

 <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, www.unishivaji.ac.in, bos@unishivaji.ac.in <b>शिवाजी विद्यापीठ, कोल्हापूर</b> <b>४१६ ००४, महाराष्ट्र</b> दूरध्वनी - ईपीएबीएक्स - २६०९०००, अभ्यासमंडळे विभाग - ०२३१-२६०९०९४</p>		
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जा.क्र./शिवाजी वि./अ.मं./ **398**

दि.११/०७/२०२४

प्रति,

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

**विषय :** B.A.Part-I Education I & II या कोर्सच्या अभ्यासक्रमाबाबत...

**संदर्भ :** या कार्यालयाचे पत्र क्र. जा.क्र. SU/BOS/875 दि.२६/१२/२०२३

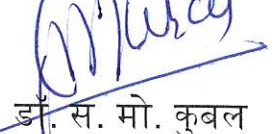
महोदय,

उपरोक्त संदर्भित विषयास अनुसरुन आपणास आदेशान्वये कळविण्यात येते की, शैक्षणिक वर्ष २०२४-२५ पासून लागू करण्यात आलेल्या B.A.Part-I Education I & II अभ्यासक्रमामध्ये किरकोळ दुरुस्ती करण्यात आलेली आहे. 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 द्यावी ही विनंती.

कळावे,

आपला विश्वास,

  
डॉ. स. मो. कुबल  
(उपकुलसचिव)

सोबत : अभ्यासक्रमाची प्रत.

प्रत : १. प्र.अधिष्ठाता, आंतरविद्याशाखीय अभ्यास विद्याशाखा.

२. अध्यक्ष, शिक्षणशास्त्र अभ्यास मंडळ.

३. संचालक, परीक्षा व मुल्यमापन मंडळ कार्यालयास.

४. परिक्षक नियुक्ती ए व बी विभागास.

५. बी.ए.परीक्षा विभागास.



६. संगणक केंद्र/आय. टी. सेल विभागास.

७. दूरस्थ व ऑनलाईन शिक्षण विभाग.

८. पी.जी. सेमीनार

९. नॅक विभाग

माहितीसाठी व पुढील कार्यवाहीसाठी.

 <p> Estd. 1962  "A" Accredited by  NAAC(2011)  With CGPA 3.52 </p>	<p> <b>SHIVAJI UNIVERSITY, KOLHAPUR - 416 004,  MAHARASHTRA</b>  PHONE : EPABX - 2609000, <a href="http://www.unishivaji.ac.in">www.unishivaji.ac.in</a>, <a href="mailto:bos@unishivaji.ac.in">bos@unishivaji.ac.in</a>  <b>शिवाजी विद्यापीठ, कोल्हापूर - ४१६ ००४, महाराष्ट्र</b>  दूरध्वनी - ईपीएबीएक्स - २६०९०००, अभ्यासमंडळे विभाग दूरध्वनी ०२३१-२६०९०९३/९४ </p>	
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Ref.No. SUK/BOS/ 875

Date: 26/12/2023

To,  
The Principals,  
All Concerned Affiliated Colleges / Institutions.  
Shivaji University, Kolhapur.

**Subject: Regarding syllabi of B.A. Part-I ( Sem I & II ) 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 syllabi of nature of question and equivalence B.A. Part - I ( Sem I & II ) as per NEP-2020 (2.0) degree programme under the Faculty of Inter-Disciplinary Studies.

1)	B.A. Part - I ( Sem I & II ) Education	5)	B.A. Part - I ( Sem I & II ) Social Work. ✓
2)	B.A. Part - I ( Sem I & II ) Physical Education	6)	B.A. Part - I ( Sem I & II ) Home Science ✓
3)	B.A. Part - I ( Sem I & II ) Journalism.	7)	B.A. Part - I ( Sem I & II ) Music
4)	B.A. Part - I ( Sem I & II ) Dress Making and Fashion Coordination.		

This syllabus, nature of question and equivalence shall be implemented from the academic year 2024-2025 onwards. A soft copy containing the syllabi is attached herewith and it is also available on university website [www.unishivaji.ac.in](http://www.unishivaji.ac.in). (Online Syllabus)

The question papers on the pre-revised syllabi of above mentioned course will be set for the examinations to be held in October / November 2024 & March/April 2025. These chances are available for repeater students, if any.

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

Thanking you,

Yours faithfully,



Dr. S.M. Kural  
Dy Registrar

Copy to:

1	Director, Board of Evaluation and Examination	7	Centre for Distance Education
2	The Dean, Faculty of IDS	8	Computer Centre / I.T. cell
3	The Chairman, Respective Board of Studies	9	Affiliation Section (U.G.) / (P.G.)
4	B.A., B.Com., B.Sc. Exam	10	P.G. Admission / P.G. Seminar Section
5	Eligibility Section	11	Appointment Section -A/B
6	O.E. I, II, III, IV Section	12	Dy. registrar (On/ Pre.Exam)

# SHIVAJI UNIVERSITY, KOLHAPUR



Established: 1962

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

**New Syllabus For**  
**Bachelor of Arts [B. A. in Education]**  
**UNDER**  
**Faculty of Interdisciplinary Studies**  
**B. A. Part - I (Semester - I and II)**

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

**(TO BE IMPLEMENTED FROM ACADEMIC YEAR 2024-25**  
**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 (PO)

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

**3. DURATION:**

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

**4. ELIGIBILITY FOR ADMISSION:**

The candidate who has qualified SENIOR SECONDARY SCHOOL EXAMINATION (10 + 2)

OR

EQUIVALENT from a recognized board/institute is eligible for admission for this course.

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

**5. MEDIUM OF INSTRUCTION:**

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

**6. EXAMINATION PATTERN:**

The pattern of examination will be Semester End Examination with Internal Assessment/Evaluation. **NOTE: Separate passing is mandatory for both, Semester End Examination, and Internal Evaluation/Assessment. (Annexur-I)**

**7. STRUCTURE OF PROGRAMME:**

(Credit Distribution Structure for with Multiple Entry and Exit Options B.A.- I in Education)

**A) First Year Bachelor of Arts (B.A. - I) (UG CERTIFICATE) :**

<b>YEAR:</b>	<b>B.A. - I</b>
<b>SEMESTER:</b>	<b>I and II</b>
<b>LEVEL:</b>	<b>4.5</b>
<b>TOTAL CREDITS</b>	<b>22 + 22 = 44</b>
<b>DEGREE AWARDED:</b>	<b>UG CERTIFICATE (AFTER 44 CREDITS IN TOTAL)</b>

**A - I) B.A. – I : SEMESTER - I (TOTAL CREDITS - 22):** (Note: Put ‘—’ wherever ‘Not Applicable’)

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
DSC - 1	DS - 1	(Introduction to Education and Philosophy) – P – 01	BAU0325DSL225A01	4
OE - 1	OE - 1	(Education and Citizenship) – P - 01	BAU0325OEL225A01	2
SEC - 1	SE - 1	(Life Skills and Education Part 1) – P – 01	BAU0325SEL225A01	2
<b>CREDITS FOR B.A. - I, SEM - I:</b>				<b>22</b>

**A -2) B.A. – I : SEMESTER - II (TOTAL CREDITS - 22):** (Note: Put ‘—’ wherever ‘Not Applicable’)

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
DSC - 2	DS - 2	(Introduction to Education and Sociology) – P - 02	BAU0325DSL225B02	4
OE - 2	OE - 2	(Social Media Literacy) – P - 02	BAU0325OEL225B02	2
SEC - 2	SE - 2	(Life Skills and Education Part 2) – P - 02	BAU0325SEL225B02	2
CREDITS FOR B.A. - I, SEM - II:				22
CREDITS FOR B. A. - I, SEM – I AND II:				22 + 22 = 44

**FOR EXIT OPTION AT B.A. - I:**

If student wants to ‘EXIT’ after completion of B.A. I (SEM I and II), 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 CERTIFICATE. This Certificate is a pre-requisite for admission or ‘ENTRY’ in Second Year B. A. degree course.

**8. COURSE CODE TABLE:**

**Note 1:** Add ‘rows’ wherever necessary and kindly apply proper course codes. The ‘Paper Numbers’ are considered as ‘Course Numbers’ in New Scheme.

**Note 2:** See the instructions below to prepare the Course Codes in NEP

**\*\* Important instructions for preparation of Course Codes:**

1. Read the following Two Tables carefully.
2. Every course code is generated by using all 8 columns in sequential order.
3. See the example given below the following table.

BA Course Code Template							
1	2	3	4	5	6	7	8
Program Code	Institute Code	Course Category	Nature of Course Code	Level of Course Code	Sr. No. of Course Code	Semester	Courses Number
BA	U0325	Mandatory (MM) Elective (ME) Minor (MN) IDC/MDC/GEC/OE VSC/SEC AEC/VAC/IKS OJT/FP/CEP/CC/RP	L/P/T	B.A. I: 2 B.A. II: 3 B.A. III: 4  B.A. IV: 5	Education: 25	A/B/ C/D/ E/F/G /H	01/02/03/...

**Course Code List**

Course Code	Name of the Course	Course Code	Name of the Course
01	Marathi	17	Philosophy
02	Hindi	18	Psychology
03	English	19	Social Work
04	Sanskrit (Lower)	20	AHIC
05	Sanskrit (Higher)	21	Linguistics
06	Ardhmagadhi	22	Geography

07	Persian	23	Home Science
08	Urdu	24	Statistics
09	Kannada	25	Education
10	Military Science	26	Physical Education
11	NSS	27	Journalism
12	Music	28	Russion
13	History	29	P.G. Diploma in I.R.S.S.
14	Sociology	30	Bhasha Proudhyogiki
15	Economics	31	Defence Study (Entire)
16	Political Science	32	Master of Rural Studies

### BA I SEM I Education: (Course Code: 25)

Table Rows: 1 2 3 4 5 6 7 8

Major Mandatory: BA U0325 MM L 2 25 A 01

Thus,

Course Code for Major Mandatory Course 1 is: BAU0325MML225A01

Course Code for IKS Course is: BAU0325IKL225A07

### 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. I Sem- I and II

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

Sem No.	Paper Code	Title of Old Paper	Credit	Sem No.	Course Code	Title of New Course	Credit
I		Philosophical Foundations of Education	4	I	BAU0325DSL225A01	Introduction to Education and Philosophy	4
I				I	BAU0325OEL225A01	Education and Citizenship	2
I				I	BAU0325SEL225A01	Life Skills and Education Part 1	2
II		Sociological Foundations of Education		II	BAU0325DSL225B02	Introduction to Education and Sociology	4
II				II	BAU0325OEL225B02	Social Media Literacy	2
II				II	BAU0325SEL225B02	Life Skills and Education Part 2	2



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

Shivaji University has adopted 10 point Grading System as follows:

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

### 1. Gradation Chart Table

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

### Note:

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

### Calculation of SGPA & CGPA

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

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

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

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

# **11. NATURE OF QUESTION PAPER AND SCHEME OF MARKING: (FOR SOCIAL SCIENCES):**

## **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.***

**Question No. 1:** Multiple choice questions (10 MCQs) (02 marks each) **20 Marks**

**Question No. 2:** Short Notes (Any Four out of Six) (Answer Limit: 150-200 Words) **20 Marks**

**Question No. 3:** Short Questions (Any Two out of Four) (Answer Limit: 300-400 Words) **20 Marks**

**Question No. 4:** Long Question (Any One out of Two) (Answer Limit: 600-800 Words) **20 Marks**

## **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.***

**Question No. 1:** Multiple choice questions (05 MCQs) (02 marks each) **10 Marks**

**Question No. 2:** Short Notes (Any Two out of Four) (Answer Limit: 150-200 Words) **10 Marks**

**Question No. 3:** Long Question (Any Two out of Four) (Answer Limit: 300-400 Words) **20 Marks**

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# 12: SYLLABUS as per NEP 2.0

## B. A. I - Education, SEMESTER – I

### B. A. I, Education SEMESTER – I

**Faculty** : Interdisciplinary Studies

**Program** : B.A. - Education

**Course** : B. A. I

**Semester** : I

**Course Category** : DSC - 1

**Course Name** : Introduction to Education and Philosophy -Paper -1

**Course Number** : DSC 01

**Course Code** : BAU0325DSL225A01

**Course Credits** : 04

**Marks** : 100

**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) understand the role of philosophy in education.

CO 2) develop an understanding of functions of education.

CO 3) understand the concept of freedom and discipline in education.

CO 4) develop an understanding the work and Philosophy of educational thinkers.

Module	Unit	Credits	Hours
1	<b>Education and Philosophy</b> a) Education- Concept, Meaning and Nature b) Philosophy- Concept, Meaning and Nature c) Relation between Education and Philosophy d) Types of Education- Formal, Non-Formal and Informal	1	15
2	<b>Role of Education in the Development</b> a) Individual Development- Knowledge, Skills and Values b) Social Development- Family and Society c) Value Development- Moral, Social and Aesthetic d) National Development- National Integration and Citizenship	1	15

<b>3</b>	<b>Freedom and Discipline</b> a) Freedom- Concept and importance b) Discipline- Concept, types and importance c) Causes of Indiscipline at school and college level d) Preventive measures for Discipline	1	15
<b>4</b>	<b>Educational Thinkers - Philosophical Thoughts and Educational Contribution</b> a) Mahatma Gandhi b) Plato c) Karmveer Bhaurao Patil d) Mahatma Jyotirao Phule	1	15

#### LIST FOR REFERENCES:

- 1) Bhatia K.V and Narang C.L (1978) a first course on Philosophical and Sociological Bases of Education, Ludhiana: Prakash Brothers.
- 2) Samatullah, (1979) Education in the social context, New Delhi: NCERT
- 3) Yeole C.M (2005) Mass communication Media and their contribution to Education Kolhapur: Shivaji University, Kolhapur
- 4) कुंडले म बा, (2005) शैक्षणिक तत्त्वज्ञान व शैक्षणिक समाजशास्त्र श्री विद्या प्रकाशनपुणे,
- 5) दुनाखे अरविंद,(2007) प्रगत शैक्षणिक तत्त्वज्ञान, नूतन प्रकाशन, पुणे.
- 6) पारसनीस न.रा.,(1987) शिक्षणाची तात्विक व समाजशास्त्रीय भूमिका, नूतन प्रकाशन, पुणे.
- 7) घोरपडे के.यु.(2006) शैक्षणिक विचारवंत - भारतीय व पाश्चात्य, नागपूर: विद्या प्रकाशन
- 8) डॉ. करंदीकर सुरेश, मीना मंगरुळकर, (2005) उदयोन्मुख भारतीय समाजातील शिक्षण, फडके प्रकाशन, कोल्हापूर.
- 9) डॉ. करंदीकर सुरेश, (2008) शिक्षण आणि भारतीय समाज, फडके प्रकाशन, कोल्हापूर.
- 10) देशमुख एल.जी., (2009) शिक्षणाचे तत्त्वज्ञान व समाजशास्त्र, फडके प्रकाशन, कोल्हापूर.
- 11) प्रा. धनवडे नंदकुमार, धनवडे सुरेखा, (2011) शिक्षणशास्त्र, फडके प्रकाशन, कोल्हापूर

#### Suggested Practical Activities: -

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

- Visit to nearby Family and Society for collect the information about social development.
- Take interview of family, students to observe the awareness about Value Development
- Visit to nearby school or college to observe of students for indiscipline and their causes.
- Any other exercise/activity approved by concerned teacher.

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## Open Elective Course B. A. I, SEMESTER – I

**Faculty** : Interdisciplinary Studies  
**Program** : B.A. - Education  
**Course** : B. A. I  
**Semester** : I  
**Course Category** : Open Elective Course (OE)  
**Course Name** : Education and Citizenship  
**Course Number** : OE-01  
**Course Code** : BAU0325OEL225A01  
**Course Credits** : 02  
**Marks** : 50

**Marks:** Semester End: 40      Internal Assessment: 10      Total Marks: 40

### Course Learning Outcomes:

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

- CO 1) understand the concepts of Education and Citizenship.
- CO 2) understand the role of Education towards promotion of good citizenship.
- CO 3) describe the rights and duties of Citizens.
- CO 4) discuss the importance of Citizenship education in Nation building.

Module	Unit	Credits	Hours
<b>1</b>	<b>Fundamentals of Education</b> a) Education – Concept, Meaning and Nature b) Role of Education in the Development of an Individual c) Education and Nation Building d) Education and responsible citizens.	1	15
<b>2</b>	<b>Fundamentals of Citizenship</b> a) Citizenship– Concept, Meaning and Nature b) Aspects of Good Citizenship c) Importance of Citizenship education d) Role of Education towards promotion of good citizenship.	1	15

**REFERENCES:**

- 1) Aggarwal, J.C. (2003) , Teacher and Education in Developing Society, Vikas Publishing House (P) Ltd.,New Delhi.
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**Activities and Exercises Suggested for Internal Assessment: 10 Marks**

- Home Assignment
- Field Project Report
- Unit test

Group Activity

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**Skill Enhancement Course**  
**B. A. I, SEMESTER – I**

<b>Faculty</b>	: Interdisciplinary Studies	
<b>Program</b>	: B.A. - Education	
<b>Course</b>	: B. A. I	
<b>Semester</b>	: I	
<b>Course Category</b>	: Skill Enhancement Course (SEC - 1)	
<b>Course Name</b>	: <b>Life Skills and Education (Part-I)</b>	
<b>Course Number</b>	: <b>SEC - 01</b>	
<b>Course Code</b>	: BAU0325SEL225A01	
<b>Course Credits</b>	: 02	
<b>Marks</b>	: 50	
<b>Marks:</b>	Semester End: 40      Internal Assessment: 10	Total Marks: 40

**Course Learning Outcomes:**

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

CO 1) understand the concepts of Life Skills and Education.

CO 2) classify the different types of Life skills.

CO 3) discuss the importance of education of Life Skills in all round development of Personality.

CO 4) understand the role of Education towards inculcation of Life Skills.

<b>Module</b>	<b>Units</b>	<b>Credits</b>	<b>Hours</b>
<b>1</b>	<b>Conceptual Framework of Life Skills</b> a) Life Skills – Concept, Meaning and Nature b) Classification of Life Skills c) Role of Life Skills in the Development of an Individual d) World Health Organisation (WHO) and promotion of Life Skills.	1	15
<b>2</b>	<b>Education for Life Skills</b> a) Education – Concept, Meaning and Nature b) Aspects of Educational Process for Life Skills Enrichment c) Significance of Life Skills Enrichment Programmes in Schools. d) Role of Education towards promotion of Life Skills	1	15

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- 1) Aryana, M. A., & Ismael, A. (2015). The effect of life skills training on increasing self-esteem and reducing depression in divorced women. *International Journal of Psychology and Behavioral Sciences*, 5(4), 126-132.
- 2) Batson, C. D. (1991). *The altruism question: Toward a social psychological answer*. Lawrence Erlbaum Associates.
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- 15) Patton, W., & McMahon, M. (2006). *Life design counseling manual*. Australian Academic Press.
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- 19) Van Damme, J., & Vervaeke, M. (2013). Life skill education in schools: A literature review. International Journal of Humanities and Social Science Research, 2(1), 35-42.
- 20) WHO. (1993). Life skills education for children and adolescents in schools. World Health Organization.

**Suggested Practical Activities: -**

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

- Creating various activities to develop Life Skills among the peers
- Survey of an Educational Institution to investigate the implementation of life skills activities.
- Case study of the successful teachers in the field of Life Skills' Education.
- Any other exercise/activity approved by concerned teacher.

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# B. A. I - Education, SEMESTER – II

## B. A. I - Education, SEMESTER – II

<b>Faculty</b>	: Interdisciplinary Studies
<b>Program</b>	: B.A. - Education
<b>Course</b>	: B. A. I
<b>Semester</b>	: II
<b>Course Category</b>	: DSC - 2
<b>Course Name</b>	: Introduction to Education and Sociology -Paper -1
<b>Course Number</b>	: DSC 02
<b>Course Code</b>	: BAU0325DSL225B02
<b>Course Credits</b>	: 04
<b>Marks</b>	: 100

**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) understand the meaning, nature and scope of educational sociology
- CO 2) understand the role of education and mass media in social change.
- CO 3) understand the meaning, nature and importance of social group and culture.
- CO 4) develop understanding of the current social problems in education.

Module	Unit	Credits	Hours
<b>1</b>	<b>Education and Sociology</b> a) Sociology - Concept, Meaning and Nature b) Educational Sociology- Meaning, Nature and Functions c) Relation between education and sociology d) Sociological Approach in Education.	1	15
<b>2</b>	<b>Education and Social Change</b> a) Social Change- Concept, Meaning and nature b) Role of education in social change c) Education as a reflection of Social Change d) Agencies of Social Change- Family School and Mass Media (News Paper, T. V., Internet)	1	15
<b>3</b>	<b>Social Groups and Culture</b> a) Social Groups: Meaning and Characteristics b) Classification of Social Groups - Primary and Secondary c) Social Interactions- Meaning, Nature Importance and Types. d) Cultural Education- Meaning, Characteristics and Education for Culture	1	15
<b>4</b>	<b>Current Social Problem relating to Education in India</b> a) Social Problems- Meaning and Characteristics b) Equalization of Educational Opportunities c) Specific problems of Education in Urban and Rural Areas d) Role of Community in solving Social Problems	1	15

**LIST FOR REFERENCES:**

- 1) Bhatia K.V and Narang C.L (1978) a first course on Philosophical and Sociological Bases of Education, Ludhiana: Prakash Brothers.
- 2) Samatullah, (1979) Education in the social context, New Delhi: NCERT
- 3) Yeole C.M (2005) Mass communication Media and their contribution to Education Kolhapur: Shivaji University, Kolhapur
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- 6) डॉ. करंदीकर सुरेश, मीना मंगरुळकर, (2005) उदयोन्मुख भारतीय समाजातील शिक्षण, कोल्हापूर : फडके प्रकाशन.

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- 9) प्रा. धनवडे नंदकुमार, धनवडे सुरेखा, (2011) शिक्षणशास्त्र, कोल्हापूर : फडके प्रकाशन.
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**Suggested Practical Activities: -**

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

- Home Assignment
- Field Project Report
- Unit test
- Group Activity
- Any other exercise/activity approved by concerned teacher.

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**Open Elective Course**

**B. A. I, SEMESTER – II**

**Faculty** : Interdisciplinary Studies

**Program** : B.A. - Education

**Course** : B. A. I

**Semester** : II

**Course Category** : OE - 2

**Course Name** : Social Media Literacy

**Course Number** : OE 02

**Course Code** : BAU0325OEL225B02

**Course Credits** : 02

**Marks** : 50

**Marks:** Semester End: 40      Internal Assessment: 10      Total Marks: 50

**Course Learning Outcomes:**

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

CO 1) Understand the concept and significance of social media in contemporary society.

CO 2) Explore the impact of social media on mental well-being and strategies for a healthy online presence.

CO 3) Recognize and address cyberbullying, and cultivate responsible digital citizenship.

CO 4) Examine the role of social media in political discourse and its influence on public opinion.

Module	Unit	Credits	Hours
1	<b>Social Media Literacy and its importance of 21st century</b> a) concept and features of social media literacy. b) impact of social media on society. c) social media addiction and mental health. d) managing screen time and digital detox. e) Use of social media in Education	1	15
2	<b>Manipulation and propaganda through social media</b> a) Fake news and social media. b) Propaganda through social media. c) Online relationships risk and limits of using social media. d) Social media Law's and its implications. e) Recognizing and handling cyber bullying.	1	15

### LIST FOR REFERENCES:

- 1) Boyd, D. (2014). It's Complicated: The Social Lives of Networked Teens.
- 2) Rheingold, H. (2014). Net Smart: How to Thrive Online.
- 3) Tufekci, Z. (2018). Twitter and Tear Gas: The Power and Fragility of Networked Protest.
- 4) Qualman, E. (2019). Socialnomics: How Social Media Transforms the Way We Live and Do Business.
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- 6) चैतन्य मुक्ता(2020).स्क्रीन टाईम (Screen Time): सायबर स्पेसचे किचकट प्रश्न सोडवण्याचे सोपे मार्ग. पुणे;सेल्फ पब्लिशिंग.
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### Suggested Practical Activities: -

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

- Select a social media influencer and analyze their content.
- Research and find an example of fake news on social media.
- Home Assignment
- Field Project Report
- Any other exercise/activity approved by concerned teacher.

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**Skill Enhancement Course**  
**B. A. I, SEMESTER – II**

**Faculty** : Interdisciplinary Studies  
**Program** : B.A. - Education  
**Course** : B. A. I  
**Semester** : II  
**Course Category** : Skill Enhancement Course (SEC - 2)  
**Course Name** : Life Skills and Education (Part-II)  
**Course Number** : SEC - 02  
**Course Code** : BAU0325SEL225B02  
**Course Credits** : 02  
**Marks** : 50

**Marks:** Semester End: 40      Internal Assessment: 10      Total Marks: 40

**Course Learning Outcomes:**

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

CO 1) Students will be able to explain the essential life skills needed for their own progress.

CO 2) Students justify the significance of life skill education in enrichment of Individuality.

CO 3) Students will be able to exhibit their ability to face different problems using Life Skills.

CO 4) Students will become familiar with the process of measuring Life Skills by using tools.

CO 5) Students will be able to suggest the ways and means for life skills.

Module	Unit	Credits	Hours
<b>1</b>	<b>Structure of Various Life Skills</b> a) Cognitive Skills - Decision Making, Problem Solving and Brain Storming b) Thinking Skills - Critical Thinking and Creative Thinking c) Emotional Skills - Self Awareness, Coping with Emotions and Coping with Stress d) Social Skills - Empathy – Sympathy, Love and Compassion, Social and cultural Etiquettes	1	15
<b>2</b>	<b>Leadership and Professional Skills</b> a) Leadership skills and Managerial skills. b) Professional Skills- Resume Making Skills, Interview Skills and Effective Communication Skills. c) Team Skills - Interpersonal Relationship Building Skills, Team Building, Human Resource development Skills and Group Discussion skills. d) Constitutional values-Justices, and human rights.	1	15

**LIST FOR REFERENCES:**

- 1) Adler, R. B., Rosenfeld, L. B., & Proctor II, R. F. (2001). *Interplay: The process of interpersonal communication*. Oxford University Press.
- 2) Amabile, T. M. (1998). How to kill creativity. *Harvard Business Review*, 76(5), 76-87.
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- 11) Duck, S. (1994). *Understanding relationships*. Sage Publications.
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- 20) Mohanty, J. (1982), Indian education in the emergency society, Sterling Publishers.
- 21) Pathak, R.P. (2007), Philosophical and Sociological perspective of education, Atlantic Publishers.
- 22) Sharma, R.K. and Chandra, S.S. (1996), Principles of Education, Atlantic Publishers and Distributors, New Delhi.

### Suggested Practical Activities:

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

- Submission of a report on the conduct of an interview of Educational Researcher in the field of Life Skills
- Making of an Inventory of different Life Skills necessary for Adolescence Age
- Survey of leadership programmes conducted in Educational Institutional (any four Educational Institutions)

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### Structure of Programme (Annexure-II)

<b>B. A. Programme Structure for Level 4.5 of B.A. - I - Semester I</b>											
<b>Teaching Scheme</b>						<b>Examination Scheme</b>					
<b>Sr. No.</b>	<b>Theory (TH)</b>				<b>Practical</b>	<b>Semester-end Examination (SEE)</b>			<b>Internal Assessment (IA)</b>		
	<b>Course Type</b>	<b>No. of Lectures</b>	<b>Hours</b>	<b>Credits</b>		<b>Paper Hours</b>	<b>Max</b>	<b>Min</b>	<b>Internal</b>	<b>Max</b>	<b>Min</b>
1.	DSC-1	4	4	4	If applicable	3	80	28	Assignment	20	07
2.	DSC-1	4	4	4		3	80	28		20	07
3.	DSC-1	4	4	4		3	80	28		20	07
4.	OE- 1	2	2	2		2	40	14		10	04
5.	SEC - I	2	2	2		2	40	14		10	04
6.	AEC- 1	2	2	2		2	40	14		10	04
7.	CC	2	2	2		2	40	14		10	04
8.	IKS (Generic)	2	2	2		2	40	14		10	04
<b>Total</b>		<b>22</b>	<b>22</b>	<b>22</b>		<b>---</b>	<b>440</b>	<b>---</b>		<b>110</b>	<b>---</b>
										<b>SEE + IA = 440+110= 550</b>	

<b>B. A. Programme Structure for Level 4.5 of B. A. - I – Semester - II</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>
1.	DSC- 2	4	4	4	<b>If applicable</b>	3	80	28	<b>Assignment</b>	20	7
2.	DSC- 2	4	4	4		3	80	28		20	7
3.	DSC- 2	4	4	4		3	80	28		20	7
4.	OE-2	2	2	2		2	40	14		10	04
5.	SEC – 2	2	2	2		2	40	14		10	04
6.	AEC- 2	2	2	2		2	40	14		10	04
7.	VEC-	2	2	2		2	40	14		10	04
8.	CEP	2	2	2		2	10	4		40	14
<b>Total</b>		<b>22</b>	<b>22</b>	<b>22</b>		<b>---</b>	<b>410</b>	<b>---</b>		<b>140</b>	<b>140</b>
										<b>SEE + IA = 410+140= 550</b>	

**Note:**

- **DSC:** Discipline Specific Course
- **IDC/MDC/GEC/ OE:** Inter-disciplinary courses/ multi-disciplinary courses/General 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/ VAC / IKS:** Ability Enhancement Courses (English, Modern Indian Language)/Value Added Courses/ Indian Knowledge Skill (Major related)
- **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



	SHIVAJI UNIVERSITY, KOLHAPUR								
	NEP-2020: Credit Framework for UG (B. A.) Programmes under Faculty of INTERDISCIPLINARY STUDIES								
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 (2)	AEC -ENG P-I (2) IKS (2) Generic	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 (2)	AEC -ENG P-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/Internshi p
	MAJOR		MINOR						
	MAJOR	ELECTIVE							
SEM III 5.0	Education P-III (4) Education P-IV (4)	--	MINOR-(4)	OE-3 (2)	VSC- I (2) SEC-III (2)	AEC - ENG - III (2) IKS Specific (2)	--	22	UG Diploma 88
SEM IV 5.0	Education P-V (4) Education P-VI (4)	--	MINOR-(4)	OE-4 (2)	VSC- II (2) SEC-V (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	NSQF/Internship
SEM V 5.5	Education P-VII (4) Education P-VIII (4) Education P-IX (4)	MAJOR- EL-1 (4)	MINOR-(4)	OE-5 (2)		-	FP- (02)	22	UG Degree 132
SEM VI 5.5	Education P-X (4) Education P-XI (4) Education P-XII (4)	MAJOR- EL-II (4)	MINOR-(4)	-		-	OJT (04)	22	
Credits	10+10=20	4+4=08	4+4=08	2+0=02	--	--	2+4=06	44	
Total	08+16+20+08+08= 60		08+08+08=24	04+04+02=10	04+08=12	08+08=16	04+06=10	132	

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

**Note:**

- University may decide to offer maximum of three subjects (Courses) in the first year. The student may select one subject out of combination of three subjects (Courses), (which a student has chosen in the first year) as a **MAJOR** subject (Course) and one subject (Course) as MINOR Subject in the second year. Thereby it is inferred that the remaining third subject (Course) shall stand discontinued.
- DSC: Discipline Specific Course**
- MAJOR:** Mandatory /Elective
- MINOR:** Course may be from different disciplines of same faculty of DSC Major

- **OE (Open Elective):** Elective courses/Open Elective to be chosen compulsorily from faculty other than that of the Major.
- **VSC/ SEC: Vocational Skill Courses (MAJOR related)/ Skill Enhancement Courses**
- **AEC/ VEC / IKS:** Ability Enhancement Courses (English, Modern Indian Language)/Value Education Courses (Sem. II - Democracy, Elections & Indian Constitution, (DEC) Sem. IV – Environmental Studies (EVS)/ Indian Knowledge System (Generic & Specific))
- **OJT/FP/RP/CEP/CC:** On-Job Training (Internship/Apprenticeship) / Field Project (Major related)/ Research Projects (Major related) Community Engagement
- **(Major related)/ Co-Curricular courses(CC)** such as Health & Wellness, Yoga Education, Sport, and Fitness, Cultural activities, NSS/NCC and Fine /applied/visual/performing Arts / Vivek Vahini etc