



SHIVAJI UNIVERSITY, KOLHAPUR - 416 004,
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शिवजी विद्यापीठ, कोल्हापूर - ४१६ ००४, महाराष्ट्र
दूरध्वनी - ईपीएबीएक्स - २६०९०००, अभ्यासमंडळे विभाग - ०२३१-२६०९०९४



जा.क्र./शिवाजी वि./अ.मं./१८६

दि. १३/०३/२०२३

प्रति,

मा. प्राचार्य/संचालक,
सर्व संलग्नित महाविद्यालये/मान्यताप्राप्त संस्था,
शिवाजी विद्यापीठ, कोल्हापूर

विषय : बी.ए.बी.एड. भाग १कोर्सच्या अभ्यासक्रम बाबत...
संदर्भ : या कार्यालयाचे पत्र क्र.१३१ दि.०२/०१/२०२२.

महोदय,

उपरोक्त संदर्भिय विषयास अनुसरुन आपणास आदेशान्वये कळविण्यात येते की, शैक्षणिक वर्ष २०२२-२३ पासून लागू करण्यात आलेल्या बी.ए.बी.एड. भाग १कोर्सच्या अभ्यासक्रमामध्ये किरकोळ दुरुस्ती करण्यात आलेली आहे. सोबत सदर अभ्यासक्रमाची प्रत व नियमावली जोडली आहे. तसेच विद्यापीठाच्या www.unishivaji.ac.in (Online Syllabus) या संकेतस्थळावर ठेवण्यात आला आहे.

सदर अभ्यासक्रम सर्व संबंधित विद्यार्थी व शिक्षकांच्या निदर्शनास आणून द्यावी ही विनंती.

कळावे,

आपला विश्वासू,

सोबत : अभ्यासक्रमाची प्रत.

उपकुलसचिव

- प्रत : १. अधिष्ठाता, आंतरविद्याशाखा अभ्यास विद्याशाखा.
२. समन्वयक, शिक्षणशास्त्र अभ्यास मंडळ.
३. संचालक, परीक्षा व मुल्यमापन मंडळ कार्यालयास.
४. परिक्षक नियुक्ती ए व बी विभागास.
५. इतर परीक्षा विभागास.
६. संगणक केंद्र/आय. टी. सेल विभागास.
७. दूरस्थ व ऑनलाईन शिक्षण विभाग.
माहितीसाठी व पुढील कार्यवाहीसाठी.

SHIVAJI UNIVERSITY, KOLHAPUR



"A⁺⁺" Accredited by
NAAC (2021)
with CGPA-3.52

Syllabus

for

**THE FOUR- YEAR INTEGRATED BACHELOR OF ARTS AND
BACHELOR OF EDUCATION PROGRAMME**

Faculty of Inter Disciplinary Studies (IDS)

To be implemented from the a Academic year 2022-2023 onwards

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

(A)

First Year Bachelor of Arts (B.A.B.Ed. Part – I)

Course Structure for (B. A. B.Ed. Part – I)

(To be implemented from the Academic Year 2022-23)

Semester I – Duration : 6 Months									
Teaching Scheme					Evaluation Scheme				
Sr. No.	Course	No. of Lectures	Hours	Credits	Theory	Internal	Total Marks	Min Marks (for passing)	Exam Duration (Hrs.)
1.	DSC(A) –I (B.A.Sem I- Marathi / Hindi)	4	3.3	2	40	10	50	14+4=18	2
2.	DSC(A) –I (B.A.Sem I- Marathi / Hindi / English)	4	3.3	2	40	10	50	14+4=18	2
3.	DSC(B) –I (B.A.Sem I- (History / /Geography)	4	3.3	2	40	10	50	14+4=18	2
4.	AECC –I (English Communicati ons)	4	3.3	2	40	10	50	14+4=18	2
5.	AECC –I (Marathi /Compulsory)	4	3.3	2	40	10	50	14+4=18	2
6.	CC-T-101 Perspective in Education	5	4.12	4	80	20	100	28+7=35	3
7	SEC SBC-I (CGPA)/ VBC-I(Non CGPA)				25		25	9	1
	Total	25	21.12	14	305	70	375	-	-

(B)

STRUCTURE OF PRACTICUM COMPONENT

B. A. B. Ed. Part 1 Sem –I

Course Code	Semester	Title	Credits	Marks
CC-P 101	First Semester	Language across school curriculum	1	25
CC-P 102	First Semester	Reading & Reflecting on Texts	2	50
CC-P 103	First Semester	Understanding the self	2	50
CC-P 104	First Semester	General Orientation of Student Teacher	1	25
CC-P 105	First Semester	Teaching Aids Workshop	1	25
Total				175

(C)

Internal Examination (100 Marks)	
Teaching Scheme	Evaluation Scheme
Internal Examination Marks (50) + Assignment (10)+ Viva (30)+ End Exam(10)Total=100(Credits – 2)	

Aggregate Marks and Credits of Semester – I	Credits- 23 , Aggregate Marks-650
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Total marks B.A.B.Ed Semester I

$$(A) + (B) + (C) = \text{Total}$$

$$375 + 175 + 100 = 650$$

Semester II

(A)

Semester II – Duration : 6 Months									
Teaching Scheme					Evaluation Scheme				
Sr. No.	Course	No. of Lectures	Hours	Credits	Theory	Internal	Total Marks	Min Marks (for passing)	Exam Duration(Hrs.)
1.	DSC(A) –II	4	3.3	2	40	10	50	14+4=18	2
2.	DSC(A) –II	4	3.3	2	40	10	50	14+4=18 14+4=18	2
3.	DSC(B) –II	4	3.3	2	40	10	50	14+4=18	2
4.	AECC –I	4	3.3	2	40	10	50	14+4=18	2
5.	AECC –II	4	3.3	2	40	10	50	14+4=18	2
6	CC-T-102	04	3.3	02	40	10	50	14+4=18	2
7	CC-T-103	04	3.3	02	40	10	50	14+4=8	2
8	SEC SBC-I (CGPA)/ VBC-I(Non CGPA)				100		100	35	3
	Total	28	23.1	14	380	70	450	-	-

(B)

STRUCTURE OF PRACTICUM COMPONENT

B. A. B. Ed. Part 1 Sem – II

Course Code	Semester	Title	Credits	Marks
CC-P 201	Second Semester	School Engagement : Visit to innovative centres of Pedagogy and Learning	4	100
CC-P 202	Second Semester	Drama and Arts in Education	2	50
Total				150

(C)

Internal Examination (100 Marks)	
Teaching Scheme	Evaluation Scheme
Internal Examination Marks (50) + Assignment (10)+ Viva (30)+ End Exam(10) : Credits – 2	

Aggregate Marks and Credits of Semester – I I	Credits- 24 , Aggregate Marks-700
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Total marks B.A.B.Ed Semester II

$$(A) + (B) + (C) = \text{Total}$$

$$450 + 150 + 100 = 700$$

1.Student Contact Hrs Per week : 19.2 hrs 2. Lectures : 48 Min	3. Total marks for BA I : 600 and with SEC :675 4. Total credits for BA I : 24 and with SEC : 30
DSC: Discipline Specific Core Course - Candidate can opt four courses (Subjects) from DSC. However, Candidates shall opt for at least one language course (subject) from DSC.	
GEC : Generic Elective Compulsory Course - Candidate can opt any one course (Subject).	
AECC : Ability Enhancement Compulsory Course (Compulsory English). SBC-Skill based courses and VBC Value based courses	
SEC: Skill Enhancement Course (Vocational Studies): Field Projects/ Internship/ Apprenti-ship/ Community Engagement and Service. Any one from pool of 4 credit courses. For SEC courses there shall be practical examination of 100 marks at the end of semester – II which is assisted by Sector Skill Council.	
SEC-IA & IIB are two parts of Vocational Course-I. <u>Link for the pool of SEC courses. (You may add or delete any courses as per available facilities)</u> https://drive.google.com/file/d/176Vwvx4SC2ONrt69XADruzI2qnfBPI_o/view?usp=sharing	
CC-T - Perspective in Education (Theory) CC-P- Practicum Component	
(A) Non-Credit Self Study Course : Compulsory Civic Courses (CCC) For Sem I: CCC – I : Democracy, Elections and Good Governance	
(B) Non-Credit Self Study Course : Skill Development Courses (SDC)For Sem II: SDC – I : Any one from following (i) to (v) i) Business Communication & Presentation ii) Event management iii) Personality Development, iv) Yoga & Physical Management v) Resume, Report & proposal writing • Exit option after Level 5: Students can exit with Certificate Course in Arts with the completion of courses equal to minimum of 48 credits and also shall have to acquire additional 8 credits by successfully completing SEC-IA and SEC-IIB courses which are assisted by Sector Skill Council.	

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

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

Contact Hours: 04 Hours Per week	Total Marks: 100
Credit: 04	External Assessment: 80
Total Instructional Hours : 60	Internal Assessment: 20

Course Objectives

To enable the student teacher to:-

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

Module – I. Introduction to Child Development.

(10 marks, 8 hrs)

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

Module – II. Growth & Development.

(10 marks, 10 hrs)

- a) Concept of growth & development.

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

Module – III. Development Characteristics W.R.T. to Childhood & Adolescence. (11marks, 10 hrs)

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

Module – IV. Development of Understanding. (09 marks, 7 hrs)

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

Module – V. Guidance & Counseling. (09 marks, 7 hrs)

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

Module – VI. Issues Related to Child Development. (07 marks, 6 hrs)

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

Module – VII. The Child in the Family. (07 marks, 6 hrs)

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

Module – VIII. Personality Development of Child.

(07 marks, 6

hrs)

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

Sessional Work :- (any two of the following)

30 marks

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

References :-

- 1) Aggarawal J C ,(2010) Essentials of Educational Psychology, Vikas Publishing House Ltd. New Delhi
- 2) Chauhan S S ,(2009) Advanced Educational Psychology, Vikas Publishing House Ltd. New Delhi
- 3) Dandapani S. (2000) a Textbook of Advanced Educational Psychology, Anmol Publications Pvt Ltd, New Delhi.
- 4) Dinkmeyer (1968) Child Development (The emerging self) Prentice – Hall of India Private Limited, New Delhi 1967.
- 5) Hurlock Elizabeth (1972) Child Development, McGraw Hill Kogakusha, Ltd. Tokya.
- 6) Johnson R.C, medinn (US G.R.C. 1965), Child Psychology, Behaviour & Development, John Wiley & Sons, Inc. New York.
- 7) Kale S.V. (1978) Child Psychology & Child Guidance Himalaya Publishing House, Bombay.
- 8) S.K Mangal,(2008) Advanced Educational Psychology P H I Learning Pvt. Ltd.- New Delhi-
- 9) Skinner Charles E. (2008) Educational Psychology Prentice - Hall of India Private Limited, New Delhi.
- 10) आफळे, रा. रा. बापट, भा. व. (1973), शिक्षणाचे मानसशास्त्रीय अधिष्ठान, श्री. विद्या प्रकाशन पुणे.
- 11) कुलकर्णी, के. व्ही. (1977), शैक्षणिक मानसशास्त्र श्री विद्या प्रकाशन, पुणे.

- 12) खरात, आ. पा. (1974) प्रगत शैक्षणिक मानसशास्त्र श्री. विद्या प्रकाशन पुणे.
- 13) गोगटे श्री. ब. शैक्षणिक मानसशास्त्र, श्री. विद्या प्रकाशन पुणे.
- 14) दांडेकर, वा. ना. (1970), प्रायोगिक व शैक्षणिक मानसशास्त्र, मोघे प्रकाशन, कोल्हापूर.
- 15) पारसनीस, न.रा. (1987), प्रगत शैक्षणिक मानसशास्त्र, नूतन प्रकाशन, पुणे.

(PRACTICUM)

CC-P 101 : LANGUAGE ACROSS THE SCHOOL CURRICULUM

Total Hours :15 +30

Total Marks: 25

Instructional hours : 15

Learning Hours : 30

Internal Assessment

Credit: 01

Instructions:

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

OBJECTIVES:

To enable the student teacher ----

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

Module: 1 MULTILINGUALISM IN THE CLASSROOM (07Marks, 04 Hrs)

Suggested Activities: (select any one)

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

Module: 2 CLASSROOM DISCOURSE

(06 Marks, 03 Hrs)

Suggested Activities: (select any one)

- a) Seminar on the nature of classroom discourse
- b) Seminar on the importance of oral language in the classroom

- c) Classroom observation in the school regarding discussion as tool for learning
- d) Classroom observation in the school regarding the nature of questioning in the classroom and its types

Module: 3 READING IN THE CONTENT AREA
(Hrs)

(06Marks, 04

Suggested Activities: (select any one)

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

Module: 4 WRITING IN THE CONTENT AREA
(Hrs)

(06Marks, 04

Suggested Activities: (select any one)

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

Assessment:

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

REFERENCES:

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

Robert W. Barnett; Jacob S. Blumner(1999) Writing Centers and Writing across the Curriculum Programs:Building Interdisciplinary PartnershipsGreenwoodPress,

B. A. B. Ed. Four year integrated course
First Year- I Semester
CC-P 102 Reading and Reflecting on Text

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

Course Objective—

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

Module -1 Engaging with Narrative and Descriptive Accounts- (12 marks, 4 hrs.)

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

Suggested Activities-(any one)

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

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

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

Suggested Activities--(any one)

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

Module -3 Engaging with journalistic writing (12 marks, 4 hrs.)

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

Suggested activities —(any one)

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

A. Engaging with subject related reference books

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

Sequence of activities-

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

Module -4 Engaging with educational writing (13 marks, 3 hrs.)

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

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

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

Suggested activity –(any one)

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

Reference books-

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

B. A. B. Ed. Four year integrated course
First Year- I Semester
CC-P 103 Understanding the Self

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

Course Objectives: To enable the student teachers to,

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

Mode of transaction:-

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

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

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

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

Strand – A Workshop

Sr. No.	Theme/Activity	Methodology	Assessment	Duration	Marks
1.	Who am I and Understanding one's Strength and Weakness through self observation	Personal Narratives and activity sheet	Narration Skill, involvement in discussion , analysis of activity sheet	Three Hours	5
2.	How political , social and historical forces shape the identity	Group discussion, presentation	Analysis the performance in G.D.	Two Hours	5
3.	Issues of contemporary adolescence <ul style="list-style-type: none"> • Meaning and concept of adolescence , Issues of contemporary adolescence , • Role of teacher 	Group discussion, presentation	Analysis the performance in G.D.	Three Hours	5
4.	Communities role in forming one's identity , beliefs ,attitude etc.	Group discussion, presentation	Analysis the performance in G.D.	Two Hours	5
5.	Philosophy of yoga and benefits of yoga for body and mind	Group discussion, presentation	Analysis the performance in G.D.	Two Hours	5
6.	Case studies /biographies/ stories of different children who are arises in different circumstances	Case study analysis, sharing and discussion	Case analysis, involvement in discussion	Two Hours	5
7.	Article reading and discussion	Group discussion	Analysis the performance in G.D.	Two Hours	5
8.	Watching one movie / documentary of educational and social	Writing film review , sharing	Assessment of review , involvement in	Four hours	5

	content		discussion		
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Strand – B Writing task and Journal writing

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

Total Hours- 24

Total Marks- 50

Process to be followed while implementing Strand – A and Strand – B

(Note for the faculty mentor)

Strand – A Workshop

Theme/Activity No.1

Step 1

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

Step 2

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

Theme/Activity No.2

Step 1

1. Ask the student teachers how political, social and historical forces shape the identity? Classifies the responses in these categories.

Theme/Activity No.3

Step 1

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

Step 2

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

Step 3

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

Theme/Activity No.4

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

Theme/Activity No.5

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

Theme/Activity No.6

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

Theme/Activity No.7

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

Theme/Activity No. 8

Step 1

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

Step 2

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

Strand – B Writing task and Journal writing

Activity No. 1

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

Activity No. 2

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

Assessment

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

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B. A. B. Ed. Four year integrated course
First Year- I Semester
CC-P 104 General Orientation of Student Teacher

Instruction Hours :24 hrs.+ Learning hours : 6

Marks 25

Credit ; 01

Number of group : 5

No. of students each group : 10

A) Personal	B) Socio-emotional	C) Educational	D) Vocational
<ul style="list-style-type: none"> • Personal hygiene. • Self-identity. • Sexual maturation. • Self-esteem development. • Development of initiative and assertiveness. • Improvement of emotional stability. 	<ul style="list-style-type: none"> • Learning of social rules and invention • Attainment of self-control • Establishment of positive social relationships • Development of communication skills • Adaptation to new situations 	<ul style="list-style-type: none"> • Self-awareness • Time management • Organizational skills • Effective study skills and learner attitudes • Setting performance/achievement targets 	<ul style="list-style-type: none"> • Awareness of career options and opportunities • Career exploration of and planning • Importance of work and leisure

E) Presentation on skill

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> • Leisure Skills • Choice Making • Problem Solving • Independent Living Skills • Home Maintenance Skills • Safety Skills • Functional Reading Skills | <ul style="list-style-type: none"> • Social Skills • Decision Making • Self-Awareness • Money (Banking & Purchasing) • Meal Planning and Preparing • Self-Care Skills • Employment Skills | <ul style="list-style-type: none"> • Self-Determination Skills • Goal Setting • Self-Advocacy Skills • Grocery Shopping • Restaurant Skills • Functional Reading Skills • Student-Focused Planning |
|--|--|---|

1. Go through group student teacher hand book daily for any message for you.
2. Keep track of the daily progress of student teacher and take remedial action wherever necessary.
3. Criticism of a student's teacher or the school in the presence of the school pupils may please be avoided as it may cause the student to lose respect for the teacher educator and the school.
4. Encourage student teacher to put in cent percent attendance.
5. After every examination, the parents of those students who have not performed well, may be required to meet the principal to take the progress reports in person at the appointed time, which will be intimated through the hand book.

6. The college periodically organizes parent-teacher meetings and talks are arranged on student teacher training . Attendance of at least one of the parents in such meetings will render such activities productive and useful.

CC-P 105 Teaching Aids workshop

शैक्षणिक साधन निर्मिती कार्यशाळा

कालावधी-24+12 तास (चार दिवस) श्रेयांक - 0१

गुण- 25

उद्दिष्टे - छात्राध्यापकास,

- 1) आकर्षक शैक्षणिक साधने निर्माण करण्याची संधी उपलब्ध करून देणे.
- 2) शैक्षणिक साधन निर्मितीसाठी आवश्यक कौशल्ये प्राप्त करण्यास मदत करणे.
- 3) अध्यापनामध्ये शैक्षणिक साधनांचा उपयोग करण्यास प्रवृत्त करणे.

योग्य कालखंड - पाठ नियोजन व दिग्दर्शन कृतिसत्र झाल्यानंतर व अभिरूप अध्यापन कृतिसत्रापूर्वी घ्यावे .

प्रात्यक्षिकासाठी पूर्वावश्यक तात्त्विक भाग -

शैक्षणिक साधनांचे वर्गीकरण, अध्यापनामध्ये शैक्षणिक साधनांच्या वापराचे महत्त्व यावर एक व्याख्यान आयोजित करावे. शक्य झाल्यास साधने बनविणाऱ्या तज्ज्ञ व्यक्तींना बोलावून प्रात्यक्षिकांचे आयोजन करावे.

प्रात्यक्षिकासाठी आवश्यक आधारप्रणाली :-

तक्ते, प्रतिकृती इत्यादी बनविण्यासाठी कागद, फेव्हिकॉल, रंग, कात्री, थर्माकोल इत्यादी साहित्य आवश्यकतेनुसार.

आयोजनाची पद्धती:-

पहिल्या दिवशी तात्त्विक भागावर एक व्याख्यान द्यावे. त्यानंतर तज्ञांकरवी विविध प्रकारच्या शैक्षणिक साधनांच्या निर्मितीची प्रात्यक्षिके दाखवावीत. दुसऱ्या दिवशी विद्यार्थ्यांची गट विभागणी करावी. प्रत्येक गटासाठी एक मार्गदर्शक असावा गटामध्ये विद्यार्थी प्रथम अध्यापन पद्धतीसाठी एक साधन तयार करतील व द्वितीय अध्यापन पद्धतीसाठी एक साधन तयार करतील. साधने विद्यार्थ्यांनी स्वतः गटामध्ये करणे अपेक्षित आहे. सर्व मार्गदर्शन करावे. (बाजारातील तयार साधने स्वीकारू नयेत) वर्षभर विद्यार्थ्यांनी सरावपाठात शैक्षणिक साधनांचा वापर करावा यासाठी त्यांना मार्गदर्शन करावे. विद्यार्थ्यांनी बनविलेल्या शैक्षणिक साधनांचे प्रदर्शन भरवावे.

मूल्यमापन पद्धती -

दोन शैक्षणिक साधनांसाठी 20 गुण म्हणजेच प्रत्येक अध्यापन पध्दतीसाठी १0 गुण व अहवाल लेखनासाठी ५ गुण आहेत . गट मार्गदर्शक प्राध्यापकाने आपल्या गटातील विद्यार्थ्यांने बनविलेल्या शैक्षणिक साधनांची एकंदरीत गुणवत्ता तपासून त्या दोन साधनासाठी 10+10 गुण द्यावेत. विद्यार्थ्यांचा सहभाग, कार्यातील कुशलता, साधनाची आकर्षकता, परिणामकारकता, आकार इत्यादींचा विचार करून प्रत्येक साधनासाठी 10 पैकी गुणदान करावे. अहवाल लेखनासाठी ५ गुण द्यावेत .

**B. A. B. Ed. Four year integrated course
First Year- II Semester
B. A. B. Ed. Four year integrated course
First Year- II Semester
CC-T 102 Learning and Teaching**

Contact Hours : 2 hours per week

Credits 02

Total Marks 50

Course Objectives:

To enable student-teachers to :

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

Module - I. Understanding Learning and Teaching

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

Module - II. Factors influencing learning

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

Module - III. Value based interpersonal relationship in classroom

- a) Values persaonal realtionship Teacher and Learner
- b) Realationship among Learner themselves
- c) Learners Autonomy
- d) Self Esteem and Freedom

Module - IV. Teaching as a Profession

- a) Teaching Profession-Concept, Principles of Professional Ethics
- b) Professional Growth: Reflection and appraisal with its need and opportunities
- c) Multiple Responsibilities of teachers

d) Evaluation of Learning outcome: Using Learner achievement as a feedback for evaluating teaching effectiveness.

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

CC-T 103 KNOWLEDGE AND CURRICULUM PART-I

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

Objectives:-

To enable the student teacher to :

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

Module 1 Education and Knowledge

(9 marks, 8 hrs.)

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

Module II National Integration and International Understanding

(9 marks, 8 hrs.)

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

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

Module III Autonomy of Teacher and Learner
7 hrs.)

(9 marks,

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

Module IV Curriculum
7 hrs.)

(8 marks,

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

Sessional work :
Marks

15

Any one of the following :

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

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ब्लॉक 201 शाळा व नाविण्यपूर्ण अध्ययन-अध्यापन केंद्रांना भेटी

बीववस म्दहंहमउमदज दक टपेपजे जव प्ददवअंजपअम ब्मदजतमे वि च्मकंहवहल
दक स्मंतदपदह द्व

एकूण आठवडे – 03

एकूण गुण – 100

एकूण तासिका – 108

श्रेयांक – 04

सूचना

1. प्रवेश प्रक्रिया पूर्ण झाल्यानंतर दुस-या आठवड्यात पूर्ण एक आठवडा शाळा या प्रणालीची संपूर्ण कल्पना येणेसाठी निश्चित केलेल्या शाळेत छात्राध्यापकांना पाठवावे.
2. अन्य दोन आठवडे प्रथम सत्रात शाळा व महाविद्यालयाच्या सोईनुसार उपक्रम पूर्ण करावेत.
3. वरील कालावधीत छात्राध्यापक व संबंधित मार्गदर्शक प्राध्यापक पूर्ण वेळ उपस्थित राहणे आवश्यक आहे.

पहिला आठवडा – कालावधी – प्रवेश प्रक्रिया पूर्ण झाल्यानंतरचा दुसरा आठवडा

एकूण दिवस – 06

एकूण गुण – 35

एकूण तासिका – 36

उद्दिष्टे – छात्राध्यापकास

1. शालेय इमारत,परिसर, भौतिक सुविधा इत्यादिंचा परिचय होण्यास मदत करणे.
2. शालेय वातावरणात अध्ययन-अध्यापन या संकल्पना समजण्यास मदत करणे.
3. शाळेतील अनुभवी शिक्षकांच्या अध्यापनाचे सहजपणे निरीक्षण करण्यास सहाय्य करणे.
4. अनुभवी शिक्षकांचे शालेय प्रणालीच्या संदर्भात अनुभव ऐकण्याची संधी उपलब्ध करून देणे.
5. मुख्याध्यापक व पर्यवेक्षक यांची शालेय प्रशासनातील भूमिका व कार्ये समजण्यास सहाय्य करणे.
6. शिक्षकांची भूमिका व जबाबदा-या ओळखण्यास मदत करणे.
7. शाळेतील शैक्षणिक,सामाजिक व सांस्कृतिक वातावरण व विद्यार्थ्यांशी सुसंवाद साधण्यास मदत करणे.
8. अध्ययन -अध्यापनास पोषक व अटकाव करणारे घटक शोधण्यास मदत करणे. ;फ्कमदजपलि समंतदपदह तमेवनतबमे तमुनपतमक दक अंपसंइसम पद जीमे बीववस द्व
9. शाळा या प्रणालीसंबंधी संकल्प चित्र तयार करण्यास सहाय्य करणे.
10. शाळेत घेतलेल्या अनुभवाचे लहान अथवा मोठ्या मोठ्या गटामध्ये सादरीकरण करण्याची क्षमता निर्माण करणे.

महत्वाच्या बाबी

- शाळा व अन्य नाविण्यपूर्ण अध्ययन-अध्यापन केंद्रांना भेटी हे प्रात्यक्षिक सुरु करण्यापूर्वी एक आठवडा आधी आपल्या नेहमीच्या सरावपाठ शाळेतील मुख्याध्यापक व पर्यवेक्षक यांची महाविद्यालयात प्राचार्यांच्या अध्यक्षतेखाली बैठक बोलवावी व या प्रात्यक्षिकाच्या संदर्भात माहिती सांगावी व सकारात्मक चर्चा घडवून आणावी.
- शाळा, छात्राध्यापक व संबंधित शिक्षक, प्रशिक्षक यांचे गट निष्चित करावे व संबंधित शाळांना याची एक प्रत द्यावी.
- ज्या शाळेत 5 वी ते 10 वी पर्यंतचे वर्ग आहेत अशा ठिकाणी 07 किंवा 08(एक बेसिक युनिट साठी) छात्राध्यापक व एक शिक्षक प्रशिक्षक याप्रमाणे गटाचे नियोजन करावे.
- संबंधित शिक्षक / प्रशिक्षकांनी आपल्या गटातील छात्राध्यापकांच्या सहाय्याने खाली दिलेल्या उपक्रमांचे नियोजन करून कार्यवाही करावी.

उपक्रम – कार्यनीती

दिवस 1

शालेय प्रार्थना, मूल्य पाठ, शालेय इमारत, शालेय परिसर, फलक लेखन, मुख्याध्यापक, पर्यवेक्षक, शिक्षक व शिक्षकेतर सेवक यांचा परिचय करून घेणे. शाळेत दिवसभर घडणा-या उपक्रमांचे निरीक्षण करणे.

दिवस 2

शालेय वास्तू व भौतिक सुविधा –

शालेय परिसर, शालेय इमारत, शाळेचा आकार, क्रीडांगण, शालेय बाग बगिचा, स्वच्छतागृहे, आरोग्यविषयक सुविधा, शाळेतील भौतिक सुविधा – वर्गखोल्या, बहुउद्देशीय खोल्या, ग्रंथालय, प्रयोगशाळा, संगणक कक्ष, वस्तुसंग्रहालय इ.संबंधिची माहिती प्राप्त करून घेणे.

दिवस 3

शालेय नियोजन – शालेय कार्याचे वार्षिक नियोजन

अभ्यासविषयक नियोजन, अभ्यासानुवर्ती उपक्रमांचे नियोजन, अभ्यासेतर कार्यक्रमाचे नियोजन, आर्थिक नियोजन या संदर्भात शाळेतील मुख्याध्यापक / उपमुख्याध्यापक / पर्यवेक्षक / ज्येष्ठ शिक्षकांकडून आकलन करून घेणे.

दिवस 4

• शालेय वेळापत्रक

वेळापत्रकाचे उद्देश, वेळापत्रकाची गरज व महत्व, वेळापत्रकाचे प्रकार, विषय निहाय तास, शासनाचे धोरण, वेळापत्रक तयार करण्याची तत्वे, वेळापत्रकातील अडचणी, वेळापत्रका व्यतिरिक्त उपक्रम इत्यादीचे स्वरूप समजून घेणे.

• विद्यार्थी परिचय

संबंधित शाळेतील विद्यार्थ्यांची पार्श्वभूमी, शाळेबद्दल त्यांचा दृष्टिकोन, शाळेतील सामाजिक वातावरण, सवंगडी, अध्ययनासाठी पोषक वातावरण, शिक्षणाकडे पाहण्याचा दृष्टिकोन इत्यादी माहिती

सहजपणे विद्यार्थ्यांशी हितगुज करुन उपलब्ध करुन घ्यावी. मात्र वर्गात जाण्यापूर्वी संबंधित वर्गशिक्षक अथवा विषय शिक्षकांची परवानगी घ्यावी.

दिवस 5

मुख्याध्यापक ,उपमुख्याध्यापक,पर्यवेक्षक व शिक्षक यांच्या भूमिका व जबाबदा-या

- शाळेतील मुख्याध्यापक,पर्यवेक्षक व शिक्षकांची भूमिका व जबाबदारी समजावून घेणे. यासाठी आपल्या गटात त्यांना निमंत्रित करुन त्यांच्याकडून माहिती घ्यावी व चर्चा करावी.
- शाळेत अध्ययन-अध्यापनास पोषक व अटकाव/मज्जाव करणारे घटक निष्चित करणे.यासाठी वरील चार दिवसात मिळालेल्या अनुभवाचा उपयोग होईल.
- शाळा या प्रणाली संबंधी स्वतःचे संकल्प चित्र तयार करावे.

दिवस 6

अहवाल व सादरीकरण

- पाच दिवस शाळेतील विविध अनुभव घेतल्यानंतर पाच दिवसाच्या अनुभवाचे प्रत्येक छात्राध्यापकाने प्रत्येक दिवसनिहाय सहा ते सात पानांचा अहवाल तयार करावा.
- महाविद्यालयामध्ये सर्व छात्राध्यापकांसमोर प्रत्येक गटातील गटप्रमुखाने 10 ते 15 मिनिटात आपले अनुभव सादर करावे.

गुणदान योजना

अ.क्र	उपक्रम	गुण
1	शालेय प्रार्थना,मूल्यपाठ,उपक्रमांचे निरीक्षण इ.	06
2	शालेय नियोजन	06
3	शालेय वास्तू व भौतिक सुविधा	06
4	शालेय वेळापत्रक, विद्यार्थी परिचय	06
5	मुख्याध्यापक,पर्यवेक्षक,शिक्षक,भूमिका व जबाबदा-या	06
6	अहवाल तयार करणे व अहवाल वाचन	05
	एकूण	35

दुसरा आठवडा -

कालावधी - अभिरुप अध्यापन कार्यशाळा पूर्ण झाल्यानंतर

एकूण दिवस - 06

एकूण गुण - 35

एकूण तासिका – 36

उद्दिष्टे – छात्राध्यापकास –

- शाळेत राबविल्या जाणा-या अभ्यासपूरक व अभ्यासेतर उपक्रम समजून घेण्यास मदत करणे.
- शाळेतील विविध विभाग,समित्या व संघ यांचे स्वरूप,कार्यवाही व महत्व समजण्यास मदत करणे.
- अध्ययन अध्यापन कौशल्ये आत्मसात करण्यास सहाय्य करणे.
- शालेय स्तरावरील विद्यार्थ्यांची सर्वकष मूल्यमापन प्रक्रिया समजून घेण्यास सहाय्य करणे.
- विविध समित्यांपैकी एखाद्या समितीचे अहवाल लेखन करण्यास मदत करणे.

दिवस 1 व दिवस 2

• अभ्यासपूरक व अभ्यासेतर उपक्रम

शाळेत राबविल्या जाणा-या अभ्यासपूरक व अभ्यासेतर उपक्रमांचे स्वरूप, नियोजन व कार्यवाही समजून घेणे

• विभाग, समित्या व संघ

शाळा संचलनासाठी व शैक्षणिक गुणवत्ता वाढीसाठी शाळेत स्थापन केलेले विविध विभाग, समित्या व संघ यांचे स्वरूप ,नियोजन व कार्यवाही समजून घेणे.

माहितीसाठी विभाग व समित्या खालीलप्रमाणे

1. परीक्षा विभाग
2. स्टेशनरी विभाग
3. सांस्कृतिक विभाग
4. शालेय बौद्धिक व क्रीडास्पर्धा
5. शाळाबाह्य बौद्धिक व क्रीडास्पर्धा
6. शारीरिक शिक्षण विभाग
7. ग्रंथालय विभाग
8. दृकश्राव्य विभाग
9. शिक्षक सभा वृत्तांत
10. प्रयोगशाळा विभाग
11. विज्ञान मंडळ व विज्ञान मंच
12. एण्डोमेंट पारितोषिक
13. हस्तलिखित विभाग
14. हरवले-सापडले विभाग
15. व्यवसाय मार्गदर्शन
16. काचपेटी विभाग
17. फलक लेखन
18. शिक्षक खोली व्यवस्था
19. लैंगिक शिक्षण
20. सर्व शिक्षा अभियान
21. शालेय प्रभात फेरी व मिरवूणक
- 22.सहल विभाग
23. आर.एस.पी./एन.सी.सी.
- 24.फर्निचर व डेड स्टॉक
25. अप्रगत विद्यार्थी
26. प्रगत विद्यार्थी
27. शिक्षक पालक संघ
28. माता पालक संघ

- | | |
|---------------------------|-------------------------|
| 29. छायाचित्र विभाग | 30. शालेय पोषण आहार |
| 31. अल्पबचत विभाग ,त्वद्ध | 32. संगणक विभाग ,त्वद्ध |
| 33. प्रसिध्दी विभाग | 34. आरोग्य व प्रथमोपचार |
| 35. अष्टपैलू विद्यार्थी | 36. राष्ट्रीय हरित सेना |
| 37. शालेय पर्यावरण विभाग | 38. मिना राजू समिती |
| 39. विद्या समिती इत्यादी | |

दिवस 3

अध्ययन-अध्यापन कौशल्ये

अध्ययन-अध्यापन कौशल्ये आत्मसात करणेसाठी शाळेतील अनुभवी शिक्षकांच्या पाठाचे निरीक्षण करणे. प्रत्येक छात्राध्यापकाने आपल्या दोनही अध्यापनपध्दतीचे प्रत्येकी किमान एका पाठाचे निरीक्षण करणे अपेक्षित आहे. संबंधित विषय शिक्षकांच्या वर्ग पाठाचे निरीक्षण करण्यापूर्वी किमान एक दिवस त्यांना कल्पना देणे आवश्यक आहे. पाठनिरीक्षण केल्यानंतर कौशल्यवृध्दीसाठी संबंधित शिक्षकांशी चर्चा करावी.

दिवस 4

सर्वकष मूल्यमापन प्रक्रिया

सर्वकष मूल्यमापन प्रक्रिया समजून घेण्यासाठी शाळेतील परीक्षांचे नियोजन पहावे. परीक्षेच्या काळात किमान एका वर्गावर पर्यवेक्षणाचे काम करावे. शिक्षकांशी चर्चा करुन मूल्यमापन प्रक्रिया समजून घेणे व त्याची नोंद ठेवणे. यासाठी प्रथम शाळेतील मुख्याध्यापकांची परवानगी घेणे व आपले नियोजन कळविणे आवश्यक आहे.

दिवस 5

समिती अहवाल लेखन

शाळेतील विविध समित्यापैकी एखाद्या समितीची सूचना कशी काढावी? समिती गठण – स्वरूप ,बैठकीतील विषय चर्चा व अहवाल कसा लिहावा हे समजून घेणे. आपल्या गटात अभिरुप वातावरणात एका बैठकीचे आयोजन करुन अहवाल तयार करावा.

दिवस 6

अहवाल व सादरीकरण

या आठवड्यातील वरील पाच दिवस विविध अनुभव घेतल्यानंतर प्रत्येक छात्राध्यापकाने प्रत्येक दिवसनिहाय सहा ते सात पानांचा अहवाल तयार करावा.

महाविद्यालयात सर्व छात्राध्यापकांसमोर प्रत्येक गटातील गटप्रमुखाने 10 ते 15 मिनिटे आपल्या गटाचा संक्षिप्त अहवाल सादर करावा.

गुणदान योजना

अ.क्र	उपक्रम	गुण
1	अभ्यासपूरक व अभ्यासेतर उपक्रम ,विविध विभाग, समित्या व संघ	12

2	अध्ययन-अध्यापन कौशल्ये (पाठनिरीक्षण)	06
3	सर्वकष मूल्यमापन प्रक्रिया	06
4	समिती / विभाग अहवाल लेखन	06
5	अहवाल तयार करणे व अहवाल वाचन	05
	एकूण	35

B. A. B. Ed. Four year integrated course
First Year- II Semester
CC-P 202 Drama & Art in Education

Hours: 15 Class Hours + Learning Hours 30 Total = 45	Internal Assessment : 50
Credit – 02	

Introduction :

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

Course Objectives:

To enable the student teachers to

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

- Enhance awareness of the rich cultural heritage, artists and artisans.

Course Outline

Module 1: VISUAL DRAMA & ARTS (PRACTICAL) 10 Marks

(Any one)

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

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

Any Two

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

Module 3: APPRECIATION OF ARTS (THEORY) 10 Marks (Viva Voce)

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

Project Work (Units 1 and 2) 10 Marks

Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms; Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises; Documentation of the processes of any one Art or Craft form with the pedagogical basis such

as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc. – how the artist design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns. Student-teacher should prepare at least ten lesson plans in their respective streams of subjects (Science/Maths / Social Sciences/Languages etc.) while integrating different art forms

Workshop

Two workshops of half a day each, of one week duration for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, and painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner-centred. The focus of the workshops should be on how art forms can be used as tool/ method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences.

Suggested Approach for Teaching–learning Process

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

Modes of Assessment

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

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

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

(a) submission of work/project;

(b) participation in the activities;

(c) creative

potential displayed;

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

STRUCTURE OF PRACTICUM COMPONENT
FIRST YEAR B. A. B. Ed.

Course Code	Semester	Title	Marks
CC-P 101	First Semester	Language across school curriculum	25
CC-P 102	First Semester	Reading & Reflecting on Texts	50
CC-P 103	First Semester	Understanding the self	50
CC-P 104	First Semester	General Orientation of Student Teacher	25
CC-P 105	First Semester	Teaching Aids Workshop	25
Total			175
CC-P 201	Second Semester	School Engagement : Visit to innovative centers of Pedagogy and Learning	100
CC-P 202	Second Semester	Drama and Arts in Education	50
Total			150