

॥ शीलं परं भूषणम् ॥

**Shri Acharyaratna Deshbhooshan Shikshan Prasarak Mandal,
Kolhapur**

Mahavir Mahavidyalaya, Kolhapur (Autonomous)

Affiliated to Shivaji University, Kolhapur



**Syllabus for Choice Based Credit System (CBCS) Bachelor of Arts &
Bachelor of Education
(B. A. B. Ed.) Programme**

Programme	Bachelor of Arts & Bachelor of Education
Part	II
Semester	III
Course Code	CC-TPD.108
Course Name	Education
Course Title	Marathi Method I
Paper No.	I

Under the Faculty of Interdisciplinary Studies

(To be introduced from Academic Year 2022 – 23 onwards)

Subject to the revisions & modifications made from time to time

Mahavir Mahavidyalaya, Kolhapur(Autonomous)
Affiliated to Shivaji University, Kolhapur
(New syllabus under Autonomy to be introduced from June, 2021 onwards)

A) Primary Information:			
Programme	Bachelor of Arts & Bachelor of Education (B. A. B. Ed.) CBCS		
Part	II	Semester	III
Course	Education	Course Code	CC-TPD.108
Paper No.	I	Course Type	Semester
Total Marks	50	Implementation	2022 - 23
Total Credits	02	Contact Hours	02 / Week
Course Title	Marathi Method I		

B) उद्दिष्टे - प्रशिक्षणार्थीना -	
1.	मराठी भाषेचे स्वरूप, अभ्यासक्रमातील स्थान व महत्व समजून घेण्यास मदत करणे
2.	मराठी भाषा व इतर भाषांशी असणारा सहसंबंध समजून घेण्यास मदत करणे
3.	मराठी भाषा अध्यापनाची ध्येये व उद्दिष्टे यांचे आकलन होण्यास मदत करणे
4.	भाषिक कौशल्याचे आकलन होण्यास मदत करणे
5.	शालेय स्तरावरील मराठी भाषेच्या पुनर्रचित अभ्यासक्रमाचे स्वरूप समजण्यात मदत करणे
6.	मराठीच्या अध्यापनासाठी विविध तंत्रे, पद्धती यांचा वापर करण्यास सक्षम करणे
7.	ज्ञारचनावादानुसार मराठीचे अध्यापन करण्यास मदत करणे
8.	मराठी भाषेच्या विविध उपांगांचा अध्यापनाची प्रक्रिया समजण्यास मदत करणे

C) Course Syllabi:		
(CR = 02 Credits / IH: 30 Instructional Hours)		
Modules	CR	IH
घटक -1		
मराठी भाषेचे स्वरूप, स्थान व आणि महत्व		
1.1 मराठी भाषेचे स्वरूप व वैशिष्ट्ये	0.8	8
1.2 ध्वनीविज्ञान		
1.3 त्रिभाषा सूत्र व मराठी भाषेचे शालेय अभ्यासक्रमातील स्थान		
1.4 शालेय स्तरावर मराठी भाषा शिक्षणाची गरज व महत्व		

1.5 मराठी भाषेचा अंतर्गत सहसंबंध व अन्य शालेय विषयांशी सहसंबंध		
घटक -2 मराठी भाषा अध्यापनाची ध्येये व उद्दिष्टे		
1.1 मराठी भाषा अध्यापनाची ध्येये व उच्च प्राथमिक व माध्यमिक स्तरावरील उद्दिष्टे (भाषिक व वाङ्मयीन)		
1.2 वर्ग अध्यापनाची उद्दिष्टे व स्पष्टीकरणे		
1.3 मराठी भाषेच्या पुनर्रचित अभ्यासक्रमाची तत्वे, स्वरूप व उद्दिष्टे	0.8	8
1.4 भाषिक कौशल्ये- श्रवण, भाषण, वाचन, लेखन, संभाषण (प्रत्येक कौशल्याचे महत्व, उद्दिष्टे व कौशल्य विकासासाठी उपक्रम)		
घटक- 3 मराठी अध्यापनाची सूत्रे, तंत्रे व पद्धती		
1.1 मराठी अध्यापनाची सूत्रे		
1.2 मराठी अध्यापनाची तंत्रे – प्रश्नोत्तर, भूमिकाभिनय, स्पष्टीकरण, गटकार्य, चर्चा, गटचर्चा, पर्यवेक्षित अभ्यास	0.8	7
1.3 मराठी अध्यापन पद्धती – व्याख्यान, चर्चा, कथन, परिसंवाद, कथाकथन. कथन, उद् गामी व अवगामी		
1.4 ज्ञानरचनावाद – मराठी अध्यापनात ज्ञानरचनावाद, पारंपारिक अध्यापन पद्धती व ज्ञानरचनावाद अध्यापन पद्धती यांतील फरक		
घटक – 4 मराठी अध्यापनाची विविध उपांगाचे अध्यापन		
1.1 गद्य- उद्देश, प्रकार, अध्यापन पद्धती(व्याख्यान पद्धती, प्रकल्प पद्धती, ग्रंथालय पद्धती, नाट्यीकरण, सेमिनार, क्रीडन पद्धती)		
1.2 पद्य- उद्देश, प्रकार, अध्यापन पद्धती(गीत व नाट्य पद्धती, शब्दार्थ व अन्वय पद्धती, रसग्रहण पद्धती, चर्चा पद्धती, प्रश्नोत्तर पद्धती, सर्वसंग्रहत्मक वा विभिन्न पद्धती)	0.8	7
1.3 व्याकरण – उद्देश, प्रकार, अध्यापन पद्धती(उद् गामी पद्धती व अवगामी पद्धती)		
1.4 रचना – उद्देश, प्रकार, अध्यापन पद्धती (परिच्छेद लेखन, कल्पना विस्तार, वृत्तांत / अहवाल लेखन, स्वानुभव लेखन, रसग्रहण लेखन, पत्रलेखन)		

D) Reference Materials

संदर्भ ग्रंथ	
1.	कुडले मं. बा.(1874). मराठी अध्यापन, पुणे : श्रीविद्या प्रकाशन
2.	करंदीकर सुरेश (1886). मराठी अध्यापन पद्धती, कोल्हापूर : फडके प्रकाशन
3.	कला घोरमोडे (2008). मराठी अध्यापन पद्धती, नागपूर : विद्या प्रकाशन
4.	पाटील लीला (1884) मराठीचे अध्यापन आणि मूल्यमापन, पुणे : व्हीनस प्रकाशन
5.	दुनाखे अरविंद (2000). मराठीचे अध्यापन, पुणे : नूतन प्रकाशन
6.	पिचड, नलिनी, बरकले रामदास (2005). मातृभाषा मराठीचे अध्यापनशास्त्रीय विश्लेषण, नाशिक : इनसाईट प्रकाशन
7.	वास्कर, पुष्पा आनंद (2008), भाषा शिक्षण, पुणे : नित्यनूतन प्रकाशन
8.	भालेकर सुभाष (2008) उद्याच्या शिक्षकांसाठी मराठी शिक्षण, नाशिक : इनसाईट प्रकाशन
9.	फाटक म. वि. (1861), मराठी कवितेचे अध्यापन, पुणे : मॉडर्न बुक डेपो प्रकाशन
10.	देशमुख संगीता (2007), मातृभाषा मराठी अध्यापन पद्धती, औरंगाबाद:साहित्य सेवा प्रकाशन
11.	राष्ट्रीय अभ्यासक्रम आराखडा (2005), पान नं 37 ते 38
12.	कुलकर्णी कृ. पा मराठी भाषा उगम व विकास, पुणे : मॉडर्न बुक डेपो प्रकाशन
13.	खिरे उषा व इतर (2012), रचनावादी शिक्षण, नाशिक : य.च.म.मुक्त विद्यापीठ
14.	पानसे रमेश. (2012). रचनावादी शिक्षण, प्रात्यपाठशाळा मंडळ
15.	बाम जयश्री व कोल्हटकर शीला, (2003) मैत्री ज्ञानरचनावादाशी, पुणे : निराली प्रकाशन
16.	वाळिंबे मो. बा. (1884), सुगम मराठी व्याकरण. पुणे : नूतन प्रकाशन
17.	कुडले म. बा. (2008), अध्यापन शास्त्र आणि पद्धती, पुणे : व्हीनस प्रकाशन

E) Suggested methods of Teaching:

i)	Lecture
ii)	Discussion
iii)	Co-operative teaching learning
iv)	Blended learning
v)	Study visit

F) Course Outcomes :		Blooms Taxonomy
CO1	विद्यार्थी मराठी भाषेचे स्वरूप अभ्यासक्रमातील स्थान व महत्व समजून घेतो.	Remember/ Knowledge
CO2	विद्यार्थी मराठी भाषा व इतर भाषांशी असणारा सहसंबंध समजून घेतो.	Understanding /

C03	विद्यार्थ्यांना मराठी भाषा अध्यापनाची ध्येये व उद्दिष्टे यांचे आकलन होते.	Analyse
C04	विद्यार्थ्यांना भाषिक कौशल्याचे आकलन होते.	Understanding
C05	विद्यार्थ्यांना शालेय स्तरावरील मराठी भाषेच्या पुनर्रचित अभ्यासक्रमाचे स्वरूप समजते.	Skill
C06	विद्यार्थी मराठीच्या अध्यापनासाठी विविध तंत्रे, पद्धती यांचा वापर करण्यास सक्षम बनतो.	Application
C07	विद्यार्थ्यांना ज्ञारचनावादानुसार मराठीचे अध्यापन करतो.	Skill / Application
C08	विद्यार्थ्यांना मराठी भाषेच्या विविध उपांगांचा अध्यापनाची प्रक्रिया समजते.	Remember/ Knowledge

G) Scheme of Course Evaluation (मुल्यांकन)

1.	बाह्य मूल्यांकन	30
2.	अंतर्गत मूल्यांकन (प्रात्यक्षिक)	20
3.	एकूण गुण	50

H) प्रात्यक्षिक कार्य (कोणतेही एक)

(Use of ICT, Questionnaire, Check list, Interview etc.) (Total Marks 20)

1.	माध्यमिक स्तरावरील कोणत्याही एका पाठ्यपुस्तकाच्या आधारे मराठी विषयाच्या अंतर्गत व अन्य शालेय विषयांशी असणारा सहसंबंध शोधून अहवाल तयार करणे	20
2.	शालेय विद्यार्थ्यांच्या कोणत्याही उणिवा शोधून त्याकौशल्याच्या विकासासाठी उपक्रम तयार करणे	20
3.	नाविन्यपूर्ण अध्ययन अध्यापन करणाऱ्या शाळेस भेट देऊन तेथील अध्ययन अध्यापन प्रक्रियेचे निरीक्षण करून अहवाल लिहिणे	20
4.	अभ्यासक्रमातील घटकावर परिसंवाद आयोजित करून अहवाल लिहिणे	20
5.	पॉवर पॉईंट आधारे व्याकरणावर आधारित अध्यापन करणे व त्यावर अहवाल करणे	20
5.	एकूण गुण	20

I) Question Paper Pattern (30 Marks)

Q. No.	प्रश्नपत्रिकेचे स्वरूप	Marks
1.	वस्तूनिष्ठ प्रश्न	05

2.	टीपा लिहा	15
3.	दीर्घोत्तरी प्रश्न	10
	एकूण गुण	30

End Semester Examination Pattern

Question paper structure for end examination for professional studies (Theory)

Examination Duration: 2.3 Hours

Total marks: 30

Q. 1 A. वस्तूनिष्ठ प्रश्न

----- 5 Marks

Q. 2 A. टीपा लिहा (पाच पैकी कोणतेही दोन) 3*5

----- 15 Marks

Q. 4. A. दीर्घोत्तरी प्रश्न 1*10

----- 10 Marks

Or

Q. 4. A. दीर्घोत्तरी प्रश्न 1*10

----- 10 Marks

॥ शीलं परं भूषणम् ॥

**Shri Acharyaratna Deshbhooshan Shikshan Prasarak Mandal,
Kolhapur**

Mahavir Mahavidyalaya, Kolhapur (Autonomous)

Affiliated to Shivaji University, Kolhapur



**Syllabus for Choice Based Credit System (CBCS) Bachelor of Arts &
Bachelor of Education
(B. A. B. Ed.) Programme**

Programme	Bachelor of Arts & Bachelor of Education
Part	II
Semester	IV
Course Code	CC-TPd.111
Course Name	Education
Course Title	Marathi Method I
Paper No.	II

Under the Faculty of Interdisciplinary Studies

(To be introduced from Academic Year 2022 – 23 onwards)

Subject to the revisions & modifications made from time to time

Mahavir Mahavidyalaya, Kolhapur(Autonomous)
Affiliated to Shivaji University, Kolhapur
(New syllabus under Autonomy to be introduced from June, 2021 onwards)

A) Primary Information:			
Programme	Bachelor of Arts & Bachelor of Education (B. A. B. Ed.) CBCS		
Part	II	Semester	IV
Course	Education	Course Code	CC-TPd.111
Paper No.	1	Course Type	Semester
Total Marks	50	Implementation	2022 - 23
Total Credits	02	Contact Hours	02 / Week
Course Title	Marathi Method I		

B) उद्दिष्टे - प्रशिक्षणार्थीना -	
1.	आशय विश्लेषण ही संकल्पना समजून घेण्यास मदत करणे
2.	मराठी भाषेचा अभ्यासक्रम, पाठ्यक्रम व पाठ्यपुस्तक यातील संबंध समजावून देणे
3.	मराठी भाषेचे अध्यापन करत असताना विविध अध्ययन स्त्रोतांचा वापर करण्यास मदत करणे
4.	विद्यार्थ्यांना वार्षिक नियोजन, घटक नियोजन, पाठ नियोजन, घटक चाचणीचे नियोजन करण्यास सक्षम बनविणे
5.	मूल्यमापनाच्या पद्धतीने आकलन होण्यास मदत करणे
6.	मराठी भाषेच्या अध्यापकाची गुणवैशिष्ट्ये समजण्यास मदत करणे
7.	मराठी भाषेच्या अध्यापकासमोरील समस्या जाणून त्यावर उपाय शोधण्यास मदत करणे
8.	मराठी विषयाच्या अध्यापकाची बदलती भूमिका जाणून घेण्यास सहाय्य करणे

C) Course Syllabi:		
(CR = 02 Credits / IH: 30 Instructional Hours)		
Modules	CR	IH
घटक -5		
मराठी भाषा अध्यापनशास्त्रातील विश्लेषण		
1.1 मराठी विषयाची संरचना	0.8	8
1.2 आशय विश्लेषण – अर्थ, महत्व, घटक व अध्यापन पद्धतीची निवड		
1.3 अभ्यासक्रम, पाठ्यक्रम व पाठ्यपुस्तक यांतील संबंध		

1.4 चांगल्या पाठ्यपुस्तकाचे निकष		
घटक - 6 मराठी भाषा अध्यापनाचे स्रोत		
1.1 छापील स्रोत : क्रमिक पुस्तके, कार्यपुस्तिका, हस्तपुस्तिका		
1.2 अध्ययन अनुभव : स्वरूप, प्रकार व निकष	0.8	7
1.3 दृक-श्राव्य साधने : दृक साधने- प्रक्षेपित, अप्रक्षेपित साधने. श्राव्य साधने, दृक – श्राव्य साधने		
1.4 नाविन्यपूर्ण स्रोत : भाषा प्रयोगशाळा, संगणक, इंटरनेट		
घटक - 7 नियोजन व मूल्यमापन		
1.1 नियोजन : वार्षिक नियोजन, घटक नियोजन, पाठ नियोजन, घटक चाचणी		
1.2 मूल्यमापन : संकल्पना, प्रकार – आकारिक, साकारिक व सातत्यपूर्णसर्वकष मूल्यमापन	0.8	8
1.3 मूल्यमापनाची तंत्रे : मौखिक, लेखी समवयस्क गटाकडून मूल्यमापन , स्वयंमूल्यमापन		
1.4 नैदानिक चाचणी व उपचारात्मक अध्यापन		
घटक - 8 मराठी भाषेचा अध्यापक		
1.1 अर्हता व गुणवैशिष्ट्ये : मराठी भाषेचा अध्यापकाची अर्हता व गुणवैशिष्ट्ये		
1.2 व्यावसायिक वाढ व विकास : शिक्षक संघटनाव विषय संघटना- स्वरूप, गरज व कार्य	0.8	8
1.3 मराठीचे अध्यापन करताना येणाऱ्या समस्या, समस्या निराकरणाच्या कार्यनीती		
1.4 मराठी विषयाच्या शिक्षकाची बदलती भूमिका		

D) Reference Materials

संदर्भ ग्रंथ	
1.	कुडंले मं. बा.(1874). मराठी अध्यापन, पुणे : श्रीविद्या प्रकाशन
2.	करंदीकर सुरेश (1886). मराठी अध्यापन पद्धती, कोल्हापूर : फडके प्रकाशन
3.	कला घोरमोडे (2008). मराठी अध्यापन पद्धती, नागपूर : विद्या प्रकाशन
4.	पाटील लीला (1884) मराठीचे अध्यापन आणि मूल्यमापन, पुणे : व्हीनस प्रकाशन
5.	दुनाखे अरविंद (2000). मराठीचे अध्यापन, पुणे : नूतन प्रकाशन

6.	पिचड, नलिनी, बरकले रामदास (2005). मातृभाषा मराठीचे अध्यापनशास्त्रीय विश्लेषण, नाशिक : इनसाईट प्रकाशन
7.	वास्कर, पुष्पा आनंद (2008), भाषा शिक्षण, पुणे : नित्यनूतन प्रकाशन भालेकर . सुभाष (2008) उद्याच्या शिक्षकांसाठी मराठी शिक्ष
8.	फाटक म. वि. (1861), मराठी कवितेचे अध्यापन, पुणे : मॉडर्न बुक डेपो प्रकाशन
9.	देशमुख संगीता (2007), मातृभाषा मराठी अध्यापन पद्धती, औरंगाबाद:साहित्य सेवा प्रकाशन
10.	राष्ट्रीय अभ्यासक्रम आराखडा (2005), पान नं 37 ते 38
11.	कुलकर्णी कृ. पा मराठी भाषा उगम व विकास, पुणे : मॉडर्न बुक डेपो प्रकाशन
12.	खिरे उषा व इतर (2012), रचनावादी शिक्षण, नाशिक : या. च. म. मुक्त विद्यापीठ
13.	पानसे रमेश. (2012). रचनावादी शिक्षण, प्रात्यपाठशाळा मंडळ
14.	बाम जयश्री व कोल्हटकर शीला, (2003) मैत्री ज्ञानरचनावादाशी, पुणे : निराली प्रकाशन
15.	वाळिंबे मो. बा. (1884), सुगम मराठी व्याकरण. पुणे : नूतन प्रकाशन
16.	कुडले म. बा. (2008), अध्यापन शास्त्र आणि पद्धती, पुणे : व्हीनस प्रकाशन

E) Suggested methods of Teaching:

i)	Lecture
ii)	Discussion
iii)	Co-operative teaching learning
iv)	Blended learning
v)	Study visit

F) Course Outcomes:		Blooms Taxonomy
C01	आशय विश्लेषण ही संकल्पना समजून घेतो	Remember/ Knowledge
C02	मराठी भाषेचा अभ्यासक्रम, पाठ्यक्रम व पाठ्यपुस्तक यातील संबंध समजावून घेतो	Application
C03	मराठी भाषेचे अध्यापन करत असताना विविध अध्ययन स्रोतांचा वापर करतो	Understanding/ Analyse
C04	विद्यार्थ्यांना वार्षिक नियोजन, घटक नियोजन, पाठ नियोजन, घटक चाचणीचे नियोजन करण्यास सक्षम बनतो	Skill
C05	मूल्यमापनाच्या पद्धतीने आकलन होते	Understanding/ Analyse
C06	मराठी भाषेच्या अध्यापकाची गुणवैशिष्ट्ये समजवून घेतो	Remember/

		Knowledge
C07	मराठी भाषेच्या अध्यापकासमोरील समस्या जाणून त्यावर उपाय शोधण्यास प्रयत्न करतो	Skill
C08	मराठी विषयाच्या अध्यापकाची बदलती भूमिका जाणून घेतो	Remember/ Knowledge

G) Scheme of Course Evaluation

1.	बाह्य मूल्यांकन	30
2.	अंतर्गत मूल्यांकन (प्रात्यक्षिक)	20
3.	एकूण गुण	50

H) प्रात्यक्षिक कार्य (कोणतेही एक)

(Use of ICT, Questionnaire, Check list, Interview etc.) (Total Marks 20)

1.	एका उच्च प्राथमिक किंवा एका माध्यमिक स्तरावरील पाठ्यपुस्तकाचे निकषांवर आधारित परीक्षण करणे	20
2.	दोन गद्य आणि दोन पद्याचे आशयविश्लेषण करणे	20
3.	भाषा प्रयोगशाळेला भेट देऊन अहवाल तयार करणे	20
4.	वार्षिक नियोजन, घटक नियोजन करून त्यावर घटक चाचणीची रचना करून अहवाल लिहिणे	20
5.	मराठी विषयाच्या शिक्षकाची बदलती भूमिका यावर गटचर्चा करून अहवाल तयार लिहिणे	20
5.	Total Marks	20

I) Question Paper Pattern (30 Marks)

Q. No.	प्रश्नपत्रिकेचे स्वरूप	Marks
1.	वस्तूनिष्ठ प्रश्न	05
2.	टीपा लिहा	15
3.	दीर्घोत्तरी प्रश्न	10
	एकूण गुण	30

End Semester Examination Pattern

Question paper structure for end examination for professional studies (Theory)

Examination Duration: 2.3 Hours

Total marks: 30

Q. 1 A. Q. 1 A. वस्तूनिष्ठ प्रश्न ----- 5
Marks

Q. 2 A. टीपा लिहा (पाच पैकी कोणतेही दोन) 3×5 ----- 15 Marks

Q. 4. A. दीर्घोत्तरी प्रश्न 1×10 -----10

Marks

Or

Q. 4. A. दीर्घोत्तरी प्रश्न 1×10 ----- 10

Marks

॥ शीलं परं भूषणम् ॥

Shri Acharyaratna Deshbhooshan Shikshan Prasarak Mandal, Kolhapur

Mahavir Mahavidyalaya, Kolhapur (Autonomous)

Affiliated to Shivaji University, Kolhapur



Syllabus for Choice Based Credit System (CBCS) Bachelor of Arts & Bachelor of Education (B. A. B. Ed.) Integrated Programme

Programme	Bachelor of Arts & Bachelor of Education
Part	II
Semester	III
Course Code	CPS E1
Course Name	Education
Course Title	English Method I
Paper No.	I

Under the Faculty of Interdisciplinary Studies

(To be introduced from Academic Year 2022 – 23 onwards)

Subject to the revisions & modifications made from time to time

Mahavir Mahavidyalaya, Kolhapur(Autonomous)
Affiliated to Shivaji University, Kolhapur
 (New syllabus under Autonomy to be introduced from June, 2022-2023 onwards)

A) Primary Information:			
Programme	Bachelor of Arts & Bachelor of Education (B. A. B. Ed.) Integrated CBCS		
Part	II	Semester	III
Course	Education	Course Code	CPS E1
Paper No.		Course Type	Semester
Total Marks	50	Implementation	2022 - 23
Total Credits	02	Contact Hours	02 (Per Week)
Course Title	English Method I		

B) Course Objectives: After completion of the course the student teachers will be able to -	
-	
i)	Develop an understanding of the nature of English language.
ii)	Understand the place and importance of English in the present set up.
iii)	Know English in the various sectors of human life.
iv)	Understand the aims and objectives of teaching English at upper primary and secondary schools in India.
v)	Develop activities and tasks for the acquisition of language skills.
vi)	Identify devices, methods, approaches and support services for teaching English at upper primary and secondary levels.
vii)	Understand constructivist approach to language teaching and learning.
viii)	Understand about the teaching of prose, poetry, grammar and composition.

C) Course Syllabus: (CR = 02 Credits / IH: 30 Instructional Hours)			
Modules		CR	IH
Module I NATURE, PLACE AND IMPORTANCE OF ENGLISH LANGUAGE		0.5	8
1.1 Nature of English Language: Nature of language, linguistic diversity and its impact on English			
1.2 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			
1.3 Official language - language of press and media, language of communication, link language, library language, language of ICT			
1.4 Place and Importance: Place of English in the present school curriculum, Importance of English in the multilingual society			

Module II			
AIMS AND OBJECTIVES OF TEACHING ENGLISH			
2.1 Aims and Objectives:	Aims and general objectives of teaching English	0.5	7
2.2 Classroom Objectives:	Classroom Objectives and its specifications		
2.3 Recent Curricular Reforms-	NCERT and SCERT: Rational, objectives, principles and nature of English language.		
2.4 Development of language Skills:	Listening, Speaking, Reading, writing, Communication and Study skills - Their meaning and resources for developing these skills		
Module III			
PEDAGOGICAL ASPECTS OF TEACHING ENGLISH			
3.1 Methods:	Direct method, Bilingual method and Suggestopedia method	0.5	8
3.2 Approaches:	Structural Approach, Communicative Approach, Constructivist Approach and Total Physical Response Approach (TPR)		
3.3 Techniques & Devices:	Pair work, group work, discussion, storytelling, language games.		
3.4 Support Services:	Language laboratory, audio visual aids, computer and web resources for ELT and ELL		
Module IV			
ASPECTS OF TEACHING ENGLISH			
4.1 Prose:	Objectives, ways of introducing vocabulary, and phases for teaching prose	0.5	7
4.2 Poetry:	Objectives, and phases for teaching poetry		
4.3 Grammar:	Objectives, Types (Functional, Formal), Methods (Inductive, Deductive) of teaching grammar and phases of teaching grammar		
4.4 Composition:	Objectives, Types of Composition (Guided, Free and Creative), and phases for teaching composition.		

D) Sessional work : Any Two of the following	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.	10	
2. Study and make its report on linguistic diversity of students (at least five students) and its impact on their learning English	10	
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	10	
4. Do a comparative study of positive features and weaknesses of different approaches to English language teaching	10	
5. Conduct seminar on aspects of teaching English – prose, poetry, grammar, and composition.	10	
6. Prepare a report on the challenges faced by the teachers and the learners in the teaching learning process.	10	
7. Prepare four activities keeping in view ‘constructivism in a Language classroom’	10	

E) Reference / Suggested Reading	
E1) Study Books for Reading	
1.	Bhatia K. K. (1996) New Techniques of Teaching English as a Foreign Language, Jalandhar, New academic Publishers.
2.	Bansal R. K. An outline of General Phonetics, Oxford University Press.
3.	Bhatia K. K. (1996) New Techniques of Teaching English as a Foreign Language, Jalandhar, New Academic Publishers
4.	Brumfit C. J. The Communicative Approach to Teaching of English, London, Oxford University press
5.	Bansibihari Pandit, Kute Meena& Suryavansi D. (1999) Communicative language Teaching in English, Pune, Nutan Prakashan
6.	Conner J. D. O. (2009) Better English Pronunciation, UK, Cambridge University Press
7.	David Nunan Language Teaching Methodology < Prentice Hall of India Ltd.
8.	Gadre G. L. (1989) Teaching English in Secondary Schools, Pune, Unmesh Prakashan
9.	Geeta Nagaraj (1996) English Language Teaching Approaches, Methods, Techniques.
10.	Gadre G. L. (1989) Teaching English in Secondary schools, Pune, Unmesh prakashan
11.	Gurav H. K. (2007) Teaching Aspects of English Language,
12.	George Yule (2006) The study of language, Cambridge University press
13.	Gurav H. K. (2007) Teaching Aspects of English Language, Pune, Nutan Prakashan
14.	Jessa M. (2005) Efficient English Teaching New Delhi, APH Publishing Co.
15.	Krashan S. D., Second language acquisition and second language learning, Pregman press Ltd.
16.	Venkateswaran S. (2007) Principles of Teaching English, Noida, Vikas publishing House Pvt. Ltd.
17.	Wakankar Kamlakar & Tapkeer D. (2008) Methods of Teaching English
18.	National curriculum framework 2005-NCERT
19.	Gardner and Lambert (1972) Attitude and motivation in second language learning. Rowles Newburg house.
E2) E-Reference	
1.	
2.	
3.	
F) Suggested methods of Teaching:	
i)	Lecture
ii)	Discussion
iii)	Co-operative teaching learning
iv)	Blended learning
v)	

G) Course Outcomes:		Blooms Taxonomy
CO1	The student teacher will understand the nature of English language, linguistic System, use of English language in different fields, place and Importance of English language.	Remember Understand Analysis
CO2	The student teacher will understand the aims and objectives, classroom objectives, recent	Remember Understand

	curricular reforms, development of language skills.	Analysis
CO3	The student teacher will understand, analyse and apply pedagogical aspects of teaching English.	Understand Analysis Application
CO4	The student teacher will understand, analyses the aspects of teachings English	Understand Analysis

H) Scheme of Course Evaluation

1.	End Semester Examination (ESE)	30
2.	Continuous Internal Evaluation (CIE)	20
3.	Total Marks	50

I) Question Paper Pattern (30 Marks)

Q. No.	Nature / Type of Question	Marks
1.	Answer in one sentences/ Multiple choice questions	05
2.	Short notes	15
3.	Essay type question	10
	Total Marks	30

End Semester Examination Pattern

Question paper structure for end examination for professional studies (Theory)

Examination Duration: 2.3 Hours

Total marks: 60

Q. 1 A. Answer in one sentence/Multiple choice questions ----- 5 Marks

Q. 2 A. Define the term/concept (Any three out of five) 3*5 ----- 15 Marks

Q. 4. A. Long/Broad/Essay type question 1*10 ----- 10 Marks

Or

Q. 4. A. Long/Broad/Essay type question 1*10 ----- 10 Marks

॥ शीलं परं भूषणम् ॥

Shri Acharyaratna Deshbhooshan Shikshan Prasarak Mandal, Kolhapur

Mahavir Mahavidyalaya, Kolhapur (Autonomous)

Affiliated to Shivaji University, Kolhapur



Syllabus for Choice Based Credit System (CBCS) Bachelor of Arts & Bachelor of Education (B. A. B. Ed.) Integrated Programme

Programme	Bachelor of Arts & Bachelor of Education
Part	II
Semester	IV
Course Code	CPS E1
Course Name	Education
Course Title	English Method I
Paper No.	II

Under the Faculty of Interdisciplinary Studies

(To be introduced from Academic Year 2022 – 23 onwards)

Subject to the revisions & modifications made from time to time

Mahavir Mahavidyalaya, Kolhapur(Autonomous)
Affiliated to Shivaji University, Kolhapur
 (New syllabus under Autonomy to be introduced from June, 2022-2023 onwards)

A) Primary Information:			
Programme	Bachelor of Arts & Bachelor of Education (B. A. B. Ed.) Integrated CBCS		
Part	II	Semester	IV
Course	Education	Course Code	CPS E1
Paper No.		Course Type	Semester
Total Marks	50	Implementation	2022 - 23
Total Credits	02	Contact Hours	02 (Per Week)
Course Title	English Method II		

B) Course Objectives: After completion of the course the student teachers will be able to –	
i)	Develop and use of learning resources in the classroom both print and audio visual resources, computer and web resources.
ii)	Understand the pedagogical analysis of English language and content.
iii)	Develop an insight into the symbiotic relationship between curriculum, syllabus and textbooks.
iv)	Understand the steps of year plan, unit plan, lesson plans, and unit plan.
v)	Understand the process of language assessment.
vi)	Understand the qualities and qualifications and changing role of an English teacher.
vii)	Understands the problems faced by the teachers in teaching English in Indian schools.

C) Course Syllabus :		
Modules	CR	IH
Module I LEARNING RESOURCES	0.5	8
1.1 Print resources: Resources for communicating verbal experiences: textbook, workbook, and instructional material		
1.2 Learning experiences: types, nature, criteria of good learning experiences		
1.3 Audio Visual Aids: Audio Resources: meaning, purpose, Educational radio broadcast, Tape recorder Visual Resources: meaning, purpose, Non- projected visual resources: - graph, map, poster, models and materials, Projected visual resources; - still visuals - slides, transparencies, film strips. Moving visuals - film, video, animation		
1.4 Innovative Resources: Language laboratory, computer and web resources for ELT and ELL	0.5	7
Module II PEDAGOGICAL ANALYSIS		
2.1 Structure: Structure of English language		
2.2 Content Analysis: Meaning, components of content analysis, and selection of teaching strategies		
2.3 Curriculum, Syllabus and Textbook: Understanding the relationship between curriculum, syllabus and textbook		

2.4 Textbook: Criteria of good textbook and critical analysis of any standard textbook at secondary level		
Module III		
PLANNING AND EVALUATION		
3.1 Planning: Year plan, unit plan, lesson plan (Difference between conventional and constructivist lesson plan), and unit test	0.5	8
3.2 Types of Evaluation: Formative, summative and continuous comprehensive evaluation (CCE)		
3.3 Techniques of Evaluation: oral, written, portfolio, cloze test, self-evaluation and peer evaluation		
3.4 Testing: Diagnostic test and remedial teaching		
Module IV ENGLISH TEACHER		
4.1 Qualification and Qualities: Essential qualifications and qualities of an English teacher	0.5	7
4.2 Professional growth and Development: Professional organizations, professional growth and development of English teacher		
4.3 Problems: Problems faced by the teacher in teaching English in Indian schools and suggestions for improvement		
4.4 Role of the Teacher: Changing role of English teacher in terms of students, parents, society and with colleagues		

D) Sessional work : Any Two of the following	Marks	
1. Select any two units of English textbook at secondary level and Prepare innovative resources for ELT and ELL.	10	
2. Write a report on current practices of assessment and evaluation at upper primary stage.	10	
3. Take a review of the methods for measuring portfolio performance of students	10	
4. Prepare one conventional lesson plan and one on constructivist lesson plan (on the same unit) and comparative study of its effectiveness on students' classroom performance.	10	
5. Take interview of five students having special needs and their parents keeping in mind the following points a. Family and social background b. Financial position c. Expectations from the school and society d. Academic achievement of the students e. Barriers in their learning etc.	10	
6. Take a review of various English language institutes at national and state level which undertakes/conducts programmes (training and courses) for professional development of an English teacher.	10	
7. Make a survey of present scenario of online learning resources available with the students from rural area of your locality also suggest some remedies on it.	10	

E) Reference / Suggested Reading.	
E1) Study Books for Reading	
1.	Bhatia K. K. (1996) New Techniques of Teaching English as a Foreign Language, Jalandhar, New academic Publishers.
2.	Bansal R. K. An outline of General Phonetics, Oxford University Press.

3.	Bhatia K. K. (1996) New Techniques of Teaching English as a Foreign Language, Jalandhar, New Academic Publishers
4.	Brumfit C. J. The Communicative Approach to Teaching of English, London, Oxford University press
5.	Bansibihari Pandit, Kute Meena & Suryavansi D. (1999) Communicative language Teaching in English, Pune, Nutan Prakashan
6.	Conner J. D. O. (2009) Better English Pronunciation, UK, Cambridge University Press
7.	David Nunan Language Teaching Methodology < Prentice Hall of India Ltd.
8.	Gadre G. L. (1989) Teaching English in Secondary Schools, Pune, Unmesh Prakashan
9.	Geeta Nagaraj (1996) English Language Teaching Approaches, Methods, Techniques.
10.	Gadre G. L. (1989) Teaching English in Secondary schools, Pune, Unmesh prakashan
11.	Gurav H. K. (2007) Teaching Aspects of English Language,
12.	George Yule (2006) The study of language, Cambridge University press
13.	Gurav H. K. (2007) Teaching Aspects of English Language, Pune, Nutan Prakashan
14.	Jessa M. (2005) Efficient English Teaching New Delhi, APH Publishing Co.
15.	Krashan S. D., Second language acquisition and second language learning, Pregman press Ltd.
16.	Venkateswaran S. (2007) Principles of Teaching English, Noida, Vikas publishing House Pvt. Ltd.
17.	Wakankar Kamlakar & Tapkeer D. (2008) Methods of Teaching English
18.	National curriculum framework 2005-NCERT
19.	Gardner and Lambert (1972) Attitude and motivation in second language learning. Rowles Newburg house.
20.	Bhatia K. K. (1996) New Techniques of Teaching English as a Foreign Language, Jalandhar, New academic Publishers.
21.	Bose Kshanika (1979) Teaching of English a Modern approach, New Delhi, Dhoba House
E2) E-Reference	
1.	
2.	
3.	
F) Suggested methods of Teaching:	
i)	Lecture
ii)	Discussion
iii)	Co-operative teaching learning
iv)	Blended learning
v)	

G) Course Outcomes:		Blooms Taxonomy
CO1	The student-teacher will get informed about learning resources. The student teacher will understand how to use the available learning resources and will use them in the teaching learning process.	Remember Understand Application Analysis

CO2	The student-teacher will understand information about pedagogical analysis. The student teacher will learn how to analyse the content and strategies to be applied for teaching learning process.	Remember Knowledge Application
CO3	The student teacher will understand about types of evaluation. The students teacher will prepare a year plan, unit plan and lesson plan and will also understand the different between conventional and constructivist lesson plan	Remember Application Analysis
CO4	The student teacher will understand qualification, qualities, professional growth, problem faced by English teacher.	Remember Application Analysis

H) Scheme of Course Evaluation

1.	End Semester Examination (ESE)	30
2.	Continuous Internal Evaluation (CIE)	20
3.	Total Marks	50

I) Question Paper Pattern (30 Marks)

Q. No.	Nature / Type of Question	Marks
1.	Answer in one sentences/ Multiple choice questions	05
2.	Short notes	15
3.	Essay type question	10
	Total Marks	30

End Semester Examination Pattern

Question paper structure for end examination for professional studies (Theory)

Examination Duration: 2.3 Hours

Total marks: 60

Q. 1 A. Answer in one sentence/Multiple choice questions ----- 5 Marks

Q. 2 A. Define the term/concept (Any three out of five) 3*5 ----- 15 Marks

Q. 4. A. Long/Broad/Essay type question 1*10 ----- 10 Marks

Or

Q. 4. A. Long/Broad/Essay type question 1*10 ----- 10 Marks

॥ शीलं परं भूषणम् ॥

Shri Acharyaratna Deshbhooshan Shikshan Prasarak Mandal, Kolhapur
Mahavir Mahavidyalaya, Kolhapur (Autonomous)
Affiliated to Shivaji University, Kolhapur



**Syllabus for Choice Based Credit System (CBCS) Bachelor of Arts & Bachelor
of Education
(B. A. B. Ed.) Programme**

Programme	Bachelor of Arts & Bachelor of Education
Part	II
Semester	III
Course Code	CC-TPD.108
Course Name	Education
Course Title	Hindi Method I
Paper No.	I

Under the Faculty of Interdisciplinary Studies

(To be introduced from Academic Year 2022 – 23 onwards)

Subject to the revisions & modifications made from time to time

Mahavir Mahavidyalaya, Kolhapur(Autonomous)
Affiliated to Shivaji University, Kolhapur
(New syllabus under Autonomy to be introduced from June, 2021 onwards)

A) Primary Information:			
Programme	Bachelor of Arts & Bachelor of Education (B. A. B. Ed.) CBCS		
Part	II	Semester	III
Course	Education	Course Code	CC-TPD.108
Paper No.	I	Course Type	Semester
Total Marks	50	Implementation	2022 - 23
Total Credits	02	Contact Hours	02 / Week
Course Title	Hindi Method I		

पाठ्यक्रम के उद्देश्य	
1.	हिंदी भाषा का अर्थ एवं स्वरूप हिंदी भाषा का माध्यमिक पाठ्यक्रम में स्थान आदि समझाना ।
2.	शालेय स्तर पर हिंदी अध्ययन अध्यापन के उद्देश्य एवं भाषा के विविध अंगों का परिचय कराना।
3.	शालेय नियोजन (वार्षिक इकाई एवं पाठ नियोजन) समझकर एवं विविध नियोजन करने की क्षमता विकसित करना तथा इकाई जांच परीक्षा की रचना एवं कार्यवाही करने में सक्षम बनाना ।
4.	भाषा मूल्यांकन की प्रक्रिया से परिचित करना ।
5.	हिंदी अध्यापक की शैक्षणिक योग्यता, विशेषताएं एवं गतिशील भूमिका को समझना ।

C) Course Syllabi: (CR = 02 Credits / IH: 30 Instructional Hours)		
Modules	CR	IH
इकाई 1 हिंदी भाषा का स्वरूप एवं महत्व ।	0.8	8
1.1 क.भाषा अर्थ एवं विशेषताएं, हिंदी भाषा के रूप :मातृभाषा ,राज्यभाषा ,संपर्क भाषा ,राष्ट्रभाषा एवं अंतर्राष्ट्रीय भाषा।		
1.2 ख.महाराष्ट्र के शालेय पाठ्यक्रम में त्रिभाषा सूत्र के अनुसार हिंदी भाषा का स्थान एवं त्रिभाषा सूत्र का महत्व।		
1.3 ग. समवाय (अनुबंध)का स्वरूप, प्रकार तथा हिंदी भाषा का मराठी संस्कृत तथा अंग्रेजी से समवाय ।		
इकाई 2 हिंदी भाषा शिक्षा के उद्देश्य एवं विविध अंग।		

1.1 क.प्राथमिक एवं माध्यमिक स्तर पर द्वितीय भाषा के रूप में हिंदी अध्ययन अध्यापन के उद्देश्य।	0.8	8
1.2 ख. कक्षा अध्यापन के उद्देश्य एवं उनके स्पष्टीकरण।		
1.3 ग. भाषा के विविध अंग श्रवण, भाषण, वाचन, लेखन अंग का अर्थ, स्वरूप एवं अंग विकास के लिए आवश्यक उपाय।		
<p style="text-align: center;">इकाई - 3 हिंदी भाषा का नियोजन एवं मूल्यांकन।</p>		
1.1 क.हिंदी भाषा का नियोजन :वार्षिक नियोजन, इकाई नियोजन, पाठ नियोजन, इकाई जांच परीक्षा (घटक कसौटी)रचना एवं कार्यवाही ।	0.8	7
1.2 ख.मूल्यांकन के प्रकार: आकारित एवं संकलित ,सतत और समग्र मूल्यांकन (CCE)		
1.3 ग.मूल्यांकन की तकनीकी (तंत्र)मौखिक एवं लिखित परीक्षा, पोर्टफोलिओ,खुली किताब परीक्षा, (Open Book Examination)। सतत मूल्यांकन के साधन ,स्वयं मूल्यांकन एवं समूह मूल्यांकन।		
<p style="text-align: center;">इकाई – 4 हिंदी अध्यापक</p>		
1.1 क.हिंदी अध्यापक की शैक्षिक योग्यताएं एवं गुणविशेष।	0.8	7
1.2 ख.व्यवसायिक विकास : व्यवसायिक विकास में अध्यापक संगठन की भूमिका एवं व्यवसायिक विकास हेतु आवश्यक उपक्रम।		
1.3 ग.बदलते परिप्रेक्ष्यमें हिंदी अध्यापक की भूमिका:अभिभावक, समाज एवं सहयोगियों के संदर्भ में।		

D) Reference Materials	
संदर्भ ग्रंथ	
1.	भाटिया एम.एस.और नारंग सी.एस आधुनिक हिंदी शिक्षण विधियों प्रकाश ब्रदर्स लुधियाना।
2.	भाई योगेंद्रजीत (1991)हिंदी भाषा शिक्षण, विनोद पुस्तक मंदिर राघवमार्ग आगरा।
3.	गोरे बलभीम राज(1985) हिंदी अध्ययन: स्वरूप एवं समस्याएं संचयन प्रकाशन, कानपुर।
4.	केशव प्रसाद(1989) हिंदी शिक्षण, धनपतराय एण्ड दिल्ली।
5.	केनी सज्जन राय और कुलकर्णी हरीकृष्ण(1964)हिंदी अध्यापन पद्धती व्हीनस प्रकाशन पुणे।
6.	लहरी राजेंद्र प्रसाद(1966) हिंदी शिक्षण राम प्रसाद एण्ड संस आगरा।
7.	मुखर्जी श्रीधरनाथ(1965)राष्ट्रभाषा की शिक्षा आचार्य बुक डेपो बड़ौदा।
8.	पांडेराय शकल(1991) हिंदी शिक्षण, मुद्रणालय आगरा।
9.	पंडित.बी.(1991) हिंदी अध्यापक, नूतन प्रकाशन, सदाशिव पेठ पुणे।
10.	साठे ग. नं.(1962) राष्ट्रभाषा का अध्यापन,महाराष्ट्र राष्ट्रभाषा सभा प्रकाशन, पुणे।
11.	सीतासावित्री (1986)हिंदी शिक्षण मेरठ इंटरनेशनल पब्लिशिंग हाउस मेरठ।
12.	वास्कर आनंद और और वास्कर पुष्पा(1993)हिंदी अध्यापन पद्धती, मेहता पब्लिशिंग हाउस पुणे ।
13.	देशपांडे सुलोचना(2007) और आशयुक्त अध्यापन पद्धती हिंदी, अग्रवाल प्रकाशन कोल्हापुर। कोल्हापुर

E) Suggested methods of Teaching:	
i)	Lecture
ii)	Discussion
iii)	Co-operative teaching learning
iv)	Blended learning
v)	Study visit

F) Course Outcomes :		Blooms Taxonomy
CO1	छात्रोंको हिंदी भाषा का अर्थ एवं स्वरूप हिंदी भाषा का माध्यमिक पाठ्यक्रम में स्थान आदि समझाना ।	Remember/ Knowledge
CO2	छात्रोंको शालेय स्तर पर हिंदी अध्ययन अध्यापन के उद्देश्य एवं भाषा के विविध अंगों का परिचय कराना।	Understanding / Analyse
CO3	छात्रोंको शालेय नियोजन (वार्षिक इकाई एवं पाठ नियोजन) समझकर एवं विविध नियोजन करने की क्षमता विकसित करना	

	तथा इकाई जांच परीक्षा की रचना एवं कार्यवाही करने में सक्षम बनाना ।	
CO4	छात्रोंको भाषा मूल्यांकन की प्रक्रिया से परिचित करना ।	Understanding
CO5	छात्रोंको हिंदी अध्यापक की शैक्षणिक योग्यता, विशेषताएं एवं गतिशील भूमिका को समझना ।	Skill

G) Scheme of Course Evaluation (मूल्यांकन)

1.	बाह्य मूल्यांकन	30
2.	अंतर्गत मूल्यांकन (प्रात्यक्षिक)	20
3.	एकूण गुण	50

H) परियोजना कार्य निम्नलिखित में से कोई एक (Sessional work) (Use of ICT, Questionnaire, Check list, Interview etc.) (Total Marks 20)

1.	कक्षा पांचवी से दसवीं तक के किसी एक पाठ्यपुस्तक का अन्य विषयों से समवाय का रिपोर्ट प्रस्तुत कीजिए।	20
2.	द्वितीय भाषा के रूप में हिंदी का अध्ययन करते समय छात्रों में होनेवाली गलतियां लेखन वाचन एवं संभाषण में की सूची तैयार कीजिए एवं उन गलतियों को दूर करने के लिए विकासात्मक कार्यक्रम तैयार कीजिए। (किसी 5 छात्रों के लिए)	20
3.	प्रयोगशील अध्ययन अध्यापन करने वाले किसी एक पाठशाला में वहां चलने वाली अध्ययन अध्यापन प्रक्रिया का निरीक्षण करके रिपोर्ट तैयार कीजिए	20
4.	किसी एक उपघटक (उपइकाई)पर सेमिनार प्रस्तुत कीजिए एवं उसका रिपोर्ट तैयार कीजिए।	20
5.	अपने आसपास के 5 स्कूलों के दौरा कर यह जानकारी प्राप्त करते हुए एक रिपोर्ट तैयार कीजिए कि त्रिभाषा सूत्र की क्या स्थिति है ?	20
5.	एकूण गुण	20

I) Question Paper Pattern (30 Marks)		
Q. No.	प्रश्नपत्रिका का स्वरूप	Marks
1.	बहुविकल्प प्रश्न और एक वाक्य में उत्तर लिखिए।	05-05=10
2.	किन्हीं दो पर टिप्पणियां लिखिए तीन में से दो	10
3.	दीर्घोत्तरी प्रश्न (अंतर्गत विकल्प के साथ)	10
	एकूण गुण	30

End Semester Examination Pattern

Question paper structure for end examination for professional studies (Theory)

Examination Duration: 2.3 Hours

Total marks: 30

Q. 1 A. बहुविकल्प प्रश्न और एक वाक्य में उत्तर लिखिए प्रश्न 10 Marks

Q. 2 A. किन्हीं दो पर टिप्पणियां लिखिए तीन में से दो 10 Marks

Q. 4. A. दीर्घोत्तरी प्रश्न 1*10 10 Marks

Or

Q. 4. A. दीर्घोत्तरी प्रश्न 1*10 10 Marks

॥ शीलं परं भूषणम् ॥

Shri Acharyaratna Deshbhooshan Shikshan Prasarak Mandal, Kolhapur
Mahavir Mahavidyalaya, Kolhapur (Autonomous)
Affiliated to Shivaji University, Kolhapur



Syllabus for Choice Based Credit System (CBCS) Bachelor of Arts & Bachelor of Education
(B. A. B. Ed.) Programme

Programme	Bachelor of Arts & Bachelor of Education
Part	II
Semester	III
Course Code	CC-TPD.108
Course Name	Education
Course Title	Hindi Method I
Paper No.	I

Under the Faculty of Interdisciplinary Studies

(To be introduced from Academic Year 2022 – 23 onwards)

Subject to the revisions & modifications made from time to time

Mahavir Mahavidyalaya, Kolhapur(Autonomous)
Affiliated to Shivaji University, Kolhapur
(New syllabus under Autonomy to be introduced from June, 2021 onwards)

A) Primary Information:			
Programme	Bachelor of Arts & Bachelor of Education (B. A. B. Ed.) CBCS		
Part	II	Semester	III
Course	Education	Course Code	CC-TPD.108
Paper No.	I	Course Type	Semester
Total Marks	50	Implementation	2022 - 23
Total Credits	02	Contact Hours	02 / Week
Course Title	Hindi Method I		

पाठ्यक्रम के उद्देश्य	
1.	हिंदी भाषा शिक्षा के सूत्र प्रणालियां का परिचय कराना।
2.	हिंदी भाषा शिक्षा में ज्ञानरचनावादी अध्ययन अध्यापन का आकलन करने में सक्षम बनाना।
3.	हिंदी भाषा शिक्षा की विविध विधाओं के अध्यापन के उद्देश्य एवं अध्यापन प्रणालियों की जानकारी देना।
4.	शैक्षिक अनुभूतियों का परिचय कराना तथा मुद्रित सामग्री , दृश्य श्रव्य सामग्री का विकास तथा कक्षा अध्यापन के दौरान प्रयोग करने में सक्षम बनाना।
5.	हिंदी भाषा का अध्ययन शास्त्रीय विश्लेषण करने में सक्षम बनाना।
6.	पाठ्यचर्या, पाठ्यक्रम एवं पाठ्यपुस्तक का परस्पर संबंध बताना एवं पाठ्यचर्या एवं पाठ्यक्रम निर्माण के तत्वों की जानकारी देना।
7.	अच्छे पाठ्यपुस्तक के निकष के आधार पर माध्यमिक स्तर की किसे कक्षा के पाठ्यपुस्तक का आलोचनात्मक विश्लेषण करने में मदद करना।

C) Course Syllabi: (CR = 02 Credits / IH: 30 Instructional Hours)		
Modules	CR	IH
इकाई-1 हिंदी भाषा शिक्षा के सूत्र अध्यापन प्रणालियां एवं ज्ञानरचनावाद अध्ययन अध्यापन ।	0.8	8
1.1 अध्यापन सूत्र - ज्ञान से अज्ञान की ओर , सरल से जटिल की ओर, विश्लेषण से संश्लेषण की ओर इत्यादि।		

1.2 अध्यापक प्रणालियां - संभाषण प्रणाली, नाट्यकरण प्रणाली, स्वाभाविक प्रणाली, माइकल वेस्ट प्रणाली, (वाचन विधि)।		
1.3 ज्ञानरचनात्मक दृष्टि से अध्ययन अध्यापन (ज्ञानरचनावादी अध्ययन अध्यापन का स्वरूप संकल्पना)।		
इकाई-2 हिंदी भाषा की विविध विधाओं का अध्यापन।		
1.1 गद्य अध्यापन :उद्देश्य, अध्यापन की सीढ़ियां।		
1.2 पद्य अध्यापन :उद्देश्य, पद्य अध्यापन की प्रणालियां।		
1.3 व्याकरण अध्यापन: उद्देश्य, अध्यापन प्रणालियां (आगमन निगमन)।	0.8	8
इकाई- 3 शैक्षिक अनुभूतियां एवं आधुनिक सामग्री		
1.1 शैक्षिक अनुभूतियां :अर्थ और प्रकार (प्रत्यक्ष ,अप्रत्यक्ष) शैक्षिक अनुभूतियां, शैक्षिक अनुभव निकष।	0.8	7
1.2 सहायक सामग्री -दृश्य सामग्री- (प्रक्षेपित प्रक्षेपित) श्रव्य सामग्री, दृश्य श्रव्य सामग्री।		
1.3 आधुनिक सामग्री (साधन) भाषा प्रयोगशाला संगणक इंटरनेट मोबाइल।		
इकाई- 4 हिंदी भाषा का अध्यापन शास्त्रीय विश्लेषण		
1.1 संबोध -स्वरूप, परिभाषाएं ,विशेषताएं तथा प्रकार।		
1.2 पाठ्यचर्या, पाठ्यक्रम एवं पाठ्यपुस्तक का सहसंबंध- पाठ्यचर्या एवं पाठ्यक्रम निर्माण के तत्व।	0.8	7
1.3 पाठ्यपुस्तक: पाठ्यपुस्तक के निकष (विशेषताएं) माध्यमिक स्तर के किसी एक कक्षा की पाठ्यपुस्तक का आलोचनात्मक विश्लेषण।		

D) Reference Materials	
संदर्भ ग्रंथ	
1.	भाटिया एम.एस.और नारंग सी.एस आधुनिक हिंदी शिक्षण विधियों प्रकाश ब्रदर्स लुधियाना।
2.	भाई योगेंद्रजीत (1991)हिंदी भाषा शिक्षण, विनोद पुस्तक मंदिर राघवमार्ग आगरा।
3.	गोरे बलभीम राज(1985) हिंदी अध्ययन: स्वरूप एवं समस्याएं संचयन प्रकाशन, कानपुर।
4.	केशव प्रसाद(1989) हिंदी शिक्षण, धनपतराय एण्ड दिल्ली।
5.	केनी सज्जन राय और कुलकर्णी हरीकृष्ण(1964)हिंदी अध्यापन पद्धती व्हीनस प्रकाशन पुणे।
6.	लहरी राजेंद्र प्रसाद(1966) हिंदी शिक्षण राम प्रसाद एण्ड संस आगरा।
7.	मुखर्जी श्रीधरनाथ(1965)राष्ट्रभाषा की शिक्षा आचार्य बुक डेपो बड़ौदा।
8.	पांडेराय शकल(1991) हिंदी शिक्षण, मुद्रणालय आगरा।
9.	पंडित.बी.(1991) हिंदी अध्यापक, नूतन प्रकाशन, सदाशिव पेठ पुणे।
10.	साठे ग. नं.(1962) राष्ट्रभाषा का अध्यापन,महाराष्ट्र राष्ट्रभाषा सभा प्रकाशन, पुणे।
11.	सीतासावित्री (1986)हिंदी शिक्षण मेरठ इंटरनेशनल पब्लिशिंग हाउस मेरठ।
12.	वास्कर आनंद और और वास्कर पुष्पा(1993)हिंदी अध्यापन पद्धती, मेहता पब्लिशिंग हाउस पुणे ।
13.	देशपांडे सुलोचना(2007) और आशयुक्त अध्यापन पद्धती हिंदी, अग्रवाल प्रकाशन कोल्हापुर।

E) Suggested methods of Teaching:	
i)	Lecture
ii)	Discussion
iii)	Co-operative teaching learning
iv)	Blended learning
v)	Study visit

F) Course Outcomes :		Blooms Taxonomy
CO1	छात्रोंको हिंदी भाषा शिक्षा के सूत्र प्रणालियां का परिचय कराना।	Remember/ Knowledge
CO2	छात्रोंको हिंदी भाषा शिक्षा में ज्ञानरचनावादी अध्ययन अध्यापन का आकलन करने में सक्षम बनाना।	Understanding / Analyse

CO3	छात्रोंको हिंदी भाषा शिक्षा की विविध विधाओं के अध्यापन के उद्देश्य एवं अध्यापन प्रणालियों की जानकारी देना।	
CO4	छात्रोंको शैक्षिक अनुभूतियों का परिचय कराना तथा मुद्रित सामग्री , दृश्य श्रव्य सामग्री का विकासन तथा कक्षाध्यापन के दौरान प्रयोग करने में सक्षम बनाना।	Understanding
CO5	छात्रोंको हिंदी भाषा का अध्ययन शास्त्रीय विश्लेषण करने में सक्षम बनाना।	Skill
CO6	छात्रोंको पाठ्यचर्या, पाठ्यक्रम एवं पाठ्यपुस्तक का परस्पर संबंध बताना एवं पाठ्यचर्या एवं पाठ्यक्रम निर्माण के तत्वों की जानकारी देना।	Application
CO7	छात्रोंको अच्छे पाठ्यपुस्तक के निकष के आधार पर माध्यमिक स्तर की किसे कक्षा के पाठ्यपुस्तक का आलोचनात्मक विश्लेषण करने में मदद करना।	Skill / Application

G) Scheme of Course Evaluation (मूल्यांकन)

1.	बाह्य मूल्यांकन	30
2.	अंतर्गत मूल्यांकन (प्रात्यक्षिक)	20
3.	एकूण गुण	50

H) परियोजना कार्य निम्नलिखित में से कोई एक (Sessional work)

(Use of ICT, Questionnaire, Check list, Interview etc.) (Total Marks 20)

1.	किसी पाठशाला का दौरा करके हिंदी भाषा अध्यापन में संगणक का प्रयोग किस प्रकार किया जाता है इसका एक रिपोर्ट तैयार कीजिए।	20
2.	किन्हीं तीन घटकों का विस्तृत विश्लेषण कीजिए।	20
3.	कक्षा पांचवी से दसवीं तक किसी एक पाठ्यपुस्तक का उसके विशेषताओं के आधार पर परीक्षण कीजिए।	20
4.	कक्षा पांचवी से दसवीं तक किसी एक पाठ्यपुस्तक का उसके विशेषताओं के आधार पर परीक्षण कीजिए।	20
5.	हिंदी भाषा के अध्यापक की बदलती भूमिका पर गटचर्चा करके रिपोर्ट प्रस्तुत कीजिए।	20
5.	एकूण गुण	20

I) Question Paper Pattern (30 Marks)		
Q. No.	प्रश्नपत्रिका का स्वरूप	Marks
1.	बहुविकल्प प्रश्न और एक वाक्य में उत्तर लिखिए।	05-05=10
2.	किन्हीं दो पर टिप्पणियां लिखिए तीन में से दो।	10
3.	दीर्घोत्तरी प्रश्न (अंतर्गत विकल्प के साथ)।	10
	एकूण गुण	30

End Semester Examination Pattern

Question paper structure for end examination for professional studies (Theory)

Examination Duration: 2.3 Hours

Total marks: 30

Q. 1 A. बहुविकल्प प्रश्न और एक वाक्य में उत्तर लिखिए।

10 Marks

Q. 2 A. किन्हीं दो पर टिप्पणियां लिखिए तीन में से दो।

10 Marks

Q. 4. A. दीर्घोत्तरी प्रश्न। 1*10

10 Marks

Or

Q. 4. A. दीर्घोत्तरी प्रश्न। 1*10

10 Marks

॥ शीलं परं भूषणम् ॥

Shri Acharyaratna Deshbhooshan Shikshan Prasarak Mandal, Kolhapur

Mahavir Mahavidyalaya, Kolhapur (Autonomous)

Affiliated to Shivaji University, Kolhapur



Syllabus for Choice Based Credit System (CBCS) Bachelor of Arts & Bachelor of Education (B. A. B. Ed.) Programme

Programme	Bachelor of Arts & Bachelor of Education
Part	II
Semester	III
Course Code	CPS D 1
Course Name	CPS: Curriculum & Pedagogic Studies
Course Title	History Method I
Paper No.	CPS D 1

Under the Faculty of Interdisciplinary Studies

(To be introduced from Academic Year 2022 – 23 onwards)

Subject to the revisions& modifications made from time to time

Mahavir Mahavidyalaya, Kolhapur (Autonomous)
Affiliated to Shivaji University, Kolhapur
 (New syllabus under Autonomy to be introduced from June, 2021 onwards)

A) Primary Information:			
Programme	Bachelor of Arts & Bachelor of Education (B. A. B. Ed.) CBCS		
Part	II	Semester	III
Course	CPS: Curriculum & Pedagogic Studies	Course Code	CPS D 1
Paper No.	--	Course Type	Semester
Total Marks	50	Implementation	2022 - 23
Total Credits	02	Contact Hours	02 / Week
Course Title	History Method I		

B) Course Objectives : To enable the student teacher to –	
i)	To know the meaning, nature and scope of History.
ii)	To understand the place & importance of History in secondary School level and higher secondary school curriculum and human life.
iii)	To correlate History within the subject & with other subjects.
iv)	To understand the psychological perspectives of constructivism in teaching – learning of History.
v)	To understand the general objectives of teaching History according to National curriculum framework (NCF) 2005, State curriculum framework (SCF) 2010
vi)	To understand the syllabus of History at school level according to the curriculum framework NCF 2005 & SCF 2010.
vii)	To be acquainted with Teaching strategies & learning resources in History.
viii)	To understand the assessment of learning in History.
ix)	Acquainted with professional development of history Teacher

C) Course Syllabi: (CR = 02Credits / IH: 30 Instructional Hours)		
Modules	CR	IH
Module I:Foundation of History	0.5	8
1.1 Concept, meaning and kinds of History.		
1.2 Modern concepts of History.		
1.3 The place & importance of History in secondary and higher secondary school curriculum & in human life.		
1.4 Correlation of History within the subject & with other subjects.		

1.5 Solving Problems of Everyday life and relate Past, Present and Future		
Module II: Aims, Objectives and Values of Teaching History.		
2.1 Aims and General objectives of teaching History according to NCF 2005 & SCF 2010.	0.5	7
2.2 Objectives of teaching history as prescribed at Secondary level of Education		
2.3 Instructional objectives and their specifications		
2.4 Values of Teaching History		
2.5 NEP 2020 and History Teaching		
Module III: Pedagogy of Teaching History.		
3.1 Stages of Teaching History, Maxims of Teaching.	0.5	8
3.2 Methods – Narration, Story-telling, Source, Lecture, Discussion, Project, ABL, Dramatization.		
3.3 Strategies – Team-teaching, Supervised study, Contrativism learning strategies, Mind and Concept Mapping, Joyful teaching and Learning.		
3.4 Models of Teaching- Role Playing Model, Concept attainment Model, Enquiry Training model.		
Module IV: Learning and Teaching Resources in History.		
4.1 Print Media – wikipedia, encyclopedia, PPT, Books & News Paper	0.5	7
4.2 Visual and Audio Media – Maps, Models, Time-lines, Charts, Pictures, Computer, Mobile, Internet, Youtube.		
4.3 Innovative Practices in teaching History - Supervised study, co-operative and collaborative study etc.		
4.4 History room and its Importance, Community resources		
4.5 Historical websites		

D) Reference Materials

D1) Study Books for Reading	
1.	शिंदे, ज्ञानदेव व टोपकर रेखा (२००९), इतिहासाचे आशययुक्त अध्यापन, पुणे, नित्यनुतन प्रकाशन
2.	पाटील, लता व नाईक, तारासिंग (२०१५), अध्यापन नियोजन, कोल्हापूर, स्वच्छंद प्रकाशन
3.	तिवारी, सी.म. (१९८७), इतिहास अध्यापन पद्धती, पुणे, नित्यनूतन प्रकाशन
4.	ओडेयर, सुशीला (१९९४), इतिहास आशययुक्त अध्यापन पद्धती, पुणे, मेहता पब्लिशिंग हाउस
5.	करंदीकर, सुरेश (२००६), इतिहास आशय अध्यापन पद्धती, कोल्हापूर, फडके प्रकाशन
6.	सप्रे, नीलिमा (२००७), अध्यापन प्रतिमाने, कोल्हापूर, फडके प्रकाशन

7.	मोरे, लता (२००६), इतिहास अध्यापन पद्धती, नागपूर, पिंपळापुरे पब्लिकेशन्स
8.	आठवले, सदाशिव (१९६७), इतिहासाचे तत्वज्ञान, सातारा, प्राज्ञपाठशाळा मंडळ
D2) Books for Reference	
1.	Agrawal J.C., Teaching of History- A Practical Approach, New Delhi, Vikas Publishing House
2.	Kochar S.K., Teaching of History, New Delhi, Sterling Publishers
3.	Parik, Mathureshwar, Itihas Shikshan, Jaipur Research publ. 1988
4.	Arora, K.L., Itihas Shikshan, Ludhiana Prakash 1982.
5.	Chaddha, P.C.- Itihas Shikshan
6.	Rao Ragunath - Learn and teach history

E) Suggested methods of Teaching:

i)	Lecture
ii)	Discussion
iii)	Co-operative teaching learning
iv)	Blended learning
v)	Study visit

F) Course Outcomes:		Blooms Taxonomy
CO1	The Student-teacher gets information of meaning, nature and scope of History.	Remember/ Knowledge
CO2	The Student-teacher will get informed the place & importance of Geography in secondary school curriculum.	Understanding/ Analyse
CO3	The Student-teacher will get correlate History within the subject & with other subjects and understand the psychological perspectives of constructivism in teaching – learning of History.	
CO4	The Student-teacher will apply objectives of teaching History according to National curriculum framework 2005, State curriculum framework – 2010 and the syllabus of History at school level according to the curriculum framework NCF 2005 & SCF 2010.	Application
CO5	Student- teacher will get applying skills of Teaching strategies & learning resources in Geography teaching and also the assessment skills of learning in History.	Skill

G) Scheme of Course Evaluation		
1.	End Semester Examination (ESE)	30
2.	Continuous Internal Evaluation (CIE)	20
3.	Total Marks	50

H) Suggested field work and practical work (Any two) (Use of ICT, Questionnaire, Check list, Interview etc.) (Total Marks 20)		
1.	Power point presentation of any one unit of History related to school textbook / content (5 to 10th std.)	10
2.	Interview of an experienced History teacher	10
3.	Seminar in History aspects related to school syllabus	10
4.	Preparation of Joyful teaching any one topic of History	10
5.	Creating Youtube Video any one topic in History	10
6.	Visit to Historical Place and report on it	10
7.	Organize History club activities and write a report it.	10
8.	5 th to 12 th History Textbook Summary (any one book)	10
5.	Total Marks	20

I) Question Paper Pattern (30 Marks)		
Q. No.	Nature / Type of Question	Marks
1.	Multiple choice questions	05
1.	Answer in one sentences	05
3.	Essay type question	10
4.	Essay type question	10
	Total Marks	30

॥ शीलं परं भूषणम् ॥

Shri Acharyaratna Deshbhooshan Shikshan Prasarak Mandal, Kolhapur

Mahavir Mahavidyalaya, Kolhapur (Autonomous)

Affiliated to Shivaji University, Kolhapur



Syllabus for Choice Based Credit System (CBCS) Bachelor of Arts & Bachelor of Education (B. A. B. Ed.) Programme

Programme	Bachelor of Arts & Bachelor of Education
Part	II
Semester	IV
Course Code	CPS D 2
Course Name	CPS: Curriculum & Pedagogic Studies
Course Title	History Method II
Paper No.	CPS D 2

Under the Faculty of Interdisciplinary Studies

(To be introduced from Academic Year 2022 – 23 onwards)

Subject to the revisions & modifications made from time to time

Mahavir Mahavidyalaya, Kolhapur (Autonomous)

Affiliated to Shivaji University, Kolhapur

(New syllabus under Autonomy to be introduced from June, 2021 onwards)

A) Primary Information:			
Programme	Bachelor of Arts & Bachelor of Education (B. A. B. Ed.) CBCS		
Part	II	Semester	IV
Course	CPS: Curriculum & Pedagogic Studies	Course Code	CPS D2
Paper No.	--	Course Type	Semester
Total Marks	50	Implementation	2022 - 23
Total Credits	02	Contact Hours	02 / Week
Course Title	History Method II		

B) Course Objectives: To enable the student teacher to –	
i)	To understand the assessment of learning in History.
ii)	To acquainted with teaching learning resources for teaching history.
iii)	To understand the Constructivist Approach, Core Elements, Values and Life Skills in Teaching learning history.
iv)	To be acquainted with innovative practices in teaching-learning of History.
v)	To acquire basic knowledge and skills in History.
vi)	To be acquainted with professional development of History teacher.
vii)	Understand the pedagogical analysis of History.
viii)	Acquainted with contextual issues of learning in historical context.

C) Course Syllabi: (CR = 02 Credits / IH: 30 Instructional Hours)		
Modules	CR	IH
Module I: PLANNING AND ASSESSMENT OF HISTORY.	0.5	8
1.1 Year Plan, Unit Plan and unit test		
1.2 Lesson Plan – General (Objective Based), IT Based, Constructivist		
1.3 Diagnostic test and Remedial Teaching		

1.4 Evaluations – Types of Evaluations, comprehensive and Continuous evaluation		
Module II: Learning Resource & Assessment of learning in Geography.		
2.1 5 th to 8 th std. state board history textbook content		
2.2 9 th to 12 std. state board history textbook content 2.3 11 th and 12 th NCERT old and new history textbook content	0.5	7
Module III: Pedagogical Analysis of History		
3.1 Concept, Objectives and importance of pedagogical analysis		
3.2 Content-cum Methodology.		
3.3 life Skills of teaching learning History.	0.5	8
3.4 Content analysis and Critical analysis of History textbook.		
Module IV: Professional Development of History teacher.		
4.1 Qualification & qualities of History teacher.		
4.2 Professional development of History teacher.		
4.3 History teacher's organizations & its contribution of professional development of History Teacher.		
4.4 Challenges faced by the history teacher in present day context.	0.5	7

D) Reference Materials	
D1) Study Books for Reading	
1.	शिंदे, ज्ञानदेव व टोपकर रेखा (२००९), इतिहासाचे आशययुक्त अध्यापन, पुणे, नित्यनुतन प्रकाशन
2.	पाटील, लता व नाईक, तारासिंग (२०१५), अध्यापन नियोजन, कोल्हापूर, स्वच्छंद प्रकाशन
3.	तिवारी, सी.म. (१९८७), इतिहास अध्यापन पद्धती, पुणे, नित्यनूतन प्रकाशन
4.	ओडेयर, सुशीला (१९९४), इतिहास आशययुक्त अध्यापन पद्धती, पुणे, मेहता पब्लिशिंग हाउस

5.	करंदीकर, सुरेश (२००६), इतिहास आशय अध्यापन पद्धती, कोल्हापूर, फडके प्रकाशन
6.	सप्रे, नीलिमा (२००७), अध्यापन प्रतिमाने, कोल्हापूर, फडके प्रकाशन
7.	मोरे, लता (२००६), इतिहास अध्यापन पद्धती, नागपूर, पिंपळापुरे पब्लिकेशन्स
8.	आठवले, सदाशिव (१९६७), इतिहासाचे तत्वज्ञान, सातारा, प्राज्ञपाठशाळा मंडळ
D2) Books for Reference	
1.	Agrawal J.C., Teaching of History- A Practical Approach, New Delhi, Vikas Publishing House
2.	Kochar S.K., Teaching of History, New Delhi, Sterling Publishers
3.	Parik, Mathureshwar, Itihas Shikshan, Jaipur Research publ. 1988
4.	Arora, K.L., Itihas Shikshan, Ludhiana Prakash 1982.
5.	Chaddha, P.C.- Itihas Shikshan
6.	Rao Ragunath - Learn and teach history

E) Suggested methods of Teaching:	
i)	Lecture
ii)	Discussion
iii)	Co-operative teaching learning
iv)	Blended learning
v)	Study visit

F) Course Outcomes:		Blooms Taxonomy
CO1	The Student-teacher gets information of teaching strategies & learning resources, assessment, Constructivist Approach, Core Elements, Values and Life Skills in History.	Remember/ Knowledge
CO2	The Student-teacher will get informed the assessment of learning in History.	Understanding/ Analyse
CO3	The Student-teacher will understanding the teaching strategies, learning resources, Constructivist Approach, Core Elements, Values and Life Skills in Teaching learning history	
CO4	Student- teacher will get applying basic knowledge & skills in history.	Application
CO5	Student- teacher will get basic skills of Teaching strategies, applying learning resources, assessment, Constructivist Approach, Core	Skill

	Elements, Values, Life Skills and professional development in history.	
--	--	--

G) Scheme of Course Evaluation		
1.	End Semester Examination (ESE)	30
2.	Continuous Internal Evaluation (CIE)	20
3.	Total Marks	50

H) Suggested field work and practical work (Any two) (Use of ICT, Questionnaire, Check list, Interview etc.) (Total Marks 20)		
1.	Design two learning Activity as a history club.	10
2.	Prepare two lesson plan of constructivist approach in history.	10
3.	Planning and construction of Year Plan, Unit Plan and Unit test in history.	10
4.	Report writing on to visit Historical place-museum, Fort etc.	10
5.	Prepare one unit year plan, unit plan and one unit test in History. (any one)	10
6.	5 th to 12 th Standard any one history textbook mind maps	10
7	Write a script for an e-content of any one topic	10
8	Kolhapur local History	10
9	A critical study of history text book	10
	Total Marks	20

I) Question Paper Pattern (30 Marks)		
Q. No.	Nature / Type of Question	Marks
1.	Multiple choice questions	05
1.	Answer in one sentences	05
3.	Essay type question	10
4.	Essay type question	10
	Total Marks	30

Shri Acharyaratna Deshbhooshan Shikshan Prasarak Mandal, Kolhapur

Mahavir Mahavidyalaya, Kolhapur (Autonomous)

Affiliated to Shivaji University, Kolhapur



Syllabus for Choice Based Credit System (CBCS) Bachelor of Arts/Commerce/Science/B.Voc/Education Programme

Programme	Bachelor of Arts/Commerce/Science/B.Voc /Education
Part	II
Semester	III
Course Code	AECC ES I
Course Name	Environmental Studies
Course Title	Environmental Studies
Paper No.	I

Under the Faculty of Arts/Commerce/Science/B.Voc /Education Programme

(To be introduced from Academic Year 2022 – 23 onwards)
Subject to the revisions & modifications made from time to time

Mahavir Mahavidyalaya, Kolhapur (Autonomous)

Affiliated to Shivaji University, Kolhapur

(New syllabus under Autonomy to be introduced from June, 2022 onwards)

A) Primary Information:			
Programme	Bachelor of Arts /Commerce/Science/B.Voc /Education CBCS		
Part	II	Semester	III
Course	B.A./B.Com/B.Sc/ B.Voc/Education.	Course Code	AECC ES
Paper No.	I	Course Type	Semester
Total Marks	50 Marks	Implementation	2022 - 23
Total Credits	02	Contact Hours	04 / Week
Course Title	Environmental Studies		

B) Course Objectives:	
i)	To know the importance of Environment and goals of sustainable development.
ii)	To understand different types of natural resources and its conservation.
iii)	To understand different types of ecosystems, their importance and conservation.
iv)	To understand Importance of biodiversity and its conservation
v)	To engage with communities through Eco clubs and other activities

C) Course Syllabi: (CR = Credits / IH: Instructional Hours)		
Modules	CR	IH
Module I Nature of Environmental Studies	1	03
1.1 Definition, scope and importance of Environmental Studies		
1.2 Multidisciplinary nature of environmental studies		
1.3 Need for public awareness.		
1.4 Concept of Sustainability .Sustainable Development		

and its goals with Indian context		
Module II Natural Resources and Associated Problems		
2.1 Forest resources: Use and over-exploitation, deforestation, dams and their effects on forests and tribal people.		
2.2 Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. Water conservation ,Rain water harvesting, Watershed management		
2.3. Mineral resources: Usage and exploitation. Environmental effects of extracting and using mineral resources.		
2.4 Food resources: World food problem, changes caused by agriculture effect of modern agriculture, fertilizer-pesticide problems.		
2.5 Energy resources: Growing energy needs, renewable and non- renewable energy resources, use of alternate energy sources. Solar energy, Biomass energy, Nuclear energy.		
2.6 Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.		
2.7 Role of individuals in conservation of Natural resources		
Module-III Ecosystem		
3.1 Concept of an ecosystem		
3.2 Structure and function of an ecosystem.		
3.3 Producers, consumers and decomposers.		
3.4 Energy flow in the ecosystem.		
3.5 Ecological succession.		
3.6 Food chains, food webs and ecological pyramids. Introduction, types, characteristics features, structure and function of the following ecosystem: - a) Forest ecosystem, b) Grassland ecosystem, c) Desert ecosystem, d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)		
		09
	01	09

e) Plateaus ecosystem		
3.7 Degradation of ecosystems and its impacts		
3.8 Role of an Individuals in conservation of Ecosystem		
Module 4 Biodiversity and its conservation		
4.1 Introduction- Definition: genetic, species and ecosystem diversity.		
4.2 Bio-geographical classification of India.		
4.3 Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.		
4.4 Threats to biodiversity: habitat loss, poaching of wildlife, man- wildlife conflicts.		
4.5 Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.		
4.6 Mega- diversity nations. India as mega-diversity nation, Endangered and endemic species of India. Western Ghat as a biodiversity region. Global and national hotspots of Biodiversity.		

D) Reference Materials	
D1) Text Books for Reading	
	Environmental studies, Shivaji University, Kolhapur
D2) Books for Reference	
	'Paryavaranshastra' Gharpure
	'Paryavaranshastra' Gholap T.N

E) Suggested methods of Teaching:	
i)	Lectures, Seminars
ii)	Study Visits/Excursions

F) Course Outcomes:		Blooms Taxonomy
1	Explain the basic concepts in Environmental Studies.	
2	Justify the need of sustainable development,	
3	Examine Natural Resources and Associated Problems.	
4	Categorize Ecosystems in different regions.	

5	Motivate people for the conservation of biodiversity.	
6	Field study to a local area to document environmental assets.	

G) Scheme of Course Evaluation

1.	End Semester Examination (ESE)	30
2.	Continuous Internal Evaluation (CIE)	20
3.	Total Marks	50

H) Suggested techniques for Continuous Internal Evaluation (20 Marks)

1.	Assignment	15
2.	Participation in Nature Club activities/Plantation/Collection of seeds/Conservation	05
	Total Marks	20

I) Question Paper Pattern (40 Marks)

Q. No.	Nature / Type of Question	Marks
1.	Multiple Choice Questions (5X1)	5
2.	Write short note (any 3 out of 5) (3X5)	15
3.	Long/broad question (10) Or Long/broad question (10)	10
	Total Marks	30