



Sangrul Education Society's

S. B. KHADE MAHAVIDYALAYA, KOPARDE

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NAAC – B Grade

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Ref.

Date:

2.3.1: Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences

We at SIESGST, conduct various student centric activities to improve the quality of. The activities that are conducted under experiential learning, participative learning and problem-solving methodologies are shown in figure.

1. Experiential learning: Experiential learning is the process of learning through experience by doing and reflecting. We encourage students to practice various technical and non-technical skills through project development, student seminars, student development programs, workshops, internships and industrial visits. These activities are planned, conducted and monitored regularly by the faculty to ensure that students are practicing the required skills, reflecting on their experiences and improving their skills.

2. Participative learning: We always strive to enhance the learning experience of learners in class through various interactive and participatory approaches apart from traditional teaching. These approaches aid in creating a feeling of responsibility in learners and makes learning a process of construction of knowledge. Various approaches used are- Think-Pair-Share (TPS), Flipped Classroom, Peer Instruction (PI), Group Discussion, etc. Year Class/ Sem Subject Student centric Activity Brief explanation about the activity Impact analysis 2019- 20 SECE, IV COA Collaborative Learning Students were asked to Design 1-bit ALU using basic components of logic design and simulate the same Students could design the ALU and perform well in groups 2019- 20 SECE, III DLDA Collaborative Learning Students were asked to design combinational logic circuit based on problem on issuing insurance policy Students could find the best solution



to the problem by collaborating with each other in a group 2019- 20 TECE, V MP Animated Concept Map Animated concept map prepared to give overview of the chapter Students could easily link the wide topics Problem based learning: Students are given exposure to various problem-solving methodologies by solving real-world problems, design problems, and case studies. The problems posed are open problems like “design a system to check the quality of air”. Such problems have unstated goals and constraints and have multiple correct solutions. Such problem-solving activity enables students to not only apply concepts learned but also aid in developing skills related to formulate problems and sub problems, generate alternative solutions, identify constraints and analyze and select solutions. Year Subject/Class Problem based learning 2018- 19 DWM, TECE consider the following business scenario. A telecom company plans to maintain a CRM data warehouse. There are 10 million customers of the company. Besides the usual attributes, the company wants to maintain additional demographic information like literacy percentage, male/female ratio, average life expectancy and average income of the people belonging to the state to which each customer belongs. The company also wants to maintain information about the age group, income level and marital status of its customers. They also need to run queries like the number of married and unmarried customers they have at any point in time. a. Design an efficient data warehouse schema that satisfies the above business scenario. Clearly identify the fact table(s), dimension table(s), primary key(s) and foreign key(s). b. Write an SQL statement that generates the number of married and unmarried customers that the company has today.

1. Experiential Learning (Geography):

There is module No. 4 &8, of B. A. Part II level for sem. III& IV which deals with practice such as Soil Profile, Soil Sampling Tools, Soil Analysis Vermicompost Process etc which forms as a part of Experiential Learning

2. Participative Learning (Sociology):

The B. A. Part III, Semester V, which deals with participative learning, such as Social Research, Research Design, Basic Elements of Social Research, and Modes of Enquiry etc. which forms as a part of participative learning.

3. Participative Learning (Economics)

There is Module No. 4.2 at B. A. Part II, Semester No. III which deals with practices such as Types and Features of Bank Accounts, Account opening, KYC, operating and closing of



an Account, Bankers and customers Rights and Obligations, Negotiable Instruments, Features etc. which forms as a part of participative learning.

4. Problem Solving Methodology (Economics)

There is module No. 3, at B. A. Part III level for semester No. VII which deals with Data analysis is problem solving methodology, like need and importance of Data Analysis, Measures of Central Tendency: Mean, Mode, Median, Measures of Dispersion: Standard Deviation, and Correlation- meaning and importance etc., which form as a part of problem solving methods.

5. Problem Solving Method (Accountancy)

At B. Com. Part I, II, III level, problem-solving methods are used in the teaching of Accountancy.

1. Use of Learning Management System

We have created class-wise WhatsApp groups to manage and deliver the learning activities. Besides using face-to-face interaction, we support it with the online teaching and learning activities. We send the extracts from the textbooks to students in advance so that they can read it before coming to class. Teachers develop their own e-content lesson which is uploaded on YouTube. Thus the teachers can deliver their teaching to a wide audience sitting at a remote place. The teachers can inform about courses and their outcomes. They can create, track and report the educational progress by obtaining feedback from the students.

1. WhatsApp group screen shot
2. Online lectures and students presence
3. Online notes proof
4. Online activities – any one

6. Question –Answer Method (English)

In English classes, the question-answer methods are used to ensure the learning.

1. B.A. Part I,II, III of Semester 1st to 6th
2. B. Com. Part I, II of Semester 1st to 4th

**B. A. Part-I Semester I
Geography
(THEORY with Practical)**



Title of the Course: Physical Geography

Code: DSC B10

Number of Theory Credits	Number of lecture hours/ semester	Number of Theory Classes per week
04	60	04

Course Outcomes

1. Students will be able to understand the basic concepts in Physical Geography.
2. Students understand basic terms used to describe physical processes and landscape forms.
3. Students understand the atmosphere.
4. Students understand the concept of maps and globe.

Course Objectives

This course aims to

1. To study basic principles of the Physical Geography.
2. To understand the lithosphere, denudation, landforms, atmospheric elements and structure.
3. To understand the concept of maps and globe.

Syllabus

Semester - I

	Teaching Hours	Credits
Module – I Introduction to Physical Geography	10	0.75
1.1 Meaning and Definitions		
1.2 Scope of Physical Geography		
1.3 Branches of Physical Geography		
1.4 Importance of Physical Geography		
Module – II Lithosphere	10	01
2.1 Interior of the earth		
2.2 Wagner's Continental Drift Theory		
2.3 Earthquakes – Causes and Effects		
2.4 Volcano – Causes and Effects		
Module – III Denudation	15	01
3.1 Weathering: Concept and Types		
3.2 Davis Concept of Cycle of Erosion		
3.3 Erosional Landforms of River.		
3.4 Depositional Landforms of River.		



Module- IV Atmosphere

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|--|----|----|
| 4.1 Composition and Structure of Atmosphere | 15 | 01 |
| 4.2 Insolation: Factors affecting on Insolation | | |
| 4.3 Temperature: Distribution of temperature (Vertical and Horizontal) | | |
| 4.4 Atmospheric Pressure: Belts and Planetary Winds. | | |

Module- V Map (Practical)

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|--|----|------|
| 5.1 Map: Definition, Elements and Types | 10 | 0.75 |
| 5.2 Maps and Globe- Similarities and Differences | | |
| 5.3 Significance and Use of Maps and Globe | | |

Reference Books

- 1) Clyton K., (1986). Earth Crust, AdusBook , London.
- 2) Davis W. M., (1909). Geographical Essay, Ginnia Co.
- 3) Dayal P., (1996). Text Book of Geomorphology, Shukla Book Depot, Patna.
- 4) Kale V.S. and Gupta A., (2001). Elements of Geomorphology, Oxford University Press, Kolkata.
- 5) Kale V.S. and Gupta A., (2001). Elements of Geomorphology, Oxford Univ. Press. Monkhouse. (1951), Principle of Physical Geography, McGraw Hill Pub – New York.
- 6) Pitty A. F., (1974). Introduction to Geomorphology, Methuen London.
- 7) Singh Savindra. (2000), Physical Geography, PrayagPustakBhavan, 20-A, University Road, Allahabad – 211002.
- 8) Steers J. A., (1964), The Unstable Earth Some Recent Views in Geography. Kalyani Publishers, New Delhi.
- 9) Swaroop Shanti, (2006), Physical Geography, King Books, NaiSarak, Delhi – 110006.
- 10) Wooldridge S. W. and Morgan R. S., (1959), The Physical Basis of Geography and Outline of Geomorphology, Longman Green and Co. London.

Reference Websites

- 1) <http://www.solarviews.com/eng/earth.htm>
- 2) <http://www.moorlandschool.co.uk/earth/tectonic.htm>
- 3) <https://www.usgs.gov/>
- 4) <https://www.ksndmc.org>

Suggested equivalent online courses:

- https://onlinecourses.swayam2.ac.in/aic19_ge05/preview
https://onlinecourses.swayam2.ac.in/nou21_bt03/preview



B. A. Part-I Semester II
Geography
(THEORY with Practical)

Title of the Course: Human Geography

Code: DSC B24

Number of Theory Credits	Number of lecture hours/ semester	Number of Theory Classes per week
04	60	04

Course Outcomes

1. Students will be able to understand the basic concepts in Human Geography.
2. Students understand basic terms used to describe population, settlements and agriculture.
3. Students understand the concept of Google Earth and Google Map.

Course Objectives

This course aims to

1. To study basic principles of the Human Geography.
2. To understand the concepts and terms regarding the population, settlements and agriculture.
3. To understand the concept of Google Earth and Google Map.

Syllabus

Semester - II

	Teaching Hours	Credits
Module- I Human Geography	11	0.75
1.1 Definitions of Human Geography		
1.2 Scope of Human Geography		
1.3 Branches of Human Geography		
1.4 Importance of Human Geography		
Module –II Population	13	01
2.1 Factors affecting on distribution of population		
2.2 Malthus' theory of Population Growth		
2.3 Demographic Transition Theory		
2.4 Migration: Types and Effects		
Module –III Settlement	13	01
3.1 Types and patterns of rural settlements		
3.2 Functions of Rural Settlements		
3.3 Factors affecting on urbanization		
3.4 Functions of Urban Centers		
Module – IV Agriculture	13	01



- 4.1 Origin and History of Agriculture
- 4.2 Types of Agriculture
- 4.3 Factors affecting on agriculture
- 4.4 Problems of Agriculture

Module- V Google Earth

10

0.25

- 5.1 Concept of Google Earth
- 5.2 Application of Dot, Line and Polygon according to Feature
- 5.3 Exercises with Google Earth Programme

Reference Books

1. Chandna, R.C. (2010) Population Geography, Kalyani Publisher.
2. Hassan, M.I. (2005) Population Geography, Rawat Publications, Jaipur
3. Daniel, P.A. and Hopkinson, M.F. (1989) The Geography of Settlement, Oliver & Boyd, London.
4. Johnston R; Gregory D, Pratt G. et al. (2008) The Dictionary of Human Geography, Blackwell Publication.
5. Jordan-Bychkov et al. (2006) The Human Mosaic: A Thematic Introduction to Cultural Geography, W. H. Freeman and Company, New York.
6. Kaushik, S.D. (2010) ManavBhugol, Rastogi Publication, Meerut.
7. Maurya, S.D. (2012) ManavBhugol, ShardaPustakBhawan. Allahabad.
8. Hussain, Majid (2012) ManavBhugol. Rawat Publications, Jaipur
9. BeaujeuGamier : Geography of Population, Longman, Lindon-1978
10. Clarke J.I. : Population Geography, Pergam on Press Oxford – 1972
12. HaggetPetter : Human Geography
13. Ghosh B.N. : Fundamentals of Population Geography
14. Hussin M. : Human Geography 1994
15. Money D.S. : Human Geography
16. Perpillou A.V. : Human Geography, Longman, London- 1986
17. Robinson H. : Human Geography, 1976
18. Mishra &Puri : Indian Economy 2004
19. India- 2008 : Govt. of India
20. Hassan Mohammed I. : Population Geography, 2005
21. BhendeAsha&KanitkarTara :Principlas of Population studies
22. Perillouav : Human Geography, 1986



**NEW/REVISED SYLLABUS FOR
B. A. Part-II Geography
(Introduced from June 2019 onwards)
Semester - III**

(i) Course / Paper No. III

(ii) **Title of Paper: - SOIL GEOGRAPHY**

(iii) Specific Objectives: - -----

(iv) A brief note: - (On expected level of study from examination and assessment point of view):- -----

Module	Teaching Hours	Credits
Module I: Basics of Soil Geography	12 Lectures	01
1.1 Definition, Nature and Scope of Soil Geography		
1.2 History of Soil Geography and Pedology		
1.3 Significance of Soil Geography		
Module II: Soils: Formation and Properties	18 Lectures	01
2.1 Jenny's Factorial Model of Soil Formation: Parent Material, Biotic, Climatic, Relief and Time factor.		
2.2 Process of Soil Formation: Physical, Biotic and Chemical.		
2.3 Physical Properties of Soils: Morphology, Texture, Structure, Water, Air and Temperature.		
2.4 Chemical Properties of Soils: P ^H , Organic Matter, NPK (Nitrogen, Phosphorous and Potassium).		
Module III: Soils: Classifications and Distribution	18 Lectures	01
3.1 Genetic Classification of Soils.		
3.2 Soil Characteristics and Major Soils Distribution in Maharashtra.		
3.3 Soil Degradation: Concept, Causes, Consequences and Measures		
Module IV: Practical (Theory Only)	12 Lectures	01
4.1 Soil Profile		
4.2 Soil Sample: Tools		
4.3 Soil Analysis: Saline and Alkaline		
4.4 Vermicompost Process		

REFERENCES



NEW/REVISED SYLLABUS FOR
B. A. Part – II, DSC Geography
(Introduced from June 2019 onwards)
Semester - III

- (i) Course / Paper No. IV
(ii) Title of Paper: Resource Geography
(iii) Specific Objectives:-
(iv) A brief note:- (On expected level of study from examination and assessment point of view) :- -----

Module	Teaching Hours	Credits
Module I: Introduction to Resource Geography	10 Lectures	01
1.1 Definition and Scope of Resource Geography		
1.2 Resource: Concept and Classification		
1.3 Importance of Resource Geography		
Module II: Major Resources	20 Lectures	01
2.1 Water Resources: Distribution, Utilization and Problems		
2.2 Forest Resources: Distribution, Utilization and Problems		
2.3 Energy Resources: Distribution, Utilization and Problems		
2.4 Human Resources: Distribution, Utilization and Problems		
Module III: Sustainable Resource Development	18 Lectures	01
3.1 Concept of Sustainable Resource Development		
3.2 Sustainable Natural Resource Development: Water, Forest and Energy		
3.3 Sustainable Human Resource Development		
Module IV: Practical (Theory Only)	12 Lectures	01
4.1 Proportional Circle		
4.2 Choropleth Map		
4.3 Dot Map		
4.4 Isopleth Map		

References :

1. Cutter S. N., Renwick H. L., and Renwick W., (1991): Exploitation, Conservation, Preservation: A Geographical Perspective on Natural Resources Use, John Wiley and Sons, New York.



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Revised Syllabus of B.A. II

To be introduced from June, 2019

Money and Banking Paper No. - IV

(Semester III)

Preamble:

To create the awareness among the students and Job Prospects in Banks and Financial Sector. Clear understanding of the operation of banks and financial institutions to the students with practical inputs.

Unit I: Introduction to Banking

15 Lectures

- 1.1 Meaning and Functions of Commercial Banks
- 1.2 Types of Banks - Public, Private, Foreign and Cooperative
- 1.3 Principles and Investment Policy of Commercial Banks - Balance Sheet of banks
- 1.4 Processes of Credit Creation and its Limitations

Unit II: Practical Banking

15 Lectures

- ✓ 2.1 Types and features of Bank Accounts
- ✓ 2.2 Opening, KYC, Operating and Closing of an Account
- ✓ 2.3 Banker's and Customer's Rights and Obligations
- ✓ 2.4 Negotiable Instruments: Main Features

Unit III: Reserve Bank of India

15 Lectures

- 3.1 History and Organizational Structure
- 3.2 Functions of RBI - Traditional and Developmental
- 3.3 Monetary Policy - Meaning and Objectives
- 3.4 Instruments of Credit Control



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REVISED SYLLABUS OF B.A. PART II

Principles of Co-operation

Course – I GE (IDS)

To be introduced from June 2019

Semester III

PREAMBLE:

The objective of this paper is to create awareness about the working of co-operatives in Rural and Urban area. The Co-operative movement has been considered as the third important sector in the economy followed by private and public sector. The principles of co-operation and the values of the co-operative institutions need to be studied in Indian Context.

UNIT I: INTRODUCTION OF CO-OPERATION (15 Lectures)

- 1.1 Meaning and Definition of Co-operation
- 1.2 Features and Importance of Co-operation
- 1.3 Principles of Co-operation- Development and Manchester Co-operative Principles
- 1.4 International Co-operative Alliance (ICA) – Organization and Functions

UNIT II: CO-OPERATION AS A FORM OF ORGANIZATION (15 Lectures)

- 2.1: Capitalism – Features, Merits and Demerits
- 2.2: Socialism – Features, Merits and Demerits
- 2.3: Co-operation – A Golden mean between Capitalism and Socialism
- 2.4: Role of Co-operation in Mixed Economy

UNIT III: ROLE OF STATE IN CO-OPERATION (15 Lectures)

- 3.1: Role of State in the development of Co-operative movement
- 3.2: Co-operative Judicial System
- 3.3: Role of Co-operative Registrar
- 3.4: Effects of Globalization in Co-operative Movement

UNIT IV: CO-OPERATIVE AUDIT (15 Lectures)

- 4.1: Meaning and Need of Cooperative Audit
- 4.2: Need and Types of Co-operative Audit
- 4.3: Role of Co-operative Auditor

SYLLABUS - Choice Based Credit System

B.A. Part - II - DSC - D3

Semester - III, Paper No.III - Social Issues in India

Sociology Course - 3, June 2019 onwards



Course Objective:

This Course introduces students to Sociological study of Social Issues. This paper aim to draw attention of the students for to need to study 'Socio-Cultural, Economic,' and legal issues in India.

	Topic	Teaching Hours	Credits
Model - I	Social Issues A) Nature of Social Issues B) Classification of Social Issues C) Need for study for Social Issues	15	1
Model - II	Socio-Cultural Issues A) Communalism : Meaning, Causes and Remedies B) Female-Foeticide : Meaning, Causes and Remedies	15	1
Model - III	Socio-Economic Issues A) Poverty : Meaning, Causes and Remedies B) Unemployment : Meaning and Remedies	15	1
Model - IV	Socio-Legal Issues A) Human Rights : History, Fundamental Rights in Indian Constitution B) Cyber Crime : Meaning, Causes and Remedies	15	1



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SYLLABUS - Choice Based Credit System

B.A. Part - II - DSC - D31

Semester - IV, Paper No.V - Gender and Violence
Sociology Course - 5, June 2019 onwards

Course Objectives :

Gendered violence is routine and spectacular, structural as well as situated. This course attempts to provide an understanding of the logic of that violence, awareness of its most common forms and tries to equip the students with a sociologically informed basis for making pragmatic, ethical and effective choices while resisting or intervening in the context of gendered violence.

	Topic	Teaching Hours	Credits
Module - I	Gender and Violence		
	A) Meaning of Gender B) Nature of Gender Violence C) Major Gender Issues.	15	1
Module - II	Domestic Violence		
	A) Meaning of Domestic Violence B) Dowry : Causes and Remedies C) Divorce : Causes and Remedies	15	1
Module - III	Violence Against Women		
	A) Tribal Women : Nature and Remedies B) Rural Women : Nature and Remedies C) Urban Women : Nature and Remedies	15	1
Module - IV	Womens' Harassment at workplace		
	A) Nature of Womens' Harassment B) Types of Womens' Harassment C) Remedies and Vishakha Guidelines Acts, 2013	15	1

PRINCIPAL

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