

 <p>शिवाजी विद्यापीठ कोल्हापूर ज्ञानमेवामृतम्</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></p> <p><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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संदर्भ/जा.क्र./शिवाजी वि./अ.मं./४३२

दि. २५/०७/२०२५

प्रति,

मा. प्राचार्य/संचालक,  
सर्व संलग्नित महाविद्यालये/मान्यताप्राप्त संस्था,  
शिवाजी विद्यापीठ, कोल्हापूर.

**विषय** : - बी. ए. भाग २ च्या अभ्यासक्रमाबाबत.

**संदर्भ** : - या कार्यालयाचे पत्र क्र. २८३ दि. ०८/०५/२०२५ रोजीचे पत्र.

महोदय,

उपरोक्त संदर्भित विषयास अनुसरून आपणास आदेशान्वये कळविण्यात येते की, राष्ट्रीय शैक्षणिक धोरण-2020 (NEP 2.0) नुसार शैक्षणिक वर्ष **2025-2026** पासून लागू करण्यात आलेल्या बी. ए. भाग २ च्या खालील विषयाच्या अभ्यासक्रमामध्ये **किरकोळ दुरुस्ती** करण्यात आलेली आहेत.

शारिरीक शिक्षण	गृहशास्त्र	संगीत	शिक्षणशास्त्र
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सोबत सदर अभ्यासक्रमाची प्रत जोडली आहे. तसेच विद्यापीठाच्या [www.unishivaji.ac.in](http://www.unishivaji.ac.in) (NEP 2020@Suk/Online Syllabus) या संकेतस्थळावर ठेवण्यात आला आहे.

सदर अभ्यासक्रम सर्व संबंधित विद्यार्थी व शिक्षकांच्या निदर्शनास आणून द्यावेत ही विनंती.

कळावे,

आपला विश्वासू

(डॉ. एस. एम. कुबल)  
उपकुलसचिव  
अभ्यास मंडळे विभाग

सोबत : अभ्यासक्रमाची प्रत.

प्रत. माहितीसाठी व पुढील योग्यत्या कार्यवाहीसाठी.

1	प्र. अधिष्ठाता, आंतर विद्याशाखीय अभ्यास विद्याशाखा	7	संलग्नता टी. 1 व टी. 2 विभागास
2	अध्यक्ष, सर्व संबंधित अभ्यास व अस्थायी मंडळ	8	पी. जी. प्रवेश विभागास
3	संचालक, परीक्षा व मुल्यमापन मंडळ कार्यालयास	9	परिक्षक नियुक्ती ए व बी विभागास
4	बी. ए. परीक्षा विभागास	10	पी. जी. सेमिनार विभागास
5	पात्रता विभागास	11	अंतर्गत गुणवत्ता हमी कक्ष (नॅक विभागास)
6	आय. टी. सेल विभागास		

# SHIVAJI UNIVERSITY, KOLHAPUR



Established: 1962

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

**New Syllabus For (NEP 2.0)**

**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 (POs)**

- Students 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 make judgement about the value of educational ideas/ methodologies and come up with appropriate suggestions and innovations.
- 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.

**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>	MM	Major – Mandatory Course
<b>MINOR</b>	MN	Minor - Course
<b>IDC/MDC/ GEC/OE</b>	OE	Open Elective Course (Generic Course not from Major or Minor Category)
<b>VSC/SEC</b>	VS	Vocational Skill Course
	SE	Skill Enhancement Course
<b>AEC/VEC/IKS</b>	AE	Ability Enhancement Course
	VE	Value Education Course
	IK	Indian Knowledge System
<b>OJT/FP/CEP /CC/RP</b>	OJ	On Job Training
	FP	Field Project
	CE	Community Engagement Project
	CC	Co-curricular Course
	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
MAJOR	MANDATORY – III	Psychological Foundation of Education	BAU0325MML225C03	4
	MANDATORY – IV	Teaching Learning Process	BAU0325MML225C04	4
MINOR	MINOR – I	Educational Psychology Or Swaym online course of 4 credit on theme related to Education	BAU0325MNL225C01  Or Online Course	4
IDC/MDC/ GEC/OE	OE – III	Education and Citizenship (Part-II)	BAU0325OEL225C03	2
VSC/SEC	SEC – III	ICT in Education	BAU0325SEL225C03	2
	VSC - I	Early Childhood Care and Education: Part I	BAU0325VSL225C01	2
AEC/VEC/IKS	IKS (Specific)-I	Indian Knowledge System and Education	BAU0325IKL225C01	2
	AEC - III	AEC course Prepared by BoS English		2
CREDITS FOR B.A. - II, SEM - III:				22

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

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
MAJOR	MANDATORY – V	Education in Pre-Independence in India	BAU0325MML225D05	4
	MANDATORY – VI	Education in Post-Independence in India	BAU0325MML225D06	4
MINOR	MINOR – II	Pedagogy	BAU0325MNL225D02	4
IDC/MDC/ GEC/OE	OE – IV	Human Rights Education	BAU0325OEL225D04	2
VSC/SEC	SEC - IV	Data Collection Tools	BAU0325SEL225D04	2
	VSC – II	Early Childhood Care and Education: Part II	BAU0325VSL225D02	2
AEC/VEC	AEC - IV	AEC offered by BOS English	-----	2
	VEC	Environmental Studies	-----	2
CREDITS FOR B. A. - II, SEM - IV:				22
CREDITS FOR B. A. II, SEM III AND IV:				22 + 22 = 44
CREDITS FOR B.A. – I (SEM I AND II) + B. A. II (SEM III AND IV):				44 + 44 = 88

**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:**

**Important Note:** Under NEP, Equivalence will be given on the basis of Credits acquired at each Year and Not on the basis of Course/Subject. For Example, if student acquires 44 credits or Minimum required Credits prescribed in First Year of B.A., he or she will be eligible for B.A. II and can take admission for any course irrespective of his/her courses (Major or Minor) at B.A. I.

**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.	Old 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	BAU0325MML225C03	Psychological Foundation of Education	4
IV	<b>DSE - V</b>	Pedagogy	4	III	BAU0325MML225C04	Teaching Learning Process	4
				III	BAU0325MNL225C01	Educational Psychology	4
				III	BAU0325OEL225C03	Education and Citizenship (Part-II)	2
				III	BAU0325SEL225C03	ICT in Education	2
				III	BAU0325VSL225C01	Early Childhood Care and Education: Part I	2
				III	BAU0325IKL225C01	IKS and Education	2
III	<b>DSE - IV</b>	Education in Pre-Independence in India	4	IV	BAU0325MML225D05	Education in Pre-Independence in India	4
IV	<b>DSE - VI</b>	Education in Post-Independence in India	4	IV	BAU0325MML225D06	Education in Post-Independence in India	4
				IV	BAU0325MNL225D02	Pedagogy	4
				IV	BAU0325OEL225D04	Human Rights Education	2
				IV	BAU0325SEL225D04	Data Collection Tools	2
				IV	BAU0325VSL225D02	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)

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

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

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



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

I) For all Undergraduate Programme (B.A.) and programme under the faculty of Interdisciplinary Studies 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.***

External Evaluation: Total Marks: 80		
<b>Que.1</b>	Multiple choice questions (10 MCQs) (02 marks each)	<b>20</b>
<b>Que.2</b>	Short Notes (Any 4 out of 6) (Answer Limit: 150-200 Words)	<b>20</b>
<b>Que.3</b>	Answer the following questions in short (Any 2 out of 4) (Answer Limit: 300-400 Words)	<b>20</b>
<b>Que.4</b>	Long Question (Any 1 out of 2) (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.***

External Evaluation: Total Marks: 40		
<b>Que.1</b>	Multiple choice questions (05 MCQs) (02 marks each)	<b>10</b>
<b>Que.2</b>	Answer the following questions in short (Any 2 out of 4) (Answer Limit: 150-200 Words)	<b>10</b>
<b>Que.3</b>	Answer the following questions in short (Any 2 out of 4) (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)

Faculty	Interdisciplinary Studies	Course Category	Major Mandatory (MM)
Program	B.A. – Education	Course Name	Psychological Foundation of Education
Course	B. A. II	Course Code	BAU0325MML225C03
Semester	III	Course Credits	04
Marks	Semester End: 80	Internal Assessment: 20	Total Marks: 100

### Psychological Foundation of Education

**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
1	<b>Psychology of Human Development &amp; Education</b> a) Educational Psychology: Meaning, nature, Significance Scope and limitations, Relation between psychology and education b) Human Development: concept, principles and areas of development (Physical, intellectual, emotional and social.) c) Concept of growth and development, Factors affecting on development d) <b>Childhood and Adolescence-</b> psychological characteristics, problems, Role of education in solving their problems.	1	15
2	<b>Intelligence and Memory</b> a) Meaning and characteristics of intelligence b) Theories of Intelligence; Spearman, Thurstone and Gardner c) Concept and process of memorization d) Causes of forgetting	1	15



## 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>Teaching Learning Process</b>
Course	<b>B. A. II</b>	Course Code	<b>BAU0325MML225C04</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>

### Teaching Learning Process

**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>Science of Teaching</b> a) Teaching: Concept, scope and principles b) Characteristics of effective teaching c) Relation between teaching and learning d) Factors affecting on teaching.	1	15
<b>2</b>	<b>Application of Teaching Methods in Classroom</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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### LIST FOR REFERENCES:

- 1) Dandekar W.N. (1976) The Psychological foundation of Education, Delhi. The Macmillan company of India Ltd.
- 2) John Dececco (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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[REDACTED] [REDACTED] [REDACTED] [REDACTED]

### 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	Interdisciplinary Studies	Course Category	Minor Course (MN)
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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**

<b>Module</b>	<b>Unit</b>	<b>Credits</b>	<b>Hours</b>
<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) 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
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#### 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) [REDACTED] (1974) [REDACTED], [REDACTED]. [REDACTED]
- 5) [REDACTED] (1974) [REDACTED], [REDACTED]
- 6) [REDACTED] (1988) [REDACTED]
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- 9) [REDACTED] (1999) [REDACTED]
- 10) [REDACTED] (1996) [REDACTED]

#### 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>

### **Education and Citizenship (Part-II)**

**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

#### **Course Outline and Contents**

<b>Module</b>	<b>Unit</b>	<b>Credits</b>	<b>Hours</b>
<b>1</b>	<b>Civic Values and Active Citizenship</b> a) Civic Values – Concept, Meaning and Nature. b) Role of Education in the Development of Civic Values. c) The Constitutional Securities for Indian Citizens. d) Citizenship education and National Integration.	1	15
<b>2</b>	<b>Democratic Citizenship and National Goals</b> a) Democratic Citizenship– Concept, Meaning and Nature. b) Features of Democratic Citizenship. c) Importance Education for Democracy, Justice, Liberty and Equality. d) Citizenship Education and National Goals embodied in Indian Constitution.	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 Distributers, 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>

### **ICT in Education**

**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.

### **Course Outline and Contents**

Module	Unit	Credits	Hours
1	<b>Information and Communication Technology (ICT) in Education</b> Meaning & importance of ICT & ICT in education. Meaning & use of Communication Tools: Internet and social media Meaning, Importance and Scope of multimedia in Education.	1	15
2	<b>Understanding ICT Tools and Skills</b> Workspace: Google Form, Sheet, Doc, Slides, Maps, and Translate Streaming: OBS studio, Google Meet, YouTube Live, Zoom e-document: Creation, Editing, Merging, Compressing, Combining and Protecting	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>BAU0325VSL225C01</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

### Course Outline and Contents

Module	Unit	Credits	Hours
1	<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
2	<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.
- 4) Mohamty, J.,& Mohanty, B. (1994). *Early childhood care and education (ECCE)*. Deep & Deep Publications.
- 5) Muralidharan, R. & Banerji, U. (1969). *A guide for nursery school teachers*. NCERT.



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

Faculty	<b>Interdisciplinary Studies</b>	Course Category	<b>IKS (Specific)</b>
Program	<b>B.A. – Education</b>	Course Name	<b>Indian Knowledge System and Education</b>
Course	<b>B. A. II</b>	Course Code	<b>BAU0325IKL225C01</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>

### **Indian Knowledge System and Education**

#### **Course Learning Outcomes:**

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

**CO 1)** introduce the core concepts of the Indian Knowledge System (IKS) i

**CO 2)** explore traditional Indian systems of education, pedagogies and institutions.

**CO 3)** understand the philosophical and ethical foundations of Indian education.

**CO 4)** integrate the principles of IKS into contemporary educational theories and practices.

#### **Course Outline and Contents**

<b>Module</b>	<b>Unit</b>	<b>Credits</b>	<b>Hours</b>
<b>1</b>	<b>Indian Educational Heritage</b> a) Overview of Gurukula, Pathshala, Tols, Madrasas b) Ancient Universities: Nalanda, Takshashila, Vikramashila c) Guru-Shishya Tradition and Oral Pedagogy d) Teaching and learning methods: experiential, spiritual, and holistic approaches	<b>1</b>	<b>15</b>

2	<b>Philosophical Foundations of Indian Education</b> a) Educational ideas in the Vedas, Upanishads, Bhagavad Gita b) Buddhist and Jain perspectives on learning and knowledge c) Schools of Indian Philosophy and their educational implications (Nyaya, Yoga, Vedanta, Sankhya) d) Education as a means for self-realization and liberation	1	15
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### LIST FOR REFERENCES:

- ) Sahana Singh (2021), Revisiting the Educational Heritage of India, Vitasta Publishing Pvt. Ltd.
- ) Suresh Chandra Ghosh (2007), A History of Education in Ancient India, Rawat Publications
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### Suggested Practical Activities: -

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

- 1) Assignments
- 2) Seminar

- 3) Poster Presentation
- 4) Role Play
- 5) Group Discussion
- 6) Unit Tests
- 7) Visits
- 8) Group project

Any other exercise/activity approved by concerned teacher.

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## SEMESTER – IV

### B. A. II - Education

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>BAU0325MML225D05</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.

### Course Outline and Contents

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	1	15

	and Role of a teacher.		
<b>3</b>	<b>Education In Islamic Period</b> Aims, Curriculum, Methods of teaching, Discipline of student and Role of a teacher.	1	15
<b>4</b>	<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

#### 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) [REDACTED] [REDACTED], [REDACTED] [REDACTED] (2009) [REDACTED] [REDACTED] [REDACTED] [REDACTED], [REDACTED] [REDACTED], [REDACTED] [REDACTED]
- 4) [REDACTED]. [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]. [REDACTED]. (1977) [REDACTED] [REDACTED] [REDACTED] 1,2,3 [REDACTED] [REDACTED] [REDACTED]
- 5) [REDACTED] [REDACTED]. [REDACTED], [REDACTED] (2010) [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
- 6) [REDACTED] [REDACTED]. [REDACTED]. (2003) [REDACTED] [REDACTED] [REDACTED] [REDACTED], [REDACTED] [REDACTED] [REDACTED]
- 7) [REDACTED] [REDACTED], [REDACTED] [REDACTED], [REDACTED] [REDACTED]. [REDACTED]. ) 2012) [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
- 8) [REDACTED]. [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED], [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED], [REDACTED] [REDACTED]

#### 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>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>BAU0325MML225D06</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.
- 6) [REDACTED] [REDACTED]. (1990) [REDACTED] [REDACTED] [REDACTED] [REDACTED], [REDACTED] [REDACTED] [REDACTED]
- 7) [REDACTED]. [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]. (1977) [REDACTED] [REDACTED] [REDACTED] [REDACTED] 1,2,3 [REDACTED] [REDACTED] [REDACTED]
- 8) [REDACTED] [REDACTED]. [REDACTED], [REDACTED] (2010) [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED].
- 9) [REDACTED] [REDACTED]. (2003) [REDACTED] [REDACTED] [REDACTED] [REDACTED], [REDACTED] [REDACTED] [REDACTED] [REDACTED].
- 10) [REDACTED] [REDACTED], [REDACTED] [REDACTED], [REDACTED] [REDACTED]. (2012) [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED].
- 11) [REDACTED] [REDACTED], [REDACTED] [REDACTED] (1998) [REDACTED] [REDACTED] [REDACTED] [REDACTED]: [REDACTED], [REDACTED] [REDACTED]

### 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	Interdisciplinary Studies	Course Category	Minor Course (MN)
Program	B.A. – Education	Course Name	Pedagogy
Course	B. A. II	Course Code	BAU0325MNL225D02
Semester	IV	Course Credits	04
Marks	Semester End: 80	Internal Assessment: 20	Total Marks: 100

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

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. b) Attention- Concept, types, factors affecting attention, educational significance. c) Attitude - concept, factors affecting attitude, educational significance.	1	15

- 1) Dandekar W.N. (1976) The Psychological foundation of Education, Delhi. The Macmillan company of India Ltd.
- 2) John Dececco (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) [REDACTED] [REDACTED]. [REDACTED]. (1990) [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED], [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

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

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Faculty	<b>Interdisciplinary Studies</b>	Course Category	<b>OE IV</b>
Program	<b>B.A. – Education</b>	Course Name	<b>Human Rights Education</b>
Course	<b>B. A. II</b>	Course Code	<b>BAU0325OEL225D04</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>

**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>	1	15
	a) Human Rights Education – Meaning and History		
	b) Aims and Objectives of Human Rights Education		
	c) Need and Importance of Human Rights Education		



**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.

## Course Outline and Contents

Module	Unit	Credits	Hours
1	<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	1	15
2	<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)	1	15

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- 6) [REDACTED]. [REDACTED]. ([REDACTED]), [REDACTED] [REDACTED] [REDACTED]. [REDACTED] [REDACTED] [REDACTED], [REDACTED].
- 7) [REDACTED], [REDACTED]. [REDACTED] [REDACTED] [REDACTED]. ([REDACTED]). [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]. [REDACTED].

## 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>BAU0325VSL225D02</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.

### Course Outline and Contents

Module	Unit	Credits	Hours
<b>1</b>	<b>Play Developmentally Activities for ECCE Centre</b> <b>a)</b> Plan and prepare multi-sensory materials and activities to promote development across domains: Physical motor, socio-emotional, cognitive and language development <b>b)</b> Activities for school readiness: Use of music, dance, drama, storytelling, puppetry, rhymes/poems and art and craft <b>c)</b> Importance of- Indoor and outdoor activities; individual and group activities; free play and guided play; circle time <b>d)</b> Preparation of play materials out of low cost, no cost and waste materials	1	15
<b>2</b>	<b>Components of ECCE Programme</b> <b>a)</b> Daily routines in child care and preschool centres <b>b)</b> Creating safe spaces for children: Organizing indoor and	1	15

	outdoor material and equipment <b>c)</b> Understanding the ECCE curriculum: Developing daily, weekly and monthly plans <b>d)</b> Assessing children's development across domains <b>e)</b> Indicators of a quality ECCE center		
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## 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.
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- 5) Muralidharan, R. & Banerji, U. (1969). *A guide for nursery school teachers*. NCERT.
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- 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.
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- 13) Mohanty, J. Mohanty, B. (1996). Early childhood care and Education. Deep and Deep Publication, New Delhi.
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### Activities and Exercises Suggested for Internal Assessment: 10 Marks

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

## Structure of Programme

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

<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>---</b>	<b>Paper Hours</b>	<b>Max</b>	<b>Min</b>	<b>Internal</b>	<b>Max</b>	<b>Min</b>
<b>1.</b>	MM –V	4	4	4	<b>If applicable</b>	3	80	28	<b>Assignment/ Project/ viva voce/ Attendance / Behaviour</b>	20	07
<b>2.</b>	MM–VI	4	4	4		3	80	28		20	07
<b>3.</b>	MN –II	4	4	4		3	80	28		20	07
<b>4.</b>	OE - IV	2	2	2		2	40	14		10	04

5.	SEC-IV	2	2	2		2	40	14		10	04
6.	VSC-IV	2	2	2		2	40	14		10	04
7.	AEC-IV	2	2	2		2	40	14		10	04
8.	VEC	2	2	2		2	10	14		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</b> <b>=</b> <b>410+140=</b> <b>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 (SEC-I) (2)	AEC -ENG-I (2) IKS Generic (2)	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 (SEC-II) (2)	AEC-ENG-II(2) VEC-DEC (2)	CEP (2)	22	
<b>Credits</b>	<b>4+4=8</b>	<b>4+4=8</b>	<b>4+4=8</b>	<b>2+2=4</b>	<b>2+2=4</b>	<b>4+4=8</b>	<b>2+2=4</b>	<b>44</b>	<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>	Psychological Foundation of Education P-III (4)  Teaching Learning Process P-IV (4)	--	Educational Psychology (4)	Education and Citizenship (Part-II)- (2)	ICT in Education (SEC-III) (2)  Early Childhood Care and Education: Part I (VSC-I) (2)	AEC-ENG – III (2)  IKS & Education IKS Specific (2)	--	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 Rights Education (2)	Data Collection Tools (SEC-IV) (2)  Early Childhood Care and Education: Part I (VSC-II) (2)	AEC- ENG – IV (2)  VEC – EVS (2)	--	22	
<b>Credits</b>	<b>8+8=16</b>		<b>4+4=8</b>	<b>2+2=4</b>	<b>4+4=8</b>	<b>4+4=8</b>	<b>--</b>	<b>44</b>	<b>Exit Option: 4 credit Skill/NSQF/Internship</b>
<b>SEM V 5.5</b>	Education P-VII (4) Education P-VIII (4) Education P-IX (2)	MAJOR-EL-1 (4)	MINOR-III (4)	OE- (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 (2)	MAJOR -EL- EL-II (4)	MINOR-IV (4)	--	--	--	<b>OJT (04)</b>	<b>22</b>	
<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)	--	--	--	--	<b>22</b>	<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)		--	--	--	<b>OJT- (4)</b>	<b>22</b>	
<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)	--		--	<b>RP-(4)</b>	<b>22</b>	<b>Four Year UG Honours With Research Degree 176</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)		--		--	<b>RP-(8)</b>	<b>22</b>	
<b>Credits</b>	<b>10+10=20</b>	<b>4+4=8</b>	<b>4+0=4</b>				<b>4+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