

 <p>शिवाजी विद्यापीठ कोल्हापूर गोनमैवास्तुतम</p> <p>Estd. 1962 "A++" Accredited by NAAC (2021) With CGPA 3.52</p>	<p><b>SHIVAJI UNIVERSITY, KOLHAPUR</b> 416 004, MAHARASHTRA PHONE : EPABX - 2609000, BOS Section - 0231-2609094, 2609487 Web : <a href="http://www.unishivaji.ac.in">www.unishivaji.ac.in</a> Email: <a href="mailto:bos@unishivaji.ac.in">bos@unishivaji.ac.in</a> <b>शिवाजी विद्यापीठ, कोल्हापूर, ४१६ ००४, महाराष्ट्र</b> दूरध्वनी - इपीबीएक्स - २०६०९०००, अभ्यासमंडळे विभाग : ०२३१- २६०९०९४. २६०९४८७ वेबसाईट : <a href="http://www.unishivaji.ac.in">www.unishivaji.ac.in</a> ईमेल : <a href="mailto:bos@unishivaji.ac.in">bos@unishivaji.ac.in</a></p>		
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Ref.: SU/BOS/ IDS / 283

Date: 08 - 05- 2025

To,

The Principal,  
All Concerned Affiliated Colleges/Institutions  
Shivaji University, Kolhapur

**Subject :** Regarding revised syllabi of **B. A. Part II (Sem. III & IV)** degree programme under the Faculty of Inter- Disciplinary Studies as per NEP-2020 (2.0).

Sir/Madam,

With reference to the subject mentioned above, I am directed to inform you that the university authorities have accepted and granted approval to the revised syllabi, nature of question paper and equivalence of **B. A. Part II (Sem. III & IV)** for follower's degree programme under the Faculty of Inter- Disciplinary Studies as per National Education Policy, 2020 (NEP 2.0).

Music	Social Work	Education
Home Science	Physical Education	

This syllabus, nature of question and equivalence shall be implemented from the academic year **2025-2026** onwards. A soft copy containing the syllabus is attached herewith and it is also available on university website [www.unishivaji.ac.in](http://www.unishivaji.ac.in) NEP-2020 (Online Syllabus)

The question papers on the pre-revised syllabi of above-mentioned course will be set for the examinations to be held in October /November 2025 & March/April 2026. These chances are available for repeater students, if any.

You are, therefore, requested to bring this to the notice of all students and teachers concerned.

Thanking you,

Yours Faithfully

( Dr. S. M. Kubal )  
Dy Registrar

Encl. : As above.

Copy to: For Information and necessary action.

1	The Dean, Faculty of IDS	8	Affiliation T. 1 & T. 2 Section
2	Director, Board of Examination and Evaluation	9	Appointment A & B Section
3	The Chairman, Respective Board of Studies	10	P.G.Seminar Section
4	B.A. Exam Section	11	I.T. Cell
5	Eligibility Section	12	Internal Quality Assurance Cell (IQAC)
6	Computer Centre	13	Centre for Distance Education
7	P.G.Admission Section		

# SHIVAJI UNIVERSITY, KOLHAPUR



Established: 1962

A<sup>++</sup> Accredited by NAAC (2021) With CGPA 3.52

**New Syllabus For**  
**Bachelor of Arts [B. A. in Education]**  
**UNDER**

**Faculty of Interdisciplinary Studies**  
**B. A. Part - II (Semester - III and IV)**

**STRUCTURE AND SYLLABUS IN ACCORDANCE WITH**  
**NATIONAL EDUCATION POLICY – 2020[2.0]**  
**HAVING CHOICE BASED CREDIT SYSTEM**  
**WITH MULTIPLE ENTRY AND MULTIPLE EXIT OPTIONS**

**(TO BE IMPLEMENTED FROM ACADEMIC YEAR 2025-26 ONWARDS)**

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## **1. PREAMBLE:**

A high priority task in the context of future education development agenda in India is fostering quality higher education. Improvement of quality of higher education is considered critical for enabling effective participation of young people in knowledge production, participation in the knowledge economy, improving national competitiveness in a globalized world and for equipping young people with skills relevant for global and national standards and enhancing the opportunities or social mobility. Sustained initiatives are required for institutionalizing an outcome-oriented higher education system and enhancing employability of graduates through curriculum reform based on a learning outcomes-based curriculum framework, improving/upgrading academic resources and learning environment, raising the quality of teaching and research across all higher education institutions; technology use and integration to improve teaching-learning processes and reach a larger body of students through alternative learning modes such as open and distance learning modes and use of MOOCs.

Other priority areas of action for fostering quality higher education include translation of academic research into innovations for practical use in society and economy, promoting efficient and transparent governance and management of higher education system, enhancing the capacity of the higher education system to govern itself through coordinated regulatory reform and increasing both public and private sector investment in higher education, with special emphasis on targeted and effective equity-related initiatives.

## **2. PROGRAMME LEARNING OUTCOMES (PLO)**

- Students should be well acquainted with the basic views of Education. They should be fully aware of the concepts, ideas, methods and principles which form the foundation of Education.
- Students should be able to understand the meaning of educational concepts and ideas. They should be able to explain ideas and concepts in their own words.
- Students should be able to use their acquired knowledge for the purpose of creating new ideas, methods and solutions to problems.
- Students should be able to use their analytical ability for in-depth investigative studies.
- Students should be able to make judgement about the value of educational ideas/ methodologies and come up with appropriate suggestions and innovations.
- Students should be able to use the quality, depth and breadth of the learning experiences made available to the students while at the higher education institutions help develop their characteristic attributes.
- Students should be able to use the graduate attributes reflect both disciplinary knowledge and understanding, generic skills, including global competitiveness all students in different academic fields of study should acquire/attain and demonstrate.
- Program will be helpful in conceptualization and synthesis of knowledge of educational aspects in relation to: Human Development, Human Behaviour, Teaching Learning, Assessment and Evaluation, Society and Nation.

**3. DURATION:**

The Bachelor of Arts in Education programme shall be A FULL TIME COURSE OF 3/4 YEARS – 6/8 SEMESTERS DURATION with 22 Credits per Semester. (Total Credits = 132/176)

**4. ELIGIBILITY FOR ADMISSION:**

The criteria for admission are as per the rules and regulations set from time to time by concerned departments, HEIs, university, government and other relevant statutory authorities.

**5. MEDIUM OF INSTRUCTION:**

The medium of instruction shall be ENGLISH or MARATHI. The students will have AN OPTION TO WRITE ANSWER-SCRIPTS IN ENGLISH OR MARATHI. (EXCEPT LANGUAGES)

**6. EXAMINATION PATTERN:**

The pattern of examination will be Semester End Examination with Internal Assessment/Evaluation.

**NOTE: Separate passing is mandatory for both, Semester End Examination, and Internal Evaluation/Assessment. (Annexur-I)**

**7. STRUCTURE OF PROGRAMME:**

**Credit Distribution Structure for B.A.- II in Education with Multiple Entry and Exit Options**

<b>COURSE CATEGORY</b>	<b>ABBREVIATION (Only 2 Letters)</b>	<b>DESCRIPTION</b>
<b>MAJOR</b>	Mandatory (MM)	Major – Mandatory Course
	Elective (ME)	Major – Elective Course
<b>MINOR</b>	Minor (MN)	Minor - Course
<b>IDC/MDC/ GEC/OE</b>	IDC (ID)	Interdisciplinary Course
	MDC (MD)	Multi Disciplinary Course
	GEC (GE)	General Elective Course
	OE (OE)	Open Elective Course (Generic Course not from Major or Minor Category)
<b>VSC/SEC</b>	VSC (VS)	Vocational Skill Course
	SEC (SE)	Skill Enhancement Course
<b>AEC/VEC/IKS</b>	AEC (AE)	Ability Enhancement Course
	VEC (VA)	Value Education Course
	IKS (IK)	Indian Knowledge System
<b>OJT/FP/CEP/CC/RP</b>	OJT (OJ)	On Job Training
	FP (FP)	Field Project
	CEP (CE)	Community Engagement Project
	CC (CC)	Co-curricular Course
	RP (RP)	Research Project

**Note:(Annexur-II)**

## 8) Course Code Table:

## A) Second Year Bachelor of Arts (B.A. - II) (UG Diploma) :

<b>YEAR:</b>	<b>B.A. - II</b>
<b>SEMESTER:</b>	<b>III and IV</b>
<b>LEVEL:</b>	<b>5.0</b>
<b>TOTAL CREDITS</b>	<b>22 + 22 = 44</b>
<b>DEGREE AWARDED:</b>	<b>UG Diploma (AFTER 44 CREDITS IN TOTAL)</b>

## B - I) B.A. – II : SEMESTER - III (TOTAL CREDITS – 22)

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
<b>MAJOR</b>	<b>MANDATORY – III</b>	Educational Psychology	BAU0325DSL225C03	<b>4</b>
	<b>MANDATORY – IV</b>	Pedagogy	BAU0325DSL225C04	<b>4</b>
<b>MINOR</b>	<b>MINOR – III</b>	Educational Psychology	BAU0325MNL225C01	<b>4</b>
<b>IDC/MDC/GEC/OE</b>	<b>OE – III</b>	Education and Citizenship (Part-II)	BAU0325OEL225C03	<b>2</b>
<b>VSC/SEC</b>	<b>SEC – III</b>	ICT in Education	BAU0325SEL225C03	<b>2</b>
	<b>VSC - III</b>	Early Childhood Care and Education: Part I	BAU0325VSL225C03	<b>2</b>
<b>AEC/VEC/IKS</b>	<b>IKS (Specific)</b>	IKS offered by IDS faculty		<b>2</b>
	<b>VEC</b>	VEC is offered through online mode approved by Shivaji University		<b>2</b>
<b>CREDITS FOR B.A. - II, SEM - III:</b>				<b>22</b>

## B -2) B.A. – II : SEMESTER - IV (TOTAL CREDITS - 22):

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
<b>MAJOR</b>	<b>MANDATORY – V</b>	Education in Pre-Independence in India	BAU0325DSL225D05	<b>4</b>
	<b>MANDATORY – VI</b>	Education in Post-Independence in India	BAU0325DSL225D06	<b>4</b>
<b>MINOR</b>	<b>MINOR – IV</b>	Pedagogy	BAU0325MNL225D02	<b>4</b>
<b>IDC/MDC/GEC/OE</b>	<b>OE – IV</b>	Human Rights Education	BAU0325OEL225D04	<b>2</b>
<b>VSC/SEC</b>	<b>SEC - IV</b>	Data Collection Tools	BAU0325SEL225D04	<b>2</b>
	<b>VSC – IV</b>	Early Childhood Care and Education: Part II	BAU0325VSL225D04	<b>2</b>
<b>AEC/VEC/IKS</b>	<b>AEC</b>	AEC offered by BOS English		<b>2</b>
	<b>VEC</b>	VEC is offered and approved by Shivaji University		<b>2</b>
<b>CREDITS FOR B. A. - II, SEM - IV:</b>				<b>22</b>
<b>CREDITS FOR B. A. II, SEM III AND IV:</b>				<b>22 + 22 = 44</b>
<b>CREDITS FOR B.A. – I (SEM I AND II) + B. A. II (SEM III AND IV):</b>				<b>44 + 44 = 88</b>

**OR EXIT OPTION AT B.A. - II:**

If student wants to 'EXIT' after completion of B.A. II (SEM III and IV), he/she must acquire 04 credits through SUMMER INTERNSHIP of 4 weeks (120 hours) and submit the report. After verification by concerned authority he/she will be awarded the UG DIPLOMA. This Certificate is a pre-requisite for admission or 'ENTRY' in Third Year B. A. degree course.

**9) EQUIVALENCE OF THE PAPERS AND COURSES:****Equivalence: B. A. II Sem- III and IV**

(Note: Add 'rows' as per course requirement and kindly apply proper course codes. The 'Papers' are considered as 'Course' in New Scheme.)

Sem No.	Paper Code	Title of Old Paper	Credit	Sem No.	Course Code	Title of New Course	Credit
III	<b>DSE - III</b>	Educational Psychology	4	III	BAU0325DSL225C03	Educational Psychology	4
IV	<b>DSE - V</b>	Pedagogy	4	III	BAU0325DSL225C04	Pedagogy	4
				III	BAU0325MNL225C01	Educational Psychology	4
				III	BAU0325OEL225C03	Education and Citizenship (Part-II)	2
				III	BAU0325SEL225C03	ICT in Education	2
				III	BAU0325VSL225C03	Early Childhood Care and Education: Part I	2
III	<b>DSE - IV</b>	Education in Pre-Independence in India	4	IV	BAU0325DSL225D05	Education in Pre-Independence in India	4
IV	<b>DSE - VI</b>	Education in Post-Independence in India	4	IV	BAU0325DSL225D06	Education in Post-Independence in India	4
				IV	BAU0325MNL225D02	Pedagogy	4
				IV	BAU0325OEL225D04	Human Rights Education	2
				IV	BAU0325SEL225D04	Data Collection Tools	2
				IV	BAU0325VSL225D04	Early Childhood Care and Education: Part II	2

**\*Note-**Equivalent papers are not provided to IDS papers; hence the question papers of these for the next three attempts will remain on the old syllabus only.

## 10) Determination of CGPA, Grading and declaration of results:

Shivaji University has adopted 10 point Grading System as follows:

- **In each semester, marks obtained in each course (Paper) are converted to grade points:** If the total marks of course are 100 and passing criteria is 35%, then use the following Table for the conversion.

### 1. Gradation Chart Table

Marks Obtained	Numerical Grade (Grade Point)	CGPA	Letter Grade
Absent	0	-	Ab : Absent
0 - 34	0 to 4	0.0 – 4.99	F : Fail
35 - 44	5	5.00 – 5.49	C : Average
45 - 54	6	5.50 – 6.49	B : Above Average
55 - 64	7	6.50 – 7.49	B+ : Good
65 - 74	8	7.50 – 8.49	A : Very Good
75 - 84	9	8.50 – 9.49	A+ : Excellent
85 - 100	10	9.50 – 10.0	O : Outstanding

### Note:

1. Marks obtained  $\geq 0.5$  shall be rounded off to next higher digit.
2. The SGPA & CGPA shall be rounded off to 2 decimal points.
3. Marks obtained in 50 marks or 200 marks paper shall be converted to 100 marks.

### Calculation of SGPA & CGPA

#### 1. Semester Grade Point Average (SGPA)

$$SGPA = \frac{\sum(\text{Course credits} \times \text{Grade points obtained}) \text{ of a semester}}{\sum(\text{Course credits}) \text{ of respective semester}}$$

#### 2. Cumulative Grade Point Average (CGPA)

$$CGPA = \frac{\sum(\text{Total credits of a semester} \times \text{SGPA of respective semester}) \text{ of all semesters}}{\sum(\text{Total course credits}) \text{ of all semesters}}$$



# 11) NATURE OF QUESTION PAPER AND SCHEME OF MARKING:

I) For all **Undergraduate Programme (B.A.)** and programme under the faculty of Humanities Written Examination (80) + Internal Assessment (20) = Total (100 Marks)

**A) FOR FOUR CREDITS: Total Marks: 80 (Written)**

***\*\* Important Note: The Questions of Minimum 15 Marks should be asked on each Module. The Maximum marks per Module should not exceed 26 Marks.***

<b>External Evaluation: Total Marks: 80</b>		
<b>Que.1</b>	Multiple choice questions (10 MCQs) (02 marks each)	<b>20</b>
<b>Que.2</b>	Short Notes (Any Four out of Six) (Answer Limit: 150-200 Words)	<b>20</b>
<b>Que.3</b>	Short Questions (Any Two out of Four) (Answer Limit: 300-400 Words)	<b>20</b>
<b>Que.4</b>	Long Question (Any One out of Two) (Answer Limit: 600-800 Words)	<b>20</b>

**B) FOR TWO CREDITS: Total Marks: 40 (Written)**

***\*\* Important Note: The Questions of Minimum 10 Marks should be asked on each Module. The Maximum marks per Module should not exceed 16 Marks.***

<b>External Evaluation: Total Marks: 40</b>		
<b>Que.1</b>	Multiple choice questions (05 MCQs) (02 marks each)	<b>10</b>
<b>Que.2</b>	Short Notes (Any Two out of Four) (Answer Limit: 150-200 Words)	<b>10</b>
<b>Que.3</b>	Long Question (Any Two out of Four) (Answer Limit: 300-400 Words)	<b>20</b>

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## 12: SYLLABUS as per NEP 2.0

### SEMESTER – III

#### B. A. II (Education) SEMESTER – III

Faculty	<b>Interdisciplinary Studies</b>	Course Category	<b>Major Mandatory (MM)</b>
Program	<b>B.A. – Education</b>	Course Name	<b>Educational Psychology</b>
Course	<b>B. A. II</b>	Course Code	<b>BAU0325DSL225C03</b>
Semester	<b>III</b>	Course Credits	<b>04</b>
Marks	<b>Semester End: 80</b>	<b>Internal Assessment: 20</b>	<b>Total Marks: 100</b>

### Educational Psychology

**Course Learning Outcomes:** On completion of the course, the student will be able to:

**CO 1)** understand the meaning and scope of educational psychology.

**CO 2)** understand the concept of growth and development.

**CO 3)** to understand the problems of adolescents and role of education in solving those problems.

**CO 4)** understand different aspects of personality and means of developing an integrate personality.

**CO 5)** to develop understanding the process of learning and factors affecting learning.

#### Course Outline and Contents

Module	Unit	Credits	Hours
<b>1</b>	<b>Educational Psychology and Development</b> <b>a)</b> Meaning, nature, Scope and limitations of Educational psychology, Relation between psychology and education <b>b)</b> Concept of growth and development, Factors affecting on development <b>c)</b> Areas of development- Physical, intellectual, emotional and social. <b>d)</b> <b>Adolescence-</b> psychological characteristics, problems of adolescence, Role of education in solving their problems.	1	15
<b>2</b>	<b>Intelligence and Creativity</b> <b>a)</b> Meaning and characteristics of intelligence and creativity <b>b)</b> Theories of Intelligence; Spearman, Thurstone and Gardner <b>c)</b> Role of education in promoting creativity <b>d)</b> Difference between intelligence and creativity	1	15

<b>3</b>	<b>Personality</b> <b>a)</b> Concept, meaning and nature of Personality <b>b)</b> Type and trait theories of personality. <b>c)</b> Factors affecting on personality development <b>d)</b> Educational activities for integrated personality.	1	15
<b>4</b>	<b>Learning</b> <b>a)</b> Meaning and nature of learning <b>b)</b> Factors affecting on learning <b>c)</b> Theories of learning- Trial and error, Insightful learning, classical conditioning. <b>d)</b> Transfer of learning- only types.	1	15

### LIST FOR REFERENCES:

- 1) Chaube S.P.(1966) Modern Psychology in the New Education, Agra, Ram Prasad and Sons.
- 2) Dandekar W.N. (1976) The Psychological Foundations of Education, Kolhapur. Moghe Prakashan.
- 3) Mangal S.K.(1979) Psychological Foundations of Education Ludhiana. Prakash Brothers Edu. Publishers.
- 4) खरात आ. पां (1974) प्रगत शैक्षणिक मानसशास्त्र, पुणे श्री. विद्या प्रकाशन
- 5) करंदीकर सुरेश (1974) शैक्षणिक मानसशास्त्र, कोल्हापूर, फडके प्रकाशन
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- 7) दांडेकर वा.ना.. (1970) शैक्षणिक व प्रायोगिक मानसशास्त्र, कोल्हापूर, मोघे प्रकाशन
- 8) धनवडे सुरेखा, धनवडे नंदकुमार, पाटील अनिल (2012) शैक्षणिक मानसशास्त्र, व अध्यापनशास्त्र, कोल्हापूर, फडके प्रकाशन
- 9) देशमुख एल. जी. (1999) शिक्षणाचे मानसशास्त्र, कोल्हापूर फडके प्रकाशन
- 10) पारसनीस डॉ.न.रा. (1996) प्रगत शैक्षणिक मानसशास्त्र, पुणे नूतन प्रकाशन

### Suggested Practical Activities: -

#### Activities and Exercises Suggested for Internal Assessment: 20 Marks

- 1) **Experiential Learning:** Case Study of a Child / Adolescent. -10
- 2) A seminar / discussion session on current issues in child development. -5.
- 3) Attendance/Behaviour – 5.
- 4) Any other exercise/activity approved by concerned teacher.

## B. A. II (Education) SEMESTER – III

Faculty	<b>Interdisciplinary Studies</b>	Course Category	<b>Major Mandatory (MM)</b>
Program	<b>B.A. – Education</b>	Course Name	<b>Pedagogy</b>
Course	<b>B. A. II</b>	Course Code	<b>BAU0325DSL225C04</b>
Semester	<b>III</b>	Course Credits	<b>04</b>
Marks	<b>Semester End: 80</b>	<b>Internal Assessment: 20</b>	<b>Total Marks: 100</b>

### Pedagogy

**Course Learning Outcomes:** On completion of the course, the student will be able to:

**CO 1)** understand the concept and nature of teaching.

**CO 2)** understand relation between teaching and learning

**CO 3)** understand various methods of teaching.

**CO 4)** understand the role and the functions of a teacher in the 21st century.

**CO 5)** understand the concept, nature and education significance of perception, attention and attitude.

### Course Outline and Contents

Module	Unit	Credits	Hours
<b>1</b>	<b>Nature of Teaching</b> a) Concept of teaching b) Characteristics of effective teaching c) Relation between teaching and learning d) Factors affecting on teaching.	1	15
<b>2</b>	<b>Teaching Methods :</b> Concept, nature Characteristics merits and demerits of a) Lecture method b) Demonstration method c) Problem-solving method d) Story telling method	1	15
<b>3</b>	<b>Teacher</b> a) Role and Professional Ethics for teacher b) Characteristics of an effective teacher c) Functions of a teachers a planner, facilitator, Counsellor, Evaluator & researcher.	1	15
<b>4</b>	<b>Perception, Attention and Attitude</b> a) Perception- concept, factors affecting perception, errors in perception, educational Significance.	1	15

	<b>b)</b> Attention- Concept, types, factors affecting attention, educational significance. <b>c)</b> Attitude - concept, factors affecting attitude, educational significance.		
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- 1) Dandekar W.N. (1976) The Psychological foundation of Education, Delhi. The Macmillan company of India Ltd.
- 2) John Deccecco (1964) Psychology of Learning and Instruction, New Delhi. Prentice Hall of India Private Ltd.
- 3) Mangal S.K.(1979) Psychological Foundations of Education Ludhiana. Prakash Brothers Edu. Publishers.
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- 5) कुंडले म.बा. (1990) अध्यापन शास्त्र आणि पद्धत, पुणे व्हिनस प्रकाशन
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- 10) धनवडे सुरेखा, धनवडे नंदकुमार, पाटील अनिल (2012) शैक्षणिक मानसशास्त्र व अध्यापनशास्त्र, कोल्हापूर फडके प्रकाशन
- 11) शेवतेकर, बडवे, डॉ.शारदा (2004) विकासाचे व अध्ययनाचे मानसशास्त्र नागपूर विद्या प्रकाशन

### Suggested Practical Activities: -

#### Activities and Exercises Suggested for Internal Assessment: 20 Marks

- 1) Internal Class Test – 5.
- 2) **Experiential Learning:** Assignment/Project/Practical – 10.
- 3) Attendance/Behaviour – 5.
- 4) Any other exercise/activity approved by concerned teacher.

### B. A. II (Education) SEMESTER – III

Faculty	<b>Interdisciplinary Studies</b>	Course Category	<b>Minor Course (MN)</b>
Program	<b>B.A. - Education</b>	Course Name	<b>Educational Psychology</b>
Course	<b>B. A. II</b>	Course Code	<b>BAU0325MNL225C01</b>
Semester	<b>III</b>	Course Credits	<b>04</b>
Marks	<b>Semester End: 80</b>	<b>Internal Assessment: 20</b>	<b>Total Marks: 100</b>

### Educational Psychology

**Course Learning Outcomes:** On completion of the course, the student will be able to:

**CO 1)** understand the meaning and scope of educational psychology.

**CO 2)** understand the concept of growth and development.

**CO 3)** understand the problems of adolescents and role of education in solving those problems.

**CO 4)** understand different aspects of personality and means of developing an integrate personality.

**CO 5)** develop understanding the process of learning and factors affecting learning.

#### Course Outline and Contents

Module	Unit	Credits	Hours
<b>1</b>	<b>Educational Psychology and Development</b> <b>a)</b> Meaning, nature, Scope and limitations of educational psychology, Relation between psychology and education <b>b)</b> Concept of growth and development, Factors affecting on development <b>c)</b> Areas of development- Physical, intellectual, emotional and social. <b>d)</b> <b>Adolescence-</b> psychological characteristics, problems of adolescence, Role of education in solving their problems.	1	15
<b>2</b>	<b>Intelligence and Creativity</b> <b>a)</b> Meaning and characteristics of intelligence and creativity <b>b)</b> Theories of Intelligence; Spearman, Thurstone and Gardner <b>c)</b> Role of education in promoting creativity <b>d)</b> Difference between intelligence and creativity	1	15
<b>3</b>	<b>Personality</b> <b>a)</b> Concept, meaning and nature of Personality <b>b)</b> Type and trait theories of personality.	1	15

	c) Factors affecting on personality development d) Educational activities for integrated personality.		
4	<b>Learning</b> a) Meaning and nature of learning b) Factors affecting on learning c) Theories of learning- Trial and error, Insightful learning, classical conditioning. d) Transfer of learning- only types.	1	15

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- 1) Chaube S.P.(1966) Modern Psychology in the New Education, Agra, Ram Prasad and Sons.
- 2) Dandekar W.N. (1976) The Psychological Foundations of Education, Kolhapur. Moghe Prakashan.
- 3) Mangal S.K.(1979) Psychological Foundations of Education Ludhiana. Prakash Brothers Edu. Publishers.
- 4) खरात आ. पां (1974) प्रगत शैक्षणिक मानसशास्त्र, पुणे श्री. विद्या प्रकाशन
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- 8) धनवडे सुरेखा, धनवडे नंदकुमार, पाटील अनिल (2012) शैक्षणिक मानसशास्त्र, व अध्यापनशास्त्र, कोल्हापूर, फडके प्रकाशन
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- 10) पारसनीस डॉ.न.रा. (1996) प्रगत शैक्षणिक मानसशास्त्र, पुणे नूतन प्रकाशन

### Suggested Practical Activities: -

#### Activities and Exercises Suggested for Internal Assessment: 20 Marks

- 1) **Experiential Learning:** Case Study of a Child / Adolescent. -10
- 2) A seminar / discussion session on current issues in child development. -5.
- 3) Attendance/Behaviour – 5.
- 4) Any other exercise/activity approved by concerned teacher.

### B. A. II (Education) SEMESTER – III

Faculty	<b>Interdisciplinary Studies</b>	Course Category	<b>OE – III</b>
Program	<b>B.A. - Education</b>	Course Name	<b>Education and Citizenship (Part-II)</b>
Course	<b>B. A. II</b>	Course Code	<b>BAU0325OEL225C03</b>
Semester	<b>III</b>	Course Credits	<b>02</b>
Marks	<b>Semester End: 40</b>	<b>Internal Assessment: 10</b>	<b>Total Marks: 50</b>

**Course Learning Outcomes:** On completion of the course, the student will be able to:

- CO 1)** understand the concepts of Civic Values and Citizenship.
- CO 2)** understand the role of Civic Values towards promotion of Democratic citizenship.
- CO 3)** describe the Constitutional Securities for Indian Citizens.
- CO 4)** discuss the significance of Citizenship education and National Integration
- CO 5)** discuss the Democratic Citizenship and National Goals embodied in Indian Constitution

Module	Unit	Credits	Hours
<b>1</b>	<b>Civic Values and Active Citizenship</b> <ul style="list-style-type: none"> <li>a) Civic Values – Concept, Meaning and Nature.</li> <li>b) Role of Education in the Development of Civic Values.</li> <li>c) The Constitutional Securities for Indian Citizens.</li> <li>d) Citizenship education and National Integration.</li> </ul>	1	15
<b>2</b>	<b>Democratic Citizenship and National Goals</b> <ul style="list-style-type: none"> <li>a) Democratic Citizenship– Concept, Meaning and Nature.</li> <li>b) Features of Democratic Citizenship.</li> <li>c) Importance Education for Democracy, Justice, Liberty and Equality.</li> <li>d) Citizenship Education and National Goals embodied in Indian Constitution.</li> </ul>	1	15

#### LIST FOR REFERENCES:

- 1) Aggarwal, J.C. (2003) , Teacher and Education in Developing Society, Vikas Publishing House (P) Ltd.,New Delhi.
- 2) Chuaungo, L. (2016), Issues and trends in contemporary Indian education, Lengchhawn offset.
- 3) Dash, M. (2004). Education in India: Problems and perspectives, DVS Publishers & Distributors.



- 4) D.D. Basu, An Introduction to Indian Constitution, New Delhi, Prentice Hall, 2005.
- 5) Joshi, R. (2008), Education in India: Scope and scenario, DVS Publishers & Distributors.
- 6) Khan, I.A. (2006), Education in the modern Indian context, DVS Publishers & Distributors.
- 7) Krishnamacharyalu, (2008), Elementary education (Vol. A), DVS Publishers
- 8) Mohanty, J. (1982), Indian education in the emergency society, Sterling Publishers.
- 9) Pathak, R.P. (2007), Philosophical and Sociological perspective of education, Atlantic Publishers.
- 10) Sharma, R.K. and Chandra, S.S. (1996), Principles of Education, Atlantic Publishers and Distributors, New Delhi.

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**Suggested Practical Activities: -**

**Activities and Exercises Suggested for Internal Assessment: 10 Marks**

- Home Assignment
  - Field Project Report
  - Unit test
  - Group Activity
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**B. A. II (Education) SEMESTER – III**

Faculty	<b>Interdisciplinary Studies</b>	Course Category	<b>SEC – III</b>
Program	<b>B.A. – Education</b>	Course Name	<b>ICT in Education</b>
Course	<b>B. A. II</b>	Course Code	<b>BAU0325SEL225C03</b>
Semester	<b>III</b>	Course Credits	<b>02</b>
Marks	<b>Semester End: 40</b>	<b>Internal Assessment: 10</b>	<b>Total Marks: 50</b>

**Course Learning Outcomes:** On completion of the course, the student will be able to:

- CO 1)** Understand the process of Information and Communication Technology.
- CO 2)** Appreciate the role of Technologies in Education.
- CO 3)** Practical skills of ICT Tools for using workspace and live streaming.
- CO 4)** Practical skills for managing e-documents.

Module	Unit	Credits	Hours
<b>1</b>	<b>Information and Communication Technology (ICT) in Education</b> <ol style="list-style-type: none"> <li>Meaning &amp; importance of ICT &amp; ICT in education.</li> <li>Meaning &amp; use of Communication Tools: Internet and social media</li> <li>Meaning, Importance and Scope of multimedia in Education.</li> </ol>	1	15
<b>2</b>	<b>Understanding ICT Tools and Skills</b> <ol style="list-style-type: none"> <li>Workspace: Google Form, Sheet, Doc, Slides, Maps, and Translate</li> <li>Streaming: OBS studio, Google Meet, YouTube Live, Zoom</li> <li>e-document: Creation, Editing, Merging, Compressing, Combining and Protecting</li> </ol>	1	15

#### LIST FOR REFERENCES:

- 1) S.K. Mangal; Uma Mangal, Essentials of Educational Technology.
- 2) Dr. S.K. Murthy, Educational Technology.
- 3) R.A. Sharma, Technology of Teaching.
- 4) Y.K. Singh, Instructional Technology in Education.
- 5) Neetu Gaikwad and Shweta Agarwal (2022). Study Guide CCC: Course on Computer Concepts. Arihant: ND
- 6) OBS Help Guide (2022) Open Broadcaster Software Studio (Multiplatform) ver. 28
- 7) Douglas E. Comer (2006) The Internet Book. Pearson: NJ

#### Suggested Practical Activities: -

#### Activities and Exercises Suggested for Internal Assessment: 10 Marks

- Home Assignment
- Field Project Report
- Unit test
- Group Activity

### B. A. II (Education) SEMESTER – III

Faculty	<b>Interdisciplinary Studies</b>	Course Category	<b>VSC III</b>
Program	<b>B.A. - Education</b>	Course Name	<b>Early Childhood Care and Education – Part I</b>
Course	<b>B. A. II</b>	Course Code	<b>BAU0325SEL225C03</b>
Semester	<b>III</b>	Course Credits	<b>02</b>
Marks	<b>Semester End: 40</b>	<b>Internal Assessment: 10</b>	<b>Total Marks: 50</b>

#### EARLY CHILDHOOD CARE AND EDUCATION – Part I

**Course Learning Outcomes:** On completion of the course, the student will be able to:

**CO 1)** understand the significance of early childhood years and the importance of ECCE

**CO 2)** enable students to have broad perspectives on early childhood care and education in India.

**CO 3)** understand developmental milestones and delays in development

**CO 4)** acquaint students with the understanding of basic types of early childhood care and education centres

Module	Unit	Credits	Hours
<b>1</b>	<b>Perspectives on Early Childhood Care and Education (ECCE)</b>  a) Concept and objectives of Early Childhood Care and Education (ECCE) b) Review of existing ECCE programmes and policies in India (Recommendations of National Policy on Education 1986, Yash Pal Committee on ECCE and Maharashtra Preschool Centre Act) c) Role and functions of Indian Council for Child Welfare (ICCW) and Central Social Welfare Board (CSWB) in ECCE d) Norms and developmental milestones of infants and early childhood	1	15
<b>2</b>	<b>Types of Early Childhood Care and Education Programmes/ Centres</b> a) Nursery b) Kindergarten c) Montessori d) Anganwadi	1	15

**LIST FOR REFERENCES:**

- 1) Aggarwal, J. C. (2009). *Early childhood care and education*. Neha Publishers & Distributors.
- 2) Bhatnagar, R. (2005). *Little Steps*. National Council for Educational Research and Training.
- 3) Kaul, V. (2010). *Early childhood education program*. National Council for Educational researchand Training.
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- 5) Muralidharan, R. & Banerji, U. (1969). *A guide for nursery school teachers*. NCERT.
- 6) Pankajam, G. (2005). *Pre-primary education: Philosophy and practice*. Concept Publishing Company.
- 7) Rao, V. K. (2004). *Early childhood care and education*. Common Wealth Publications.
- 8) Shukla, R. P. (2008). *Early childhood care and education*. Sarup and Sons.
- 9) Singh, B. (1997). *Pre-school Education*. APH Publications.
- 10) ECCE National Curriculum Framework-
- 11) Managing Children's Programmes: Some Perspectives. and Organizing a Child Care Centre. Indira Gandhi National Open University DECE Study Material
- 12) Arni, K. and Wolf G. (1999). *Child Art with Everyday Materials*. TARA Publishing.
- 13) Mohanty, J. Mohanty, B. (1996). *Early childhood care and Education*. Deep and Deep Publication, New Delhi.
- 14) Morrison, G. S. (2003). *Fundamentals of early childhood education*. Merrill/Prentice Hall:
- 15) Play Activities for Preschoolers – 1 and 2. Indira Gandhi National Open University DECE Study Material
- 16) डॉ. पाटील विनोद विश्वासराव, बाल्यावस्था आणि विकास यातील अध्ययन अध्यापन, अथर्व पब्लिकेशन्स, जळगाव.
- 17) काळके माधवी, बाल्यावस्था आणि विकास, प्रशांत पब्लिकेशन्स, जळगाव
- 18) दातार सोनाली संगोपन पालकत्वाचे, उन्मेष प्रकाशन, पुणे
- 19) चोरघडे श्रीकांत, संगोपन पालकत्वाचे, सनय प्रकाशन, नारायणगाव

**Suggested Practical Activities: -****Activities and Exercises Suggested for Internal Assessment: 10 Marks**

- Home Assignment
- Field Project Report
- Unit test
- Group Activity

## SEMESTER – IV

### B. A. II - Education

#### B. A. II (Education) SEMESTER–IV

Faculty	<b>Interdisciplinary Studies</b>	Course Category	<b>Major Mandatory (MM)</b>
Program	<b>B.A. - Education</b>	Course Name	<b>Education in Pre-Independence India</b>
Course	<b>B. A. II</b>	Course Code	<b>BAU0325DSL225D05</b>
Semester	<b>IV</b>	Course Credits	<b>04</b>
Marks	<b>Semester End: 80</b>	<b>Internal Assessment: 20</b>	<b>Total Marks: 100</b>

#### Education in Pre-Independence India

**Course Learning Outcomes:** On completion of the course, the student will be able to:

**CO 1)** help students to understand the development of education in India in historical Perspective.

**CO 2)** understand the salient features of education in pre-independence India.

**CO 3)** acquaint with significant points of selected educational documents and reports of pre-independent period.

**CO 4)** compare the different features of education systems of ancient Indian and those of with present system of education.

Module	Unit	Credits	Hours
<b>1</b>	<b>Education In Vedic Period [Pre. and Post]</b> Aims, Curriculum, Methods of teaching, Discipline of student and Role of a teacher Effect of Brahminic Period on Vedic Education.	1	15
<b>2</b>	<b>Education In Buddhistic Period</b> Aims, Curriculum, Methods of teaching, Discipline of student and Role of a teacher.	1	15
<b>3</b>	<b>Education In Islamic Period</b> Aims, Curriculum, Methods of teaching, Discipline of student and Role of a teacher.	1	15

4	<b>Education In British Period</b>  Oriental- occidental controversy, Macaulay's Filtration theory , Macaulay's Minutes, Wood's Education Despatch, Hunter commission (1882-83) -[Educational policy, primary Education and its recommendations , Secondary Education and its recommendations.]	1	15
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#### LIST FOR REFERENCES:

- 1) Chaube S.P.(1989) History and Problems of Indian Education, Agra. Vinod pustak Mandir.
- 2) Mukerji S.N.(1955) History of Education in Indian, Baroda Book depot.
- 3) डॉ करंदीकर सुरेश, मीना मंगरूळकर (2009) उदयोन्मुख भारतीय समाजातील शिक्षण, कोल्हापूर, फडके प्रकाशन
- 4) सौ. गद्रे गीता व गद्रे ल. रा. (1977) शिक्षणाचा इतिहास भाग 1,2,3 पुणे व्हिनस प्रकाशन
- 5) जाधव डॉ. भोसले, सरपोतदार (2010) भारतीय शिक्षणाचा विकास कोल्हापूर फडके प्रकाशन
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- 8) डॉ.शीलू मैरी एलैक्स भारतीय शिक्षा व्यवस्था का विकास, समस्या एवं समाधान नई दिल्ली, रजत प्रकाशन

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#### Suggested Practical Activities: -

#### Activities and Exercises Suggested for Internal Assessment: 20 Marks

- 1) **Experiential Learning:** Assignment/Practical/Project - 5 marks
  - 2) Internal viva voce – 10 Marks
  - 3) Attendance / Behaviour - 5 Marks
  - 4) Any other exercise/activity approved by concerned teacher.
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### B. A. II (Education) SEMESTER–IV

Faculty	<b>Interdisciplinary Studies</b>	Course Category	<b>Major Mandatory (MM)</b>
Program	<b>B.A. - Education</b>	Course Name	<b>Education in Post-Independence India</b>
Course	<b>B. A. II</b>	Course Code	<b>BAU0325DSL225D06</b>
Semester	<b>IV</b>	Course Credits	<b>04</b>
Marks	<b>Semester End: 80</b>	<b>Internal Assessment: 20</b>	<b>Total Marks: 100</b>

### Education in Post-Independence India

**Course Learning Outcomes:** On completion of the course, the student will be able to:

**CO 1)** help students to understand the development of education in India in historical Perspective.

**CO 2)** understand the salient features of education in post-independence India.

**CO 3)** have an adequate knowledge of the recommendations of various commissions and committees on Indian Education.

**CO 4)** compare the different features of education systems of ancient Indian and those of with present system of education.

#### Course Outline and Contents

Module	Unit	Credits	Hours
<b>1</b>	<b>University Education Commission – 1948-49</b> Aims of University Education, Art and Science Curriculum, Rural University and its recommendations, Post graduate teaching and research and its recommendations.	1	15
<b>2</b>	<b>The Secondary Education Commission- 1952-53</b> Aims, curriculum, Text-book Teaching Method, Physical Education and welfare of student, Teacher, School management and its recommendations.	1	15
<b>3</b>	<b>Kothari Commission – 1964-66</b> National objective Structure of Education, School Curriculum, Students Scholarship, woman Education, school Management and supervision, and its recommendations.	1	15
<b>4</b>	<b>National Policy On Education- 1986</b> Salient features, General structure of National curriculum pattern, Innovations, operation Black-Board, Navodaya Vidyalaya's.	1	15

**LIST FOR REFERENCES:**

- 1) Basu A.N.(1947) Education in Modern India, Calcutta. Orient Book Company
- 2) Shukla P.D.(1990) The New Education Policy in India, New Delhi. Sterling Publishers.
- 3) Report of University Education 1948 Govt. of India
- 4) Report of secondary Education Commission-1952 Govt. of India.
- 5) Report of Kothari Commission – 1964-66 Govt. of India.
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**Suggested Practical Activities: -**
**Activities and Exercises Suggested for Internal Assessment: 20 Marks**

- 1) **Experiential Learning:** Assignment/Practical/Project - 5 marks
  - 2) Internal viva voce – 10 Marks
  - 3) Attendance / Behaviour - 5 Marks
  - 4) Any other exercise/activity approved by concerned teacher.
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### B. A. II (Education) SEMESTER–IV

Faculty	<b>Interdisciplinary Studies</b>	Course Category	<b>Minor Course (MN)</b>
Program	<b>B.A. - Education</b>	Course Name	<b>Pedagogy</b>
Course	<b>B. A. II</b>	Course Code	<b>BAU0325MNL225D02</b>
Semester	<b>IV</b>	Course Credits	<b>04</b>
Marks	<b>Semester End: 80</b>	<b>Internal Assessment: 20</b>	<b>Total Marks: 100</b>

### Pedagogy

**Course Learning Outcomes:** On completion of the course, the student will be able to:

**CO 1)** understand the concept and nature of teaching.

**CO 2)** understand relation between teaching and learning

**CO 3)** understand various methods of teaching.

**CO 4)** understand the role and the functions of a teacher in the 21st century.

**CO 5)** understand the concept, nature and education significance of perception, attention and attitude.

### Course Outline and Contents

Module	Unit	Credits	Hours
<b>1</b>	<b>Nature of Teaching</b> e) Concept of teaching f) Characteristics of effective teaching g) Relation between teaching and learning h) Factors affecting on teaching.	1	15
<b>2</b>	<b>Teaching Methods :</b> Concept, nature Characteristics merits and demerits of e) Lecture method f) Demonstration method g) Problem-solving method h) Story telling method	1	15
<b>3</b>	<b>Teacher</b> d) Role and Professional Ethics for teacher e) Characteristics of an effective teacher f) Functions of a teachers a planner, facilitator, Counsellor, Evaluator & researcher.	1	15
<b>4</b>	<b>Perception, Attention and Attitude</b> d) Perception- concept, factors affecting perception, errors in perception, educational Significance.	1	15

	<p>e) Attention- Concept, types, factors affecting attention, educational significance.</p> <p>f) Attitude - concept, factors affecting attitude, educational significance.</p>		
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- 2) John Deccecco (1964) Psychology of Learning and Instruction, New Delhi. Prentice Hall of India Private Ltd.
- 3) Mangal S.K.(1979) Psychological Foundations of Education Ludhiana. Prakash Brothers Edu. Publishers.
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- 9) देशमुख एल. जी. (1999) शिक्षणाचे मानसशास्त्र, कोल्हापूर फडके प्रकाशन
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### Suggested Practical Activities: -

#### Activities and Exercises Suggested for Internal Assessment: 20 Marks

- 5) Internal Class Test – 5.
  - 6) **Experiential Learning:** Assignment/Project/Practical – 10.
  - 7) Attendance/Behaviour – 5.
  - 8) Any other exercise/activity approved by concerned teacher.
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### B. A. II (Education) SEMESTER-IV

Faculty	Interdisciplinary Studies	Course Category	OE IV
Program	B.A. - Education	Course Name	Human Rights Education
Course	B. A. II	Course Code	BAU0325OEL225D04
Semester	IV	Course Credits	02
Marks	Semester End: 40	Internal Assessment: 10	Total Marks: 50

**Course Learning Outcomes:** On completion of the course, the student will be able to:

- CO 1) understand the concepts of human rights and human rights education
- CO 2) understand the role of different bodies towards protection of human rights
- CO 3) understand their own rights as human beings

Module	Unit	Credits	Hours
1	<b>Education and Human Rights</b> <ul style="list-style-type: none"> <li>a) Human Rights Education – Meaning and History</li> <li>b) Aims and Objectives of Human Rights Education</li> <li>c) Need and Importance of Human Rights Education</li> <li>d) Principles of Human Rights Education</li> </ul>	1	15
2	<b>Issues, Movements and Promotion of Human Rights</b> <ul style="list-style-type: none"> <li>a) Human Rights of Children</li> <li>b) Human Rights of Women</li> <li>c) Human Rights of Minorities</li> <li>d) Human Rights of Disabled Persons</li> </ul>	1	15

#### LIST FOR REFERENCES:

- 1) Jain Rashee (2016), Textbook on Human Rights Law and Practice, Universal Law Publishing
- 2) South Asian Human Rights Documentation Centre, Introducing Human Rights, Oxford University Press
- 3) शशिकांत पाटील, मानवी हक्क शिक्षण व विकास, चिन्मय प्रकाशन
- 4) तुकाराम जाधव, मानवी हक्क, द युनिक अकॅडमी
- 5) के. सागर, समग्र मानवी हक्क, के सागर पब्लिकेशन्स
- 6) कुमार बोंबडे, मानवी हक्क आणि प्रसार माध्यमे, गौरव प्रकाशन

#### Suggested Practical Activities: -

#### Activities and Exercises Suggested for Internal Assessment: 20 Marks

- 1) **Experiential Learning:** Assignment/Practical/Project - 5 marks
- 2) Internal viva voce – 10 Marks
- 3) Attendance / Behaviour - 5 Marks
- 4) Any other exercise/activity approved by concerned teacher.

### B. A. II (Education) SEMESTER-IV

Faculty	<b>Interdisciplinary Studies</b>	Course Category	<b>SEC – IV</b>
Program	<b>B.A. – Education</b>	Course Name	Data Collection Tools
Course	<b>B. A. II</b>	Course Code	<b>BAU0325VSL225D04</b>
Semester	<b>IV</b>	Course Credits	<b>02</b>
Marks	<b>Semester End: 40</b>	<b>Internal Assessment: 10</b>	<b>Total Marks: 50</b>

**Course Learning Outcomes:** On completion of the course, the student will be able to:

**CO 1)** Students should be adept at using various tools for data collection, such as surveys, interviews, and digital platforms.

**CO 2)** Flexibility in adopting new tools and technologies for data collection in an evolving digital landscape.

**CO 3)** Basic skills in analyzing collected data, using statistical or qualitative methods depending on the nature of the course.

Module	Unit	Credits	Hours
<b>1</b>	<b>Data Collection Tools and Methods:</b> a) Overview of various tools for collecting data b) Surveys and questionnaires c) Interviews (structured, semi-structured, unstructured) d) Observations	<b>1</b>	<b>15</b>
<b>2</b>	<b>Data Collection Tools and Data Analysis:</b> a) Technology-based tools (e.g., online surveys, mobile data, Google Forms, collection apps) b) Basic concepts of data analysis. c) Introduction to statistical tools and software. d) Qualitative Data (concept and Nature)	<b>1</b>	<b>15</b>

#### LIST FOR REFERENCES:

- 1) Best J.W.(2002). Research in Education. New Delhi : Prentice Hall of India Pvt.Ltd.
- 2) Butch M.B. (Eds). (1992). Fifth smSurvey of Research in Education.vol.I and II National council of Educational Research and Training publication Dept.,New Delhi.
- 3) Kothari,C.R. (2004).Research methodology,New Delhi:Vishva Prakashan
- 4) आगलावे, प्रदीप (२०००), संशोधन पद्धती शास्त्र व तंत्रे, विद्या प्रकाशन, नागपूर

- 5) कायंदे पाटील, गंगाधर, (२००४) संशोधन पद्धती, चैतन्य पाब्लिकेशन्स, नाशिक.
- 6) भिंताडे. वि.रा. (२००६), शैक्षणिक संशोधन पद्धती. नित्य नूतन प्रकाशन, पुणे.
- 7) मुळे, रा.श. व उमाठे वि.तु. (१९८७). शैक्षणिक संशोधनाची मूलतत्वे महाराष्ट्र विद्या ग्रंथ निर्मिती मंडळ. नागपूर.

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**Suggested Practical Activities: -**

**Activities and Exercises Suggested for Internal Assessment: 10 Marks**

- Home Assignment
  - Field Project Report
  - Unit test
  - Group Activity
- =====

**B. A. II (Education) SEMESTER-IV**

Faculty	<b>Interdisciplinary Studies</b>	Course Category	<b>VSC IV</b>
Program	<b>B.A. - Education</b>	Course Name	<b>Early Childhood Care and Education - Part II</b>
Course	<b>B. A. II</b>	Course Code	<b>BAU0325VSL225D04</b>
Semester	<b>IV</b>	Course Credits	<b>02</b>
Marks	<b>Semester End: 40</b>	<b>Internal Assessment: 10</b>	<b>Total Marks: 50</b>

**EARLY CHILDHOOD CARE AND EDUCATION - Part II**

**Course Learning Outcomes:** On completion of the course, the student will be able to:

**CO 1)** develop in students the ability to make proper planning for early childhood care and education programme.

**CO 2)** develop in students the ability to organize activities successfully for realising the objectives of early childhood care and education.

**CO 3)** plan, organize and create care facilities and developmentally appropriate material for infants and early childhood.

**CO 4)** be acquainted with the ECCE centre, its daily routine, requirements, functioning and evaluation of the programme.

Module	Unit	Credits	Hours
<b>1</b>	<b>Play Developmentally Activities for ECCE Centre</b> <ol style="list-style-type: none"> <li>Plan and prepare multi-sensory materials and activities to promote development across domains: Physical motor, socio-emotional, cognitive and language development</li> <li>Activities for school readiness: Use of music, dance, drama, storytelling, puppetry, rhymes/poems and art and craft</li> <li>Importance of- Indoor and outdoor activities; individual and group activities; free play and guided play; circle time</li> <li>Preparation of play materials out of low cost, no cost and waste materials</li> </ol>	1	15
<b>2</b>	<b>Components of ECCE Programme</b> <ol style="list-style-type: none"> <li>Daily routines in child care and preschool centres</li> <li>Creating safe spaces for children: Organizing indoor and outdoor material and equipment</li> <li>Understanding the ECCE curriculum: Developing daily, weekly and monthly plans</li> <li>Assessing children's development across domains</li> <li>Indicators of a quality ECCE center</li> </ol>	1	15

#### LIST FOR REFERENCES:

- Aggarwal, J. C. (2009). *Early childhood care and education*. Neha Publishers & Distributors.
- Bhatnagar, R. (2005). *Little Steps*. National Council for Educational Research and Training.
- Kaul, V. (2010). *Early childhood education program*. National Council for Educational research and Training.
- Mohanty, J., & Mohanty, B. (1994). *Early childhood care and education (ECCE)*. Deep & Deep Publications.
- Muralidharan, R. & Banerji, U. (1969). *A guide for nursery school teachers*. NCERT.
- Pankajam, G. (2005). *Pre-primary education: Philosophy and practice*. Concept Publishing Company.
- Rao, V. K. (2004). *Early childhood care and education*. Common Wealth Publications.

- 8) Shukla, R. P. (2008). *Early childhood care and education*. Sarup and Sons.
- 9) Singh, B. (1997). *Pre-school Education*. APH Publications.
- 10) ECCE National Curriculum Framework-
- 11) Managing Children's Programmes: Some Perspectives. Indira Gandhi National Open University DECE Study Material.
- 12) Organizing a Child Care Centre. Indira Gandhi National Open University DECE Study Material
- 13) Arni, K. and Wolf G. (1999). *Child Art with Everyday Materials*. TARA Publishing.
- 14) Mohanty, J. Mohanty, B. (1996). *Early childhood care and Education*. Deep and Deep Publication, New Delhi.
- 15) Morrison, G. S. (2003). *Fundamentals of early childhood education*. Merrill/Prentice Hall:
- 16) Play Activities for Preschoolers – 1 and 2. Indira Gandhi National Open University DECE Study Material
- 17) डॉ. पाटील विनोद विश्वासराव, बाल्यावस्था आणि विकास यातील अध्ययन अध्यापन अथर्व पब्लिकेशन्स, जळगाव.
- 18) काळके माधवी, बाल्यावस्था आणि विकास, प्रशांत पब्लिकेशन्स, जळगाव.
- 19) दातार सोनाली संगोपन पालकत्वाचे, उन्मेष प्रकाशन, पुणे
- 20) चोरघडे श्रीकांत, संगोपन पालकत्वाचे, सनय प्रकाशन, नारायणगाव

### **Suggested Practical Activities: -**

#### **Activities and Exercises Suggested for Internal Assessment: 10 Marks**

- Home Assignment
- Field Project Report
- Unit test
- Group Activity

**(Annexure-I)**  
**Structure of Programme**

<b>B. A. Programme Structure for Level 5.0 of B.A. - II - Semester III</b>											
<b>Teaching Scheme</b>						<b>Examination Scheme</b>					
<b>Sr. No.</b>	<b>Theory (TH)</b>				<b>Practical</b>	<b>Semester-end Examination (SEE)</b>			<b>Internal Assessment (IA)</b>		
	<b>Course Type</b>	<b>No. of Lectures</b>	<b>Hours</b>	<b>Credits</b>		<b>Paper Hours</b>	<b>Max</b>	<b>Min</b>	<b>Internal</b>	<b>Max</b>	<b>Min</b>
1.	MM - III	4	4	4	<b>If applicable</b>	3	80	28	<b>Assignment/ Practical/ Project /viva voce/Attendance/ Behaviour</b>	20	07
2.	MM - IV	4	4	4		3	80	28		20	07
3.	MN - III	4	4	4		3	80	28		20	07
4.	OE - III	2	2	2		2	40	14		10	04
5.	SEC - III	2	2	2		2	40	14		10	04
6.	VSC - III	2	2	2		2	40	14		10	04
7.	IKS (Specific)	2	2	2		2	40	14		10	04
8.	VEC	2	2	2		2	40	14		10	04
<b>Total</b>		<b>22</b>	<b>22</b>	<b>22</b>		<b>---</b>	<b>440</b>	<b>---</b>		<b>110</b>	<b>---</b>
										<b>SEE + IA = 440+110= 550</b>	

<b>B. A. Programme Structure for Level 5.0 of B. A. - II – Semester - IV</b>											
<b>Teaching Scheme</b>						<b>Examination Scheme</b>					
<b>Sr. No.</b>	<b>Theory (TH)</b>				<b>Practical</b>	<b>Semester-end Examination (SEE)</b>			<b>Internal Assessment (IA)</b>		
	<b>Course Type</b>	<b>No. of Lectures</b>	<b>Hours</b>	<b>Credits</b>		<b>Paper Hours</b>	<b>Max</b>	<b>Min</b>	<b>Internal</b>	<b>Max</b>	<b>Min</b>
1.	MM –V	4	4	4	<b>If applicable</b>	3	80	28	<b>Assignment/ Practical/ Project/ viva voce/ Attendance / Behaviour</b>	20	7
2.	MM–VI	4	4	4		3	80	28		20	7
3.	MN –IV	4	4	4		3	80	28		20	7
4.	OE - IV	2	2	2		2	40	14		10	04
5.	SEC– V	2	2	2		2	40	14		10	04
6.	VSC–IV	2	2	2		2	40	14		10	04
7.	AEC	2	2	2		2	40	14		10	04
8.	VEC	2	2	2		2	10	4		40	14
<b>Total</b>		<b>22</b>	<b>22</b>	<b>22</b>		<b>---</b>	<b>410</b>	<b>---</b>		<b>140</b>	<b>140</b>
										<b>SEE + IA = 410+140= 550</b>	



(Annexure-II)									
SHIVAJI UNIVERSITY, KOLHAPUR									
NEP-2020 (2.0): Credit Framework for UG (BA) Programmes under Faculty of INTERDISCIPLINARY STUDIES (IDS)									
SEM/ Level	COURSES			OE	VSC/ SEC	AEC/ VAC / IKS	OJT/FP/CEP /CC/RP	Total Credits	Degree/Cum. Cr. MEME
	Course – 1	Course- 2	Course - 3						
<b>SEM I 4.5</b>	Introduction to Education and Philosophy P-I (4)	MAJOR (4)	MINOR-(4)	Education and Citizenship (2)	Life Skills and Education Part -1 (2)	AEC -ENG	CC-(2)	22	<b>UG Certificates 44</b>
<b>SEM II 4.5</b>	Introduction to Education and Sociology P- II (4)	MAJOR (4)	MINOR-(4)	Social Media Literacy (2)	Life Skills and Education Part -2 (2)	AEC -ENG	<b>CEP (2)</b>	22	
<b>Credits</b>	<b>4+4=8</b>	<b>4+4=8</b>	<b>4+4=8</b>	2+2=4	2+2=4	4+4=8	2+2=4	44	<b>Exit Option: 4 credit Skill/NSQF/Internship</b>
	MAJOR		MINOR	OE	VSC / SEC	IKS/VES/AEC			
	MAJOR	ELECTIVE							
<b>SEM III 5.0</b>	Educational Psychology P-III (4) Pedagogy P-IV (4)	--	Educational Psychology -(4)	Education and Citizenship (Part-II)- (2)	ICT in Education (VSC) Early Childhood Care and Education: Part I (SEC)	IKS Specific (2) VEC -	--	22	<b>UG Diploma 88</b>
<b>SEM IV 5.0</b>	Education in Pre-Independence in India P-V (4) Education in Post-Independence in India P-VI (4)	--	Pedagogy - (4)	Human Right Education	Data Collection Tools (VSC) Early Childhood Care and Education: Part I (SEC)	AEC - ENG – IV (2) VEC -	--	22	
<b>Credits</b>	<b>8+8=16</b>		<b>4+4=8</b>	2+2=4	<b>4+4=8</b>	<b>4+4=8</b>	--	<b>44</b>	<b>NSQF/Internship</b>
<b>SEM V 5.5</b>	Education P-VII (4) Education P-VIII (4) Education P-IX (4)	MAJOR-EL-1 (4)	MINOR-(4)	OE-5 (2)		-	FP- (02)	22	<b>UG Degree 132</b>

<b>SEM VI 5.5</b>	Education P-X (4) Education P-XI (4) Education P-XII (4)	MAJOR -EL- II (4)	MINOR-(4)	-		-	OJT (04)	22	
<b>Credits</b>	<b>10+10=20</b>	<b>4+4=08</b>	<b>4+4=08</b>	<b>2+0=02</b>	<b>--</b>	<b>--</b>	<b>2+4=06</b>	<b>44</b>	
<b>Total Credits</b>	<b>08+16+20+08+08= 60</b>		<b>08+08+08=24</b>	<b>04+04+02=10</b>	<b>04+08=12</b>	<b>08+08=16</b>	<b>04+06=10</b>	<b>132</b>	
<b>SEM VII 6.0</b>	Education P-XIII ((4) Education P-XIV (4) Education P-XV (4) Education P-XVI (2)	MAJOR -El- 3 (4)	RM-I(4)	-		-		22	<b>Four Year UG Honours Degree 176</b>
<b>SEM VIII 6.0</b>	Education P-XVII (4) Education P-XVIII (4) Education P-XIV (4) Education P-XX (2)	MAJOR -El- 4 (4)		-		-	OJT (04)	22	
<b>Credits</b>	<b>14+14=28</b>	<b>4+4=8</b>	<b>4+0=4</b>				<b>0+4=4</b>	<b>44</b>	
<b>Total Credits</b>	<b>60+28+08=96</b>		<b>28</b>	<b>10</b>	<b>12</b>	<b>16</b>	<b>14</b>	<b>176</b>	
<b>SEM VII 6.0</b>	Education P-XIII ((4) Education P-XIV (4) Education P-XVI (2)	MAJOR -El- 3 (4)	RM-I(4)	-		-	RP-(4)	22	<b>Four Year UG Honours with Research Degree176</b>
	<b>W-L/W=2*4=8+2</b>		<b>W-L/W=4</b>					<b>W- L/W=22</b>	
<b>SEM VIII 6.0</b>	Education P-XVII (4) Education P-XVIII (4) Education P-XX (2)	MAJOR -El- 4 (4)		-		-	RP-(8)	22	
<b>Credits</b>	<b>10+10=20</b>	<b>4+4=8</b>	<b>4+0=4</b>				<b>44+8=12</b>	<b>44</b>	
<b>Total Credits</b>	<b>60+20+08=88</b>		<b>28</b>	<b>10</b>	<b>12</b>	<b>16</b>	<b>22</b>	<b>176</b>	

**Note:**

- University may decide to offer maximum of three subjects (Courses) in the first year. The student may select one subject out of combination of three subjects (Courses), (which a student has chosen in the first year) as a **MAJOR** subject (Course) and one subject (Course) as MINOR Subject in the second year. Thereby it is inferred that the remaining third subject (Course) shall stand discontinued.
- **DSC: Discipline Specific Course**
- **MAJOR:** Mandatory /Elective
- **MINOR:** Course may be from different disciplines of same faculty of DSC Major
- **OE (Open Elective):** Elective courses/Open Elective to be chosen compulsorily from faculty other than that of the Major.
- **VSC/ SEC: Vocational Skill Courses (MAJOR related)/ Skill Enhancement Courses**
- **AEC/ VEC / IKS:** Ability Enhancement Courses (English, Modern Indian Language)/Value Education Courses (Sem. II - Democracy, Elections & Indian Constitution, (DEC) Sem. IV – Environmental Studies (EVS)/ Indian Knowledge System (Generic & Specific))
- **OJT/FP/RP/CEP/CC:** On-Job Training (Internship/Apprenticeship) / Field Project (Major related)/ Research Projects (Major related) Community Engagement
- **(Major related)/ Co-Curricular courses(CC)** such as Health & Wellness, Yoga Education, Sport, and Fitness, Cultural activities, NSS/NCC and Fine /applied/visual/performing Arts / Vivek Vahini etc