्रमासंदर्भात फोटो लावावेत.

दैनंदिनी :-

प्रत्येकाने प्रत्येक दिवशी शाळेच्या प्रारंभापासून ते शाळा सुटपर्यंत स्वतः केलेली सर्व कामे, ठळक प्रसंग, घटना, कार्यक्रमात आलेले चांगले अनुभव, आलेल्या अडचणी व त्यावर केलेली मात, कोणत्या उपक्रमापासून काय शिकण्यास मिळाले? इ. गोष्टींचा समावेश करून दररोज शेवटी एकंदरीत अनुभवांच्या चिंतनात्मक विचारांची नोंद करावी.

B-4 Diagnostic test on Content knowledge & Remedial Programme.

विषयज्ञान निदान चाचणी आणि उपचारात्मक कार्यक्रम कालावधी - 36+30 तास

उद्दिष्टे :-

1. प्रशिक्षणार्थीच्या विषयज्ञानाचे निदान करून, विषयज्ञान समृद्धिच्या उपचारात्मक कार्यक्रमाची आखणी करणे,
2. प्रशिक्षणार्थीच्या अध्ययन अध्यापन क्षमता, संप्रेषण कौशल्य, सादरीकरण कौशल्य यांचे निदान करून त्यामधील समस्या निराकरण करणारे उपचारात्मक कार्यक्रम राबविणे.
3. दुसऱ्या सत्रामध्ये जीवनमूल्ये, जीवन कौशल्ये अध्यापक व्यवसायाचे ज्ञान व कौशल्ये यांवर आधारित अध्यापक शिक्षण देऊन प्रशिक्षणार्थीची गुणवत्ता वाढविणे.

कार्यनीती- प्रशिक्षणार्थींनी प्रवेश घेतल्यानंतर अध्यापन पद्धतीच्या मार्गदर्शकांनी आपआपल्या विषयाच्या विद्यार्थ्यांची विषयज्ञान निदान चाचणी घ्यावी. ही चाचणी 50 गुणांची असावी. प्रत्येक विषयाच्या मार्गदर्शक प्रशिक्षकांनी आपल्या विषयासाठी परिपूर्ण निदानात्मक चाचणी तयार करावी. विषयांच्या