

॥ 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**

<b>Programme</b>	<b>Bachelor of Arts &amp; Bachelor of Education</b>
<b>Part</b>	<b>IV</b>
<b>Semester</b>	<b>VII</b>
<b>Course Code</b>	
<b>Course Name</b>	<b>Education</b>
<b>Course Title</b>	<b>Knowledge and Curriculum - I</b>
<b>Paper No.</b>	<b>Paper-I</b>

### **Under the Faculty of Interdisciplinary Studies**

(To be introduced from Academic Year 2024 – 25 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, 2024 onwards)

A) Primary Information:			
Programme	Bachelor of Arts & Bachelor of Education (B. A. B. Ed.) CBCS		
Part	IV	Semester	VII
Course	Education	Course Code	
Paper No.	I	Course Type	Semester
Total Marks	50 Marks	Implementation	2024 - 25
Total Credits	02	Contact Hours	02 / Week
Course Title	Knowledge and Curriculum (Paper-I)		

B) Course Objectives: <i>To enable the student-teacher to -</i>	
i)	Understand the concept of education.
ii)	Understand the concept of national integration and international understanding with respect to education.
iii)	Understanding concept of autonomy.
iv)	Acquaint with various types of curricula.
v)	Understand the interrelationship between curriculum, syllabus and textbook.

C) Course Syllabi: (CR = 02 Credits / IH: 60 Instructional Hours)		
Modules	CR	IH
<b>Module I: Education and Knowledge</b>	01	15
1.1 Concept of Education and its Social need		
1.2 Concept of Information, Knowledge and skill		
1.3 Child centric education (with reference to Ravindranath Tagore, Mahatma Gandhi)		
<b>Module II : National Integration and International Understanding</b>		
2.1 Concept and need of nationalism, universalism, secularism		
2.2 Individual opportunity, Equity and equality, Social justice and dignity with reference to Dr B.R.Ambedkar		
2.3 Multiculturalism and democratic education		

<b>Module III : Autonomy</b>	01	15
3.1 Autonomy of Teacher and Learner, difference between autonomy and freedom		
3.2 Role of Teacher's autonomy in enriching learning experiences		
3.3 Factors affecting the teachers' autonomy		
<b>Module IV : Curriculum</b>		
4.1 Concept of curriculum, syllabus and text-book and its interrelationship		
4.2 Process of making Curriculum, role of teachers in curriculum and textbook development		
4.3 Types of Curriculum- subject centric, child centric, competency based, behaviouristic, constructivist and hidden curriculum.		

D) Reference Materials	
1.	जाधव मोहन, भोसले आरती व सरपोतदार प्राची (२००८) माध्यमिक शिक्षण , फडके प्रकाशन, कोल्हापूर
2.	चव्हाण संध्या (२०१६) अभ्यासक्रम विकसन, श्री प्रकाशन, आंबेगाव, पुणे
3.	पाटील लता व साकेकर भारती (२०१८) ज्ञान आणि अभ्यासक्रम, फडके प्रकाशन, कोल्हापूर
4.	भंगळे शैलजा (२०२०) ज्ञान आणि अभ्यासक्रम, प्रशांत पब्लिकेशन, जळगाव
5.	घोरमोडे के.यु., डा.घोरमोडे कला (२००६) शैक्षणिक विचारवंत – भारतीय व पाश्चात्य, विद्या प्रकाशन, पुणे
6.	पवार ना.ग.(२००७) शिक्षणक्षेत्रातील विचारवंत – भारतीय व पाश्चिमात्य , विद्या प्रकाशन, पुणे
5.	भोसले आरती (२०२२) ज्ञान आणि अभ्यासक्रम, फडके प्रकाशन, कोल्हापूर

E) Suggested methods of Teaching:	
i)	Lecture
ii)	Discussion
iii)	Dialogue method
iv)	Blended learning
v)	Co-operative teaching-learning
vi)	Seminar

F) Course Outcomes: After completing these modules the student will -		Blooms Taxonomy
CO1	Understand the concept of education and its social need.	Remember
CO2	Understand the concept of autonomy of teacher & learner	Understand
CO3	Elaborates the types of curriculum.	Understand

CO4	Understand the importance of national integration and international understanding with respect to education.	Apply
CO5	Explains the role of teachers in enriching the learning experiences in classroom setting.	Apply, Evaluate

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

H) Suggested sessional work for Continuous Internal Evaluation ( Any one of the following)		Marks
1.	A survey of educational problem of a locality.	20
2.	An interview of teacher/Head master/any other expert from the educational field.	
3.	Writing report of a programme in school related to national integration/ international understanding.	
4.	Panel discussion/seminar on values enshrined in the Constitution of India with respect to the education.	
5.	Visit and write a report on any one child activity centre/school with special reference to child centric education.	

I) Question Paper Pattern (30 Marks)		
Q. No.	Nature / Type of Question	Marks
1.	A. Answer in one sentence (1 x 5)	05
	B. Multiple choice questions (1 x 5)	05
2.	Write short notes (Any two out of four) (2 x 5)	10
3.	A. Long Broad/Essay type question Or	10
	B. Long Broad/Essay type question	
<b>Total Marks</b>		<b>30</b>

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

<b>Programme</b>	<b>Bachelor of Arts &amp; Bachelor of Education</b>
<b>Part</b>	<b>IV</b>
<b>Semester</b>	<b>VIII</b>
<b>Course Code</b>	
<b>Course Name</b>	<b>Education</b>
<b>Course Title</b>	<b>Knowledge and Curriculum - II</b>
<b>Paper No.</b>	<b>Paper-II</b>

## **Under the Faculty of Interdisciplinary Studies**

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 (New syllabus under Autonomy to be introduced from June, 2024 onwards)

<b>A) Primary Information:</b>			
Programme	<b>Bachelor of Arts &amp; Bachelor of Education (B.A.B.Ed.) CBCS</b>		
Part	<b>IV</b>	Semester	<b>VIII</b>
Course	<b>Education</b>	Course Code	
Paper No.	<b>II</b>	Course Type	<b>Semester</b>
Total Marks	<b>50 Marks</b>	Implementation	<b>2024 - 25</b>
Total Credits	<b>02</b>	Contact Hours	<b>02 / Week</b>
Course Title	<b>Knowledge and Curriculum (Paper-II)</b>		

<b>B) Course Objectives:</b> <i>To enable the student-teacher to -</i>	
i)	Understand the post independence philosophy education.
ii)	Understand the role and skills for teachers in 21 <sup>st</sup> century.
iii)	Understand the thoughts of western educational thinkers.
iv)	Acquaint about the child literature and its significance
iv)	Acquaint with textbooks, teacher's handbook, and reference books.
v)	Aware about school timetable, discipline and physical facilities.

<b>C) Course Syllabi:</b> (CR = 02 Credits / IH: 60 Instructional Hours)		
<b>Modules</b>	<b>CR</b>	<b>IH</b>
<b>Module I: Education and Philosophy</b>	01	15
1.1 Post independence philosophy of Education		
1.2 Concept of Belief and Truth		
1.3 Changing role and skills for Teacher in 21 <sup>st</sup> century.		
<b>Module II : Introduction to western thinkers with respect to Education</b>		
2.1 Educational thoughts of John Dewey, Montessori		
2.2 Children's literature - nature and importance		
2.3 Challenges of 21 <sup>st</sup> century with respect to Education-urbanization, privatization and globalization		

<b>Module III : Curriculum</b>	01	15
3.1 Analysis of school textbooks		
3.2 Teachers' handbook and reference books		
3.3 Development of learning resources for enriching the curriculum		
<b>Module IV : Curriculum and school practices</b>		
4.1 School timetable - concept, types and need		
4.2 School discipline - concept, types and importance		
4.3 Physical facilities in school and its management		

<b>D) Reference Materials</b>	
1.	भंगाळे शैलजा व महाजन संगीता (२०१९) ज्ञान आणि अभ्यासक्रम, प्रशांत पब्लिकेशन, जळगाव
2.	भोसले आरती (२०२२) ज्ञान आणि अभ्यासक्रम, फडके प्रकाशन, कोल्हापूर
3.	दुनाखे अरविंद, पारसनीस हेमलता, प्रगत शैक्षणिक व्यवस्थापन, प्रशासन व वित्तव्यवहार, नित्यनूतन प्रकाशन, पुणे
4.	घोरमोडे के.यु., डा.घोरमोडे कला (२००६) शैक्षणिक विचारवंत - भारतीय व पाश्चात्य, विद्या प्रकाशन, पुणे
5.	पवार ना.ग.(२००७) शिक्षणक्षेत्रातील विचारवंत - भारतीय व पाश्चात्य, विद्या प्रकाशन, पुणे
6.	पाटील लता व साकेकर भारती (२०१८) ज्ञान आणि अभ्यासक्रम, फडके प्रकाशन, कोल्हापूर
7.	पारसनीस न.रा. (१९९४) स्वातंत्र्योत्तर भारतीय शिक्षण, नूतन प्रकाशन, पुणे
8.	देशमुख एल.जी (२००७) शिक्षणाचे तत्त्वज्ञानात्मक व समाजशास्त्रीय अधिष्ठान, फडके प्रकाशन, कोल्हापूर

<b>E) Suggested methods of Teaching:</b>	
i)	Lecture
ii)	Discussion
iii)	Dialogue method
iv)	Blended learning
vi)	Seminar
vii)	Demonstration

<b>F) Course Outcomes:</b> <i>After completing these modules the student will -</i>		<b>Blooms Taxonomy</b>
CO1	Understand the post-independence philosophy of education.	Remember
CO2	Understand the changing role of teacher in 21 <sup>st</sup> century.	Understand
CO3	Explain the importance of textbooks, teacher's handbook, and reference books.	Understand Analyse
CO4	Understand the role child literature, school discipline and timetable in child development.	Apply Evaluate
CO5	Understand the development of learning	Apply

	resources and physical facilities in school.	
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G) Scheme of Course Evaluation		Marks
1.	End Semester Examination (ESE)	30
2.	Continuous Internal Evaluation (CIE)	20
3.	<b>Total Marks</b>	<b>50</b>

H) Suggested sessional work for Continuous Internal Evaluation ( Any one of the following)		Marks
1.	Report on contribution of any western thinker with respect to education.	20
2.	Analyse a school textbook and write its report.	
3.	Select a unit/content from your school textbook and develop learning resources for it.	
4.	Seminar on values enshrined in the Constitution of India with respect to the education.	
5.	Visit a school and write a report on physical facilities therein with special reference to its management.	

I) Question Paper Pattern (30 Marks)		
Q. No.	Nature / Type of Question	Marks
1.	A. Answer in one sentence (1 x 5)	05
	B. Multiple choice questions (1 x 5)	05
2.	Write short notes (Any two out of four) (2 x 5)	10
3.	A. Long Broad/Essay type question Or	10
	B. Long Broad/Essay type question	
<b>Total Marks</b>		<b>30</b>

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<b>Programme</b>	<b>Bachelor of Arts &amp; Bachelor of Education</b>
<b>Part</b>	<b>IV</b>
<b>Semester</b>	<b>VII</b>
<b>Course Code</b>	<b>Professional Education Component(Theory)(PET)</b>
<b>Course Name</b>	<b>Understanding Disciplines and Subjects</b>
<b>Course Title</b>	
<b>Paper No.</b>	<b>PET 11</b>

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<b>A) Primary Information:</b>			
Programme	<b>Bachelor of Arts &amp; Bachelor of Education (B. A. B. Ed.) CBCS</b>		
Part	<b>IV</b>	Semester	<b>VII</b>
Course	<b>Education</b>	Course Code	
Paper No.		Course Type	<b>Semester</b>
Total Marks	<b>50 Marks</b>	Implementation	<b>2024 - 25</b>
Total Credits	<b>02</b>	Contact/Instructional Hours	<b>02 / Week</b>
Course Title	<b>Understanding Disciplines and Subjects</b>		

<b>B) Course Objectives:</b>	
i)	To enable student teachers to reflect on the nature and role of disciplinary knowledge in the school curriculum
ii)	To enable student teachers to know different disciplinary areas
iii)	To enable student teachers to know the changing scenario in the disciplinary areas.
iv)	To enable student teachers to know the changing role of a teacher
v)	To acquaint student teachers with development of curriculum with social, political and intellectual context

<b>C) Course Syllabi:</b> (CR = Credits / IH: Instructional Hours)		
<b>Modules</b>	<b>CR</b>	<b>IH</b>
<b>Module I : Disciplinary knowledge</b>	01	08
1.1 Concept of Disciplinary knowledge		
1.2 Nature and role of disciplinary knowledge in the school curricula		
1.3 Paradigm shifts in the nature of disciplinary areas as languages, social science, natural science and Mathematics		
1.4 ) Role of a discipline according to John Dewey, Swami Vivekananda and Mahatma Gandhi		
<b>Module II : Need of teaching discipline</b>	01	08
2.1 Need of teaching Science, Mathematics and philosophy in school and college. Science and Mathematics –Vehicles of		

national development.				
2.2 Co-relation between discipline and school subject				
2.3 Procedure to design of school subjects.				
2.4 Changing role of a teacher				
Module III : <b>Interdisciplinary nature of school subject</b>		01	08	
3.1 Concept of interdisciplinary nature of school subject.				
3.2 Approaches of disciplines- multidisciplinary, interdisciplinary, and trans disciplinary Approach				
3.3 Difference between interdisciplinary knowledge and multidisciplinary knowledge				
3.4 Need of learner centred school curriculum				
<b>Module IV : Understanding hospitality and horticulture</b>			06	
4.1 Hospitality- Concept				
4.2 Multiculturalism in hospitality, Multicultural and international issues in hospitality				
4.3 Horticulture- Concept, its branches ,importance of horticulture in poverty reduction				
4.4 National and state level agencies involved in horticultural development.				
<b>D) Reference Materials</b>				
<b>D1) Text Books for Reading</b>				
1.	Maisnam Premlata (2018) <i>Understanding Disciplines and Subjects</i> . Meerut:R.Lall Publishers			
2.	Makol Rajesh(2017) <i>Understanding Disciplines and Subjects</i> ,Bhiwani:Laxmi Book Depot			
3.	Pandey Ranjana(2015) <i>Understanding Disciplines and Subjects</i> , Bookman R Lall			
4.	पाटील अनिल ,धनवडे ,पवार युवराज (२०१५) विद्याशाखा आणि विषयांचे आकलन ,जळगाव : प्रशांत पब्लिकेशन			

D2) Books for Reference	
1.	Adams C. R and M.P. Early. (2004) <i>Principles of horticulture</i> . Butterworth –Heinemam, oxford university press
2.	Deng, Z. (2013) <i>School subjects and academic disciplines</i> . In. A. Luke, A. Woods, and K. Weir (Eds) curriculum, Syllabus design and equity. A Primer and model- Rout ledge.
3.	Goodson, I. F, and Marsh, C. J. (2005) <i>Studying school subjects. A guide</i> .Rutledge.
4	Guy J and Smith I (2010)" <i>The nature of Disciplinary Knowledge</i> " Cambridge University Press
5	Parekh, B. C. (2000) <i>Rethinking multiculturalism, cultural diversity and political theory</i> ( pp . 213-230) Palgrave
6	Singh Jitendra (2006) <i>Basic horticulture</i> , New Delhi. : Kalyani Publishers
7	Upadhyay Papiya and Chattopadhyay Khagendranath (2021) <i>Understanding Disciplines and Subjects</i> ,Aaheli Publishers

E) Suggested methods of Teaching:	
i)	Lecture cum discussion
ii)	Seminar
iii)	Project work
iv)	Field visits

F) Course Outcomes: After studying/ completing the Course, the student teachers will be able to		Blooms Taxonomy
CO1	describe the role of Disciplines and Subject in school curriculum	Understanding
CO2	explain the objectives of school subjects	Understanding
CO3	justify the place of multidisciplinary ,interdisciplinary subjects in curriculum	Evaluation
CO4	Use various Modern trends in the development of school curriculum	Application

G) Scheme of Course Evaluation		
1.	End Semester Examination (ESE)	30

2.	Continuous Internal Evaluation (CIE)	20
3.	<b>Total Marks</b>	<b>50</b>

<b>H) Suggested techniques/work for Continuous Internal Evaluation(Any two/10 marks each)</b> (		
1.	Prepare a presentation on hospitality management	
2.	Prepare a layout of nutrition garden.	
3.	Visit to private orchards and cold storage unit and make a report.	
4.	Seminar on 'socio cultural perspective of mathematics.	
5	Prepare a presentation on 'Difference between disciplinary knowledge and integrated curriculum.	
6	Collection of newspaper / magazine cuttings related to developments in horticulture and hospitality	
	<b>Total Marks</b>	<b>20</b>

<b>I) Question Paper Pattern (30 Marks)</b>		
<b>Q. No.</b>	<b>Nature / Type of Question</b>	<b>Marks</b>
1. A.	Choose the correct alternative and rewrite sentence/MCQ(5 Qns * 1 mark)	05
1. B.	Answer in one sentence (5 Qns * 1 mark)	05
3.	Answer in brief/Short notes(Any 2 out of 4)( 2*5 marks)	10
4.	Answer in detail/Essay type(with internal option)	10
	<b>Total Marks</b>	<b>30</b>

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<b>Programme</b>	<b>Bachelor of Arts &amp; Bachelor of Education</b>
<b>Part</b>	<b>IV</b>
<b>Semester</b>	<b>VIII</b>
<b>Course Code</b>	<b>PET 13</b>
<b>Course Name</b>	<b>PET: Professional Education Components (Theory)</b>
<b>Course Title</b>	<b>Creating Inclusive School</b>
<b>Paper No.</b>	<b>---</b>

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<b>A) Primary Information:</b>			
Programme	<b>Bachelor of Arts &amp; Bachelor of Education (B. A. B. Ed.) CBCS</b>		
Part	<b>IV</b>	Semester	<b>VIII</b>
Course	<b>Interdisciplinary Studies</b>	Course Code	<b>PET 13</b>
Paper No.	<b>--</b>	Course Type	<b>Semester</b>
Total Marks	<b>50</b>	Implementation	<b>2024 - 25</b>
Total Credits	<b>02</b>	Contact Hours	<b>02 / Week</b>
Course Title	<b>Creating Inclusive School</b>		

<b>B) Course Objectives:</b> To enable the student teacher to –	
i)	To understand the concept and nature of inclusive education
ii)	To understand the historical perspective of inclusive education
iii)	To understand objective, principles and characteristics of inclusive education
iv)	To understand the need and importance of inclusive education
v)	To enable students to understand various types of students
vi)	To Develop sensitivity and positive attitude towards inclusive education
vii)	To understand the concept, characteristics, infrastructural facilities and challenges of inclusive school
viii)	To understand difference between traditional school and inclusive school
ix)	To understand the role of inclusive school in modern times
x)	To understand pedagogical strategies in inclusive education
xi)	To understand issues, challenges and inclusive classroom Management in inclusive education
xii)	To understand qualities of inclusive teacher
xiii)	To understand the role of teachers in inclusive classroom

<b>C) Course Syllabi:</b> (CR = 02Credits / IH: 30 Instructional Hours)		
<b>Units</b>	<b>CR</b>	<b>IH</b>
<b>UnitI:</b> <b>Introduction of inclusive education</b>	0.5	7
1.1 Concept and nature of inclusive education		
1.2 Objective of inclusive education		
1.3 Principles and characteristics of inclusive education		
1.4 Historical perspective of inclusive education.		

<b>Unit II:</b> <b>Need and Importance of inclusive education</b>	0.5	8
2.1 Need of inclusive education		
2. 2 Importance of inclusive education		
2.3 Different types of special children		
2.4 ADHD child: characteristics and Catering to their needs		
2.5 Developing positive attitude among teachers, student, parents and Society, NGO towards inclusive education		
<b>Unit III:</b> <b>Inclusive School</b>	0.5	8
3.1 Concept of inclusive school		
3.2 Characteristics of inclusive school		
3.3 Infrastructural facilities for inclusive school		
3.4 Difference between Traditional schools and Inclusive school		
3.5 Challenges before inclusive school		
3.6 Role of inclusive school in Modern Times		
3.7 Developing an inclusive culture in the school		
<b>Unit IV:</b> <b>Management of Inclusive Classroom</b>	0.5	7
4.1 Issues and Challenges in management of inclusive classroom		
4.2 Management of Inclusive classroom		
4.3 Qualities of an inclusive teacher		
4.4 How an inclusive environment is created by the teachers in inclusive classroom ( role of teachers)		
4.5 Pedagogical Strategies- cooperative learning, Buddy system, reflective teaching, peer tutoring. co-teaching		

<b>D) Reference Materials:</b>	
<b>D1) StudyBooks for Reading in Marathi</b>	
1.	भोसले.रमा,डोणे.उज्वला. (जानेवारी 2009).शिक्षणातीलबदलतेविचारप्रवाह, कोल्हापूर:फडकेप्रकाशन
2.	सांगोलकर, अरुण.(प्रथम आवृत्ती 1 मे 2010 ). नवीनजागतिकसमाजातीलशिक्षणाचेविचारप्रवाह, नाशिक:इनसाईटपब्लिकेशन्स
3.	आवचर,सीमा.(एप्रिल 2012). विशेषशिक्षण,पुणे:नित्यनूतनप्रकाशन
4.	चव्हाण,किशोर.(फेब्रुवारी 2009).विकासआणिअध्ययनाचेमानसशास्त्र,नाशिक : इनसाईटप्रकाशन
5.	करंदीकर,सुरेश. (2007).शैक्षणिकमानसशास्त्र,कोल्हापूर: फडकेप्रकाशन
<b>D2) Books for Reference in English</b>	
1.	Mangal.S.K. MangalShubhra.(2019).Creating an Inclusive School, Delhi: PHI Learning private limited.
2.	Kumar. Jitender (2017).Creating An Inclusive School.Nirmal Publishing House
3.	Rafalavich.Adam,Framing ADHD Children.Lanham:Lexington Books Adivision of Rowmam and Littlefield Publishers INC

4.	Das.Neha, (2006).Inclusive Education for children with special needs, New Delhi:ATLANTIC Publishers and Distributors Ltd
5.	Villa. R. A., Thousand. J. S. (2023).Creating an inclusive school.Delhi:PHI Learning private limited.
6.	Ojha. Laxmipriya, Alli. SK. Samsul, (2021). Inclusive Education- creating an inclusive school, JEC Publication: AlinaganMughalsarai, Chandauli: (U.P.) 232101.
7	Reid. Robert, Johnson. Joseph. (2012). Teacher Guide to ADHD, New York London: The Guilford Press.
8	Villa. R. A., & Thousand. J. S. (2005). Creating an inclusive school. Alexandria: Association for Supervision & Curriculum Development (ASCD)
<b>D3) E-Reference</b>	
1.	<a href="https://www.researchgate.net/publication/293337563_Inclusive_Education">https://www.researchgate.net/publication/293337563_Inclusive_Education</a>
2.	<a href="http://surl.li/vrsnqr">http://surl.li/vrsnqr</a>
3.	<a href="https://inkmypapers.sg/7-characteristics-of-an-inclusive-school-culture/">https://inkmypapers.sg/7-characteristics-of-an-inclusive-school-culture/</a>
4.	<a href="https://blogs.deakin.edu.au/iccb/toolkit/what-and-why/principles-inclusive-education/">https://blogs.deakin.edu.au/iccb/toolkit/what-and-why/principles-inclusive-education/</a>
5.	<a href="http://surl.li/zhuwel">http://surl.li/zhuwel</a>
6.	<a href="https://qurtuba.edu.pk/thedialogue/The%20Dialogue/4_2/06_mumtaz_khan.pdf">https://qurtuba.edu.pk/thedialogue/The%20Dialogue/4_2/06_mumtaz_khan.pdf</a>
7.	<a href="https://www.multidisciplinaryjournals.net/assets/archives/2023/vol8issue1/8004-570.pdf">https://www.multidisciplinaryjournals.net/assets/archives/2023/vol8issue1/8004-570.pdf</a>
8.	<a href="https://soeagra.com/ijert/ijertjune2012/19.pdf">https://soeagra.com/ijert/ijertjune2012/19.pdf</a>

E) Suggested methods of Teaching:	
i)	Lecture
ii)	Discussion
iii)	Co-operative teaching learning
iv)	Team Teaching

F) Course Outcomes: After completing the course, the student teacher will be able to-		Blooms Taxonomy
CO1	Information of Concept, meaning, nature of inclusive education.	Remember/ Knowledge
CO2	Get importance of inclusive education	Analyse/ Understanding
CO3	The student teacher will compare between traditional school and inclusive school	
CO4	explain various types of special children	
CO5	apply inclusive pedagogical strategies in inclusive school	Apply
CO6	Learn how to manage the inclusive classroom	

CO7	organise skills of pedagogical Strategies in inclusive classroom	Analyze
CO8	distinguish about how to manage the inclusive classroom	
CO9	compare about create inclusive culture and General Culture in the school	
CO10	judge the role of inclusive school in modern time	Evaluate
CO11	The student teacher will create energetic environment for student in inclusive school	Create
CO12	Develop positive attitude among teachers, student, parents and Society towards inclusive education	

### G) Scheme of Course Evaluation

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

### H) Practical work (Any two) (Total Marks 20)

1.	Visit to an inclusive school and prepare a report regarding management of inclusive school education	10
2.	Plan to activities for Co-operative learning in an inclusive classroom	10
3.	Identify any one child with Divyangjan and prepare a case report	10
4.	Visit a nearby special, inclusive and regular school and compare the practices there in.	10
5.	Study of any one NGO promoting inclusive education	10
6.	Preparation of three teaching aids for Divyang children	10
7.	Planning of two lesson and teaching in inclusive school	10
8.	Draft a counselling program for a student with special needs from Secondary School	10
9.	Interview of H.M regarding policies and practices of the school for developing and inclusive culture	10
	<b>Total Marks</b>	<b>20</b>

<b>I) Question Paper Pattern (30 Marks)</b>		
<b>Q. No.</b>	<b>Nature / Type of Question</b>	<b>Marks</b>
<b>1. a)</b>	Multiple choice questions	05
<b>1. b)</b>	Answer in one sentences	05
<b>2.</b>	Short answer/ brief questions	10
<b>4.</b>	Essay type question OR Essay type question	10
	<b>Total Marks</b>	<b>30</b>

### **End Semester Examination Pattern**

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

**Examination Duration:** 2 Hours

**Total marks:** 30

**Q. 1 A.** Multiple choice questions 05\*01 ----- 5 Marks

**Q. 1 A.** Answer in one sentence 05\*01 ----- 5 Marks

**Q. 2.** Short answer type question 2\*05 ----- 10 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

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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**

<b>Programme</b>	<b>Bachelor of Arts &amp; Bachelor of Education</b>
<b>Part</b>	<b>IV</b>
<b>Semester</b>	<b>VII</b>
<b>Course Code</b>	
<b>Course Name</b>	
<b>Course Title</b>	<b>Media &amp; Educational Literacy</b>
<b>Paper No.</b>	<b>PEE 1</b>

### **Under the Faculty of Interdisciplinary Studies**

(To be introduced from Academic Year 2024 – 25 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)

<b>A) Primary Information:</b>			
Programme	<b>Bachelor of Arts &amp; Bachelor of Education (B. A. B. Ed.) CBCS</b>		
Part	<b>IV</b>	Semester	<b>VII</b>
Course	<b>Education</b>	Course Code	
Paper No.		Course Type	<b>Semester</b>
Total Marks	<b>50 Marks</b>	Implementation	<b>2024 - 25</b>
Total Credits	<b>02</b>	Contact Hours	<b>02 / Week</b>
Course Title			

<b>B) Course Objectives:</b>	
<b>The student teacher to enable:</b>	
i)	Understand the role and impact of media in education and society.
ii)	Develop critical thinking skills to analyse media content and its influence on learners.
iii)	Integrate various media tools and technologies effectively in teaching and learning processes.
iv)	Promote digital literacy and responsible media consumption among students.
v)	Create and utilize educational media resources to enhance instructional outcomes.

<b>C) Course Syllabi:</b> (CR = 02 Credits / IH: 60 Instructional Hours)		
<b>Modules</b>	<b>CR</b>	<b>IH</b>
<b>Module I: Introduction to Media Literacy</b>	01	15
1.1 Definition and Importance of Media Literacy		
1.2 Evolution of Media and its Impact on Society		
1.3 Media Literacy Skills for the 21st Century		
<b>Module II: Media and Education</b>		
2.1 Role of Media in Educational System		
2.2 Media as a Tool for Teaching and Learning		
2.3 Challenges and Opportunities in Media Integration		

<b>Module III: Digital Literacy and Citizenship</b>	01	15
3.1 Understanding Digital Literacy		
3.2 Promoting Digital Citizenship in Schools		
3.3 Strategies for Safe and Responsible Media Use		
<b>Module IV: Creating Educational Media Content</b>		
4.1 Principles of Educational Media Design		
4.2 Tools and Techniques for Media Production		
4.3 Evaluating the Effectiveness of Educational Media		

<b>D) Reference Materials</b>	
<b>D1) Study Books for Reading</b>	
1.	Sharma, Radhika. "Media Literacy in India: Insights and Perspectives". Oxford University Press, 2020
2.	Mukherjee, Amrita. "Media and Education: A Cultural Perspective". SAGE Publications India, 2017.
3.	Bhatnagar, Shyam. "Media Studies in India: Contours of Media Education". Orient BlackSwan, 2016
4.	Potter, W. James. "Media Literacy". Sage Publications, 2018.
5.	Hobbs, Renee. "Digital and Media Literacy: Connecting Culture and Classroom". Corwin, 2011.

<b>D2) Books for Reference</b>	
1.	Masterman, Len. "Teaching the Media". Routledge, 1985.
2.	Tyner, Kathleen. "Literacy in a Digital World: Teaching and Learning in the Age of Information". Routledge, 1998.
3.	Gupta, Ravi. "Media Literacy: Indian Approaches and Perspectives". Routledge India, 2016.
4.	Verma, Kavita. "Digital Media Literacy: Perspectives from India". Macmillan Education India, 2019.
5.	Desai, Radhika. "Media Education and Society in India". Pearson India Education Services, 2014.

<b>E) Suggested methods of Teaching:</b>	
i)	Lecture
ii)	Discussion
iii)	Dialogue method
iv)	Blended learning
v)	Seminar
vi)	Demonstration
vii)	Question Bank
viii)	Peer teaching

<b>F) Course Outcomes:</b>		<b>Blooms Taxonomy</b>
CO1	Understand media's role in education and society.	Remember
CO2	Gain proficiency in media literacy for educational contexts	Understand
CO3	Apply media literacy to enhance teaching strategies	Understand
CO4	Integrate media literacy into professional development.	Application
CO5	Explore innovative media tools for teaching adaptation.	Application

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

<b>H) Suggested techniques for Continuous Internal Evaluation ( 20 Marks)</b>		<b>Marks</b>
1.	Multiple choice questions	05

2.	Short notes	05
3.	Seminar	10
5.	<b>Total Marks</b>	<b>20</b>

<b>I) Question Paper Pattern (30 Marks)</b>		
<b>Q. No.</b>	<b>Nature / Type of Question</b>	<b>Marks</b>
1.	A. Answer in one sentence (1 x 5)	05
	B. Multiple choice questions (1 x 5)	05
2.	Write short notes (Any two out of four) (2 x 5)	10
3.	A. Long Broad/Essay type question Or Long Broad/Essay type question	10
6.	<b>Total Marks</b>	<b>30</b>

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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**

<b>Programme</b>	<b>Bachelor of Arts &amp; Bachelor of Education</b>
<b>Part</b>	<b>IV</b>
<b>Semester</b>	<b>VIII</b>
<b>Course Code</b>	<b>PEE 2</b>
<b>Course Name</b>	<b>PET: Professional Education Components (Theory)</b>
<b>Course Title</b>	<b>Guidance and Counselling</b>
<b>Paper No.</b>	<b>---</b>

### **Under the Faculty of Interdisciplinary Studies**

(To be introduced from Academic Year 2024 – 25 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)

<b>A) Primary Information:</b>			
Programme	<b>Bachelor of Arts &amp; Bachelor of Education (B. A. B. Ed.) CBCS</b>		
Part	<b>II</b>	Semester	<b>IV</b>
Course	<b>PET: Professional Education Components (Theory)</b>	Course Code	<b>PEE 2</b>
Paper No.	<b>--</b>	Course Type	<b>Semester</b>
Total Marks	<b>50</b>	Implementation	<b>2024 - 25</b>
Total Credits	<b>02</b>	Contact Hours	<b>02 / Week</b>
Course Title	<b>Guidance and Counselling</b>		

<b>B) Course Objectives:</b> To enable the student teacher to	
i)	To appreciate the nature, purpose and need for guidance and counselling.
ii)	To understand the need and relevance of Guidance and counselling.
iii)	To demonstrate an understanding of educational, vocational and personal guidance.
iv)	To develop an understanding of the process of Guidance and Counselling
v)	To understand the process of organization of guidance services in schools.
vi)	To develop capacity of applying the techniques and procedures of guidance and counselling.
vii)	To describe various testing and non-testing techniques develop the skill of administration and interpretation of psychological tests.
viii)	To understand the concept and importance of career development.
ix)	To analyze the role of the teacher in the provision of Guidance and Counselling.
x)	To understand the qualities required for good Counsellor.

<b>C) Course Syllabi:</b> (CR = 02 Credits / IH: 30 Instructional Hours)		
<b>Modules</b>	<b>CR</b>	<b>IH</b>
<b>Module I:</b> <b>Meaning and Nature of Guidance</b>	0.5	8
1.1 Guidance : Concept, aims, objectives, functions and principles		
1.2 Need and Importance of Educational, psychological and Social Guidance		
1.3 Organization of guidance services at School level : Need and importance		

1.4 Group Guidance: Concept, Need, Significance and Principles, Organization of Guidance Programs in Schools		
1.5 Role of Guidance Personnel in organization of guidance service in school: Counsellor, career Master, Psychologist, Teacher		
<b>Module II: Meaning and Nature of Counselling</b>		
2.1 Counselling : Meaning and Nature, difference between Guidance and Counseling, Principles and Approaches of Counselling.	0.5	7
2.2 Academic, Personal and career Counselling.		
2.3 Professional ethics and code of conduct, Qualities and Qualifications an Effective Counsellor.		
<b>Module III: Tools of Guidance and Counselling</b>		
3.1 Psychological tests – Meaning, need, limitations	0.5	8
3.2 Testing – Intelligence, Aptitude, Attitude, Achievement, Interest, Personality		
3.3 Role of the Teacher in Assessment and Testing		
<b>Module IV: Techniques of Guidance and Counselling</b>		
4.1 Interview – types, procedure	0.5	7
4.2 Case study		
4.3 Cumulative Record		
4.4 Diary		
4.5 Questionnaire		

<b>D) Reference Materials</b>	
<b>D1) Study Books for Reading</b>	
1.	Anastasi, A and Urbina, S (1997). Psychological Testing (7th Edn) Upper Saddle River, NJ: Prentice Hall.
2.	Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999) Guidance and Counselling. A theoretical Perspective, Volume-1, 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 I. and Mitchell, M H (2003) Introduction to Counselling and Guidance. New Delhi: Prentice-Hall.
5.	Gysbers and NC and Henderson B (2006) Developing and Managing Your School Guidance and Counselling Programme (4th Edn). Alexandria, VA. American Psychological Corporation.
6.	Saraswat, R K and Gaur JS (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 New Delhi NCERT
9.	Mohan, S and Sibia, A (1998). Handbook of Personality Measurements in India. New Delhi: NCERT

<b>10</b>	Srivastava A K. (2003) Principles of Guidance and Counselling: New Delhi: Kaniksha Publishers and Distributors
<b>D2) Books for Reference</b>	
<b>1.</b>	गुळवणी, मेधा. (२००९). मार्गदर्शन व समुपदेशन, पुणे: नित्यनूतन प्रकाशन
<b>2.</b>	दुनाखे, अरविंद (२००९). शैक्षणिक मार्गदर्शन व समुपदेशन, पुणे: नित्यनूतन प्रकाशन
<b>3.</b>	सरवदे, शशी (२००८). शैक्षणिक मार्गदर्शन व समुपदेशन, पुणे: डायमंड प्रकाशन
<b>D3) E-Reference</b>	
<b>1.</b>	Difference Between Guidance and Counselling <a href="https://www.shiksha.com/online-courses/articles/difference-between-guidance-and-counseling/">https://www.shiksha.com/online-courses/articles/difference-between-guidance-and-counseling/</a>
<b>2.</b>	<a href="https://tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%202nd%20Semester/EDCN-805E-Guidance%20%20Counselling%20in%20Education.pdf">https://tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%202nd%20Semester/EDCN-805E-Guidance%20 %20Counselling%20in%20Education.pdf</a>
<b>3.</b>	<a href="https://ncert.nic.in/textbook/pdf/lehe108.pdf">https://ncert.nic.in/textbook/pdf/lehe108.pdf</a>

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

<b>F) Course Outcomes: After completing the course student teacher will be able to</b>		<b>Blooms Taxonomy</b>
CO1	Memorize the nature, purpose and need for guidance and counselling.	Remember
CO2	Summarize the need and relevance of Guidance and counselling.	Understanding/ Analyse
CO3	Demonstrate an understanding of educational, vocational and personal guidance.	
CO4	Develop capacity of applying the techniques and procedures of guidance and counselling.	Apply
CO5	Evaluate the role of the Teacher in Assessment and Testing	Evaluate
CO6	Design and conduct career Exhibition at college level.	Create

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

<b>H) Suggested field work and practical work (Any one)</b> <b>(Use of ICT, Questionnaire, Check list, Interview etc.) (Total Marks 20)</b>		
<b>1.</b>	Study the problems of school children and probable guidance interventions	20
<b>2.</b>	Identify and prepare a list of problem of students in school that can be addressed through a teacher counsellor	20
<b>3.</b>	Plan a minimum guidance programme for a school at the secondary stage	20
<b>4.</b>	Identification of probable cases from school students for providing counselling services and prepares a report.	20
<b>5.</b>	Review any one psychological test under different categories such as Intelligence, Aptitude, personality and Interest.	20
<b>6.</b>	Plan and conduct a class talk and a career talk for secondary school students on identified themes.	20
<b>7.</b>	Conduct career Exhibition, fair at college level and Write a Report.	20
<b>8</b>	<b>Total Marks</b>	<b>20</b>

<b>I) Question Paper Pattern (30 Marks)</b>		
<b>Q. No.</b>	<b>Nature / Type of Question</b>	<b>Marks</b>
<b>1A.</b>	Multiple choice questions	05
<b>1B.</b>	Answer in one sentences	05
<b>2.</b>	Short answer questions	10
<b>3.</b>	Essay type question	10
	<b>Total Marks</b>	<b>30</b>

### **End Semester Examination Pattern**

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

**Examination Duration:** 2.30 Hours

**Total marks:** 30

### **nd Semester Examination Pattern**

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

**Examination Duration:** 2.30 Hours

**Total marks:** 30

**Q. 1 A.** Multiple choice questions ----- 5 Marks

**Q. 1 A.** Answer in one sentence ----- 5 Marks

**Q. 2.** Short note (Any 2 out of 4)2\*10 ----- 10 Marks

**Q. 3.** Long/Broad/Essay type question 1\*10 ----- 10 Marks

Or

**Q. 3.** Long/Broad/Essay type question 1\*10 ----- 10 Marks

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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**

<b>Programme</b>	<b>Bachelor of Arts &amp; Bachelor of Education</b>
<b>Part</b>	<b>IV</b>
<b>Semester</b>	<b>VIII</b>
<b>Course Code</b>	<b>PEE 3</b>
<b>Course Name</b>	<b>Education</b>
<b>Course Title</b>	<b>Value &amp; Peace Education</b>
<b>Paper No.</b>	<b>----</b>

### **Under the Faculty of Interdisciplinary Studies**

(To be introduced from Academic Year 2024 – 25 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)

<b>A) Primary Information:</b>			
Programme	<b>Bachelor of Arts &amp; Bachelor of Education (B. A. B. Ed.) Integrated CBCS</b>		
Part	<b>IV</b>	Semester	<b>VIII</b>
Course	<b>Education</b>	Course Code	<b>PEE 3</b>
Paper No.		Course Type	<b>Semester</b>
Total Marks	<b>50</b>	Implementation	<b>2024 - 25</b>
Total Credits	<b>02</b>	Contact Hours	<b>02 (Per Week)</b>
Course Title	<b>Value &amp; Peace Education</b>		

<b>B) Course Objectives:</b> After completion of the course the student teachers will be able to --	
i)	Understand the concept, nature & need of values
ii)	Understand the classification of values under different types
iii)	Identify the values in the text books of schools & NEP 2020 with special reference 21st century
iv)	Understand the concept of peace education
v)	Understand the ways of promoting culture of peace. NEP 2020 peace education to 21st century

<b>C) Course Syllabus:</b> (CR = 02 Credits / IH: 30 Instructional Hours)		
Modules	CR	IH
<b>Module I</b> <b>CONCEPT OF VALUE EDUCATION</b>	0.5	8
1.1 Value Education: Concept, need, nature & sources		
1.2 Types of Values		
1.3 The place of values in human life		
1.4 Classification of Values: Material, social, moral & religious status of values		
<b>Module II</b> <b>STRATEGIES OF VALUE EDUCATION</b>	0.5	7
2.1 Value education in secondary school curriculum		
2.2 Through school activities (Co-curricular)		
2.3 NEP 2020 & values with special reference to 21st century		

<b>Module III</b> <b>CONCEPT OF PEACE EDUCATION</b>		0.5	8
3.1	Peace Education: Concept, need, aims & objective of peace		
3.2	Importance of peace education in the present scenario		
3.3	Peace education as conflict resolution training: Democracy education		
<b>Module IV</b> <b>PROMOTING CULTURE OF PEACE</b>		0.5	7
4.1	Meaning of culture of peace & non-violence		
4.2	Promoting inner peace, understanding tolerance, solidarity, education for non-violence- UNESCO culture of peace programmes-International peace		
4.3	The role of teacher in peace education & secondary school curriculum		

D) Sessional work: Any One of the following (20 Marks)		Marks	
1.	Preparation of morning assembly any one value	20	
2.	Prepare the list of activities & their related values in school	20	
3.	Seminar on peace education in school curriculum	20	
4.	NEP 2020 with special reference- write report on peace education	20	

E) Reference / Suggested Reading	
E1) Study Books for Reading	
1.	Goyal B. R. Documents on social, moral & spiritual values in education, New Dehli (NCERT) 1979
2.	Report of working group to review teachers training programmes (In the list of the need for value-orientation) (New Delhi Ministry of education & culture. Govt of India) 1983
3.	Swadesh Moha: Value oriented education New Delhi National Peublishers. 1986
4.	सहस्रबुद्धे दि .ह . शिक्षणातून नैतिक मूल्य संवर्धन पुणे: साधना प्रकाशन १९८६
5.	जोशी अरविंद सदाशिव भारतातील नैतिक व अध्यात्मिक शिक्षण: आवश्यकता आणि दिशा (औरंगाबाद: परिमल प्रकाशन १९८९)
6.	भोसले रमा, डोणे उज्ज्वला: शिक्षणातील बदलते प्रवाह, फडके पब्लिकेशन, कोल्हापूर २००९

E2) E-Reference	
1.	<a href="https://www.tnteu.ac.in/pdf/value.pdf">https://www.tnteu.ac.in/pdf/value.pdf</a>
2.	<a href="https://www.jetir.org/papers/JETIR1706125.pdf">https://www.jetir.org/papers/JETIR1706125.pdf</a>
3.	<a href="https://www.shanlax.com/product/values-peace-education/">https://www.shanlax.com/product/values-peace-education/</a>
F) Suggested methods of Teaching:	
i)	Lecture
ii)	Discussion
iii)	Co-operative teaching learning
iv)	Blended learning

G) Course Outcomes:		Blooms Taxonomy
CO1	Understanding values importance in life	Remember Understand Analysis
CO2	Appreciate the significant contribution of value education to Indian society	Remember Understand Analysis
CO3	Develop empathy & bends of peace education with reference NEP 2020	Understand Analysis Application
CO4	Learn to values & peace for non-violence	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

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

<b>Programme</b>	<b>Bachelor of Arts &amp; Bachelor of Education</b>
<b>Part</b>	<b>IV</b>
<b>Semester</b>	<b>VII</b>
<b>Course Code</b>	<b>PEP G1 (EPC)</b>
<b>Course Name</b>	<b>Education</b>
<b>Course Title</b>	<b>E-Education</b>
<b>Paper No.</b>	<b>--</b>

**Under the Faculty of Interdisciplinary Studies**  
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(New syllabus under Autonomy to be introduced from June, 2024 onwards)

A) Primary Information:			
Programme	Bachelor of Arts & Bachelor of Education (B. A. B. Ed.) CBCS		
Part	IV	Semester	VII
Course	Education	Course Code	PEP G1 (EPC)
Paper No.	-	Course Type	Semester
Total Marks	50 Marks	Implementation	2024 – 25
Total Credits	02	Contact Hours	04 / Week
Course Title	E-Education		
B) Course Objectives:			
To enable the student teacher to:			
i)	Understand the fundamentals of e-education		
ii)	Use web sources for effective e-teaching & e-learning		

<b>Contents (Any two)</b>	
1. E-Content workshop	
2. Create one's own e-portfolio	
3. Creation of won you tube channel & uploading one video	
4. Use asynchronous e-resource e-mail for e-teaching/ e-learning (with own classmate) & give written report of the procedure	
5. Make a list of 10 to 20 open educational sources for any school topic	
<b>Transaction Mode</b>	
1. Lecture cum demonstration & hands on experiences on the use of computer & internet for e-teaching, e-learning: development e-content & browsing on line resources: Educational visit etc.	
2. Student to keep a i) Work book for practical work done in class & ii) Prepare record of practical's & file	

<b>D) Books for Reference</b>
<ul style="list-style-type: none"><li>• Corirad, Kerri (2001), Instructional Design for web – based training, HRD Press</li></ul>

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<b>Part</b>	<b>IV</b>
<b>Semester</b>	<b>VII</b>
<b>Course Code</b>	<b>PEP G2 (EPC)</b>
<b>Course Name</b>	<b>Education</b>
<b>Course Title</b>	<b>Project Related to Community Service</b>
<b>Paper No.</b>	<b>--</b>

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A) Primary Information:			
Programme	Bachelor of Arts & Bachelor of Education (B. A. B. Ed.) CBCS		
Part	IV	Semester	VII
Course	Education	Course Code	PEP G2 (EPC)
Paper No.	-	Course Type	Semester
Total Marks	50 Marks	Implementation	2024 - 25
Total Credits	02	Contact Hours	04 / Week
Course Title	Project Related to Community Service		
B) Course Objectives:			
To enable the student teacher to:			
i)	To bring about an attitudinal change in the students & help them to develop societal consciousness, sensibility, responsibility & accountability		
ii)	To make student-teachers aware of their strength & help them to find new solutions to the social problems		

<b>Contents (Any two)</b>
1. Workshop on concept of community experience
2. Writing a skit on social problems & their presentation in class for community capacity building
3. Various field visits e.g. old age homes, Awani etc.
4. Analysis & Interpretation of social movies
5. Make a list of 10 to 20 open educational sources for any school topic

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<b>Programme</b>	<b>Bachelor of Arts &amp; Bachelor of Education</b>
<b>Part</b>	<b>IV</b>
<b>Semester</b>	<b>VII</b>
<b>Course Code</b>	<b>IFS 3</b>
<b>Course Name</b>	<b>Education</b>
<b>Course Title</b>	<b>School Internship</b>
<b>Paper No.</b>	<b>--</b>

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A) Primary Information:			
Programme	Bachelor of Arts & Bachelor of Education (B. A. B. Ed.) CBCS		
Part	IV	Semester	VII
Course	Education	Course Code	IFS 3
Paper No.	-	Course Type	Semester
Total Marks	150 Marks	Implementation	2024 - 25
Total Credits	06	Contact Hours	12 / Week
Course Title	School Internship		
B) Course Objectives:			
To enable the student teacher to:			
i)	To provide teaching skills to student teachers		
ii)	To integrate the practical knowledge into practice		
iii)	To prepare teaching duties based on trainee feedback		

<b>Contents</b>
1. Duration – June to October 3 Weeks – Each method 3 lessons
2. Collection of information regarding school activities
3. Implementation of various competition in schools etc.

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<b>Programme</b>	<b>Bachelor of Arts &amp; Bachelor of Education</b>
<b>Part</b>	<b>IV</b>
<b>Semester</b>	<b>VII</b>
<b>Course Code</b>	<b>IEC G</b>
<b>Course Name</b>	<b>Education</b>
<b>Course Title</b>	<b>Internal Exam &amp; Viva-voce</b>
<b>Paper No.</b>	<b>--</b>

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Programme	<b>Bachelor of Arts &amp; Bachelor of Education (B. A. B. Ed.) CBCS</b>		
Part	<b>IV</b>	Semester	<b>VII</b>
Course	<b>Education</b>	Course Code	<b>IEC G</b>
Paper No.	<b>-</b>	Course Type	<b>Semester</b>
Total Marks	<b>50 Marks</b>	Implementation	<b>2024 - 25</b>
Total Credits	<b>02</b>	Contact Hours	
Course Title	<b>Project Related to Community Service</b>		

<b>Contents</b>
1. Internal Exam & Viva-voce will be on practical
2. Duration – Term End

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<b>Part</b>	<b>IV</b>
<b>Semester</b>	<b>VIII</b>
<b>Course Code</b>	<b>PEV - H</b>
<b>Course Name</b>	<b>Education</b>
<b>Course Title</b>	<b>Annual Lesson Examination</b>
<b>Paper No.</b>	<b>--</b>

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<b>A) Primary Information:</b>			
Programme	<b>Bachelor of Arts &amp; Bachelor of Education (B. A. B. Ed.) CBCS</b>		
Part	<b>IV</b>	Semester	<b>VIII</b>
Course	<b>Education</b>	Course Code	<b>PEP H 2</b>
Paper No.	<b>-</b>	Course Type	<b>Semester</b>
Total Marks	<b>50 Marks</b>	Implementation	<b>2024 - 25</b>
Total Credits	<b>02</b>	Contact Hours	
Course Title	<b>Annual Lesson Examination</b>		

<b>Contents</b>
<p>The teacher educator of the B. A. B. Ed. Integrated course will act as internal examination &amp; the teacher of the practice school should be appointed by the Principal as external examiner in the ratio of 13:1.</p> <p>The letter of the appointment should be communicated to the Autonomous College Exam Section (Chief Exam Controller of the College) &amp; the approval of the Autonomous College Exam Section (Chief Exam Controller of the College) should be obtained</p> <p>Student teacher should take one lesson of each method</p>

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<b>Programme</b>	<b>Bachelor of Arts &amp; Bachelor of Education</b>
<b>Part</b>	<b>IV</b>
<b>Semester</b>	<b>VIII</b>
<b>Course Code</b>	<b>PEP - H 2</b>
<b>Course Name</b>	<b>Education</b>
<b>Course Title</b>	<b>Models of Teaching</b>
<b>Paper No.</b>	<b>--</b>

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A) Primary Information:			
Programme	Bachelor of Arts & Bachelor of Education (B. A. B. Ed.) CBCS		
Part	IV	Semester	VIII
Course	Education	Course Code	PEP H 2
Paper No.	-	Course Type	Semester
Total Marks	50 Marks	Implementation	2024 - 25
Total Credits	02	Contact Hours	3.2/Week
Course Title	Models of Teaching		
B) Course Objectives:			
To enable the student teacher to:			
i)	Student teacher select appropriate instructional material & to guide the teacher's action to guide the teacher's action		
ii)	Student teacher helps achieving desirable teacher – pupil interaction during teaching		
iii)	Useful to develop social efficiency, personal abilities of student teacher		
iv)	Student teacher knows the families of teaching models		

<b>Contents</b>
1. Workshop on models of teaching (Introductory only)
2. Two lessons base on each method – Example: Role Paying model, Group investigation model, social inquiry model etc. (Peer Group)

<b>Workshop on Models of Teaching</b>			
Roll No.	Name of the Model	Day & Date	Sign

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### **Syllabus for Choice Based Credit System (CBCS)**

#### **Bachelor of Arts & Bachelor of Education**

#### **(B. A. B. Ed.) Programme**

<b>Programme</b>	<b>Bachelor of Arts &amp; Bachelor of Education</b>
<b>Part</b>	<b>IV</b>
<b>Semester</b>	<b>VII</b>
<b>Course Code</b>	<b>PET X</b>
<b>Course Name</b>	<b>Education</b>
<b>Course Title</b>	<b>Scientific Method</b>
<b>Paper No.</b>	<b>-</b>

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 (New syllabus under Autonomy to be introduced from June, 2024 onwards)

<b>A) Primary Information:</b>			
Programme	<b>Bachelor of Arts &amp; Bachelor of Education (B. A. B. Ed.) CBCS</b>		
Part	<b>IV</b>	Semester	<b>VII</b>
Course	<b>Education</b>	Course Code	<b>PET X</b>
Paper No.	<b>-</b>	Course Type	<b>Semester</b>
Total Marks	<b>50 Marks</b>	Implementation	<b>2024 - 25</b>
Total Credits	<b>02</b>	Contact Hours	<b>02 / Week</b>
Course Title	<b>Scientific Method</b>		

<b>B) Course Objectives:</b> <i>To enable the student-teacher to -</i>	
i)	Understand the concept and characteristics of science.
ii)	Develop scientific temper among them.
iii)	Understand various types of thinking.
iv)	Acquaint with scientific research process.
v)	Conduct research and generate new knowledge in any subject/discipline.

<b>C) Course Syllabi:</b> (CR = 02 Credits / IH: 60 Instructional Hours)		
<b>Modules</b>	<b>CR</b>	<b>IH</b>
<b>Module I: Nature of Science</b>	01	15
1.1 Concept and definition of science		
1.2 Characteristics of science		
1.3 Importance of scientific temper with respect to a core element of school curriculum		
<b>Module II : Presuppositions and types of thinking</b>		
2.1 Presuppositions of science – Principle of objectivity, uniformity and causality.		
2.2 Observation and experiment – Nature, merits and demerits; Fallacies of observation	01	15
2.3 Types of thinking– Analytical, creative, abstract, reflective, associative		
<b>Module III : classification of Sciences</b>		
3.1 Natural and social sciences		
3.2 Positive and normative sciences	01	15
3.3 Science and other disciplines of knowledge		
<b>Module IV : Essentials of scientific research</b>		

4.1 Stages of scientific research		
4.2 Methods of research and valid hypothesis		
4.3 Tools and techniques for research - case study, survey, questionnaire, interview		

D) Reference Materials	
1.	दाभोळे, ज.रा. (२००४) वैज्ञानिक पद्धती, फडके प्रकाशन, कोल्हापूर
2.	प्रा. नांगरे, प्रा. हिरवे व प्रा. पिटके (२०१४) वैज्ञानिक पद्धती, शिवाजी विद्यापीठ प्रकाशन, कोल्हापूर
3.	वाडेकर, हरोलीकर - तर्कशास्त्र आणि वैज्ञानिक पद्धती
4.	श्री देशमुख एल.जी. - वैज्ञानिक पद्धती
5.	Cohen M. & Nagel E.- An Introduction to Logic & Scientific Method
6.	Ghosh, B.N. (2011) Scientific Method and Social Research, Sterling Publishers Private Limited, New Delhi
7.	Koul, Lokesh (2009) Methodology of Educational Research, Vikas Publication House Pvt Ltd, New Delhi
8.	Kothari, C.R. (2006) Research Methodology, New age International (P) Limited Publishers, New Delhi
9.	Korade, Sawant - Science & Scientific Method
10.	Sidhu, Kulbirsingh (2011) Methodology of Research in Education, New Delhi, Sterling Publication Pvt. Ltd.
11.	Wolf A.- Essentials of Scientific Method

E) Suggested methods of Teaching:	
i)	Lecture
ii)	Discussion
iii)	Dialogue method
iv)	Blended learning
vi)	Seminar

F) Course Outcomes: After completing these modules the student will -		Blooms Taxonomy
CO1	Understand the concept and characteristics of science.	Remember
CO2	Explain the classification of sciences.	Understand
CO3	Develop scientific attitude among them.	Understand, Analysis
CO4	Conduct scientific research process to generate new knowledge.	Application
CO5	Use appropriate tools and techniques in	Evaluate

	educational and social science researches.	Create
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<b>G) Scheme of Course Evaluation</b>		<b>Marks</b>
<b>1.</b>	End Semester Examination (ESE)	30
<b>2.</b>	Continuous Internal Evaluation (CIE)	20
<b>3.</b>	<b>Total Marks</b>	<b>50</b>

<b>H) Suggested sessional work for Continuous Internal Evaluation ( Any one of the following)</b>		<b>Marks</b>
<b>1.</b>	Select a research topic and prepare a research proposal for it.	<b>20</b>
<b>2.</b>	Prepare appropriate tools and techniques to collect data for specific selected research problem.	
<b>3.</b>	Review and compile four recent educational researches through reference books, journals, encyclopaedia and other periodicals.	
<b>4.</b>	Discussion/seminar in the classroom on any given topic with respect to scientific attitude.	
<b>5.</b>	Visit/attend/arrange a lecture/programme/ interview the renowned person or expert who engaged in developing scientific temper among people in general, and write its report.	

<b>I) Question Paper Pattern (30 Marks)</b>		
<b>Q. No.</b>	<b>Nature / Type of Question</b>	<b>Marks</b>
<b>1.</b>	A. Answer in one sentence (1 x 5 marks)	05
	B. Multiple choice questions (1 x 5 marks)	05
<b>2.</b>	Write short notes (Any two out of four) (2 x 5 marks)	10
<b>3.</b>	A. Long Broad/Essay type question Or	10
	B. Long Broad/Essay type question	
<b>Total Marks</b>		<b>30</b>

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