Estd. 1962
"A++" Accredited by NAAC (2021)
With CGPA 3.52

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दूरध्वनी - इपीबीएक्स - २०६०९०००, अभ्यासमंडळे विभाग : ०२३१- २६०९०९४, २६०९४८७
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Ref.: SU/BOS/ *IDS* / 299 **Date: 14 - 08- 2026**

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

Subject : Regarding revised syllabi of **B. A. Education Part -III** degree programme under the Faculty of Inter- Disciplinary Studies

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, equivalence etc.) of **B. A. Education Part -III** degree programme under the Faculty of Inter-Disciplinary Studies.

This syllabus (nature of question paper, equivalence etc.) shall be implemented from the academic year **2026-2027** onwards. A soft copy containing the syllabus is attached herewith and it is also available on university website www.unishivaji.ac.in NEP-2020 (Online Syllabus)

The question papers on the pre-revised syllabi of above-mentioned programme will be set for the examinations to be held in October /November 2026 & March/April 2027. 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,

Dy Registrar

Encl. : as above

Copy to: For information and necessary action

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

SHIVAJI UNIVERSITY, KOLHAPUR

Established: 1962
A^{++} Accredited by NAAC (2021) With CGPA 3.52

New Syllabus for Bachelor of Arts (NEP 2.0)

B. A. in Education

UNDER

Faculty of Interdisciplinary Studies

B. A. Part - III Education
(Semester - V and VI)

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 2026 -27 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 through curriculum reform. Quality higher education enables students to actively participate in knowledge creation, contribute to a knowledge-based economy, and enhance their global competitiveness. In this regard,

- There is a strong need to adopt an Outcome-Based Education (OBE) approach, improve the quality of teaching and research, and effectively integrate technology into the learning process.
- The inclusion of Open and Distance Learning (ODL) and Massive Open Online Courses (MOOCs) further strengthens accessibility and flexibility in education.
- Equipping young people with skills relevant for global and national standards and enhancing opportunities for social mobility.
- Promoting efficient and transparent governance and increasing investment in higher education with an emphasis on equity-related initiatives.
- Moreover, transforming educational research into socially relevant innovations, ensuring transparent and efficient governance in educational institutions, and encouraging both public and private investment in education are essential goals.
- The Programme is therefore designed to develop employability skills, promote social mobility, and prepare learners to meet national and global challenges in the field of education.

2. PROGRAMME LEARNING OUTCOMES (POs)

Upon completion of the programme, the learners will be able to:

1) Demonstrate a comprehensive understanding of key concepts, principles, and theories in Education.
2) Students will understand the development of education in India through a historical lens, including Vedic, Buddhistic, Islamic, and British periods.
3) Apply theoretical knowledge to practical situations in teaching, learning, and educational settings as well as express effectively in their own words.
4) Develop an understanding of recent developments, emerging trends, and the significance of various aspects of education in emerging Indian society.
5) Understanding of both Western and Indian educational philosophies and the contributions of various educational thinkers.
6) Understanding school management, physical/human resources, and institutional planning.
7) Understanding measurement, assessment, and the methods of interpreting test data.
8) Understanding the concepts, types, and tools required for educational and vocational guidance.
9) Acquiring knowledge on the role of Information and Communication Technology (ICT), mass media, and social networking in the field of education.
10) Awareness of peace education, environmental education, and the role of education in national integration and international understanding.
11) Compare historical education systems with current systems and apply pedagogical concepts in practice.

3. DURATION OF THE COURSE:

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.

As per circular of Shivaji University 24/12/2024 Rules and Regulation for Bachelor of Arts, Faculty of Interdisciplinary Studies (R. B.A. 13.)

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.

7. SCHEME OF TEACHING AND EXAMINATION PATTERN: (Annexure-I)

B. A. Programme Structure for Level 5.5 of B.A. - III - Semester V

Teaching Scheme						Examination Scheme					
Sr. No.	Theory (TH)				Practical	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits	Credits	Paper Hours	Max	Min	Internal	Max	Min
1.	MM - VII	4	3.2+0.8*	4		3	80	28	Assignment/ Project / viva voce/ Attendance/ Behaviour	20	07
2.	MM -VIII	4	3.2+0.8*	4		3	80	28		20	07
3.	MM - IX	2	2	2		2	40	14		10	04
4.	ME - I	4	3.2+0.8*	4		3	80	28		20	07
5.	MN - III	4	3.2+0.8*	4		3	80	28		20	07
6.	OE-V	2	2	2		2	40	14		10	04
7.	FP	--	--	--	2	Report	40	14		10	04
Total		**20**	**20**	**20**	**02**	---	**440**	---		**110**	---
										SEE + IA =440+110= 550	

B. A. Programme Structure for Level 5.5 of B. A. - III – Semester – VI

Teaching Scheme						Examination Scheme					
Sr. No.	Theory (TH)				Practical	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits	Credits	Paper Hours	Max	Min	Internal	Max	Min
1.	MM - X	4	3.2+0.8*	4		3	80	28	Assignment/ Project/ viva voce/ Attendance / Behaviour	20	07
2.	MM -XI	4	3.2+0.8*	4		3	80	28		20	07
3.	MM- XII	2	2	2		3	40	14		10	04
4.	ME - II	4	3.2+0.8*	4		3	80	28		20	07
5.	MN - IV	4	3.2+0.8*	4		3	80	28		20	07
6.	OJT	--	--	--	4	**Report**	80	28		20	07
Total		**18**	**18**	**18**	**04**	---	**440**	---		**110**	--
										SEE + IA = 440+110= 550	
Grand Total		**38**	**38**	**38**	**06**	--	**880**	--		**SEE + IA = 880+220= 1100**	
Total Credit Required for Completing Level 5.5 B.A. III: 44 Credits											
Total Credit for Completing Level 5, 6, & 7 of Bachelor of Arts Program: 52+56+52=160											

MM: Major Mandatory - There will be Three mandatory courses for each semester.
ME: Major Elective (Student should opt for ANY ONE course from the group of elective courses/basket).
MN- There will be ONE minor courses for each semester.
FP/OJT : It is a mandatory course.

NOTE: Separate passing is mandatory for both, Semester End Examination and Internal Evaluation/Assessment.

8. STRUCTURE OF PROGRAMME: (Annexure-II)

Credit Distribution Structure for T.Y.B.A.(Education)- 2026 Pattern 2026-2027

Sem.	Major		Minor	OE	FP / OJT	Cum. Cr/Sem	Degree /Cum. Cr
	Mandatory	Electives (To be selected any one in each Sem.)					
V	Contemporary Indian Education BAU0325MML225E07 (4 credits)	Educational Management BAU0325MEL225E01 (4 credits)	Development of Education in India – Part I BAU0325MNL225E03 (4 credits)	Data Literacy BAU0325OEL225E05 (2credits)	Field Project BAU0325FPL225E01 (2credits)	22	UG Certificate 44 credits
	Trends in Education BAU0325MML225E08 (4 credits)	Educational Evaluation BAU0325MEL225E02 (4 credits)					
	Western Thinkers in Education BAU0325MML225E09 (2 credits)	Guidance and Counselling BAU0325MEL225E03 (4 credits)					
VI	Educational Practices BAU0325MML225F10 (4 credits)	Statistics in Education BAU0325MEL225F04 (4 credits)	Development of Education in India – Part II BAU0325MNL225F04 (4 credits)		On Job Training (OJT) BAU0325OJL225F01 (4 credits)	22	
	Teaching in Elementary Level BAU0325MML225F11 (4 credits)	Educational Technology BAU0325MEL225F05 (4 credits)					
	Indian Thinkers in Education BAU0325MML225F12 (2 credits)	Curriculum Construction BAU0325MEL225F06 (4 credits)					
Credit	20	08	08	02	06	44	
Credit for - B.A.I (SEM I & II) + B.A.II (SEM III & IV) + B.A.III (SEM V & VI)						44+ 44 + 44 = 132	

9. COURSE CODE TABLE:

A) Third Year Bachelor of Arts (B.A. - III) (UG Degree) :

YEAR:	**B.A. - III**
SEMESTER:	**V and VI**
LEVEL:	**5.5**
TOTAL CREDITS	**22 + 22 = 44**
DEGREE AWARDED:	**UG Degree (AFTER 44 CREDITS IN TOTAL)**

Course Structure for B.A..III (Education) 2026 Pattern (2020 NEP) 2026-27

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

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
MAJOR (Theory)	MANDATORY - VII	Contemporary Indian Education	BAU0325MML225E07	4
	MANDATORY - VIII	Trends in Education	BAU0325MML225E08	4
	MANDATORY – IX	Western Thinkers in Education	BAU0325MML225E09	2
	Elective EL-I (To be selected any one)	Educational Management	BAU0325MEL225E01	4
		Educational Evaluation	BAU0325MEL225E02	
		Guidance and Counselling	BAU0325MEL225E03	
MINOR (Theory)	MINOR – III	Development of Education in India – Part I	BAU0325MNL225E03	4
OE (Theory)	OE – V	Data Literacy	BAU0325OEL225E05	2
Field Project (Practical)	FP	Field Project (FP)	BAU0325FPL225E01	2
Credits for B.A. - III, SEM - V:				22

B -2) B.A. – III : SEMESTER - VI (TOTAL CREDITS - 22):

COURSE CATEGORY	COURSE NAME	COURSE CODE		CREDITS
MAJOR (Theory)	MANDATORY – X	Educational Practices	BAU0325MML225F10	4
	MANDATORY – XI	Teaching in Elementary Level	BAU0325MML225F11	4
	MANDATORY – XII	Indian Thinkers in Education	BAU0325MML225F12	2
	Elective EL-II (To be selected any one)	Statistics in Education	BAU0325MEL225F04	4
		Educational Technology	BAU0325MEL225F05	
		Curriculum Construction	BAU0325MEL225F06	
MINOR (Theory)	MINOR – IV	Development of Education in India – Part II	BAU0325MNL225F04	4
OJT (Practical)	OJT	On Job Training (OJT)	BAU0325OJL225F01	4
Total Credits for B. A. - III, SEM - VI:				22
Cumulative Credits for B. A. III, Semester V + Semester – VI				22 + 22 = 44

EXIT OPTION AT B.A. - III: If student wants to 'EXIT' after completion of B.A. III (SEM V and VI), 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 DEGREE. This Certificate is a pre-requisite for admission or 'ENTRY' in Four Year B. A. degree course or First Year of PG Course.

10.EQUIVALENCE OF THE PAPERS AND COURSES: B.A. III Sem- V and VI

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.

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

Sem	Paper No.	Title of New Course	Title of Old Papers
V	Major-VII	**Contemporary Indian Education**	Contemporary Indian Education **(**DSE – E 121**)**
	Major-VIII	**Trends in Education**	Trends in Education **(**DSE – E 246**)**
	Major-IX	**Western Thinkers in Education**	Educational Thinkers – Oriental and Occidental **(**DSE – E 125**)**
	Major El-1 (A)	**Educational Management**	Educational Management **(**DSE – E 123**)**
	Major EL-1 (B)	**Educational Evaluation**	Educational Evaluation **(**DSE – E 122**)**
	Major EL-1 (C)	**Guidance and Counselling**	Guidance and Counselling **(**DSE – E 124**)**
	Minor – III	**Development of Education in India – Part I**	----
	OE – V	**Data Literacy**	----
	Field Project	**Field Project**	----
VI	Major – X	**Educational Practices**	Educational Practices (DSE – E 250**)**
	Major – XI	**Teaching in Elementary Level**	----
	Major – XII	**Indian Thinkers in Education**	Educational Thinkers – Oriental and Occidental **(**DSE – E 125**)**
	Major EL-II (A)	**Statistics in Education**	Statistics in Education **(**DSE – E 247**)**
	Major EL-II (B)	**Educational Technology**	Educational Technology **(**DSE – E 248**)**
	Major EL-II (C)	**Curriculum Construction**	Curriculum Construction **(**DSE – E 249**)**
	Minor – IV	**Development of Education in India – Part II**	----
	OJT	**OJT**	----

11.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 40%, then use the following Table 1 for the conversion.
- If total marks of any of the course are different than 100 (e.g. 50) and passing criterion is 40%, then marks obtained are converted to marks out of 100 as below:

$$Marks\ out\ of\ 100 = \frac{Marks\ obtained\ by\ student\ in\ that\ course}{Total\ marks\ of\ that\ course} \times 100$$

and then grade points are computed using Marks out of 100 as per Table 1.

Table 1: Conversion of Marks out of 100 to grade point

Sr. No.	Marks Range out of 100	Grade point	Letter grade
1	80-100	10	O: Outstanding
2	70-79	9	A+: Excellent
3	60-69	8	A: Very Good
4	55-59	7	B+: Good
5	50-54	6	B: Above Average
6	45-49	5	C: Average
7	40-44	4	P: Pass
8	0-39	0	F: Fail
9	Absent	0	Ab: Absent

Table 2: Conversion of Marks out of 50 to grade point (Passing: 20)

Sr. No.	Marks Range out of 100	Grade point	Letter grade
1	40-50	10	O: Outstanding
2	35-39	9	A+: Excellent
3	30-34	8	A: Very Good
4	28-29	7	B+: Good
5	25-27	6	B: Above Average
6	23-24	5	C: Average
7	20-22	4	P: Pass
8	0-19	0	F: Fail
9	Absent	0	Ab: Absent

- **Computation of Semester Grade Point Average (SGPA) :**

Based on the grade points earned in each course in each semester, Semester Grade Point Average (SGPA) is computed as follows:

The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student in that semester and the sum of the number of credits of all the courses undergone by a student in that semester. The SGPA of the i^{th} semester is denoted by S_i. The formula is given by

$$SGPA\ of\ semester\ i = S_i = \frac{\sum_{j=1}^{k} c_j \times G_j}{\sum_{j=1}^{k} c_j}$$

Where C_j is the number of credit of j^{th} course, G_j is the grade points earned in the j^{th} course and k be the number of courses in i^{th} semester.

- **Computation of Semester Grade Point Average (SGPA) :**

Based on the SGPA of each semester, Cumulative Grade Point Average (CGPA) is computed as follows:

The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programmed,

$$CGPA = \frac{\sum_{i=1}^{m} C_i \times S_i}{\sum_{i=1}^{m} C_i}$$

Where C_j is the total number of credits in i^{th} semester, S_i is the SGPA of i^{th} semester and m is the number of semesters in the programme.

Based on CGPA, final letter grade is assigned as below :

Table 3:

Final Cumulative Grade Point Average (CGPA) and Final Grade for course

Sr. No.	CGPA Range	Grade	Grade Descriptions
1	9.50 – 10.00	O	Outstanding
2	8.86 – 9.49	A+	Excellent
3	7.86 - 8.85	A	Very Good
4	6.86 - 7.85	B+	Good
5	5.86 - 6.85	B	Above Average
6	4.86-5.85	C	Average
7	4.00-4.85	P	Pass
8	0.00-3.99	F	Fail
9	Absent	AB	Absent

Remarks:

1. B+ is equivalent to 55% marks and B is equivalent to 50 % marks. The final later grade is based on the grade points in each course of entire programme and not on marks obtained each course of entire programme.

2. The SGPA and CGPA shall be round off to two decimal points.

   - **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.

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 > = 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)**

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

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

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

12.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		
Que.1	Multiple choice questions (10 MCQs) (02 marks each)	**20**
Que.2	Short Notes (Any 4 out of 6) (Answer Limit: 150-200 Words)	**20**
Que.3	Answer the following questions in short (Any 2 out of 4) (Answer Limit: 300-400 Words)	**20**
Que.4	Long Question (Any 1 out of 2) (Answer Limit: 600-800 Words)	**20**
	Internal Evaluation: Total Marks: 20 Sem V- Seminar Sem VI - Field Work/Project Work	**20**

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		
Que.1	Multiple choice questions (05 MCQs) (02 marks each)	**10**
Que.2	Answer the following questions in short (Any 2 out of 4) (Answer Limit: 150-200 Words)	**10**
Que.3	Answer the following questions in short (Any 2 out of 4) (Answer Limit: 300-400 Words)	**20**
	Internal Evaluation: Total Marks: 10 Sem V- Seminar Sem VI - Field Work/Project Work	**10**

13. SYLLABUS as per NEP 2.0

SEMESTER – V

B. A. III (Education) SEMESTER – V

Contemporary Indian Education

Faculty	**Interdisciplinary Studies**	Course Category	**Major Mandatory (MM)**
Program	**B.A. – Education**	Course Name	**Contemporary Indian Education**
Course	**B. A. III**	Course Code	BAU0325MML225E07
Semester	**V**	Course Credits	**04**
Marks	**Semester End: 80**	**Internal Assessment: 20**	**Total Marks: 100**

COURSE OBJECTIVES: - To enable the students

1. to understand the social diversity and education.
2. to understand the different government policies of education.
3. to understand the role of education in National integration and international understanding.
4. to acquaint with the education for individual development.
5. to understand the role of teacher in education of students.

Course Outline and Contents

Module I: Education and Social Diversity

a) Concept of Social Diversity

b) Levels of diversity - individual, regional, languages, religious, castes, tribes and economical, social and political.

c) Role of education in child development on the platform of diversity.

d) Peaceful education for collective living.

Module II: Different Government policies of Education. (Basic Concepts Only)

a) Samagra Shiksha Abhiyan

b) Right to Education

c) Continuous and Comprehensive Education

d) Mid-Day Meal

Module III: Education for National Integration and International

a) Education for National Integration

b) Education for International understanding

c) The role of teacher in democracy

d) Globalization in education

Module IV: Education for individual development

a) Education for sustainable development
b) Education for development of life skills
c) Education for inclusive education
d) Role of teacher in grooming stages of students

Practical Work (any One):

1. Conduct a seminar on changing role of teacher.
2. Conduct activity for sustainable development and prepare report.
3. Conduct activity for national integration of school level and prepare report.

Recommended Books

1. Chaubey S. P., (1981), Philosophical and Sociological Foundation of Education, Vinod Pustak Mandir, Agra.
2. Dash D. N., (2005), Philosophical and Sociological Foundation of Education, Dominant Publisher, New Delhi.
3. Reddy G. S., (2007), Current Issues in Education, Neelkamal Publication, Hyderabad.
4. Taj Haseen, (2005), Current Challenges in Education, Neelkamal Publication, Hyderabad.
5. कुंडले म.बा., (2005) शैक्षणिक तत्वज्ञान व शैक्षणिक समाजशास्त्र, श्री विद्या प्रकाशन, पुणे.
6. पारसनीस न.रा., (1987), शिक्षणाचे तात्त्विक व समाजशास्त्रीय भूमिका, नूतन प्रकाशन, पुणे.
7. तापकीर दत्तात्रय, तापकीर निर्मला (2008)शिक्षणाचे तात्विक व समाजशास्त्रीय अधिष्ठान, नित्यनूतन प्रकाशन, पुणे.
8. करंदीकर सुरेश, मंगरूळकर मीना, (2002), उदयोन्मुख भारतीय समाजातील शिक्षण, फडके प्रकाशन, कोल्हापूर
9. बालकांचा मोफत व सक्तीच्या शिक्षणाचा हक्क, अधिनियम 2009, विद्या परिषद, पुणे.
10. सातत्यपूर्ण सर्वकष मूल्यमापन शिक्षक मार्गदर्शिका - विद्या परिषद, पुणे.
11. समावेशक शिक्षण - प्राथमिक शिक्षकांसाठी हस्तपुस्तिका (2005)महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, पुणे.
12. माने आर. आर., पालकर व्ही. आर., (2018), समकालीन भारत आणि शिक्षण, फडके प्रकाशन, कोल्हापूर

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B. A. III (Education) SEMESTER – V

Trends in Education

Faculty	**Interdisciplinary Studies**	Course Category	**Major Mandatory (MM)**
Program	**B.A. – Education**	Course Name	Trends in Education
Course	**B. A. III**	Course Code	BAU0325MML225E08
Semester	**V**	Course Credits	**04**
Marks	**Semester End: 80**	**Internal Assessment: 20**	**Total Marks: 100**

COURSE OBJECTIVES : - To enable students to:-

1. Develop an understanding of recent Developments and Emerging Trends in the field of Education.
2. Develop an understanding of the significance of various aspects of Education in the Emerging Indian Society
3. Create and increase an awareness and relevance of Peace, Peace Education and Process of Peace Building.
4. Develop an awareness of Environmental Education.
5. Acquaint themselves with the role of Information and Communication Technology in the field of Education.
6. Develop an understanding of the role of Mass media and Social Networking in the field of Education.

Course Outline and Contents

Module I: Peace Education

a) Modern World Scenario and significance of Peace
b) Approaches to Peace Education
c) The Process of Peace Building
d) Education for Peace Building

Module II: Environmental Education

a) Environment: Meaning, Concept and Importance
b) Environmental Issues in the Modern World
c) Environmental Education: Meaning, Concept, Scope and Importance
d) Approaches and Strategies of Environmental Education

Module III: Information and Communication Technology (ICT) in Education

a) Information and Communication Technology: Concept, Need, Role and Use
b) Basics of Computer and Educational Technology
c) Online Resources: E-Books, E- Courses, Audio Book, Talking Book, Wiki Open Maps
d) E-learning: Meaning, Merits and Demerits.

Module IV: Mass Media and Education

a) Mass Media: Concept, Meaning and Scope.
b) Types of Mass Media: Print Media, Tele Vision, Radio and Internet
c) Social Networking: Nature, Types and Role in Formal and Informal Education
d) Merits and Demerits of Social - Mass Media in Education

Practical Work (any One):

1) Field Visit to
a) Rehabilitation Centre
b) NGO working for Social Harmony and Peace
c) Print Media Press
2) Project related to Environmental Issues
3) Preparation of PPT on any module

Books Recommended:

1. Adans, D. (Ed). (1997). UNESCO and a culture of peace, promoting a global movement. Paris: UNESCO Publication.
2. Diwahar, R. R., & Agarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.
3. Rawat S.C. (2004) Essentials of Educational Technology, Meeriut: R. BookDepot.
4. Sharma, A.R. (2004) Educational Technology, Agra: Vinod Pustak Mandir.
5. Yeole Seema, (1991) Educational Technology, Kolhapur.
6. Catherine Joseph (2011), Environmental Education, Neelkamal Publications Pvt. Ltd. New Delhi
7. Misra S.P., Pandey S. N. (2010), Essential Environmental Studies, Ane BooksPvt. Ltd. New Delhi
8. जगताप ह.ना. (१९९७) प्रगत् शैक्षणिक तंत्रविज्ञान -नित्य नूतन प्रकाशन पुणे
9. कुलकर्णी के. व्ही. (१९९२) शैक्षणिक मूल्यमापन व संख्याशास्त्र, पुणेः श्रीविद्या प्रकाशन
10. कदम चा.प., चौधरी बा.आ. (१९९१) शैक्षणिक मूल्यमापन पुणेः नूतन प्रकाशन
11. चव्हाण बलभीम, (२००५) पर्यावरण अभ्यास, शब्दवेल प्रकाशन कोल्हापूर
12. पारसनीस हेमलता (२००५) पर्यावरण शिक्षण, नूतन प्रकाशन, पुणे
13. पाथरे नीला, (2008) पर्यावरण शिक्षण, चैतन्य प्रकाशन, कोल्हापूर

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B. A. III (Education) SEMESTER – V

Western Thinkers in Education

Faculty	**Interdisciplinary Studies**	Course Category	**Major Mandatory (MM)**
Program	**B.A. – Education**	Course Name	Western Thinkers in Education
Course	**B. A. III**	Course Code	BAU0325MML225E09
Semester	**V**	Course Credits	**02**
Marks	**Semester End: 40**	**Internal Assessment: 10**	**Total Marks: 50**

COURSE OBJECTIVES :- To enable students to :-

1. Develop an understanding of Western Educational Philosophies.
2. Develop an understanding of Educational Thoughts of Western thinkers.
3. Build up comprehension of Pedagogical Concepts given by Western educational thinkers.
4. Develop an understanding of Educational Contribution of few Western Educational Thinkers.

Course Outline and Contents

Module I: Madam Montessori

a) Introduction
b) Philosophy of Life
c) Educational Thoughts of Madam Montessori
d) Contribution of Madam Montessori in the field of Pre-Primary Education

Module II: John Dewey

a) Introduction
b) Philosophy of Life
c) Educational Thoughts of John Dewey
d) Contribution of John Dewey in the field of Social Education

Practical Work (any One) :

1) Group Discussion
2) Project Report
3) Field Visit to
   a) Women Education Centre
   b) Centre for Spiritual Education
   c) Visit to Play School or Activity Based Special School

Books Recommended:

1. Agrawal J. C., 'Theory and Principles of Education', New Delhi, Vikas Publishing House Pvt. Ltd. 1989
2. Aggarwal J. C. (2001), 'Development and Planning of Modern Education', Vikas Publishing House, Pvt. Ltd., New. Delhi.
3. Aggarwal, J. C. (2002); 'Landmarks in the History of Modern Indian Education', Vikas Publishing House, Pvt. Ltd.,. New Delhi.
4. Bhatnagar, Suresh (2000), 'Indian Education: Today and Tomorrow', International publishing House, Meerut.
5. Dash D. N., (2005), Philosophical and Sociological Foundation of Education, Dominant Publisher, New Delhi.
6. Keer, Dhananjay. 1997.Mahatma Jotirao Phooley, 'Father of the Indian Social Revolution', Popular Prakashan. Mumbai.
7. Rao, Anupama (Ed.). 2003. Gender and Caste: Issues in Contemporary Feminism, Kali for Women, New Delhi.
8. Taneja N. R., 'Educational Thought and Practice', New Delhi, Sterling Publishers, Pvt. Ltd., 1990
9. माळी अ. ल. / भगत रा. नु. (१९७८) थोर शिक्षणतज्ज्ञ, गो. य. राणे प्रकाशन, पुणे.
10. कुंडले म. बा. (१९८६) शैक्षणिक तत्त्वज्ञान व शैक्षणिक समाजशास्त्र, श्रीविद्या प्रकाशन, पुणे
11. देशपांडे बालशंकर (१९०६) 'पश्चिमेचे प्रतिभावंत', केशव भिकाजी ढवळे,
12. पवार ना. ग. (२००७) उदयोन्मुख भारतीय समाजातील शिक्षणतज्ज्ञ, नित्यनूतन प्रकाशन, पुणे

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B. A. III (Education) SEMESTER – V

EDUCATIONAL MANAGEMENT

Faculty	**Interdisciplinary Studies**	Course Category	**Major Elective El - I (EL)**
Program	**B.A. – Education**	Course Name	Educational Management
Course	**B. A. III**	Course Code	BAU0325ELL225E01
Semester	**V**	Course Credits	**04**
Marks	**Semester End: 80**	**Internal Assessment: 20**	**Total Marks: 100**

COURSE OBJECTIVES: - To enable to student to:

1. understand the concept of Educational Management.
2. understand the aspects of School Management
3. make acquaint with Institutional Planning
4. make acquaint with Institutional Planning

Course Outline and Contents

Module I: Concept of Educational Management

a) Concept and Meaning of Educational Management
b) Nature and scope of Educational Management
c) Need of Educational Management
d) Types of Educational management

Module II: Aspects of school management

a) Physical Resources
b) Human Resources
c) Curricular activities
d) Co-curricular programmes

Module III: Institutional Planning

a) Time table : need, principles and types
b) Class Environment and discipline
c) Health services, sanitation and beautification of campus
d) Protection of environment.

Module IV: Educational Planning

a) Meaning and significance of educational planning.
b) Need and importance of educational planning.
c) Types of educational planning.
d) Steps in educational planning.

Practical Work (any One):

1) Interview of five school teachers, about challenges faced in classroom management

2) Interview of college principal, about crisis and disaster management.

3) A study of green management in school or college.

Recommended Books:

1. Kochhar, S. K. (1971) Secondary school Administration, New Delhi: Sterling Publishers.
2. Saksena, S.C. (1990), Principles of Management, Agra: Sahity Bharan.
3. Mohanti Jagannath (2005) Educational Management Supervision, school organization, New Delhi: Neelkamal Publications PVT Ltd.
4. NCERT, Studies in Educational Administration in Maharashtra.
5. दुनाखे अरविंद (1998) शालेय व्यवस्थापन, पुणेः नूतन प्रकाशन
6. जाधव एम.एल. आणि माने, आर.आर (2002) शालेय व्यवस्थापन, कोल्हापूर : फडके प्रकाशन
7. इनामदार इरफान आणि संभाजी भोसले (2006) शालेय व्यवस्थापनाचे शिक्षण, कोल्हापूर : समृध्दी प्रकाशन

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B. A. III (Education) SEMESTER – V

Educational Evaluation

Faculty	**Interdisciplinary Studies**	Course Category	**Major Elective El - I (EL)**
Program	**B.A. – Education**	Course Name	Educational Evaluation
Course	**B. A. III**	Course Code	BAU0325ELL225E02
Semester	**V**	Course Credits	**04**
Marks	**Semester End: 80**	**Internal Assessment: 20**	**Total Marks: 100**

COURSE OBJECTIVES:

To enable to student to:

1. Understand the concept of measurement, assessment and evaluation.
2. Understand the concept of assessment of learning.
3. Acquaint with different types of measuring instruments and their uses.
4. Acquaint with different methods of interpreting test data.

Course Outline and Contents

Module I: Concept of Assessment and Evaluation

a) Concept of measurement, assessment and evaluation

b) Concept and meaning of Educational Evaluation

c) Concept and meaning of Educational Measurement

d) Principles of assessment and evaluation

Module II: Assessment for Learning

a) Meaning of assessment of learning:
b) Quantitative and qualitative aspects of assessment:
c) Kinds of tests : oral, written, open book examination
d) Kinds of tasks

Module III: Measuring Tools

a) Concept of measuring instruments
b) Characteristics of a good measuring instrument
c) Tests: Teacher made and Standardized
d) Measurement of achievement, interest, attitude and personality.

Module IV: Methods of Interpretations of Data

a) Types of Measuring Scales.
b) Standard Scores.
c) Tabulation and Graphical presentation of data
d) Interpretations of data

Practical Work (any One):

1) Construct and administer a 20-mark objective type question paper, on any TYBA module,
2) Prepare the test and assess the answer scripts, analyse and interpret the results, with Graphical Representation.
3) Prepare a Checklist (with 10 items), on any TYBA module.

Recommended Books:

1. Dandekar , W.N. (1971) Evaluation in Schools, Poona: Shri Vidya prakashan
2. Norman Arouland (1976) Measurement and Evaluation, Macmillan.
3. Patel R.N.(1978) Educational Evaluation: Theory and Practice: Bombay, HimalayaPublication.
4. Sax Gilbert (1974) Principles of Educational Measurements and Evaluation, California:Wardswarth publishing Company.
5. बरवे, मिनाक्षी (2008) शैक्षणिक मुल्यमापन व मूल्यनिर्धारण, पुणेः नित्य नूतन प्रकाशन

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B. A. III (Education) SEMESTER – V

GUIDANCE AND COUNSELLING

Faculty	**Interdisciplinary Studies**	Course Category	**Major Elective El - I (EL)**
Program	**B.A. – Education**	Course Name	Guidance and Counselling
Course	**B. A. III**	Course Code	BAU0325ELL225E03
Semester	**V**	Course Credits	**04**
Marks	**Semester End: 80**	**Internal Assessment: 20**	**Total Marks: 100**

COURSE OBJECTIVES :- To enable the student to:

1. understand the concept of guidance and counselling.
2. understand the relation between guidance and counselling.
3. acquaint with different types and steps of guidance and counselling.
4. acquaint with the tools and techniques of guidance and counselling.

Course Outline and Contents

Module I: The Concept of Guidance

a) Meaning, concept, Nature and Need of Guidance.

b) Bases of guidance- philosophical, Sociological, Psychological and Educational.

c) Scope and significance of Guidance.

d) Objectives, Benefits and Limitations of Guidance.

Module II: Types of Guidance

a) Personal guidance: meaning, concept, Need and programmes of personal guidance.

b) Educational guidance: meaning, concept, need and programmes of Educational Guidance.

c) Vocational Guidance: meaning, concept, Need and programmes of Vocational guidance.

d) Relation between educational and vocational guidance

Module III: Concept of Counselling

a) Concept, Nature, Principles and Need for counselling.

b) Elements, characteristics, objectives and Benefits of counselling.

c) Approaches of counselling -Directive counselling, non-directive counselling, Eclectic, counselling

d) Counselling stages and process, counselling interview.

Module IV: Tools and Techniques of Guidance and Counselling

a) Tools and Techniques of Guidance and Counselling:
   i. Case study, Rating scale, Sociometry, Interview, Anecdotal Record, Questionnaire.
   ii. Standardized tests – use and importance.

b) Group Guidance and Group Counselling
   i. Group Guidance – meaning, Definitions, objectives, Techniques, use.
   ii. Group Counselling – meaning, concept, stages, techniques and benefits

Practical Work (any One) :

1) Interview of a school counselor / Mobile Teacher in ZP School

2) Visit to a guidance/ counselling center and write a report.

3) Preparation of a tool for identifying the educational needs of children.

Books Recommended:

1. Agrawal, J.C.(1985) Educational guidance and counselling Delhi: Darba House, 1985.
2. Chibber S. K. (1999) Guidance and Counseling, common wealth publishers, New Delhi
3. Frochich C. P.(1958) Guidance service in schools,McGraw Hill Book company INC
4. Kochhar S. K (1992) Educational and Vocational guidance in Secondary Schools
5. Narayan R. Prem s. (2013) Counseling and guidance. McGraw Hill Education, New Delhi
6. दुनाखे अरविंद (२००६) शैक्षणिक व व्यावसायिक मार्गदर्शन आणि समुपदेशन, नित्यनूतन प्रकाशन, पुणे
7. भोसले रमा, भोसले संभाजी, इंगळे सीमा, इनामदार इरफान, संकपाळ पांडुरंग (२००६) शिक्षक गुणवत्ता संवर्धन, फडके प्रकाशन, कोल्हापूर
8. इनामदार, भोसले, खामकर मुजावर (२०१५), अध्ययन अध्यापन प्रकिया, फडके प्रकाशन, कोल्हापूर
9. पिंपळखरे, मो. ह.(1971) शैक्षणिक मार्गदर्शन व व्यावसायिक मार्गदर्शन, विद्यार्थीगृह प्रकाशन, पुणे
10. पत्की, श्री (1984) शैक्षणिक मार्गदर्शन आणि सल्ला कार्य, मिलिंद प्रकाशन औरंगाबाद
11. डॉ. गुळवणी मेघा (2011) मार्गदर्शन व समुपदेशन, नित्यनूतन प्रकाशन, पुणे

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B. A. III (Education) SEMESTER – V

Development of Education in India – Part I

Faculty	**Interdisciplinary Studies**	Course Category	**Minor (MN)**
Program	**B.A. – Education**	Course Name	Development of Education in India – Part I
Course	**B. A. III**	Course Code	BAU0325MNL225E03
Semester	**V**	Course Credits	**04**
Marks	**Semester End: 80**	**Internal Assessment: 20**	**Total Marks: 100**

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
1	**Education In Vedic Period [Pre. and Post]** Aims, Curriculum, Methods of teaching, Discipline of student and Role of a teacher Effect of Brahminic Period on Vedic Education.	1	15
2	**Education In Buddhistic Period** Aims, Curriculum, Methods of teaching, Discipline of student and Role of a teacher.	1	15
3	**Education In Islamic Period** Aims, Curriculum, Methods of teaching, Discipline of student and Role of a teacher.	1	15
4	**Education In British Period** 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) 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
6) देशमुख एल.जी. (2003) भारतातील शिक्षणाचा विकास, कोल्हापूर फडके प्रकाशन
7) धनवडे नंदकुमार, धनवडे सुरेखा, शिखरे व्ही. पी. (2012) भारतातील शिक्षणाचा विकास कोल्हापूर फडके प्रकाशन
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. III (Education) SEMESTER – V

DATA LITERACY

Faculty	**Interdisciplinary Studies**	Course Category	**Open Elective (OE)**
Program	**B.A. – Education**	Course Name	Data Literacy
Course	**B. A. III**	Course Code	BAU0325OEL225E05
Semester	**V**	Course Credits	**02**
Marks	**Semester End: 40**	**Internal Assessment: 10**	**Total Marks: 50**

Course Learning Outcomes: To enable the students

1) To identify different types of data and data sources
2) To evaluate how quantitative data is used within everyday life and academies:
3) To recognize the limitations of quantitative data;
4) To apply basic data literacy skills to practical analysis of datasets.

Course Outline and Contents

Module I: Data- Meaning and Types, Nature and Properties of Data, Uses of Data **(07 Lectures)**

Module II: Sources of Data. Types of Government Data, Types of Measurement, Reliability and Validity **(07 Lectures)**

Module III: Techniques of data Collection, Text as Data, Different Data sets and how to read them **(08 Lectures)**

Module IV: Data visualization, Graphical and Tabular representation of data, Types of Data Analysis **(08 Lectures)**

Recommended Books

1) दांडेकर वा.ना. (१९९२) शैक्षणिक मूल्यमापन व संख्याशास्त्र, पुणेः श्री विद्याप्रकाशन,
2) उपसानी ना. के., कुलकर्णी के. व्ही. (१९९२) नवे शैक्षणिक मूल्यमापन व संख्याशास्त्र पुणेः श्री विद्याप्रकाशन,
3) कदम चा.प., चौधरी बा.आ. (१९९१) शैक्षणिक मूल्यमापन पुणेः नूतन प्रकाशन
4) घाटगे, जे. व्ही., बडगुजर, डी. जी. (२०१६). शैक्षणिक संशोधन पद्धती. फडके प्रकाशन.
5) पंडित, बा. ब., पाठक, एम. ए. (२००८). शैक्षणिक मूल्यमापन आणि सांख्यिकी. नूतन प्रकाशन.
6) डॉ. प्रदीप आगलावे (२०१७). सामाजिक संशोधन पद्धतीशास्त्र व तंत्रे. श्री साईनाथ प्रकाशन.
7) बोरुडे, रा. र. (२००५). संशोधन पद्धतीशास्त्र. पुणे विद्यार्थी गृह प्रकाशन.
8) भांडारकर, पु. ल., बोधनकर, सु. (२०१९). सामाजिक संशोधन पद्धती. विद्या प्रकाशन.
9) पाटील, व्ही. बी. (२०१५). संशोधन पद्धती. श्री मंगेश प्रकाशन.
10) करंदीकर, सुमन, मुळे, रा. श. (२००१). शैक्षणिक संशोधनः स्वरूप आणि व्यासी. अनमोल प्रकाशन.

Suggested Practical Activities: -

Activities and Exercises Suggested for Internal Assessment: 10 Marks (any One)

- **Home Assignment**
- **Fieldwork Experience:** Conducting field visits to apply data collection tools in different settings.
- **Group Project:** Collaborative projects where students design and implement a research study using chosen data collection tools.
- Any other exercise/activity approved by concerned teacher.

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B. A. III (Education) SEMESTER – V

क्षेत्र प्रकल्प (FIELD PROJECT)

Faculty	**Interdisciplinary Studies आंतरविद्याशाखीय अभ्यास**
Program	B. A.- Education **बी.ए. शिक्षणशास्त्र**
Course	B. A. Part III **बी.ए. भाग ३**
Semester	**V**
Course Category	Field Project (FP) – V **क्षेत्र प्रकल्प**
Course Name	Field Project - V **क्षेत्र प्रकल्प**
Course Code	BAU0325FPL225E01
Course Credits	**02**
Marks	Semester End Field Project Report - 40 + Internal Assessment (Viva-Voce) – 10 = Total : 50

मार्गदर्शक सूचना

गुण विभागणी: सत्रांत क्षेत्र प्रकल्प अहवाल - ४० + अंतर्गत मूल्यमापन (तोंडी परीक्षा) - १० = एकूण ५० गुण

कोर्सची उद्दिष्ट्ये (Objectives):

१. विद्यार्थ्यांना संशोधन प्रकल्पाची संकल्पना आणि स्वरूपाची ओळख करून देणे.

२. विद्यार्थ्यांना स्थानिक समस्यांची ओळख करून देणे आणि त्यावर उपाय शोधण्याचे महत्त्व पटवून देणे.

३. विद्यार्थ्यांना वर्गातील वातावरणाबाहेर नेऊन वास्तव जगातील आव्हानांचा अनुभव देणे.

४. क्षेत्र प्रकल्पांच्या माध्यमातून विद्यार्थ्यांना त्यांच्या समुदायाच्या विकासात सक्रिय भूमिका बजावण्यास सक्षम करणे.

५. विद्यार्थ्यांना प्रात्यक्षिक कौशल्यांची ओळख करून देणे.

६. आपल्या प्रदेशातील भाषिक, साहित्यिक, सामाजिक, ऐतिहासिक आणि सांस्कृतिक वातावरणाशी परिचित करून विद्यार्थ्यांना जबाबदार नागरिक म्हणून घडवणे.

क्षेत्र प्रकल्पासाठी मार्गदर्शक तत्त्वे:

१) विद्यार्थ्यांनी त्यांच्या अभ्यासाच्या क्षेत्रातील, त्यांच्या व्यावहारिक ज्ञानावर, वैयक्तिक आवडीवर आणि उपयुक्ततेवर आधारित एक विशिष्ट विषय निवडणे आवश्यक आहे.

२) क्षेत्र प्रकल्प अहवाल टाईप केलेल्या किंवा हस्तलिखित स्वरूपात सादर करणे अनिवार्य आहे. हा अहवाल किमान ५,००० शब्द (सुमारे २० पाने) असावा. अहवालात आवश्यकतेनुसार तक्ते, आलेख, छायाचित्रे इत्यादींचा समावेश असावा.

३) क्षेत्र प्रकल्पाचे काम कोणत्याही प्रकारच्या 'वाङ्मयचौर्यावर' (Plagiarism) किंवा नक्कलीवर आधारित नसावे. विद्यार्थ्यांनी अहवालासोबत एक प्रमाणपत्र सादर करणे आवश्यक आहे, ज्यामध्ये सादर केलेला प्रकल्प हे त्यांचे मूळ काम असल्याचे प्रमाणित केलेले असावे.

४) **मान्यता:** प्राचार्य आणि प्राध्यापक हे सुनिश्चित करतील की विद्यार्थ्याने निवडलेला विषय योग्य दर्जाचा आणि कायदेशीररित्या अनुज्ञेय आहे.

५) **कामाची रूपरेषा आणि व्याप्ती:** विद्यार्थ्यांनी प्रस्तावित कामाची सविस्तर रूपरेषा आणि व्याप्ती, तसेच अपेक्षित निष्कर्षांच्या वर्णनासह त्यांच्या शिक्षकांकडे सादर करणे आवश्यक आहे.

६) **संभाव्य विषय क्षेत्रे:** विद्यार्थी सेवा-देणारं प्रकल्प - विशेषतः भाषिक, साहित्यिक, सामाजिक, सांस्कृतिक, ऐतिहासिक इत्यादी सकारात्मक संदर्भांमध्ये घेऊ शकतात.

७) **अत्यावश्यक निकष:** क्षेत्र प्रकल्प कोणत्याही विशिष्ट संस्था, धर्म, जात किंवा राजकीय संलग्नतेच्या बाबतीत पूर्णपणे तटस्थ असावा; तो कोणत्याही विशिष्ट संप्रदाय किंवा राजकीय विचारधारेने प्रेरित नसावा आणि तो अधिकृत किंवा वैधानिक स्तरावर मान्यताप्राप्त आणि सत्यापित असावा.

८) अहवालात योग्य स्पेलिंग (शब्दलेखन) आणि व्याकरणाचे काटेकोरपणे पालन करणे आवश्यक आहे. वाङ्मयचौर्य विरोधी नियमांचे पालन करणे अनिवार्य आहे.

९) प्रकल्पासाठी विद्यार्थ्यांना शिक्षक किंवा मार्गदर्शक नेमण्याची जबाबदारी महाविद्यालयाचे प्राचार्य किंवा विभाग प्रमुखांची असेल.

१०) क्षेत्र प्रकल्पात उत्तीर्ण होण्यासाठी, ४० पैकी किमान १४ गुण (अहवालासाठी) आणि १० पैकी किमान ०४ गुण (तोंडी परीक्षेसाठी) मिळवणे अनिवार्य आहे, म्हणजेच एकूण ५० पैकी किमान १८ गुण मिळवणे आवश्यक आहे.

शिक्षक आणि विद्यार्थ्यांसाठी सूचना:

१. क्षेत्र प्रकल्पाची निवड संबंधित विषयातील अनिवार्य किंवा वैकल्पिक अभ्यासक्रमाशी संबंधित असावी.

२. क्षेत्र प्रकल्प संबंधित शिक्षकाद्वारे औपचारिकपणे (लेखी स्वरूपात) नेमून दिलेला असावा.

३. क्षेत्र प्रकल्प विद्यार्थ्याने केलेल्या क्षेत्रीय कार्यावर (Field Work) आधारित असावा.

४. संबंधित शिक्षक/मार्गदर्शकाद्वारे स्वाक्षरी केलेला आणि प्रमाणित केलेला अहवाल सादर करणे ही तोंडी परीक्षेला बसण्यासाठीची पूर्वअट आहे.

५. तोंडी परीक्षेपूर्वी क्षेत्र प्रकल्प अहवालाच्या दोन बांधीव प्रती (Bound Format) सादर करणे आवश्यक आहे. एक प्रत विभागाकडे ठेवली जाईल आणि दुसरी प्रत विद्यार्थ्याला परत केली जाईल.

शिक्षकांसाठी महत्त्वाच्या नोंदी:

१) विद्यार्थ्याला संबंधित शिक्षकाच्या मार्गदर्शनाखाली क्षेत्र प्रकल्प करण्यासाठी द्यावयाचे परवानगी पत्राचे (Permission Letter) योग्य स्वरूप तयार करा.

२) क्षेत्र अहवाल लिहिण्यासाठी योग्य नमुना (Format) तयार करा. कृपया हे पहा की पहिले पान आणि प्रमाणपत्र पान सर्व विद्यार्थ्यांसाठी समान असेल. उर्वरित भागात एकसारखेपणा राखण्याचा प्रयत्न करा.

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SEMESTER – VI

B. A. III (Education) SEMESTER – VI

EDUCATIONAL PRACTICES

Faculty	**Interdisciplinary Studies**	Course Category	**Major Mandatory (MM)**
Program	**B.A. – Education**	Course Name	Educational Practices
Course	**B. A. III**	Course Code	BAU0325MML225F10
Semester	**VI**	Course Credits	**04**
Marks	**Semester End: 80**	**Internal Assessment: 20**	**Total Marks: 100**

COURSE OBJECTIVES: To enable the student to

1. understand meaning, nature, scope and objectives of project work.
2. study the ideal school in terms of infrastructure administration, co-curricular activates and writing its report.
3. know the characteristics and innovative work of an ideal teacher.
4. conduct interview of exceptional student and writing its report.

Course Outline and Contents

Module I – Concept of Project Work

a) Meaning, Nature and Scope of project work.

b) Objectives of project work

c) Actual work

Module II- Study of Ideal School

a) Characteristics

b) Administration

c) Co-curricular activities

d) Report

Module III – Study of Ideal Teacher

a) Characteristics

b) Teaching abilities

c) Innovative work

d) Report

Module IV– Interview with Exceptional Student

a) Report Writing

Practical Work (any One):

1) Interview of Experienced Teacher and Report it.
2) Visit to school and report it.
3) Interview of Exceptional Student and Report it.

Recommended Books:

1) Bhatia Kamala (1981) The Principles and Methods of Teaching, Delhi: Doaba House Booksellers and publishers.

2) कुंडले म. बा. (१९७८)अध्यापन शास्त्र आणि पद्धती, पुणे : व्हीनस प्रकाशन.

3) पाटील लीला (१९८३) आजचे अध्यापन,पुणे : श्री विद्या प्रकाशन.

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B. A. III (Education) SEMESTER – VI

TEACHING IN ELEMENTARY LEVEL

Faculty	**Interdisciplinary Studies**	Course Category	**Major Mandatory (MM)**
Program	**B.A. – Education**	Course Name	Teaching in Elementary Level
Course	**B. A. III**	Course Code	BAU0325MML225F11
Semester	**VI**	Course Credits	**04**
Marks	**Semester End: 80**	**Internal Assessment: 20**	**Total Marks: 100**

COURSE OBJECTIVES :- To enable students to :-

1) To enable the student to understand the concept Elementary Education in India & Maharashtra
2) To enable the student to understand the concept of growth and development.
3) To enable the student to understand the concept Curricular & Co-curricular activities
4) To Understand the concept of measurement, assessment and evaluation.

Module I: Concept of Elementary Education in India & Maharashtra (6 Lectures)

1.1 Concepts of Elementary Education. Constitutional provisions of Elementary education in India
1.2 Recent Developments: Central & State Policies

Module II: Human Growth & Development Stages (9 Lectures)

2.1 Concepts Human Growth & Development
2.2 Characteristics of Childhood & Adolescence.
2.3 Behavioral Taxonomy (cognitive, affective, psycho- motor domain)

Module III: Curricular & Co-curricular activities (5 Lectures)

3.1 Concepts of Curricular & Co-curricular activities.
3.2 Organization of Curricular & Co-curricular activities.

Module IV: Examination & Evaluation (6 Lectures)

4.1 Concepts & Needs of Examination & Evaluation.
4.2 Tools of Evaluation, Continuous & Comprehensive Evaluation.

Recommended Books

1) Dandekar W.N. (1976) The Psychological Foundations of Education, Kolhapur. Moghe Prakashan.
2) Mangal S.K.(1979) Psychological Foundations of Education Ludhiana. Prakash Brothers Edu. Publishers.
3) करंदीकर सुरेश (१९७४) शैक्षणिक मानसशास्त्र, कोल्हापूर, फडके प्रकाशन
4) जगताप ह.ना. (१९८८) शैक्षणिक व प्रायोगिक मानसशास्त्र, पुणे नूतन प्रकाशन
5) दांडेकर वा.ना. (१९७०) शैक्षणिक व प्रायोगिक मानसशास्त्र, कोल्हापूर, मोघे प्रकाशन
6) धनवडे सुरेखा, धनवडे नंदकुमार, पाटील अनिल (२०१२) शैक्षणिक मानसशास्त्र व अध्यापनशास्त्र, कोल्हापूर, फडके प्रकाशन
7) पंडित, बा. ब., व पाठक, एम. ए. (२००८). शैक्षणिक मूल्यमापन आणि सांख्यिकी. नूतन प्रकाशन, पुणे.
8) दुनाखे, अ. र. (२०१०). शैक्षणिक मूल्यमापन: तंत्रे आणि साधने. नित्यनूतन प्रकाशन, पुणे.
9) पारसनीस न. रा. (१९८२) प्रगत शैक्षणिक मानसशास्त्र, पुणे: नूतन प्रकाशन.
10) कुबल, सुलभा व इतर (२०११). सातत्यपूर्ण सर्वंकष मूल्यमापन (CCE). महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद (SCERT), पुणे.

Suggested Practical Activities: -

Activities and Exercises Suggested for Internal Assessment: 10 Marks (any One)

- Home Assignment
- Fieldwork Experience
- Group Project
- Any other exercise/activity approved by concerned teacher.

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B. A. III (Education) SEMESTER – VI

Indian Thinkers in Education

Faculty	**Interdisciplinary Studies**	Course Category	**Major Mandatory (MM)**
Program	**B.A. – Education**	Course Name	Indian Thinkers in Education
Course	**B. A. III**	Course Code	BAU0325MML225F12
Semester	**VI**	Course Credits	**02**
Marks	**Semester End: 40**	**Internal Assessment: 10**	**Total Marks: 50**

COURSE OBJECTIVES :- To enable students to :-

1) Develop an understanding of Indian Educational Philosophies.
2) Develop an understanding of Educational Thoughts of Indian thinkers.
3) Build up comprehension of Pedagogical Concepts given by Indian educational thinkers.
4) Develop an understanding of Educational Contribution of few Indian Educational Thinkers.

Course Outline and Contents

Module I: Maharshi Karve

a) Introduction
b) Philosophy of Life
c) Educational Thoughts of Maharshi Karve
d) Contribution of Maharshi Karve in the field of Women Education

Module II: Swami Vivekananda

a) Introduction
b) Philosophy of Life
c) Educational Thoughts of Swami Vivekananda
d) Contribution of Swami Vivekananda in the field of Spiritual Education

Practical Work (any One) :

1) Group Discussion
2) Project Report Field Visit to
   a) Women Education Centre
   b) Centre for Spiritual Education
   c) Visit to Play School or Activity Based Special School

Books Recommended:

1. Aggarwal J. C. (2001), 'Development and Planning of Modern Education', Vikas Publishing House, Pvt. Ltd., New. Delhi.
2. Aggarwal, J. C. (2002); 'Landmarks in the History of Modern Indian Education', Vikas Publishing House, Pvt. Ltd.,. New Delhi.
3. Bhatnagar, Suresh (2000), 'Indian Education: Today and Tomorrow', International publishing House, Meerut.
4. Bhatia K. V. and Narang C. L., 'A First Course on Philosophical and Sociological Bases of Education'. Ludhiyana, Prakash Brothers, 1978
5. Chaubey S. P., (1981), Philosophical and Sociological Foundation of Education, Vinod Pustak Mandir, Agra.
6. Dash D. N., (2005), Philosophical and Sociological Foundation of Education, Dominant Publisher, New Delhi.
7. Taneja N. R., 'Educational Thought and Practice', New Delhi, Sterling Publishers, Pvt. Ltd., 1990
8. पाटील लीला (१९९५) परिवर्तनशील शिक्षण, उन्मेश प्रकाशन, पुणे,

9. पाटील लीला (२००४) शिक्षण देता-घेता, उन्मेष प्रकाशन, पुणे,
10. माळी अ. ल. / भगत रा. नु. (१९७८) थोर शिक्षणतज्ज्ञ, गो. य. राणे प्रकाशन, पुणे.
11. गर्गे स. मा. (१९९७) 'समाजसुधारक आणि अंधश्रद्धा', महाराष्ट्र अंधश्रद्धा निर्मूलन समिती, पुणे
12. के. सागर/पाटील यु. बी. 'महाराष्ट्रातील समाजसुधारक व थोर विचारवंत', के सागर पब्लिकेशन्स, पुणे
13. नाईक जे. पी. (१९६०) 'भारतातील प्राथमिक शिक्षण', इंडियन इन्स्टिट्यूट ऑफ एज्युकेशन, पुणे.
14. कुंडले म. बा. (१९८६) शैक्षणिक तत्त्वज्ञान व शैक्षणिक समाजशास्त्र, श्रीविद्या प्रकाशन, पुणे
15. के, सागर (संपादन) (२००२) भारतीय राजकीय विचारवंत, अनिरुद्ध पब्लिशिंग हाऊस, पुणे
16. पवार ना. ग. (२००७) उदयोन्मुख भारतीय समाजातील शिक्षणतज्ज्ञ, नित्यनूतन प्रकाशन, पुणे

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B. A. III (Education) SEMESTER – VI

STATISTICS IN EDUCATION

Faculty	**Interdisciplinary Studies**	Course Category	**Major Elective EL-II (EL)**
Program	**B.A. – Education**	Course Name	Statistics in Education
Course	**B. A. III**	Course Code	BAU0325ELL225F04
Semester	**VI**	Course Credits	**04**
Marks	**Semester End: 80**	**Internal Assessment: 20**	**Total Marks: 100**

COURSE OBJECTIVES :- To enable the student to

1. understand the meaning, nature and scope of educational statistics.
2. use of educational statistics in education.
3. develop the ability to use measures of central tendency in analysis and interpretation of educational data.
4. understand the concepts of normal distribution and to identity its properties and uses of normal probability curve.
5. understand the concept and types of correlation and coefficient of correlation.

Module I: Educational Statistics

a) Meaning, nature and scope of educational statistics.
b) Sources of educational data.
c) Use of educational statistics.
d) Functions of statistics

Module II: Measures of Central Tendency

a) Mean
b) Median
c) Mode

Module III: Normal distribution

a) Concept of frequency and frequency Distribution
b) Concept of normal distribution.
c) Properties and uses of normal probability curve.
d) Divergence from normality.

Module IV: Correlation.

a) Correlation - Meaning
b) Coefficient - Meaning
c) Concept and types
d) Coefficient of correlation.

Practical Work (any One):

a) Calculate the mean, median and mode of any test.
b) Prepare the frequency table and graphical presentation of any raw score.
c) Seminar on any module

Recommended Books :

1. दांडेकर वा.न. (१९९२) शैक्षणिक मूल्यमापन व संख्याशास्त्र, पुणेः श्री विद्याप्रकाशन,
2. उपसानी ना. के., कुलकर्णी के. व्ही. (१९९२) नवे शैक्षणिक मूल्यमापन व संख्याशास्त्र पुणेः श्री विद्याप्रकाशन,
3. कदम चा.प., चौधरी बा.आ. (१९९१) शैक्षणिक मूल्यमापन पुणेः नूतन प्रकाशन

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B. A. III (Education) SEMESTER – VI

EDUCATIONAL TECHNOLOGY

Faculty	**Interdisciplinary Studies**	Course Category	**Major Elective EL-II (EL)**
Program	**B.A. – Education**	Course Name	Educational Technology
Course	**B. A. III**	Course Code	BAU0325ELL225F05
Semester	**VI**	Course Credits	**04**
Marks	**Semester End: 80**	**Internal Assessment: 20**	**Total Marks: 100**

COURSE OBJECTIVES:- To enable the student to

1. understand about the concept, nature and scope of educational technology.
2. acquaint with the mass media approach in educational technology
3. understand the concept, meaning and development of system approach.
4. make aware of innovations in educational technology such as e- learning and Computer assisted learning.

Module I: Communication Process

a) Concepts, nature, process, components
b) Types of classroom communication.

Module II: Mass media approach in Educational Technology

a) Functions of Mass Media
b) Television, Radio, Literature, News Papers, Folk Media etc.

Module III Systems Approach

a) Concept, meaning of system approach
b) Development of an Instructional system.

Module IV: Innovations in Educational Technology.

a) Computer Assisted Instruction(CAI)
b) E-learning- meaning, merits and demerits

Practical Work (any One):

1) A 10-minute presentation to demonstrate one communication mode, on a TYBA sub-unit, using any projected support media.
2) A 10-minute presentation to demonstrate one communication mode, on a TYBA sub-unit, using any non-projected support media.
3) A 10-minute PPT-enabled presentation to show the application of five educational tools in education.

Recommended Books

1. Rawat S.C. (2004) Essentials of Educational Technology, Meeriut: R.Lall Book Depot.
2. Sharma, A.R. (2004) Educational Technology, Agra:Vinod Pustak Mandir.
3. Yeole Cimma, (1991) Educational Technology, Kolhapur.
4. Kulkarni S.S. (1989) Introduction to Educational Technology,Bombay: oxford & IBH Publishing Co. Ltd.Bombay.
5. जगताप ह.ना. (१९९७) प्रगत् शैक्षणिक तंत्रविज्ञान -नित्य नूतन प्रकाशन पुणे
6. कुलकर्णी के. व्ही. (१९९२) शैक्षणिक मूल्यमापन व संख्याशास्त्र, पुणेः श्रीविद्या प्रकाशन
7. कदम चा.प., चौधरी बा.आ. (१९९१) शैक्षणिक मूल्यमापन पुणेः नूतन प्रकाशन

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B. A. III (Education) SEMESTER – VI

CURRICULUM CONSTRUCTION

Faculty	**Interdisciplinary Studies**	Course Category	**Major Elective EL-II (EL)**
Program	**B.A. – Education**	Course Name	Curriculum Construction
Course	**B. A. III**	Course Code	BAU0325ELL225F06
Semester	**VI**	Course Credits	**04**
Marks	**Semester End: 80**	**Internal Assessment: 20**	**Total Marks: 100**

COURSE OBJECTIVES : To enable the student to

1. understand the meaning, nature and scope of curriculum.
2. understand the different types of curriculum.
3. acquaint with eradication framework from pre-primary to higher secondary levels.
4. understand the process of curriculum development.
5. make aware of evaluation of curriculum at school stage.

Course Outline and Contents

Module I -: Curriculum

a) Meaning, nature and scope of curriculum
b) Aims and objectives of curriculum
c) Curriculum and co-curricular activities.

Module II-: Different types of curriculum

a) Types of curriculum.
b) Merits and demerits of curriculum.
c) Concept of balanced curriculum

Module III – Curriculum framework at Different Stages of Education

a) Pre-Primary, Primary Stages
b) Secondary and Higher secondary Stages

Module IV - Curriculum Development

a) Process of curriculum development
b) Analysis of curriculum at Secondary school stage

Practical Work (any One):

1) A survey of educational problems at local level.
2) Plan any one activity for inculcating Nationalism.
3) Interview of Teacher / Head master/ Expert in Education field with reference to curriculum.

Recommended Books:

1) Malla Ready Mamidi, S, Ravishankar (1986) Curriculum Development and Educational Technology, New Delhi: Sterling Publishing Pvt. Ltd.
2) कुंडले म.बा.(१९८३) शिक्षणाचे तत्त्वज्ञानात्मक व समाजशास्त्रीय अधिष्ठान, पुणे: श्री विद्या प्रकाशन
3) डॉ.जाधव एम.एल.,प्रा.माने आर.आर.(२००७) शालेय व्यवस्थापन,कोल्हापूर: फडके प्रकाशन.

4) डॉ.वास्करआनंद,डॉ.वास्कर पुष्पा(२००६),माध्यमिक शिक्षण व शालेय व्यवस्थापन, नाशिक: याद्री प्रकाशन.

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B. A. III (Education) SEMESTER – VI

Development of Education in India – Part II

Faculty	**Interdisciplinary Studies**	Course Category	**Minor**
Program	**B.A. – Education**	Course Name	Development of Education in India - Part II
Course	**B. A. III**	Course Code	BAU0325MNL225F04
Semester	**VI**	Course Credits	**04**
Marks	**Semester End: 80**	**Internal Assessment: 20**	**Total Marks: 100**

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
1	**University Education Commission – 1948-49** a) Aims and recommendations of University Education b) Art and Science Curriculum c) Rural University and its recommendations d) Post graduate teaching and research and its recommendations.	1	15
2	**Development of Secondary Education** a) Dr. Tara Chand Committee-1948 - Major Recommendations b) Secondary Education Commission-1952-53 - Aims, Objectives, curriculum, Text-book, Teaching Method, Physical Education and welfare of student, Teacher, School management and its recommendations.	1	15
3	**Kothari Commission – 1964-66** a) National objective Structure of Education, School Curriculum, Students Scholarship, Woman Education, School Management and supervision, and its recommendations. b) National policy on Education -1986: Salient features, General structure of National curriculum pattern, Innovations, operation Black-Board, Navodaya Vidyalaya's.	1	15

	c) Review of National Policy of Education – ➢ Ramamurthy Review Committee, 1990 – ➢ Janardan Reddy Committee Report,1991 – ➢ Revised National Policy of Education – 1992		
4	**Recent Developments in Indian Education** a) The National Knowledge Commission Report - Background and Recommendations b) National Curriculum Framework, 2005 c) Government Programmes of Education: SSA, RMSA, RUSA d) Right to Education (RTE) e) Quality Control of Higher Education: NAAC- Its Objectives and Role f) National Education Policy 2020: Salient Features.	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 pf Kothari Commission – 1964-66 Govt. of India.

6) कुंडले म.बा. (1990) अध्यापन शास्त्र आणि पध्दत, पुणे व्हिनस प्रकाशन

7) सौ. गद्रे गीता व गद्रे ल. रा. (1977) शिक्षणाचा इतिहास भाग 1,2,3 पुणे व्हिनस प्रकाशन

8) जाधव डॉ. भोसले, सरपोतदार (2010) भारतीय शिक्षणाचा विकास कोल्हापूर फडके प्रकाशन.

9) देशमुख एल.जी. (2003) भारतातील शिक्षणाचा विकास, कोल्हापूर फडके प्रकाशन.

10) धनवडे नंदकुमार, धनवडे सुरेखा, शिखरे व्ही. पी. (2012) भारतातील शिक्षणाचा विकास कोल्हापूर फडके प्रकाशन.

11) वास्कर आनंद, वास्कर पुष्पा (1998) भारतीय शिक्षणाचे बहूजनीकरण: पुणे, नूतन 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. III (Education) SEMESTER – VI

On Job Training (OJT)

Faculty	**Interdisciplinary Studies**
Program	B. A. – Education
Course	B. A. Part III
Semester	**VI**
Course Category	On Job Training (OJT)
Course Name	On Job Training - VI
Course Code	BAU0325OJL225F01
Course Credits	**04**
Marks	100 अंतर्गत अहवाल (६० गुण) + बाह्य मौखिक परीक्षा (४० गुण)

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१. प्रशिक्षणाची उद्दिष्ट्ये (Objectives)

1) विद्यार्थ्यांना प्रत्यक्ष कामाचा अनुभव देणे.
2) शालेय प्रशासन, व्यवस्थापन आणि नोंदी (School Records) ठेवण्याची पद्धत समजून घेणे.
3) विद्यार्थ्यांच्या शैक्षणिक आणि वर्तणूक समस्यांचा प्रत्यक्ष अभ्यास करणे.
4) संवाद कौशल्य, टीमवर्क आणि समस्या सोडवण्याची क्षमता विकसित करणे.
5) विद्यार्थ्यांना करिअर निवडीसाठी दिशा देणे.

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२. फलश्रुती (Learning Outcomes - LOs)

OJT पूर्ण केल्यानंतर विद्यार्थी:

1) प्रत्यक्ष कार्यस्थळावर काम करण्याची क्षमता विकसित करेल.
2) कार्यातील समस्या ओळखून उपाय सुचवेल आणि दिलेले कार्य वेळेत पूर्ण करेल.
3) व्यावसायिक संवाद सुधारेल.
4) शालेय कामकाजातील शिस्त आणि व्यावसायिक नैतिकतेची जाणीव होईल.
5) लघु संशोधन प्रकल्पाद्वारे माहिती संकलन, विश्लेषण, अहवाल लेखन व सादरीकरण कौशल्ये विकसित होतील.
6) रोजगारक्षम कौशल्ये आत्मसात करेल.

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३. सुचविलेल्या कृती (Suggested Activities for OJT)

विद्यार्थी खालीलपैकी कोणत्याही दोन ते तीन कृती निवडून १२० तासांचे प्रशिक्षण पूर्ण करू शकतात.

१. प्रत्यक्ष कार्य अनुभव :

अध्यापन साहित्याची निर्मिती: स्थानिक प्राथमिक शाळेत जाऊन स्वनिर्मित शैक्षणिक साधनांचा (Teaching Aids) वापर करून प्रत्यक्ष पाठ घेणे.

शालेय प्रशासनाचा अभ्यास: एखाद्या शाळेच्या मुख्याध्यापकांसोबत राहून शालेय दप्तर तपासणी, हजेरी पत्रक आणि वेळापत्रक व्यवस्थापनाचे प्रशिक्षण घेणे.

ICT चा वापर: संगणक लॅबमध्ये जाऊन दीक्षा (DIKSHA) पोर्टल किंवा ई-लर्निंग सॉफ्टवेअरद्वारे विद्यार्थ्यांना शिकवण्याचा सराव करणे.

२. लघु संशोधन प्रकल्प :

गळतीचे प्रमाण (Drop-out rate): तुमच्या परिसरातील एखाद्या वस्तीमधील मुलांच्या शाळा सोडण्याच्या कारणांचा शोध घेणे.

अध्ययन समस्या: प्राथमिक स्तरावरील विद्यार्थ्यांच्या 'वाचन-लेखन' दोषांचे निदान व उपाय यावर प्रकल्प करणे.

ऑनलाईन शिक्षण: ग्रामीण भागातील पालकांचा ऑनलाईन शिक्षणाकडे बघण्याचा दृष्टिकोन यावर सर्वेक्षण करणे.

३. तज्ञांचा अभ्यास :

आदर्श शिक्षक मुलाखत: राष्ट्रपती पुरस्कार प्राप्त किंवा 'ज्ञानज्योती' पुरस्कार प्राप्त शिक्षकाची मुलाखत घेऊन त्यांच्या अध्यापन पद्धतीचा अभ्यास करणे.

शैक्षणिक उद्योजक: एखादे नामांकित कोचिंग सेंटर, करिअर कौन्सिलिंग सेंटर किंवा शैक्षणिक ॲप चालवणाऱ्या व्यक्तीच्या कामाच्या पद्धतीचा अभ्यास करणे.

४. सामाजिक प्रकल्प :

प्रौढ साक्षरता अभियान: आपल्या गावातील किंवा प्रभागातील किमान ५ निरक्षर व्यक्तींना साक्षर करण्यासाठी ४ आठवड्यांचा उपक्रम राबवणे.

समावेशित शिक्षण : विशेष गरजा असणाऱ्या (दिव्यांग) मुलांच्या शाळेला भेट देऊन त्यांच्या शैक्षणिक समस्या आणि सुविधांचा अहवाल तयार करणे.

कौशल्य विकास: स्थानिक बचत गटातील महिलांना किंवा युवकांना मूलभूत जीवन कौशल्ये (Life Skills) शिकवणे.

५. शैक्षणिक संस्थांचा अभ्यास :

अंगणवाडी/बालवाडी निरीक्षण: बालशिक्षण पद्धती समजून घेण्यासाठी जवळच्या अंगणवाडीच्या कामकाजाचे ३-४ दिवस निरीक्षण करणे.

DIET भेट: जिल्हा शिक्षण व प्रशिक्षण संस्था (DIET) येथे जाऊन शिक्षकांसाठी राबवल्या जाणाऱ्या प्रशिक्षणांची माहिती घेणे.

ग्रंथालय व्यवस्थापन: सार्वजनिक किंवा शालेय ग्रंथालयातील पुस्तकांचे वर्गीकरण आणि वितरण व्यवस्था समजून घेणे.

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४. मान्यता पत्राचा मसुदा (Draft Permission Letter)

प्रति, मुख्याध्यापक,
(शाळेचे नाव व पत्ता)

विषय: शैक्षणिक वर्ष ---------- साठी 'ऑन जॉब ट्रेनिंग' (OJT) करणेसाठी परवानगी मिळणेबाबत.

महोदय,

शिवाजी विद्यापीठ, कोल्हापूर, बी. ए. भाग ३ च्या विद्यार्थ्यांना नवीन शैक्षणिक धोरणानुसार On Job Training (OJT) हा अभ्यासक्रम पूर्ण करणे आवश्यक आहे. आमच्या महाविद्यालयातील विद्यार्थी/विद्यार्थिनी (तुमचे नाव) हा बी. ए. भाग ३ (शिक्षणशास्त्र) मध्ये शिकत आहे. अभ्यासक्रमाचा भाग म्हणून त्याला आपल्या शाळेत ४ आठवड्यांचे (१२० तास) प्रत्यक्ष प्रशिक्षण पूर्ण करावयाचे आहे.

सदर कालावधीत शालेय उपक्रम आणि प्रशासकीय कामकाजात मदत करेल. संस्थेच्या नियमांचे पालन करतील व दिलेल्या कामात सक्रिय सहभाग घेतील याची हमी देत आहोत.

कृपया, त्यासाठी आपल्या संस्थेमध्ये दिनांक ---------- ते ---------- या कालावधीत प्रशिक्षण घेण्याची परवानगी देऊन सहकार्य करावे, ही विनंती

आपला नम्र,

(विभाग प्रमुख/प्राचार्य यांची सही व शिक्का)

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५. अहवाल लेखनाचा आराखडा (OJT Report Format)

ऑन-द-जॉब ट्रेनिंग (OJT) अहवाल आराखडा

विद्यार्थ्याचे नाव: ----------

महाविद्यालयाचे नाव: ----------

वर्ग: ---------- **सत्र (Semester):** ----------

विषय: ---------- **बैठक क्रमांक (Seat Number):** ----------

वर्ष: ---------- **प्रशिक्षणाचा कालावधी:** ----------

प्रशिक्षण स्थळ/संस्थेचे नाव: ----------

संस्थेच्या मार्गदर्शकाचे (Supervisor) नाव: ----------

पर्यवेक्षण करणाऱ्या महाविद्यालयीन शिक्षकाचे नाव: ----------

१) **प्रस्तावना :** या भागात आवडीचे क्षेत्र, समकालीन जगात त्याचे महत्त्व, हे क्षेत्र निवडण्याची कारणे तसेच संबंधित संस्था/संघटना/सल्लागार/व्यावसायिक इत्यादींची निवड का केली, याची माहिती द्यावी.

२) **संस्थेचे वर्णन :** ज्या संस्थेत प्रशिक्षण घेतले आहे, त्या संस्थेचा थोडक्यात आढावा यात असावा. यामध्ये संस्थेचे ध्येय (Mission), उद्दिष्टे, पुरवल्या जाणाऱ्या सेवा आणि अनुभवाचा समावेश असावा.

३) **कर्तव्ये आणि जबाबदाऱ्या :** प्रशिक्षण कालावधीत विद्यार्थ्याने पार पाडलेली विशिष्ट कामे आणि जबाबदाऱ्यांचे वर्णन दैनंदिन कार्य नोंद (Log Book) यात करावे. तसेच, त्यांनी सहभाग घेतलेले महत्त्वाचे प्रकल्प किंवा उपक्रम यांची माहिती द्यावी.

४) **शिकलेली कौशल्ये आणि यशाचे चिंतन :** प्रशिक्षणादरम्यान विद्यार्थ्याने काय साध्य केले (कौशल्ये, ज्ञान, दृष्टिकोन इ.) यावर येथे प्रकाश टाकावा. प्रशिक्षणातून झालेली सर्वांगीण प्रगती आणि त्याचा झालेला प्रभाव यावर सखोल आत्मचिंतन विद्यार्थ्याने मांडणे अपेक्षित आहे. पूर्ण केलेल्या उपक्रमानुसार लेखन करावे.

५) **सुधारणेसाठी वाव असलेली क्षेत्रे :** प्रशिक्षण घेताना स्वतःमध्ये कोणत्या सुधारणा होणे आवश्यक आहे, असे विद्यार्थ्याला वाटते, त्याचा उल्लेख येथे करावा. या आव्हानांवर कशी मात करावी किंवा सुधारणेसाठी काय रणनीती असावी, यावर भाष्य करावे.

६) **निष्कर्ष :** प्रशिक्षण अनुभवातून मिळालेल्या मुख्य गोष्टींचा/शिकवणीचा सारांश या विभागात असावा.

७) **परिशिष्टे : या विभागात खालील कागदपत्रांचा समावेश असावा:**

1) संबंधित संस्था/ संघटना/ व्यावसायिक/ सल्लागार इत्यादींना संबंधित शिक्षक मार्गदर्शकाने पाठवलेले औपचारिक परवानगी पत्र.
2) प्रशिक्षणासाठी संबंधित संस्था/ संघटना/ व्यावसायिक/ सल्लागार यांनी दिलेले औपचारिक स्वीकृती पत्र.
3) दैनिक कार्य नोंदवही: यामध्ये उपस्थिती पत्रक - दिवस, दिनांक, वेळ, एकूण तास, प्रशिक्षणाचे/अध्ययन कृतीचे थोडक्यात वर्णन, स्वीकारलेल्या जबाबदाऱ्या, संस्था प्रमुखाची स्वाक्षरी आणि संबंधित शिक्षकाची स्वाक्षरी असावी.
4) उपस्थिती आणि काम करतानाचे गुगल टॅग केलेले फोटो.
5) संस्था प्रमुखाच्या स्वाक्षरीसह आणि शेऱ्यासह असलेले पूर्तता.

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६. ओ.जे.टी. साठी संस्थांची यादी (List of Organizations) :

- स्थानिक जिल्हा परिषद/नगरपालिका प्राथमिक शाळा.
- खाजगी माध्यमिक व उच्च माध्यमिक विद्यालये.
- अंगणवाडी किंवा बालवाडी केंद्रे.
- जिल्हा शिक्षण व प्रशिक्षण संस्था
- शैक्षणिक समुपदेशन केंद्रे

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७. शिक्षकांसाठी सूचना

1) विद्यार्थ्यांना योग्य संस्था निवडण्यास मार्गदर्शन करावे.
2) नियमित निरीक्षण करावे.
3) साप्ताहिक आढावा घ्यावा.
4) अंतिम विद्यापीठ मार्गदर्शनाप्रमाणे मुलाखती घ्याव्यात.

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८. दोन आठवड्यांचा OJT कृती आराखडा (OJT Action Plan)

कालावधी: १५ दिवस

दिवस	नियोजित कृती (Activity)	अपेक्षित निष्पत्ती (Outcome)
१	वर्ग निरीक्षण	शिक्षकांच्या अध्यापन पद्धती, प्रश्नकौशल्य आणि वर्ग नियंत्रणाचे निरीक्षण करणे.
२	अभ्यास सवयीचा अभ्यास	विद्यार्थ्यांच्या शिकण्याच्या पद्धती ओळखणे.
३	अध्ययन अडचणी	वाचन, लेखन किंवा गणितात मागे असलेल्या विद्यार्थ्यांच्या अडचणी शोधणे.
४	व्यक्ती अभ्यास	एका विशिष्ट विद्यार्थ्याची निवड करून त्याच्या कौटुंबिक व शैक्षणिक पार्श्वभूमीचा अभ्यास करणे.
५	वर्तन निरीक्षण	विद्यार्थ्यांच्या वर्तणुकीचे (शिस्त, सहकार्य, एकाग्रता) रेकॉर्ड तयार करणे.
६	शासन योजनांचा अभ्यास	शाळेतील मध्यान्ह भोजन, शिक्षण हक्क कायदा आणि सर्व शिक्षा अभियान अंतर्गत मिळणाऱ्या सुविधांचा अभ्यास.
७	आरोग्य जागृती	शाळेत स्वच्छता / आरोग्य जागृती कार्यक्रम राबवणे (उदा. हात धुण्याचे महत्त्व, परिसर स्वच्छता).
८	आदर्श शिक्षकाचा अभ्यास	शाळेतील उत्कृष्ट शिक्षकाची मुलाखत घेऊन त्यांच्या कार्यपद्धतीचा 'Profile Report' तयार करणे.
९	अंगणवाडी सेविका अभ्यास	स्थानिक अंगणवाडीला भेट देऊन 'पूर्व-प्राथमिक' शिक्षणातील आव्हाने समजून घेणे.
१०	आधुनिक शिक्षण	खाजगी शिकवणी वर्गांना भेट देऊन त्यांच्या अध्यापन तंत्राचा आणि व्यवस्थापनाचा अभ्यास करणे.
११	आधुनिक शिक्षण	एखाद्या शैक्षणिक स्टार्टअप किंवा 'Computer Lab' मधील डिजिटल साहित्याचा (Apps/E-learning) अभ्यास.
१२	व्यक्ती अभ्यास पूर्तता	निवडलेल्या विद्यार्थ्याचा सविस्तर केस स्टडी अहवाल पूर्ण करणे.

१३	**शिक्षण केंद्रांना भेटी**	सार्वजनिक वाचनालय, शाळा समिती भेट
१४	**परिसंवाद**	OJT मधील अनुभवांवर आधारित महाविद्यालयात किंवा शाळेत सादरीकरण करणे.
१५	**अहवाल पूर्तता**	सर्व कृतींचे फोटो, प्रमाणपत्रे आणि Logbook पूर्ण करून अहवाल बाइंडिंगसाठी तयार करणे.

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१. दैनिक कार्य नोंदवही (Activity Logbook)

(हे पान तुमच्या प्रशिक्षणाच्या प्रत्येक दिवसासाठी किंवा एकत्रित आठवड्यासाठी वापरावे)

दिनांक	एकूण तास	केलेल्या कामाचे थोडक्यात वर्णन	मार्गदर्शकाची स्वाक्षरी व शिक्का
एकूण तास	१२० तास		

२. वर्ग निरीक्षण तक्ता (Classroom Observation Record)

इयत्ता: ---------- **तारीख:** ---------- **वेळ:** ----------

अ.क्र.	निरीक्षणाचे मुद्दे	निरीक्षण नोंदी (Remarks)
१	शिक्षकाची पूर्वतयारी व टाचण	
२	अध्यापन पद्धती (उदा. व्याख्यान, चर्चा, प्रकल्प)	
३	शैक्षणिक साधनांचा (Teaching Aids) वापर	
४	विद्यार्थ्यांचा सहभाग आणि प्रतिसाद	
५	वर्ग नियंत्रण आणि शिस्त	
६	फलक लेखन (Blackboard Work)	

३. विद्यार्थी केस स्टडी (Case Study Format)

विद्यार्थ्याचे नाव: ---------- **इयत्ता:** ----------

वय: ---------- **लिंग:** ---------- **पत्ता:** ----------

विभाग	माहितीचे मुद्दे
कौटुंबिक	पालकांचा व्यवसाय, आर्थिक स्थिती, घरातील वातावरण
शैक्षणिक	आवडते विषय, प्रगती (निकाल), उपस्थिती
वर्तणूक	स्वभाव, मित्रांमधील वागणूक, छंद
समस्या	अभ्यासातील अडथळे किंवा वर्तणुकीतील दोष
उपाययोजना	शिक्षकांनी सुचवलेले किंवा तुम्ही केलेले मार्गदर्शन

४. अध्ययन पद्धती अभ्यास (Learning Style Study)

(विद्यार्थ्याला काही प्रश्न विचारून किंवा कृती देऊन हा तक्ता भरावा)

विद्यार्थी संख्या	अध्ययन प्रकार (Learning Style)	मुख्य वैशिष्ट्ये
	Visual (दृष्य)	चित्र, तक्ते, व्हिडिओ पाहून शिकणारे
	Auditory (श्राव्य)	ऐकून, चर्चेतून शिकणारे
	Kinaesthetic (कृतीशील)	प्रयोग करून किंवा प्रत्यक्ष हालचालीतून शिकणारे

५. शासकीय योजना अभ्यास (Mid-day Meal / RTE / SSA)

योजनेचे नाव: ----------

अ.क्र.	अभ्यासाचे मुद्दे	शाळेतील सद्यस्थिती
१	लाभार्थ्यांची संख्या (विद्यार्थी संख्या)	
२	योजनेची अंमलबजावणी प्रक्रिया	
३	उपलब्ध भौतिक सुविधा (उदा. स्वयंपाकघर, स्वच्छता)	
४	योजनेचे फायदे (विद्यार्थी/पालक मते)	
५	अंमलबजावणीतील अडचणी / सूचना	

६. प्रशिक्षण पूर्णता प्रमाणपत्र (Completion Certificate)

(हे शाळेच्या/संस्थेच्या लेटरहेडवर टॅप करून घ्यावे)

प्रमाणपत्र

प्रमाणित करण्यात येते की, श्री./कु. ---------- (महाविद्यालयाचे नाव) **B.A. III (Education)** यांनी आमच्या शाळेत/संस्थेत दिनांक --------ते --------- या कालावधीत **'ऑन जॉब ट्रेनिंग' (OJT)** यशस्वीरीत्या पूर्ण केले आहे.

या कालावधीत त्यांनी एकूण **१२० तास** काम केले असून, त्यांचे काम समाधानकारक राहिले आहे. आम्ही त्याच्या/तिच्या उज्वल भविष्यासाठी शुभेच्छा देतो.

दिनांक: स्थळ:

(मुख्याध्यापकाची सही व शिक्का)

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(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						
SEM I 4.5	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**	**UG Certificates 44**
SEM II 4.5	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**	
Credits	**4+4=8**	**4+4=8**	**4+4=8**	**2+2=4**	**2+2=4**	**4+4=8**	**2+2=4**	**44**	**Exit Option: 4 credit Skill/NSQF/Internship**
	MAJOR		MINOR	**OE**	**VSC / SEC**	**IKS/VES/AEC**			
	MAJOR	ELECTIVE							
SEM III 5.0	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**	**UG Diploma 88**
SEM IV 5.0	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**	
Credits	**8+8=16**		**4+4=8**	**2+2=4**	**4+4=8**	**4+4=8**	**--**	**44**	**Exit Option: 4 credit Skill/NSQF/Internship**
SEM V 5.5	Education P-VII (4) Education P-VIII (4) Education P-IX (2)	MAJOR-EL-1 (4)	MINOR-III (4)	OE- (2)	--	--	**FP- (02)**	**22**	**UG Degree 132**

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

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