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with CGPA-3.16

# **SHIVAJI UNIVERSITY, KOLHAPUR**

## **CHOICE BASED CREDIT SYSTEM (CBCS)**

### **Syllabus**

#### **for**

### **FOUR YEAR BACHELOR OF ARTS AND BACHELOR OF EDUCATION INTEGRATED DEGREE (REGULAR, SEMESTER) COURSE**

### **B.A.B.Ed. (Four Year Integrated) DEGREE COURSE As per NCTE regulation 2014**

### **Faculty of InterDisciplinary Studies (IDS)**

**(To be implemented from June 2018 onwards )**

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

## STRUCTURE OF PRACTICUM COMPONENT

### Fourth Year (Sem VII and VIII) B. A. B. Ed.

Course Code	Semester	Title	Marks
CC-T -115	<b>Semester -VII</b>	Scientific Method	<b>50</b>
		<b>Practicum Components</b>	
CC-P -701	<b>Semester -VII</b>	School Internship	<b>150</b>
CC-P -702	<b>Semester -VII</b>	Annual Lesson Examination	<b>50</b>
CC-P 703	<b>Semester -VII</b>	Project Related to Community Experience	<b>100</b>
CC-P 704	<b>Semester -VII</b>	Educational Tour	<b>50</b>
Internal Examination			50
<b>Total</b>			<b>450</b>

Course Code	Semester	Title	Marks
CC-T -116	<b>Semester -VIII</b>	Secondary Education In India: Status Issues and Concerns	50
CC-T -117	<b>Semester -VIII</b>	Contemporary Indian Education	100
CC-T -118	<b>Semester -VIII</b>	Assessment for Learning	100
		<b>Elective- Any One</b>	
CGE	<b>Semester -VIII</b>	Guidance and Counselling	50
CGE	<b>Semester -VIII</b>	Inclusive Education	50
CGE	<b>Semester -VIII</b>	Environmental Education	50
		<b>Practicum Components</b>	
CC-P -801	<b>Semester -VII</b>	Health and Physical Education Workshop	25
CC-P -802	<b>Semester -VII</b>	e-content written or oral performance(25).Record of activities,workbook file (25)	50
CC-P 803	<b>Semester -VII</b>	School Internship	150
Internal Examination			50
<b>Total</b>			<b>575</b>

**B. A. B. Ed. Four year integrated course**  
**Fourth Year- VII Semester**  
**CC-T 115 Scientific Method**

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

(Yet to be prepared )

**B. A. B. Ed. Four year integrated course**  
**Fourth Year- VII Semester**

**CC-P 701 School Internship**

**6 Weeks**

**श्रेयांक— 06**

**गुण — 150**

**B.A. B. Ed. 4 Year Integrated Course**

S.N.		1st year	2ndyear	3rd year	4th year	Total
1	Internship Duration	-	4 weeks (4th sem)	4 weeks (6th sem)	6+6 weeks (7th & 8th sem)	20 weeks
2	Total Programme Credits (Internship)	-	4	4	12	20
3	Total Marks assigned	-	100	100	300	500

**वार्षिक पाठ परीक्षा**

कालावधी **36+30**

श्रेयांक **0२**

गुण **५०**

**परीक्षक निवड व नियुक्ती**

महाविद्यालयातील प्राध्यापक अंतर्गत परीक्षक म्हणून काम करतील व सराव पाठ शाळेतील शिक्षक १० : १ याप्रमाणे बाह्य परीक्षक म्हणून प्राचार्याने नेमावे . त्यांच्या नेमणुकाचे पत्र विद्यापीठाला कळवावे व विद्यापीठची मान्यता घ्यावी बाह्य परीक्षक नेमताना शाळेतील किमान १० वर्ष अनुभव असलेल्या शिक्षकांचीच परीक्षक म्हणून नियुक्ती करावी .

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**B. A. B. Ed. Four year integrated course**  
**Fourth Year- VII Semester**

**CC-P 703 Project Related Community Experience**

शैक्षणिक सहल

**Hours – 12 +10**

श्रेयांक : 0४

अंतर्गत गुण : १00

**B. A. B. Ed. Four year integrated course**  
**Fourth Year- VII Semester**  
**CC-P 704 Education Tour**

**शैक्षणिक सहल**

कालावधी : ८ ते १० दिवस

श्रेयांक : ०२

अंतर्गत गुण : ५०

**उद्दिष्टे :** छात्राध्यापकास

१. सामाजिक वातावरणात समायोजन करण्यास मदत करणे .
२. संप्रेषण, आंतरव्यक्ती संबंध, समस्या निराकरण इ .जीवनकौशल्यांचा विकास होण्यास मदत करणे .
३. शैक्षणिक सहलीच्या आयोजनाचे ज्ञान होण्यास मदत करणे .
४. अध्ययन-अध्यापनासाठी समाजस्रोतांच्या वापराचे ज्ञान होण्यास मदत करणे .

**योग्य कालखंड :** जानेवारी महिना

**कार्यवाही :**

१. शैक्षणिक सहलीचे आयोजन द्वितीय वर्षामधील चौथ्या सत्रामध्ये करावे .
२. शैक्षणिक सहलीसंबंधी विभागप्रमुखांनी व विद्यार्थी मंडळाने महाविद्यालयामध्ये सभा घेऊन चर्चा करावी .
३. छात्राध्यापकांशी चर्चा करून ठिकाणाची निश्चिती करावी .
४. शैक्षणिक सहलीच्या ठिकाणाची निश्चिती शैक्षणिक दृष्टिकोण ठेऊन करावी .
५. शैक्षणिक सहलीचा कालावधी किमान दोन दिवसांचा असावा .
६. शैक्षणिक सहलीनंतर छात्राध्यापकांनी अहवाल लेखन करावे .

**मूल्यमापन**

शैक्षणिक सहलीमधील सहभाग ३० गुण

अहवाल लेखन ( अनुक्रमणिका, उद्दिष्टे, कार्यवाही, शैक्षणिक उपयोजन इ . ) : २० गुण .



## F- Internal Examination

(Semester IIIrd Assignment Internal Viva + Semester IIIrd External Examination)

### प्रपाठ (Assignment)

C-6.1

Hours – 12 +10

गुण :- १०

(One assignment for 50 Marks theory course and two assignments for 100 marks theory course, open book assignment for Pedagogy of School Subject course)

उद्दिष्टे —

- (१) छात्राध्यापकास सतत अभ्यासाची सवय लावणे.
- (२) छात्राध्यापकास वार्षिक परीक्षेच्या दृष्टीने लेखनाची सवय लावणे.
- (३) छात्राध्यापकाने शिकविलेल्या भागापैकी किती आत्मसात केले याचा शोध घेणे.
- (४) छात्राध्यापकास स्वयंमूल्यमापनाची सवय लावणे.
- (५) पुस्तके व संदर्भ वापरून चाचणी देण्याची क्षमता निर्माण करणे.

गुण :- १०

योग्य कालखंड — प्रत्येक महिन्यास दोन अथवा तीन याप्रमाणे प्रपाठ घ्यावेत.

प्रत्यक्षिकांसाठी पूर्वावश्यक तात्त्विक भाग — ज्या विषयाचा ज्या घटकांचा प्रपाठ असेल तो घटक शिकवून पूर्ण झाला पाहिजे.

प्रत्यक्षिकासाठी आवश्यक आधारप्रणाली — संदर्भ पुस्तके, प्रपाठ यासाठी कागद.

प्रत्यक्षिकाचा आशय व आयोजन — प्रत्येक १०० गुणांच्या पेपरसाठी २ व ५० गुणांच्या पेपरसाठी १ या प्रमाणे प्रपाठ छात्राध्यापकाने पूर्ण करावयाचे आहेत. हे प्रपाठ परीक्षा पध्दती वातावरणातच पूर्ण करावे.

साधे प्रपाठ — ज्या घटकांवर प्रपाठ द्यावयाचा तो घटक शिकवून झाल्यावर शिक्षक प्रशिक्षकाने त्या घटकावर किमान तीन दिर्घांतरी प्रश्न छात्राध्यापकांना द्यावेत. त्या प्रश्नांचे स्वरूप विद्यापीठ प्रश्नपत्रिकेतील प्रश्नांप्रमाणे असावे या तीनही प्रश्नाच्या अपेक्षित उत्तरांची चर्चा वर्गात करावी. तीनही प्रश्नांची उत्तरे लिहून काढावीत आणि संबंधित शिक्षक प्रशिक्षकाकडून तपासून घ्यावीत. शिक्षक प्रशिक्षकाने त्यात आवश्यक असल्यास सुधारणा सुचवाव्यात. प्रपाठादिवशी दिलेल्या तीन प्रश्नांपैकी एनवेळी कोणताही एक प्रश्न प्रकट करून त्याचेच उत्तर परीक्षापध्दती वातावरणात लिहून घ्यावे.

प्रपाठ तपासून छात्राध्यापकाना ते परत करावेत. चांगल्या व निकृष्ट उत्तरावर चर्चा करावी. विद्यार्थी शिक्षकांना आपले प्राविण्य समजावे. प्रपाठाचे अंतर्गत मूल्यमापनात स्थान आहे म्हणून त्याचे गुण विद्यार्थ्यांना समजता कामा नयेत अशी भूमिका नसावी. प्रत्येकास आपला दर्जा समजणे प्रत्याभरणासाठी आवश्यक असते. वरील पध्दतीने १२ प्रपाठ पूर्ण करावेत. (प्रपाठ संयोजनाचे काम सोपे होण्यासाठी त्याचे वेळापत्रक तयार करावे. प्रत्येक विषयाच्या प्रपाठाचे प्रश्न सत्रारंभी छापील स्वरूपात विद्यार्थी शिक्षकाना मिळावेत.)

**Open Book Assignment पुस्तके व संदर्भ वापरून प्रपाठ** — पुस्तके व संदर्भ वापरून घ्यावयाच्या प्रपाठासाठी उपयोजन, विश्लेषण, संश्लेषण व मूल्यमापन या उद्दिष्टांचे मापन करणारे प्रश्न असावेत.

पुस्तके व संदर्भ वापरून घ्यावयाच्या प्रपाठाचे उत्तर लिहिताना शिक्षक प्रशिक्षकानी सुचविलेले पुस्तके /संदर्भ किंवा आपल्या आवडीचे पुस्तके /संदर्भ किंवा व्याख्यानाचे सारांश असे कोणत्याही प्रकारचे पुस्तके /संदर्भ वापरून उत्तराचे क्षेत्र निश्चित करावे. नेमके संदर्भ निश्चित करावेत व उत्तर लिहावे.

पुस्तके /संदर्भ पाहताना प्रश्नामध्ये काय विचारले आहे हे पाहून संदर्भ शोधण्यासाठी वेळ जाणार नाही याची काळजी घ्यावी. केवळ पुस्तके /संदर्भ याची नकल करावयाची नसते.

शिक्षक प्रशिक्षकानी उच्चस्तरीय प्रश्नासाठी काही Clue words चे अर्थ समजावून देणे आवश्यक आहे काही शब्द पुढील प्रमाणे Analyze, Compare, Criticize, Discuss, Describe, Enumerate, Evaluate, Illustrate, Interpret, Justify, Review, Summarize, Comment on etc.

**अहवालाची रुपरेषा** — प्रत्येक प्रपाठाच्या पूर्वतयारीच्या तीन प्रश्नांची उत्तरे आणि परीक्षा वातावरणातील प्रपाठाची उत्तरे याची स्वतंत्र फाईल असावी.

**मूल्यमापन पद्धती** — प्रत्येक प्रपाठास २० गुण असावेत. पूर्वतयारीत विद्यार्थ्याने घेतलेले श्रम व तीन प्रश्नाची लिहिलेली उत्तरे यासाठी १० गुण ठेवावेत तर प्रत्यक्ष प्रपाठ लेखनातील त्याच्या प्राविण्यासाठी १० गुण ठेवावेत. सर्व प्रपाठाच्या एकूण मिळालेल्या गुणांवरून १० पैकी गुण काढावेत.

## Evaluation Chart

मूल्यमापन तक्ता

प्रपाठ (Assignment)

महाविद्यालयाचे नाव:-

अ.न.	छात्राध्यापकाचे नाव	पूर्वतयारी (10)	परीक्षा (10)	एकूण (20)

विभागप्रमुख

मार्गदर्शक

प्राचार्य

एकूण गुणाचे रूपांतर १० गुणामध्ये करावयाचे आहे.

## तोंडी परीक्षा (Viva)

C-6.2

Hours – 12 +20

गुण :- ३०

**उद्दिष्टे —**

- (१) छात्राध्यापकाने पूर्ण केलेल्या प्रात्यक्षिकाची पाहणी करणे.
- (२) अभ्यासक्रमात प्रात्यक्षिकासाठी निर्धारित केलेल्या उद्दिष्टाप्रमाणे छात्राध्यापकास प्रत्येक प्रात्यक्षिकाचे आकलन झाले किंवा नाही याचे मूल्यमापन करणे.
- (३) छात्राध्यापकानी पूर्ण केलेल्या प्रात्यक्षिकाचे मूल्यांकन करून गुणदान करणे.
- (४) बाह्य परीक्षकाकडून प्रत्याभरण घेणे.
- (५) छात्राध्यापकामध्ये संवाद कौशल्य विकसित करणे.

गुण :- ३०

**कालावधी —** प्रत्येक सत्रामध्ये १२ तास.

**योग्य कालखंड —** प्रत्येक सत्रामध्ये सत्रांत परीक्षा पूर्ण झाल्यानंतर व सर्व प्रात्यक्षिकांची पूर्तता झाल्यानंतरचा आठवडा.

**प्रात्यक्षिकासाठी आवश्यक आधारप्रणाली —** शिवाजी विद्यापीठाच्या बी.एड. अभ्यासक्रमामधील मार्गदर्शक तत्वानुसार सर्व प्रात्यक्षिकांची पूर्तता झालेली असावी. अभ्यासक्रमातील सर्व प्रात्यक्षिकाची यादी महाविद्यालयाच्या काचफलकामध्ये लावावी.

**प्रात्यक्षिकाचा आशय व आयोजन —** तोंडी परीक्षा ही महाविद्यालयामधील सर्व प्रात्यक्षिकांची पूर्तता झाल्यावर घ्यावी. तोंडी परीक्षा ही प्रत्येक सत्रामधील सर्व प्रात्यक्षिकांवर आधारित ३० गुणांची असेल. सदर परीक्षा घेणेसाठी महाविद्यालयामधील प्राचार्यांनी शिवाजी विद्यापीठ कक्षेतील मान्यताप्राप्त शिक्षणशास्त्र महाविद्यालयामधील एक। युनिटसाठी दोन प्राध्यापकांची बाह्य परीक्षक म्हणून नियुक्ती करावी. बाह्य परीक्षक नेमताना ते शिक्षणशास्त्र महाविद्यालयामधील किमान ०५ वर्षे अनभव असलेल्या प्राध्यापकांची परीक्षक म्हणून नियुक्ती करावी. एक। युनिटसाठी दोन बाह्य परीक्षक व महाविद्यालयामधील दोन अंतर्गत परीक्षक यांची नियुक्ती करून प्राचार्यांनी विद्यापीठाला कळवावे व विद्यापीठाची मान्यता घ्यावी. प्राचार्यांनी आपल्याअध्यक्षतेखाली मान्यताप्राप्त कमिटीमार्फत तोंडी परीक्षा पूर्ण केली जावी.

**मूल्यमापन पद्धती —** शिवाजी विद्यापीठ कक्षेतील मान्यताप्राप्त दोन बाह्य परीक्षक व महाविद्यालयामधील दोन अंतर्गत परीक्षक यांनी प्रत्येक विद्यार्थ्यास ३० पैकी गुण द्यावेत. एकूण मिळालेल्या गुणांवरून ३० पैकी गुण काढावेत.

## Evaluation Chart मूल्यमापन तक्ता

तोंडी परीक्षा (Viva)

Semester VII

महाविद्यालयाचे नाव:-

परीक्षा न.	छात्राध्यापकाचे नाव	अंतर्गत परीक्षक १	अंतर्गत परीक्षक २	बाह्य परीक्षक १	बाह्य परीक्षक २	एवंदर एकूण	रुपांतरित गुण
		३०	३०	३०	३०	१२०	३०

अंतर्गत परीक्षक

बाह्य परीक्षक

प्राचार्य

सर्व परीक्षकांच्या एकूण गुणांचे रुपांतर ३० गुणांमध्ये करावयाचे आहे.

# Semester End Examination

## सत्रांत परीक्षा

Hours - 24+30

Marks - 10

उद्दिष्टे —

- (१) छात्राध्यापकाने बी.एड. अभ्यासक्रमातील सैध्दांतिक विषयात प्राप्त केलेले प्राविण्य मोजणे.
- (२) छात्राध्यापकास वार्षिक परीक्षेच्या दृष्टीने लेखनाची सवय लावणे.
- (३) छात्राध्यापकातील विशेष प्राविण्य असलेल्या छात्राध्यापकाचा शोध घेणे.

गुण :- ३०

**योग्य कालखंड** — प्रत्येक सत्रांतावेळी सर्व घटक शिकवून झालेनंतर परीक्षा घ्यावी.

**प्रात्यक्षिकांसाठी पूर्वावश्यक तात्विक भाग** —सर्व पेपरमधील सर्व घटक शिकवून पूर्ण झालेले असावेत. परीक्षेच्या घटकांची यादी संबंधित विषय प्रशिक्षकानी काच पेटीत लावावी.

**प्रात्यक्षिकाचा आशय व आयोजन** — सत्रांत परीक्षा ही सर्व घटक शिकवून पूर्ण झाल्यावर प्रत्येक सत्रांतावेळी परीक्षा घ्यावी. प्रत्येक विभाग हा १५ गुणांचा असावा. प्रश्नपत्रिकेचे स्वरूप विद्यापीठाच्या प्रश्नपत्रिकेच्या स्वरूपाप्रमाणे असावे. ३० गुणांच्या पेपरसाठी १.५ तास वेळ असेल व १५ गुणांच्या पेपरसाठी ४५मिनिटे वेळ असेल.

**मूल्यमापन पध्दती** —एकूण मिळालेल्या गुणांवरून १० पैकी गुण काढावेत.

**प्रश्नपत्रिकेचे स्वरूप**

बी.एड. अभ्यासक्रमातील विषयाच्या प्रत्येक विभागाच्या प्रश्नपत्रिकेचे स्वरूप खालील प्रमाणे राहील.

- |   |        |
|---|--------|
| <b>प्रश्न १:</b> वस्तुनिष्ठ प्रश्नाचा कोणताही प्रकार. (३ प्रश्न सोडविणे आवश्यक) | ०३ गुण |
| <b>प्रश्न २:</b> लघुत्तरी प्रश्न. (३ प्रश्नांपैकी २ सोडविणे आवश्यक)             | ०६ गुण |
| <b>प्रश्न ३:</b> दीर्घोत्तरी प्रश्न (१ प्रश्न सोडविणे आवश्यक)                   | ०६ गुण |

**किंवा**

दीर्घोत्तरी प्रश्न

टिप -वरील प्रश्नपत्रिकेचे स्वरूप ३५ गुणांच्या कोर्ससाठी असेल . पूर्ण ७० गुणांच्या कोर्ससाठी वरील प्रश्न व गुणांची संख्या दुप्पट करणे .

**Evaluation Chart मूल्यमापन तक्ता**

**सत्रांत परीक्षा (Semester End Examination)**

**महाविद्यालयाचे नाव:-**

अ.न.	रोल न.	छात्राध्यापकाचे नाव	गुण

**विभागप्रमुख**

**मार्गदर्शक**

**प्राचार्य**

एकूण गुणांचे रूपांतर १० गुणांमध्ये करावयाचे आहे.

## **CC-T 116 Secondary Education In India: Status Issues and Concerns**

<b>Contact Hours:</b> 02 Hours Per week	<b>Total Marks:</b> 50
<b>Credit:</b> 02	<b>External Assessment:</b> 50
<b>Total Instructional Hours :</b> 60	

### **Objectives :**

1. This course is designed to help student-teachers to
2. understand the concept, objectives and nature of secondary education.
3. examine the status of development of secondary education in India.
4. understand the interventions required to solve the problems and issues in imparting quality education in secondary schools.
5. develop the ability to identify the problems and issues of secondary school teachers.

### **Unit I: Concept, Nature and Purpose of Secondary Education**

- a) Concept of secondary education, aims, objectives, scope and nature of secondary education,
- b) functions of secondary schools,.
- c) Problems of teacher training, Role of NCTE and Curriculum Reforms;
- d) Alternative schooling; Continuing Education Centers and problems of Out of School Children.

### **Unit II : Status of Secondary Education**

- a) Present situation of secondary education in the country.
- b) Universalisation of secondary education – access, enrolment, retention and learning achievement of students,
- c) Structure and systems of schools,
- d) Examination Reforms, administration and financing of secondary education.

### **Unit III : Quality Education at Secondary Level**

- a) Concept of quality in education; quality Indicators/related to planning and organization of learning experience,
- b) learning environment (Physical and Academic),
- c) problems and challenges to quality improvement, through setting standards of performance and monitoring,
- d) Improving internal efficiency of the school system, teacher recruitment, their working conditions and staff morale

### **Unit IV: Secondary School Teacher**

- a) Issues related to professionalism – code of professional ethics for Teachers;
- b) changed role of the teacher in the new millennium – learning facilitator and diagnostician,
- c) Issues related to teacher motivation, working condition both in urban and rural areas, job satisfaction, issues related to teacher's role performance and role perception, role ambiguity role over load, role stress and strain, accountability of teachers.
- d) Role of teacher organizations and unions in the development and improvement of quality education at the secondary school level.

### **Suggested Activities :**

- Preparing status report on secondary education in a chosen block/district with reference to access, enrolment and dropout.

- Preparing a report on the existing status of the teachers, method of recruitment and salary structure.
- Visits to different types of secondary schools and preparation of school profiles.
- Conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education.
- Visit to alternative education centers at secondary level and preparation of a report.
- Survey of educational needs of disadvantaged/disabled.

### **References:**

1. Chopra, R.K.(1993) Status of Teachers in India, NCERT, New Delhi.
2. Govt. of India (1953) Report of Secondary Education Commission, New Delhi.
3. Govt. of India (1966) Indian Education Commission (1964-66) Report. New Delhi.
4. Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education.
5. Kundu, C.L. (Ed) (1984) Indian year Book on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
6. Malhotra, P.L. (1986) School Education in India : Present status and Future Needs, NCERT, New Delhi.
7. NCERT (1997) Code of Professional Ethics for Teachers.
8. NCTE (1998) Competency Based and Commitment Oriented Teacher Education for Quality School Education, Pre-service and in-service programme, New Delhi.
9. NCTE (1998) Policy Perspectives in Teacher Education, New Delhi Peters, R.S. (1971) Ethics and Education, George Allen Unwin Ltd. London.
10. Singh, R.P. (Ed) Teacher Training in India-Looking Ahead Federation of Management & Educational Institutions, New Delhi.



## CC-T 117 Contemporary Indian Education

<b>Contact Hours:</b> 04 Hours Per week	<b>Total Marks:</b> 100
<b>Credit:</b> 04	<b>External Assessment:</b> 70
<b>Total Instructional Hours :</b> 60	<b>Internal Assessment:</b> 30

### Course Objectives

#### To enable student teachers

1. to understand the social diversity and education.
2. to understand the contribution of constitution of Indian in education
3. to understand the present status of Indian education in pre and post era.
4. to understand the concept of school must be an ideal epitome of the society.
5. to understand the different Government policies of education.
6. to understand the different role of teachers at different levels.
7. to understand the concept and role of education in National integration and International understanding
8. to acquaint with the education for individual development.

### Unit 1 - Education and Social diversity. (09 marks,8 hrs.)

- a) Concept of Social diversity.
- b) Levels of diversity – Individual regional, languages, religions, casts, Tribes and economical social political.
- c) Role of education for child development on the platform of diversity.
- d) Peaceful education for collective living.

### Unit 2 - Contribution of constitution in Indian education (08 marks,7 hrs.)

- a) Concept of constitution - Preamble, Fundamental Rights and duties of citizens.
- b) Aims of education related to constitutional values, discrimination, marginalization, freedom justice, equality and fraternity.
- c) Directive Principles and various articles of Indian constitution related to education.
- d) Provision of economy related to Indian education in five year plan.

### Unit 3 - The status of Indian education in pre and post era. (09 marks, 8 hrs.)

- a) Status of Indian education in pre and post era – vedic, Buddha, Muslim and Missionary education (brief account)
- b) Status of Indian education in pre and post era – Kothori Commission, National policy on Education Dollars Commission, Knowledge Commission, NCF -2005.

- c) Comparative study of pre and post era of Indian education – Aims objectives, Curriculum, discipline, Teacher.
- d) Recommendations and implementations of different commissions related to education.

**Unit 4 - School as an ideal epitome of the society. (09 marks, 8 hrs.)**

- a) School as a Social Community.
- b) School interactions – Individual and group – group and group and school and society.
- c) School is an ideal epitome of the society.
- d) School and identity formation – school and culture, Teaching learning practices, Evaluation practice, Value system and curriculum.

**Unit 5 - Different Government policies of education. (Basic Concepts Only)**

**(09 marks, 8 hrs.)**

- a) Sarva Shiksha Abhiyan.
- b) Right to Education.
- c) Continuous and Comprehensive Education.
- d) Knowledge construction and Marginalized Students.

**Unit 6 - Role of teacher.**

**(08 marks, 6 hrs.)**

- a) Role of teacher in grooming stages of students.
- b) Role of teacher related to school.
- c) Role of teacher related to society.
- d) The role and agency of teacher in the Concept of universalization and Inclusive education.

**Unit 7 - Education for National Integration & International. (09 marks, 8 hrs.)**

- a) Education for national integration – concept definition and its need.
- b) Education for international understanding – concept definition and its need.
- c) The role of teacher and educational institutions in achieving National integration and international understanding democratic interaction.
- d) Globalization in education.

**Unit 8 - Education for individual development.**

**(09 marks, 7 hrs.)**

- a) Education for sustainable development components, Brundtland commission 1987 and UNESCO.
- b) Aims and role of education for sustainable development.
- c) Education for development of life skills.
- d) Education for inclusive education.

**Sessional Work. –(any two of the following)**

**(30 marks)**

1. Develop any two programmes for peaceful education.

2. Study the Indian Constitution and prepare a report on educational articles evolved in constitution.
3. Comparative study of pre and post era of Indian education (Select any one era from pre and post Indian education)
4. Conduct a seminar on changing role of teacher.
5. Conduct one activity for national integration of school level and prepare report.

#### References :

- Aggarwal, J.C., (1193), Landmarks of the History of modern Indian Education, Vikas Publishing House, New Delhi
- Altekhar, (1975), Education in Ancient India (7th Ed.) Manohar Prakashan Varanasi
- Bhatia, B.D., (1970), Theory and principles of Education (11th Ed.) Doabo House, New Delhi
- Chaube, S.P., (1981), Philosophical and Sociological Foundation of Educational, Vinod Pustak Mandir, Agra
- Dash, D.N., (2005), Philosophical & Sociological Foundation of Education, Dominant Publisher, New Delhi
- Chicago Press, Chicago, Illinois, V.S.A.
- Reddy G. S. (2007), Current Issues in Education - Neelkamal Publication, Hydrabad.
- Taj Haseen (2005), Current Challenges in Education, Neelkamal, Hyderabad

#### मराठी संदर्भ ग्रंथ सूची

- डॉ . तापकीर दत्तात्रय, डॉ .निर्मला तापकीर (२००८), शिक्षणाचे तात्विक व समाजशास्त्रीय अधिष्ठान, नूतन प्रकाशन, पुणे .
- डॉ . करंदीकर सुरेश, डॉ .मीना मंगरूळकर (२०१०), उदयोत्सुक भारतीय समाजातील शिक्षण, फडके प्रकाशन, कोल्हापूर .
- के .के . जाधव — नवीन काळाचे शिक्षण— तत्वज्ञान, मन प्रकाशन, नाशिक .
- डॉ . वीरकर प्रभाकर वीरकर प्रतिभा — शालेय शैक्षणिक अधिष्ठान, पुणे विद्यार्थी गृह प्रकाशन, पुणे .
- डॉ .शेवते र . आणि पाटील प्रीती — भारतीय शिक्षणप्रणालीचा विकास, फडके प्रकाशन, कोल्हापूर .
- डॉ .भोसले रमा, डोणे उज्वला — शिक्षणातील बदलते विचारप्रवाह, फडके प्रकाशन, कोल्हापूर .
- डॉ . बापट भा .गो . — शैक्षणिक प्रश्न आणि महाराष्ट्रातील शैक्षणिक विकास, व्हीनस प्रकाशन .
- प्रा .जाधव, भोसले — भारतीय शिक्षणाचा विकास, फडके प्रकाशन .
- प्रा .अहेर हिरा — उदयोन्मुख भारतीय समाजातील शिक्षण व शिक्षक, विद्या प्रकाशन, नागपूर .

- प्रा. घोरमोडे यु.य. — शैक्षणिक प्रशासन व व्यवस्थापन विद्या प्रकाशन .
- कुंडले म.बा. (१९९८) शैक्षणिक तत्वज्ञान व शैक्षणिक समाजशास्त्र पुणे श्री विद्या प्रकाशन
- दुनाखे अ. रा. (२००९) प्रगत शैक्षणिक तत्वज्ञान पुणे नित्य नूतन प्रकाशन
- पारसनीस न.रा. (१९९८) शिक्षणाची तात्वीक व समाजशास्त्रीय भूमिका पुणे नूतन प्रकाशन
- पंडित बन्सी बिहारी (२००९) उदयोन्मुख भारतीय समाजातील शिक्षक नागपूर पिंपळापुरे व कंपनी पब्लिशर्स

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**B. A. B. Ed. Four year integrated course**  
**Fourth Year- VIII Semester**  
**CC-T 118 Assessment for Learning**

<b>Contact Hours:</b> 04 Hours Per week	<b>External Assessment : 70</b>
<b>Total Marks: 100</b>	<b>Internal Assessment : 30</b>

**Course Objectives :** The student teacher enable to –

1. understand the concept of measurement, assessment and evaluation.
2. understand the Dimensions and Purposes and need of Assessment of learning.
3. understand the policy perspectives on examinations and evaluation and their implementation practices
4. understand the Assessment of Group Processes.
5. develop an achievement test and its blue print.
6. understand the Construction of portfolios.
7. *acquire knowledge of different types of tools and their uses in evaluation.*
8. evolve an appropriate assessment tasks and tools to assess learners performance
9. understand the various statistical tools and their use for interpretation of results.
10. understand the use of assessment for feedback

**Unit 1: Concept of Assessment and Evaluation** **(7 marks , 6 hrs)**

- a) Meaning of measurement, assessment and evaluation test, examination (School based)
- b) Principles of assessment and evaluation,
- c) Purposes of assessment .

**Unit 2: Perspectives on assessment and Evaluation** **(7 marks, 6 hrs)**

- a) Behaviorist, Cognitive and Constructivist Perspectives
- b) Need for continuous and comprehensive assessment
- c) Policy perspectives on examinations and evaluation: NCF2005

**Unit 3: Assessment of Learning** **(7 marks, 6 hrs)**

- a) Assessment of learning: cognitive, affective and performance - Only Concept
- b) Assessment of Group Processes - Collaborative/Cooperative Learning and Social skills

**Unit 4 : Dimension of learning and development** **(7 marks, 6 hrs)**

- a) Dimensions of learning: cognitive, affective and performance
- b) Meta-cognition and development – need for continuous, formative and diagnostic assessment.
- c) Assignments Developing Performance Tasks (Subject Specific)

**UNIT 5: A SSESSMENT OF SUBJECT-BASED LEARNING –I** **(7 marks, 6 hrs)**

- a) Quantitative and qualitative aspects of assessment: Appropriate tools for each.
- b) Kinds of tasks: projects, assignments, performances
- c) Kinds of tests : Oral.wirtten, open book examination.

**UNIT 6: A SSESSMENT OF SUBJECT-BASED LEARNING –II (7 marks, 6 hrs)**

- a) Self - assessment and peer - assessment
- b) Constructing portfolio - steps involved & criteria
- c) Observation of learning processes by self, by peers, by teacher

**UNIT 7: TEACHER COMPETENCIES IN EVOLVING ASSESSMENT TOOLS (14 marks, 12 hrs)**

- a) Use of appropriate assesment tools for specific context, content & student
- b) Types of questions : - Open Response & Fixed Response
- c) Evolving suitable criteria for assessment
- d) Using assessment feedback for furthering learning

**UNIT 8: DATA ANALYSIS, FEEDBACK AND REPORTING (14 marks , 12 hrs)**

- a) Statistical tools to interpret the test scores –
  - i. Frequency distribution,
  - ii. graphical representation of data – Hystogran, frequency polygon
  - iii. Measures of central tendency – mean, median & mode
- b) Use of assessment for feedback -
  - i. Importance of feedback in formative assessment
  - ii.Types of feedback - written & oral, positive & Negative, Peer (Group) & individual & immediate feedback
  - iii. Criteria for constructive feedback
  - iv. feedback by teacher & peer – Written & Oral

**Sessional work (Any two):**

1. Constuct a achievement test with special referance to cuntent area, objectives and Blue print.
2. Analysis of a test prepared by an experienced school teacher.
3. Develop a portfolio for assessment of a learner.
4. Develop a tool/ rubrics for self-assessment.
5. Develop a comprehensive learner's profile - Cummnlative Record.

**References :**

- Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). **How people learn: Brain, mind, experience, and school.** Washington, DC: National Academy Press.
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  - Garrett Henry E. : Statistics in psychological and Education: Surjet Publication Delhi.
  - Gentile, J.R. & Lalley, J.P. (2003). **Standards and mastery learning: Aligning teaching and assessment so all children can learn**. Thousand Oaks, CA: Corwin.
  - Khan M. Abbas: Teacher's Handbook of Curriculum Management.:Amol publications Pvt. Ltd. New Delhi.
  - Natrajan V. and Kulshreshta SP(1983). **Assessing non-Scholastic Aspects-Learners**
  - Behaviour, New Dlehi: Association of Indian Universities.
  - उपासनी ना.के. आणि कुलकर्णी के. वि: **शैक्षणिक मूल्यमापन आणि संख्याशास्त्र: श्री विद्या प्रकाशन, पुणे**
  - कदम चा. आणि चौधरी. .बा.आ. **शैक्षणिक मूल्यमापन : नित्य नूतन प्रकाशन, पुणे ३०**
  - पाठक : **शिक्षणातील परिक्षण आणि मापन : नूतन प्रकाशन, पुणे ३०**
  - भांडारकर के.एम : **शैक्षणिक संख्याशास्त्र : नूतन प्रकाशन, पुणे**
  - मस्के टी. ए : **शैक्षणिक संख्याशास्त्र: इनसाईट पब्लिकेशन, नाशिक**
  - दांडेकर वा. ना. : **शैक्षणिक मूल्यमापन आणि संख्याशास्त्र – श्री विद्या प्रकाशन, पुणे ३०**
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## आरोग्य आणि शारीरिक शिक्षण कार्यशाळा

कालावधी – 24 तास

श्रेयांक - 0१

गुण – 25

### छात्राध्यापकास :-

1. शारीरिक शिक्षण व आरोग्य शिक्षण यांचे मानवी जीवनातील महत्त्व समजण्यास मदत करणे.
2. शारीरिक शिक्षणाचे शालेय अभ्यासक्रमातील महत्त्व समजून देणे.
3. वैयक्तिक व सांघिक खेळांचे क्रीडांगण, मोजमापे, नियम, आराखडा इ. समजून देणे.
4. खिलाडूवृत्ती जोपासणे व व्यक्तिमत्त्वाचा परिपूर्ण विकास होण्यास मदत करणे.

क्र.	तपशिल	तासिका
1	शारीरिक शिक्षण संकल्पना, उद्दिष्टे व महत्त्व	2
2	शारीरिक शिक्षण व आरोग्य शिक्षणाचे मानवी जीवनातील स्थान	2
3	शारीरिक शिक्षणाचे शालेय अभ्यासक्रमतील स्थान	2
4	वैयक्तिक व सांघिक खेळांची मोजमापे, क्रीडांगण आराखडा इ.	4
5	शारीरिक शिक्षण कार्यशाळेचे (योगाशिबीर) आयोजन	8
6	शारीरिक क्षमता चाचणी (P.E.Test)	6
	एकूण	24

### शारीरिक क्षमता चाचणी घटक

Sr. No.	Men		Women	
	Item	Min. Standard	Item	Min. Standard
1	रनिंग 100 मीटर	10 सेकंद	रनिंग 50 मीटर	10 सेकंद
2	लांब उडी	5.5 Ft.	लांब उडी	4.5 Ft.
3	चेंडूफेक(क्रिकेट)	160 Ft.		40 Ft.
4	चालणे 5 Km	1 तास	दोरीउड्या	75 वेळा
5	चिनअपस 5	5 Ft.	लंगडी 25 मीटर	12 सेकंद
6	गोळाफेक (16 Lbs)	18 फुट	शटलरेस 4X25 M	30 सेकंद
7	दंड – 25 बैठका – 50	2 Min. 1 Min.		

(वरीलपैकी कोणतेही पाच items निवडावेत)

### अहवाल (जरनल) लेखन :

प्रत्येक छात्राध्यापकांने महाविद्यालयाने राबवलेल्या शारीरिक शिक्षण व आरोग्यशिक्षण विषय उपक्रमांचा सविस्तर अहवाल (जरनल) लिहावा जरनलमध्ये प्रस्तावना, अनुक्रमणिका, उद्दिष्टे, योग कार्यशाळा, शा. शि. चाचणी इ. सविस्तर वर्णन करावे

### गुणदान योजना

1. शारीरिक शिक्षण कार्यशाळा सहभाग – 05 गुण



2. शारीरिक क्षमता चाचणी – 15 गुण

3. जरनल (अहवाल) लेखन – 05 गुण

एकूण – 25 गुण

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**B. A. B. Ed. Four year integrated course  
Fourth Year- VIII Semester**

**CC-P 802 E-Education**

**Total Credit : 02**

**Total Marks :50**

**Total Hours : 45 (per week 3 hrs)**

**Internal Practical Examination :**

**a. Written /oral /Performance :25 Marks**

**b.Record of activities (Work book  
and Practical File) : 25 Marks**

**Objectives :**

On completion of the course the student will be able to :

1. Understand the fundamentals of e-education
2. Use web sources for effective e-teaching and e-learning

**Contents**

1. Visit virtual classroom and report (in own hand writing )
2. Create one's own e-portfolio (print out)
3. Use synchronous e-resource ' Skype' or 'Chat' for e-teaching /e-learning or discussion and give a written report of the procedure (with own classmates)
4. Use asynchronous e-resource 'e-mail' for e-teaching /e-learning (with own classmate ) and give a written report of the procedure )
5. Make a list of (10 to 20) Open Educational Sources (OER)for any school topic.

**Transaction Mode :**

1. Lecture cum demonstration and hands–on experiences on the use of Computer and Internet for e-teaching e-learning ; development of e-content and browsing on-line resources ; Educational visit etc.
2. Student to keep a (i)Work- book for practical work done in Class and (ii) Prepare record of Practicals (in Own handwriting as well as Print-outs of Practicals) and File. Teachers signature to be taken in Work-book as well as in Practical File.

**Essential Readings:**

Conrad, Kerri (2001). Instructional Design for Web – Based Training HRD Press.

Deitel, H.M. Deitel, P.J et al. (2003). Internet & World Wide Web – How to program, 3rd Ed., Prentice Hall.

Graham (1998). HTML 4.0 Sourcebook, Wiley Publications.

Gaurav Chadha, S.M. Nafay Kumail (2002). E-Learning: An Expression of the Knowledge Economy, Tata McGraw-Hill Publication.

Gagne, R. M., Leslie, J. B. & Walter, W. W. (1987). Principles of Instructional Design Word worth Publishing Co.

Harasim, L. (1990). Online Education : Perspectives on a New Environment. New York : Presser.

Harasim, L. (1993). Global Network Computers and International Communication. Cambridge; NIT Press 5.

Joseph W. Lowrey (2006). Dreamweaver 8 Bible, Wiley Publication.

Khan, BoH (1977). Web based Instruction. Englewood Cliffs : Educational Technolog Publications

Lee, William W, Diana, L. Owens (2001). Multimedia – Based Instructional Design :Computer Based Training. Jossey –Bass.

Michael W. Allen, Michael Allen (2002). Guide to E-Learning, Wiley Publication, 2002. Ian S.

Phillips. R. (1997). Interactive Multimedia London : Kogan Page.

Rejeseakaran S. (2007): Computer Education and Educational Computing, New Delhi: Neel Kamal Publishing Pvt. Ltd.

**B. A. B. Ed. Four year integrated course  
Fourth Year- VII Semester**

**CC-P 803 School Internship**

**6 Weeks**

श्रेयांक— 06

गुण — 150



**B. A. B. Ed. Four year integrated course**  
**Fourth Year- VIII Semester**

**E - Electives ( 5 Elec ) ANY ONE**

**CC-T 119 Guidance and Counseling**

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

**Objectives**

On completing the course student teachers would be able to:

1. Aware about various problems faced by the students in schools;
2. Recognize the need for guidance and counseling in schools;
3. Familiarize with various guidance services in school;
4. Develop resources for guidance activities in schools;
5. Plan a minimum guidance programme for a school.
6. Develop understanding about the role of school in guidance.

**Course Content:**

**Unit I: Self-Understanding of the Learner**

- a) Helping learners to understand self: ones own self, strengths and weaknesses, self-esteem, self concept, self-confidence;
- b) Role of Guidance and Counselling: concept, need for guidance, guidance services, nature, scope and different approaches to guidance and counselling.

**Unit II: Needs and Problems of Learners in Schools**

- a) Academic: difficulties in learning, attention, underachievement, stress, indiscipline, drop-outs, school violence
- b) Socio-personal: behavioral, psychological, attitudinal problems,
- c) Vocational: career planning, career development and career information
- d) Differently abled, disadvantaged, creative and talented group of students

**Unit III: Developing Resources in Schools for Guidance**

- a) Human resources: Role of teacher, teacher-counsellor, career master, counsellor, medical officer, psychologist and social worker;
- b) Physical and Material resources: career corner, career literatures including charts and posters, psychological tests, materials and their uses
- c) School community linkages, role of PTAs, guidance committee, referral agencies.

**Unit-IV : Minimum Guidance Programme for the School**

- a) Group Guidance activities: orientation programmes, class talks and career talks, career exhibitions, workshops and group discussions
- b) Counselling: Individual and group counselling
- c) Testing Programmes: Mental ability, interest, attitude and aptitude
- d) Development and maintenance of cumulative records

**Suggested Activities :**

- Study the problems of school children and probable guidance interventions.
- Identify and prepare a list of problem of students in school that can be addressed through a teacher counsellor.
- Plan a minimum guidance programme for a school at the secondary stage.
- Identification of probable cases from school students for providing counseling services and prepares a report.
- Develop materials for organizing career information activities for primary, upper primary, secondary and higher secondary stages.
- Prepare a directory of emerging career options for the youth in India.
- Review any one psychological test under different categories such as: Intelligence, Aptitude, personality and Interest.
- Plan and conduct a class talk and a career talk for secondary school students on identified themes.
- List out the nature of job of a school counselor in terms of their major and minor duties and other responsibilities.
- Prepare a status paper on the guidance services in Indian Schools.
- Make a directory of the Courses offered by the Institutions engaged in preparing school counsellors in India.

### References

1. Anastasi, A and Urbina, S (1997). Psychological Testing ( 7<sup>th</sup> Edn). Upper Saddle River, NJ: Prentice Hall.
2. Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). Guidance and Counselling: A theoretical Perspective; Volume-I, New Delhi: Vikas Publishing House Pvt. Ltd.
3. Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). Guidance and Counselling: A theoretical Perspective; Volume-II, New Delhi: Vikas Publishing House Pvt. Ltd.
4. Gibson R L and Mitchell, M H (2003). Introduction to Counselling and Guidance. New Delhi: Prentice-Hall.
5. Gysbers and N C and Henderson E (2006). Developing and Managing Your School Guidance and Counselling Programme (4<sup>th</sup> Edn.). Alexandria, VA: American Psychological Corporation.
6. Saraswat, R K and Gaur J S (1994). Manual for Guidance Counsellors. New Delhi: NCERT.
7. Mohan, S (1998). Career Development in India: Theory, Research and Development; New Delhi: Vikas Publishing House.
8. Joneja G K (1997). Occupational Information in Guidance. Newq delhi: NCERT
9. Mohan, S and sibia, A (1998). Handbook of Personality Measurements in India. New Dehli: NCERT
  - 10. Srivastava A K. (2003). Principles of Guidance and Counselling; New Delhi: Kaniksha Publishers and Distributors

**B. A. B. Ed. Four year integrated course**  
**Fourth Year- VIII Semester**

**CC-T 120 INCLUSIVE EDUCATION**

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

**Objectives**

After going through this course the student teacher would be able to

1. understand the meaning, scope and importance of inclusive education
2. identify the children with diverse needs in the classroom
3. manage students in inclusive calssroom by adapting appropriate strategies
4. relate the use adaptation in assessment and evaluation strategies to ensure uniformity of the outcomes

**Course Content:**

**Unit I : Introduction to Inclusive Education**

- a) Concept, meaning, scope and challenges of inclusive education
- b) Distinction between special education, integrated education and inclusive education and their merits and demerits
- c) Creating inclusive environment – physical, social and emotional (barrier free environment)
- d) Factors influencing inclusive education

**Unit II: Nature and needs of Students with Diverse Needs (SWDN)**

- a) Definition, types and classification of SWDN (HI, VI, MR, OH, CP, neuromuscular disorders, LD, special health problems, gifted, creative, SC, ST, girl students, rural students, students from linguistic minority, street children migrant workers children and orphans)
- b) Characteristics and educational needs of SWDN based on research evidence
- c) Supportive resources and services for children with SWDN in inclusive education

**Unit III: Educational Strategies and Management**

- a) Importance and need for adaptation (content and methodology for various subjects taught at secondary level for different categories of students coming under diverse needs)
- b) Guidelines for adapting teaching social studies and languages at the secondary level
- c) Educational measures for effective implementation of inclusive education.

**Unit IV: Assessment and Evaluation of SWDN**

- a) Teachers' role in implementing reforms in assessment and evaluation in inclusive education
- b) Type of adaptations / adjustment in assessment and evaluation strategies used for students with diverse needs
- c) Importance of continuous and comprehensive evaluation
- d) Programmer of procedures used for Placement, grading, promotion, certification to bring uniformity in assessment
- e) Role of parents, head masters and teachers in ensuring equal educational opportunities for these students

**Suggested Activities :**



Tutorial - Readings on PWD Act, RTE Act, IEDSS, SSA, RMSA and their implications for inclusive education

Tutorial – visit to special schools for observing the behaviours of students with VI, HI, MR, LH. 197

Tutorial – Visit to AIISH to observe how to deal with assesment and for the students with diverse needs

Tutorial – Discussion of the reports of the visits to schools / AIISH

Tutorial – Lesson planning for inclusive classroom in their respective areas

## Reference

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2. Biwako Millennium Framework for Action towards an Inclusive, Barrier-free and Rights-based Society for Persons with Disabilities in Asia and the Pacific (2002).
3. Internet Source, MHRD (2005b). 'Action Plan for Inclusive Education of Students and Youth with Disabilities',
4. Internet Source, SSA (2002). 'Basic features of SSA', Inclusive education in SSA, Retrieved from [www.ssa.nic.in / inclusive\\_education / ssa\\_plan\\_manual](http://www.ssa.nic.in / inclusive_education / ssa_plan_manual)
5. Jangira, N. K. (2002) Special educational needs of students and young adults: an unfinished agenda, in: M. Alur & S. Hegarty (Eds) *Education and students with special needs: from segregation to inclusion* New Delhi, Sage.
6. Jhulka, A. (2006) *"Including students and youth with disabilities in education – a guide for practioners"* NCERT, New Delhi
7. Hallahan, D.P., Kauffma, J.M., Pullen, P.C. (2009). *Exceptional Learners – An Introduction to Education* (11<sup>th</sup> Ed) Allyn & Bacon, Pearson Education, Inc. USA.
8. Kauffman, J. M. & Hallahan, D. P. (Eds): (1982). 'Handbook of Special Education', New York: Prentice Hall Inc.
9. King S. & Margaret. E. (1994). 'Curriculum based assessment in special education', California: Singular Publishing group Inc.
10. Luftig, L. R. (1989). 'Assessment of Learner with special needs' Boston, Allyn & Bacon.
11. Mani, M.N.G. (2000). *Inclusive Education in Indian Context*. International Human Resource Development Center (IHRDC) for the Disabled, Coimbatore: Ramakrishna Mission Vivekannanda University
12. Mangal, S.K. (2007). *Educating Exceptional Students – An Introduction to Special Education*. New Delhi: Prentice hall of India Pvt. Ltd.
13. Ministry of Human Resource Development (2005) *Action plan for inclusion in education of students and youth with disabilities* (New Delhi, Government of India).
14. Ministry of Social Justice and Empowerment (2006) *National Policy for persons with disabilities* (New Delhi, Government of India).
15. Narayan, J. (1997). Grade Level Achievement Devices, Secunderabad, NIMH.
16. Nutbrown, C. C. (2006). 'Inclusion in the early years', London: Sage Publications Ltd.
17. Oslon, J. L., and Platt, J. M. (1992). *Teaching students and adolescents with special needs*. McMillan publishing company limited, USA.
18. *Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995*

**B. A. B. Ed. Four year integrated course**  
**Fourth Year- VIII Semester**  
**CC-T 121 ENVIRONMENTAL EDUCATION**

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

**Course Objectives :** To enable the student teachers

- 1) to develop knowledge and to understand related basic concepts of environment
- 2) to acquaint with the environmental issues and their remedies
- 3) to develop knowledge and understanding about environmental education through the conferences on it
- 4) to acquaint with the objectives, different approaches and strategies of environmental education
- 5) to develop awareness about management of water, land, plants, animals
- 6) to understand different movements projects and biodiversity of environment

**Unit I : Basic Concepts of Environment (09 Marks,8hrs)**

- a) Environment : concept, meaning and importance
- b) Natural environment and it's correlation with economical, technological and cultural environment
- c) Ecosystem : meaning, concept and types. Food chains, food webs
- d) Sustainable Development : meaning, concept related to Brudtland Commission (1987) and UNESCO

**Unit II : Environmental Issues (09 Marks, 8hrs)**

- a) Pollution : Air, Water, Soil, Noise – meaning, causes, effects on flora, fauna, human beings and remedies
- b) Global Warming, Ozone Depletion : meaning, causes, effects on flora, fauna, human beings and remedies
- c) Types of energy resources
- d) Individual contribution to reduce environmental issues

**Unit III : Environmental Education (09 Marks, 7 hrs)**

- a) Environmental Education : meaning, concept, scope and importance
- b) Conferences of environmental education : Stockholm, Tbilisi, Thessaloniki (Grice), Moscow, India.
- c) Objectives of environmental education suggested by Tbilisi conference
- d) Approaches and strategies of environmental education :  
Approaches – Interdisciplinary, Disciplinary, Integrated and Separate. Strategies – Project, Experiment, Observation, Games.

**Unit IV : Management, Movements, Projects and Biodiversity****(08 Marks, 7 hrs)**

- a) Management of water, land, plants and animals
- b) Movements : Chipko Movement, Silent Valley
- c) Projects : Tiger Project, Elephant and Bison Project
- d) Biodiversity : concept and importance

**PRACTICUM : (Any one of the following)****(15 Marks)**

- 1) Study any one of the following ecosystems and write a report -  
Forest, Sanctuary, Garden, Farm, River, Pond, Wetland, Old tree
- 2) Project work : environmental issues (any one as given in unit II a) into consideration of following points - causes, effects and remedies
- 3) Organize discussion session on individual contribution to reduce environmental issues
- 4) Prepare and conduct one integrated lesson plan on environmental education into the consideration of following points : content, methodology, evaluation, activity, message
- 5) Conduct awareness programme on environmental issues in terms of street play, exhibition, poster presentation, autobiography of Plants, animals etc (any one)

**References -**

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- Chatwal G. R. (1998), Encyclopedia of Environmental Education
- Joshi A. L. (2012), Environmental Education, Saurabh Publishing House, New delhi
- Desh Bandu (1999), Environmental Education, Indian Environmental Society, New Delhi
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- पारसनीस हेमलता 2005, पर्यावरण शिक्षण, नूतन प्रकाशन, पुणे
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- भावसार रवींद्र, 2002, पर्यावरण प्रदूषण, कॉन्टिनेंटल प्रकाशन, पुणे
- निसर्ग शिक्षक, 1991, सी.इ.इ. अहमदाबाद

Date : 02/06/2021

Place : Kolhapur

Dr.Shobha Kalebag

Chairperson-BOS

IDS (Education)

