



॥ सा विद्या या विमुक्तये ॥

स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड

'ज्ञानतीर्थ', विष्णुपुरी, नांदेड - ४३१ ६०६ (महाराष्ट्र राज्य) भारत

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED

'Dnyanteerth', Vishnupuri, Nanded - 431 606 (Maharashtra State) INDIA

Established on 17th September, 1994, Recognized By the UGC U/s 2(f) and 12(B), NAAC Re-accredited with 'B++' grade

Fax : (02462) 215572

Phone: (02462)215542

Academic-1 (BOS) Section

website: srtmun.ac.in

E-mail: bos@srtmun.ac.in

एनईपी-२०२० सुधारित श्रेयांक आराखडयानुसार आंतर विद्याशाखीय अभ्यास विद्याशाखेतील पदवी प्रथम वर्षाचे अभ्यासक्रम शैक्षणिक वर्ष २०२६-२७ पासून लागू करण्याबाबत.


परिपत्रक

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, दिनांक २२ एप्रिल २०२६ रोजी संपन्न झालेल्या मा.विद्यापरिषद बैठकीतील विषय क्र.०७/६४-२०२६ च्या ठरावानुसार आंतरविद्याशाखीय अभ्यास विद्याशाखेतील राष्ट्रीय शैक्षणिक धोरण-२०२० सुधारित श्रेयांक आराखडयानुसार पदवी प्रथम वर्षाचे अभ्यासक्रम शैक्षणिक वर्ष २०२६-२७ पासून लागू करण्यास मा. विद्यापरिषदेने मान्यता प्रदान केली आहे. त्यानुसार आंतर विद्याशाखीय अभ्यास विद्याशाखेतील बी.ए., बी.एस्सी. प्रथम वर्षाचे खालील विषयाचे अभ्यासक्रम शैक्षणिक वर्ष २०२६-२७ पासून लागू करण्यात येत आहे.

01	B.A.I Year Education
02	B.A.I Year Fashion Design
03	B.A.I Year Home Science
04	B.Sc.I Year Hospitality Studies
05	B.A.I Year Rural Managment

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या www.srtmun.ac.in या संकेतस्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी, ही विनंती.

'ज्ञानतीर्थ' परिसर,
विष्णुपुरी, नांदेड - ४३१ ६०६.
जा.क्र.:शै-१/परिपत्रक/पदवी/बीए/२०२६-२७/८२
दिनांक : २२.०६.२०२६


सहा.कुलसचिव
शैक्षणिक (१-अभ्यासमंडळ) विभाग

प्रत माहिती व पुढील कार्यवाहीस्तव :-

- १) मा. कुलगुरु महोदयांचे कार्यालय, प्रस्तुत विद्यापीठ.
- २) मा. प्र.कुलगुरु महोदयांचे कार्यालय, प्रस्तुत विद्यापीठ
- ३) मा. अधिष्ठाता, आंतरविद्याशाखीय अभ्यास विद्याशाखा, प्रस्तुत विद्यापीठ.
- ४) मा. संचालक, परिक्षा व मुल्यमापन मंडळ, प्रस्तुत विद्यापीठ.
- ५) मा. प्राचार्य, सर्व संबंधित संलग्नित महाविद्यालये, प्रस्तुत विद्यापीठ. यांना देवून कळविण्यात येते की, परिपत्रक अभ्यासक्रम संकेतस्थळावर
- ६) सिस्टीम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ. यांना देवून कळविण्यात येते की, परिपत्रक अभ्यासक्रम संकेतस्थळावर प्रसिध्द करण्यात यावेत.





**SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY,
VISHNUPURI, NANDED-431 606**

FACULTY OF INTERDISCIPLINARY STUDIES

(Structure and Syllabus of Four Years Multidisciplinary
Degree Program with Multiple Entry and Exit Option)

B.A. (EDUCATION)

First Year (I &II Semester)

Effective from Academic Year 2026-2027

(As per NEP-2020)

Forward by the Dean, Faculty of Interdisciplinary Studies

National Education Policy 2020 has been announced on 29.07.2020 by the Government of India. NEP 2020 proposes a new and forward-looking vision for India's Higher Education System through quality universities and colleges. Its key is in the curriculum and its practical implementation. NEP 2020 foresees more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation. The introduction of Research Methodology and ethics will widen the vision and broaden the perspectives of the learners.

The curriculum must be exciting, relevant, and regularly updated to align with the latest knowledge requirements and meet specified learning outcomes. High-quality pedagogy is necessary to impart the curricular material to students successfully; pedagogical practices determine the learning experiences provided to students, thus directly influencing learning outcomes. The assessment methods must be scientific, designed to improve learning and continuously test the knowledge application.

When syllabi are developed and framed appropriately at University, it will result in the upbringing and nourishment of multidisciplinary and holistic citizens. Emphasis is on outcome-based learning. Every course has well-defined objectives and outcomes. The assessment guidelines also provide clarity and precision to the vision behind prescribing the particular course content.

The syllabus of four year undergraduate bachelor course is a reformative and constructive step in the effective implementation of National Policy on Education 2020 by the Swami Ramanand Teerth Marathwada University. It is a product of rigorous exercise undertaken by the respective Board of Studies of the University which was prepared the guidelines provided by the steering committee set up by the Government of Maharashtra. This syllabus reflects the philosophical foundation through documents on National Education Policy 2020 which was provided by the Ministry of Education of Government of India and University Grants Commission, New Delhi.

This syllabus consists of content and activities that will empower the students for inculcating 21st century skills. The highlights of syllabus offers; holistic, inter- multi-trans disciplinary approach, research component, flexibility, technology embedded teaching-learning, value based and skill enhancement, which defines educational experience and opens up a whole new world of opportunities.

This syllabus structured on various predefined verticals that includes major subject and minor subject, generic or open electives, vocational and skill enhancement courses, ability enhancement courses, value education courses, Indian knowledge system, co-curricular courses which will be leading towards graduation and perusing their career thereafter. There are total eight semesters for four year undergraduate course where, each semester is of 22 credits and students will have to choose semester wise specific vertical carefully.

Introducing Case Studies and Field Projects has created a unique opportunity for the higher education institute to bridge the gap between the academia, industry and the community, NEP believes effective learning requires a comprehensive approach that involves an appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support.

We are sure that the Graduate centers of this university and its affiliated colleges will implement the course effectively and successfully, resulting in a healthy and more creative academic ambience.

The design and development of syllabus is a continuous process, therefore all these syllabi are constantly under review. It is a request to teachers and students to suggest addition and changes in the present syllabus for supporting bright future of the learners.

Professor Dr. Chandra ant Right Baviskar
Dean (IC), Faculty of Interdisciplinary Studies
Swami Ramanand Teerth Marathwada University
Nanded- 431 606 (Maharashtra state)

From Desk of Chairman, Board of Studies of the Subject Education

Preamble:

In the realm of education, there has been a significant expansion in the field, bringing about various challenges. Ensuring the quality of education to stakeholders becomes crucial amidst this expansion. To tackle this challenge, it is essential to address and deliberate upon the issue of quality in a systematic manner. Accreditation serves as the primary means of quality assurance in higher education, indicating that institutions or programs are committed to external review and meeting specified standards.

Accreditation places a major emphasis on measuring the outcomes of the program under evaluation. These outcomes represent a range of skills and knowledge that students should possess upon completing their education. A program in education must ensure that its graduates possess a strong foundation in pedagogical principles, demonstrate effective instructional strategies, and exhibit the ability to foster student learning and development. Additionally, graduates should be equipped with the necessary skills for lifelong learning and the ability to contribute to the field of education.

To achieve these program outcomes, it is essential for an education program to have a mission statement that aligns with its objectives and desired outcomes. Regular assessment and feedback are vital to ensure that these outcomes are measurable and lead to continuous program improvement. A robust quality assurance process should be in place within the institute to utilize feedback effectively and enhance the program's quality. The curriculum must be constantly refined and updated to ensure that the defined objectives and outcomes are achieved.

In line with the philosophy of outcome-based education, the Faculty of Interdisciplinary Studies, specifically the Boards of Studies of Education, have taken a proactive approach in incorporating these principles into the curriculum development process. As the Chairman of the Board of Studies in Education, I am pleased to announce that the Program Educational Objectives (PEOs) have been finalized through a collaborative meeting attended by representatives from various institutes, including heads of Education departments.

The Program Educational Objectives for the undergraduate program in Education are as follows:

- Provide students with a strong foundation in educational theories, principles, and practices, enabling them to understand the complexities of the education system and its role in society.
- Equip students with effective instructional strategies, assessment techniques, and classroom management skills to facilitate meaningful learning experiences for diverse learners.
- Develop students' ability to critically analyze educational research, policy, and practice, enabling them to contribute to evidence-based decision-making and educational improvement.
- Foster students' understanding and appreciation of diversity, equity, and inclusivity in educational settings, preparing them to create inclusive learning environments and promote social justice.
- Cultivate students' skills for effective communication, collaboration, and leadership, empowering them to be proactive change agents in the field of education.
- Instill in students a commitment to professional ethics, reflective practice, and ongoing professional development, fostering a culture of lifelong learning.

Furthermore, affiliated institutes have the flexibility to include additional Program Educational Objectives specific to their programs.

In addition to the Program Educational Objectives, the curriculum also incorporates specific objectives and expected outcomes from the learners' perspective for each course within the undergraduate program. This learner-centric approach supports the philosophy of outcome-based education, emphasizing the importance of individual student growth and achievement.

As the Chairman of the Board of Studies, We firmly believe that these concerted efforts in the right direction will contribute significantly to providing quality education to all stakeholders in the field of Education.

Dr. Balaji Girgaonkar
 Chairman
 Board of Studies (Educational
 Methods),
 Swami Ramanand Teerth n
 Marathwada University, Nanded

Dr. Vaijayanta Patil
 Chairman
 Board of Studies (Education),
 Swami Ramanand Teerth n
 Marathwada University, Nanded



Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Interdisciplinary Studies

Structure for Four Year Multidisciplinary Degree Program with Multiple Entry and Exit

Subject: EDUCATION

Structure for First Year

Year & Level	Semester	Optional 1 (Education)	Optional 2	Optional 3	Generic Elective (GE) (Basket 2) <i>(Select from Basket of Faculties other than IDS)</i>	Vocational & Skill Enhancement Course (SEC)	Ability Enhancement Course (AEC) (Basket 4) Value Education Courses (VEC) / Indian Knowledge System (IKS) Basket 5 (Common across faculty)	Field Work / Project / Internship / OJT / Apprenticeship / Case Study Or Co-curricular Courses (CC) (Basket 6 for CC) (Common across faculty)	Credits	Total Credits
1	2	3	4		5	6	7	8	9	10
1 (4.5)	I	IEDUCT1101: Educational Philosophy (2 Cr) IEDUCT1102: Educational Sociology (2Cr) 4 Credits	4 Credits	4 Credits	IEDUGE1101: Educational Thinkers (2Cr) 2 Credits	IEDUSC1101: Teaching Competencies (2Cr) 2 Credits	AECENG1101 (2Cr) IKSXXXC1101 (2Cr) (Hin, Mar, Kan, Pal, Urd, San, Etc.) IKSXXX1101 (2 Cr) 6 Credits		22	44
	II	IEDUCT1151: Educational Psychology (2Cr) IEDUCT1152: Teaching-Learning Process (2Cr) 4 Credits	4 Credits	4 Credits	IEDUGE1151: Educational Psychologists (2Cr) 2 Credits	IEDUSC1151: Advanced Teaching Competencies (2Cr) 2 Credits	AECXXX1151 (2Cr) (XX: Hin, Mar, Kan, Pal, etc) VECCOH1151 : Constitution of India (2Cr) 6 Credits		22	
		08	08	08	04	04	12	--	44	
Exit option: UG Certificate in Major <u>DSC</u> on completion of 44 credits and additional 4 credits from NSQF/Internship										

GUIDELINES FOR COURSE ASSESSMENT:

A. Continuous Assessment (CA) (20% of the Maximum Marks):

This will form 20% of the Maximum Marks and will be carried out throughout the semester. It may be done by conducting **Two Tests and one Assignment**. Average of marks scored in these two tests and one assignment of a theory paper will make CA .

B. End Semester Assessment (80% of the Maximum Marks): *(For illustration we have considered a paper of 02 credits, 50 marks and need to be modified depending upon credits of individual paper)*

1. **ESA Question paper will consists of 6 questions. Each of 10 marks for 2 Cr. pattern and 15 marks for 3 Cr. pattern. (BOS may change scheme of marking.)**
 2. **There will be 4- 5 sub questions in Question No. 1**
 3. **Question No.1 will be compulsory and shall be based on entire syllabus.**
 4. **Students are required to solve a total of 4 Questions.**
 5. **Students need to solve ANY THREE of the remaining Five Question (Q.2 to Q.6) and shall be based on entire syllabus.**

C. Assessment of Term Work/ Tutorial/Field Works:

At least 06 test / assignments covering entire syllabus must be given during the 'class wise tutorial'. The assignments should be students' centric and attempts be made to make assignments more meaningful, interesting and innovative.

Term work assessment must be based on overall performance of the student with every assignments graded time to time. The grades be converted to marks as per 'credit and grading system' manual and should be added and averaged.

D. Assessment of Community Engagement Services:

Students have freedom to take more than one CES/CC courses, however, marks of the best performing CES/CC be considered for final assessment. Assessment of the CES/CC courses be done by the respective course coordinators depending on the performance of the student and his participation in the international, national, state, university, college level events or camps, wherever applicable. In other cases performance of a student be assessed depending on his/her regularity, participation in the regular activities in the semester.

Note: Number of lectures required to cover syllabus of a course depend on number of credit assigned to it. For example, for a two credit course, 30 lectures each of one hour duration are assigned, while that for a three credit course 45. lectures.

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Interdisciplinary Studies

Major in Education (DSC)

Under Graduate First Year Programme, **Semester: I**

Paper Code: IEDUCT1101, **Title:** Philosophy of Education (*Major*)

Credits: 02

Teaching Hours : 30

Curriculum Details

Course pre-requisite:

- 1: Eligibility as per university guidelines
- 2: Awareness and familiarity to the thinkers and primary philosophical thoughts

Course Objectives:

1. To understand basic concepts related to philosophy of education
2. To understand various Indian schools of philosophy and their significance for education
3. To understand various Western Schools of philosophy and their significance for education
4. To understand concept and process of curriculum development

Course outcomes:

CO1: Student will be able to understand basic concepts involved in Philosophy of education in the contemporary context

CO2: Student will be able to understand basic concepts and tenets of various Indian Schools of Philosophy and their significance for education

CO3: Student will be able to understand basic concepts and tenets of various western schools of Philosophy and their significance for education

CO4: Student will be able to understand concepts and process of curriculum development

Module No.	Unit No.	Name of Topic	Hrs. Required 1 Hrs.=60 M.
1.0		EDUCATION AND PHILOSOPHY	
	1.1	Education: Meaning, Nature, significance , types , goals and objectives	6
	1.2	Philosophy: Meaning, nature and significance	
	1.3	Relation between Education & Philosophy	
	1.4	Significance , Scope and Implications of Philosophy of Education	
2.0		INDIAN SCHOOLS OF PHILOSOPHY	
	2.1	Indian Schools : Origin, nature , types and significance	8
	2.2	Study of selected schools : Vedic (Yoga and Vedanta), Buddhism, Jainism and Islam	
	2.3	Basic Concepts and tenets	
	2.4	Significance for education	
3.0		WESTERN SCHOOLS OF PHILOSOPHY	
	3.1	Western Schools : Origin, nature , types and significance	8
	3.2	Study of selected schools : Idealism , Realism , Naturalism and Pragmatism	
	3.3	Basic Concepts and tenets	
	3.4	Significance for education	
4.0		CURRICULUM	
	4.1	Curriculum: Meaning , nature, types and significance	8
	4.2	Principles of curriculum construction	
	4.3	Process and approaches of Curriculum Development	
	4.4	New Trends in Curriculum , its development and transaction	
		Total	30

Text Books:

- बुब्रेकर जॉन. एस. (1971) 'आधुनिक शिक्षणाचे तत्वज्ञान' अनुवादन अकोलकर ग. वि. : श्री विद्या प्रकाशन, शनिवार पेठ पुणे
- कुंडले म. बा. (200) 'शैक्षणिक तत्वज्ञान व शैक्षणिक समाजशास्त्र
- भंडारी प. व. (1968) 'शैक्षणिक समाजशास्त्र प्रथमावृत्ती सातारा : राबिला पब्लिकेशन.
- मेहेंदळे, य. श्री. 'समाजशास्त्राची मूलतत्वे' महेंद्र प्रकाशन, नारायण पेठ, पुणे
- पारसनीस न. रा. 'शिक्षणाची तात्विक व समाजशास्त्रीय भूमिका' नूतन प्रकाशन पुणे - 30
- दिक्षित श्रीनिवास (1975) 'भारतीय तत्वज्ञान, सुविचार प्रकाशन मंडळ, नागपूर
- जोशी गजानन (1994) 'भारतीय तत्वज्ञानाचा इतिहास' (खंड 1 ते 6) मराठी तत्वज्ञान महाकोष मंडळ, पुणे
- जोशी प्रमोद, कळलावे महेश (2009) शिक्षणातील नवप्रवर्तने. आदित्य प्रकाशन नांदेड
- रा. वि. महंत ज्योती, उदयोन्मुख भारतीय समाजाती शिक्षण व शिक्षक
- पवार ना. ग., उदयोन्मुख भारतीय समाज शिक्षण व शिक्षक
- अकोलकर ग. वि., शैक्षणिक तत्वज्ञानाची रूपरेषा
- मद्रे गीता, मद्रे ल. रा., भारतीय शिक्षणाचा इतिहास, भाग 1 ते 3.
- पाटील लीला आणि वि. म. कुलकर्णी, आजचे शिक्षण आजच्या समस्या,
- नरवणे मिनल, भारतीय शिक्षणाचे आयोग व समिती,
- पारसनीस न. रा., शिक्षणाची तात्विक व समाजशास्त्रीय भूमिका,
- पाठक वि. अ., भारतीय शिक्षण और उनकी समस्याएं, विनोद प्रकाशन, आग्रा.
- आचार्य दुर्गाशंकर मिश्र, भारतीय शिक्षा का इतिहास, विनोद प्रकाशन, आग्रा.
- कामत अ. रा., भारतीय शिक्षणाची वाटचाल,
- शिक्षण आयोग (1964 - 66) चा अहवाल : समाज प्रबोधन संस्था, पुणे.
- जोशी देवेंद्र, सदावर्ते उज्वला आणि इनामदार विवेक, (2008), भारतीय शिक्षण प्रणालीचा विकास, आदित्य पब्लिकेशन्स, नांदेड

References

- Bron F. J. (1970) Educational Sicutigt bew Delhi. Prentice Hall, Znc.*
- Brubacher J. S. (1969) Modern Philosophies if Education, New York, mc Graw hill co.*
- Carley michel and christie Ian. (2005) managing Sustainable Development London, Earthscan Publications.*
- Chaube S. P. (1981) Chaube Akhilesh : Phillosophical & Sociological Foundations of Education. (the Record line onwards of Reference Should be after 5 Space of the Justified of each refrence) Agra : vinod Pustak mandir.*

Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Interdisciplinary Studies

Major in Education (DSC)

Under Graduate First Year Programme, **Semester : I**

Paper Code: EDUCT1102, **Title:** Sociology of Education (*Major*)

Credits: 02

Teaching Hours: 30

Curriculum Details

Course pre-requisite:

- 1: Eligibility as per university guidelines
- 2: Awareness and familiarity to the context of Indian Society

Course Objectives:

1. To understand basic concepts related to Sociology of Education
2. To understand various agencies of education in society
3. To understand process of social change and education
4. To understand relation among idea of national integration, cultural heritage , democracy and education

Course outcomes:

CO1: Student will be able to understand basic concepts involved in Sociology of Education in the Indian context

CO2: Student will be able to understand various social agencies of education, their types , role and significance

CO3: Student will be able to understand the relation between social change and education, challenges before education and education of different deprived classes

CO4: Student will be able to understand relation among concepts like national integration, cultural heritage, democracy and education

Module No.	Unit No.	Name of Topic	Hrs. Required 1 Hrs.=60 M.
1.0		EDUCATION AND SOCIOLOGY	
	1.1	Sociology of Education: Meaning, nature. Scope and significance	8
	1.2	Indian Society : Structure and general characteristics and status of education	
	1.3	Perspectives in Sociology of Education	
	1.4	Social processes involved in education like socialization, social mobility and social change	
2.0		AGENCIES OF EDUCATION	
	2.1	Agencies of education : meaning, nature, type, role and significance of agencies : Family	8
	2.2	Peer Group	
	2.3	Schools	
	2.4	Mass communication media	
3.0		EDUCATION AND SOCIAL CHANGE	
	3.1	Social Change : Meaning, factors of social change and their influence on education	8
	3.2	Constitutional Provisions for education and RTE	
	3.3	Education and Contemporary challenges : economic, environmental and social challenges	
	3.4	Education of Women and deprived classes : Role of government and society	
4.0		EDUCATION FOR NATIONAL INTEGRATION	
	4.1	National integration: concept, need & importance	6
	4.2	Contribution of cultural heritage and major festivals in various regions in national integration	
	4.3	Hurdles in National Integration	
	4.4	Education and Democracy	
		Total	30

Text Books:

- बुब्रेकर जॉन. एस. (1971) 'आधुनिक शिक्षणाचे तत्वज्ञान' अनुवादन अकोलकर ग. वि. : श्री विद्या प्रकाशन, शनिवार पेठ पुणे
- कुंडले म. बा. (200) 'शैक्षणिक तत्वज्ञान व शैक्षणिक समाजशास्त्र
- भंडारी प. व. (1968) 'शैक्षणिक समाजशास्त्र प्रथमावृत्ती सातारा : राबिला पब्लिकेशन.
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- पवार ना. ग., उदयोन्मुख भारतीय समाज शिक्षण व शिक्षक
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Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Interdisciplinary Studies

Major in Education (DSC)

Under Graduate First Year Programme, **Semester: I**

Paper Code: IEDUGE1101, **Title:** Educational Thinkers

Credits: 02

Teaching Hours: 30

Curriculum Details

Course pre-requisite:

- 1: Eligibility as per university guidelines
- 2: This course does not require any specific prerequisites, but a general interest in education and a willingness to engage in critical thinking and analysis are recommended.

Course Objectives:

1. To familiarize students with the philosophical perspectives and theories of major educational thinkers.
2. To enable students to critically analyze and evaluate the ideas and contributions of educational thinkers.
3. To develop students' ability to apply the insights gained from educational thinkers to contemporary educational issues and practices.

Course outcomes:

CO1: Identify and discuss the key ideas and concepts put forth by major educational thinkers.

CO2: Analyze and evaluate the relevance and applicability of educational theories to real-world educational contexts.

CO3: Apply the insights gained from educational thinkers to critically examine and propose solutions to current educational challenges.

Module No.	Unit No.	Name of Topic	Hrs. Required 1 Hrs.=60 M.
1.0		INTRODUCTION TO EDUCATIONAL THINKERS	
	1.1	Overview of educational philosophy	6
	1.2	Understanding the role of educational thinkers in shaping educational practices	
	1.3	Key concepts in educational theory	
	1.4	Relevance to teaching and learning	
2.0		INDIAN EDUCATIONAL THINKERS	
	2.1	Rabindranath Tagore: Philosophy of education and his impact on Indian education	8
	2.2	Swami Vivekananda: Contributions to educational philosophy and the idea of holistic education	
	2.3	Mahatma Gandhi : Contributions to educational philosophy and the idea of Basic education	
	2.4	Jiddu Krishnamurti: Educational vision and the importance of self-discovery in learning	
3.0		EDUCATIONAL THOUGHTS AND SOCIAL CHANGE	
	3.1	The Idea of Social Change and Contribution of Mahatma Phule and Savitribai Phule	8
	3.2	Educational Thoughts of Dr. Ambedakar and his role in shaping new Indian society	
	3.3	Education and Social Reform Movements in India and Maharashtra	
4.0		WESTERN EDUCATIONAL THINKERS	
	4.1	Plato : Educational Concepts and Contribution	8
	4.2	Russou : Educational Concepts and Contribution	
	4.3	Maria Montessori: Child-Centered Education	
	4.4	John Dewey : Pragmatism and Education	
		Total	30

Text Books:

- बुब्रेकर जॉन. एस. (1971) 'आधुनिक शिक्षणाचे तत्वज्ञान' अनुवादन अकोलकर ग. वि. : श्री विद्या प्रकाशन, शनिवार पेठ पुणे
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- पवार ना. ग., उदयोन्मुख भारतीय समाज शिक्षण व शिक्षक
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Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Interdisciplinary Studies

Major in Education (DSC)

Under Graduate First Year Programme, **Semester: I**

Paper Code: IEDUSC1101, **Title:** Teaching Competencies

Credits: 02

Teaching Hours: 30

Curriculum Details

Course pre-requisite:

- 1: Eligibility as per university guidelines
- 2: This course does not require any specific prerequisites, but a general interest in education and a willingness to engage in critical thinking and analysis are recommended.

Course Objectives:

1. To develop foundational knowledge of teaching theories, principles, and practices.
2. To enhance instructional strategies, classroom management techniques, and assessment methods.
3. To foster effective communication, interpersonal skills, and reflective teaching practices.

Course outcomes:

CO1: Demonstrate a solid understanding of teaching theories, principles, and pedagogical approaches

CO2: Apply effective instructional strategies, classroom management techniques, and assessment methods.

CO3: Communicate and collaborate effectively with students, colleagues, and other stakeholders.

Module No.	Unit No.	Name of Topic	Hrs. Required 1 Hrs.=60 M.
1.0		FOUNDATIONS OF TEACHING	
	1.1	Introduction to the Role of a Teacher	6
	1.2	Teaching : Meaning, concepts, characteristics and importance	
	1.3	Theories of learning and their implications for teaching	
	1.4	Understanding Student Diversity and Individual Learning	
2.0		TEACHING PROCESS AND PRACTICE	
	2.1	Phases of teaching : Pre, Interactive and Post teaching	8
	2.2	Domains of Learning and teaching : Cognitive , Affective and Psychomotor	
	2.3	Objectives of Teaching : (Bloom’s Taxonomy Based)	
	2.4	General Components and steps of teaching	
3.0		TEACHING SKILLS AND METHODS	
			8
	3.2	Methods of Teaching : Teacher Centered	
	3.3	Methods of Teaching : Student Centered	
	3.4	Teaching aids : Types, Characteristics and importance	
4.0		PLANNING OF TEACHING	
			8
		Total	30

Reference Books:

Airasian, P. W., Cruikshank, K. A., & Mayer, R. E. (2018). Assessment: Essentials of Educational Measurement. John Wiley & Sons.

Biggs, J. B., & Tang, C. (2011). Teaching for Quality Learning at University: What the Student Does. McGraw-Hill Education (UK).

Borko, H., Jacobs, J., Koellner, K., & Swackhamer, L. (2015). Mathematics Standards and Assessments: Their Relationship to Instructional Practices. Journal for Research in Mathematics Education, 27-47.

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Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Interdisciplinary Studies

Major in Education (DSC)

Under Graduate First Year Programme, **Semester: II**

Paper Code: IEDUCT1151, **Title:** Psychology of Education (*Major*)

Credits: 02

Teaching Hours : 30

Curriculum Details

Course pre-requisite:

- 1: Eligibility as per university guidelines
- 2: Awareness of Psychology and education

Course Objectives:

1. To understand basic concepts related to Psychology of Education
2. To understand concepts , domains , stages and factors related to growth and development of learner
3. To understand concepts related to personality and role of education
4. To understand concept and types of Intelligence

Course outcomes:

CO1: Student will be able to understand basic concepts related to Educational Psychology and learner

CO2: Student will be able to understand concept, stages , domains and factors related to human growth and development

CO3: Student will be able to understand basic concepts related to personality and education

CO4: Student will be able to understand concepts and types of intelligence

Module No.	Unit No.	Name of Topic	Hrs. Required 1 Hrs.=60 M.
1.0		PSYCHOLOGY AND EDUCATION	
	1.1	Psychology : Meaning , nature , branches and significance	6
	1.2	Educational psychology: Meaning, nature, scope and significance for teacher and learner	
	1.3	Methods of studying Educational Psychology	
	1.4	Introspection (b) Observation (c) Experimental (d) Clinical (e) Case Study	
2.0		<u>GROWTH AND DEVELOPMENT OF LEARNER</u>	
	2.1	Concepts of growth and development : Meaning, nature and General principles	8
	2.2	Domains of Development : Cognitive, Emotional, Physical and Social	
	2.3	Stages of development : Infancy, Childhood and adolescence	
	2.4	Factors affecting growth and development	
3.0		<u>PERSONALITY AND EDUCATION</u>	
	3.1	Concept of personality – definition meaning, nature and types	8
	3.2	Factors influencing development of personality genetic and environmental	
	3.3	Role of teacher in developing personality of student	
	3.4	Individual Differences: Meaning, types and factors related to individual differences	
4.0		<u>INTELLIGENCE</u>	
	4.1	Intelligence : Concept , Nature and theory of Spearman	8
	4.2	Measurement of Intelligence , concept of I.Q. and its educational importance	
	4.3	Multiple Intelligence: Meaning, nature and educational significance	
	4.4	Emotional and Social Intelligence: Meaning, nature and educational significance	
		Total	30

Text/Reference Books:

- आळंदकर जयकुमार, अभिनव शैक्षणिक मानसशास्त्र,
कुलकर्णी के. व्ही., शैक्षणिक मानसशास्त्र,
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जगताप ह. ना., शैक्षणिक व प्रायोगिक मानसशास्त्र,
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अकोलकर ग. वि., शैक्षणिक मनोविज्ञान,
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Aggarwal J.C. Essentials of Educational Psychology -
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Winston, P.P. 18-19.
Bower, G. M., (1986), *The Psychology of Learning and Motivation*,
Academic Press.

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Interdisciplinary Studies

Major in Education (DSC)

Under Graduate First Year Programme, **Semester: II**

Paper Code: EDUCT1152, **Title:** Teaching-Learning Process

Credits: 02

Teaching Hours: 30

Curriculum Details

Course pre-requisite:

- 1: Eligibility as per university guidelines
- 2: Awareness and familiarity to the context of Teaching-Learning Process

Course Objectives:

1. To understand basic concepts related to learning and learning theories
2. To understand concepts , domains , stages and factors related to growth and development of learner
3. To understand concepts related to personality and role of education
4. To understand concept and types of Intelligence

Course outcomes:

CO1: Student will be able to understand basic concepts involved in Philosophy of education in the contemporary context

CO2: Student will be able to understand basic concepts and tenets of various Indian Schools of Philosophy and their significance for education

CO3: Student will be able to understand basic concepts and tenets of various western schools of Philosophy and their significance for education

CO4: Student will be able to understand concepts and process of curriculum development

Module No.	Unit No.	Name of Topic	Hrs. Required 1 Hrs.=60 M.
1.0		LEARNING THEORIES AND PROCESS	
	1.1	Learning : Meaning, nature and characteristics and significance	6
	1.2	Factors affecting learning and teaching process	
	1.3	Learning theories: (a) Behavioral (Thorndike and Pavlov's theories) (b) Cognitive (Gestalt Theory)	
	1.4	Transfer of learning: Meaning & types and Educational importance.	
2.0		PROCESS OF TEACHING	
	2.1	Teaching: concept, characteristics levels of teaching	8
	2.2	Relation between Learning and Teaching	
	2.3	Domains of educational objectives and taxonomy in cognitive domain	
	2.4	Classroom interactions and environment	
3.0		MENTAL PROCESSES RELATED TO LEARNING	
	3.1	Attention : meaning, nature, types and educational significance	8
	3.2	Sensation and perception: concept, nature and educational significance	
	3.3	Cognition : concept, nature and educational significance	
	3.4	Motivation Concept, types, educational importance	
4.0		EVALUATION OF LEARNING AND TEACHING EFFECTIVENESS	
	4.1	Evaluation : concept, characteristics , significance and types	8
	4.2	Computerized Evaluation systems	
	4.3	Feedback : concept, characteristics and significance	
	4.4	Teaching effectiveness : concept, significance and applications	
		Total	30

Text/References Books:

- आळंदकर जयकुमार, अभिनव शैक्षणिक मानसशास्त्र,
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Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Interdisciplinary Studies

Major in Education (DSC)

Under Graduate First Year Programme, **Semester : II**

Paper Code: IEDUGE1151, **Title:** Educational Psychologists

Credits: 02

Teaching Hours: 30

Curriculum Details

Course pre-requisite:

- 1: Eligibility as per university guidelines
- 2: This course does not require any specific prerequisites, but a general interest in education and a willingness to engage in critical thinking and analysis are recommended.

Course Objectives:

1. To examine the life, work, and theories of influential educational psychologists.
2. To analyze the impact of educational psychologists on educational practices and policies.
3. To critically evaluate the relevance and applicability of educational psychologists' ideas in contemporary educational settings.

Course outcomes:

- CO1: Demonstrate a comprehensive understanding of the contributions and theories of educational psychologists.
- CO2: Analyze the influence of educational psychologists on educational practices and policies.
- CO3: Evaluate and apply the ideas and theories of educational psychologists to address educational challenges.

Module No.	Unit No.	Name of Topic	Hrs. Required 1 Hrs.=60 M.
1.0		EARLY EDUCATIONAL PSYCHOLOGISTS	
	1.1	- Wilhelm Wundt and Structuralism in educational psychology	6
	1.2	- Edward Thorndike and the theory of connectionism	
	1.3	- Jean Piaget and cognitive development theory	
	1.4	- Lev Vygotsky and sociocultural theory	
2.0		BEHAVIORIST AND HUMANISTIC EDUCATIONAL PSYCHOLOGISTS	
	2.1	- B.F. Skinner and operant conditioning in education	8
	2.2	- Albert Bandura and social learning theory	
	2.3	- Carl Rogers and humanistic psychology in education	
	2.4	- Abraham Maslow and the hierarchy of needs	
3.0		COGNITIVE AND CONSTRUCTIVIST EDUCATIONAL PSYCHOLOGISTS	
	3.1	- Jerome Bruner and the process of discovery learning	8
	3.2	- Lev Semenovich Vygotsky and the zone of proximal development	
	3.3	- David Ausubel and meaningful learning	
	3.4	- Robert Gagné and the conditions of learning	
4.0		SOCIO-CULTURAL AND CONTEXTUAL EDUCATIONAL PSYCHOLOGISTS	
	4.1	- Lev Vygotsky's cultural-historical theory	8
	4.2	- Urie Bronfenbrenner and ecological systems theory	
	4.3	- Howard Gardner and the theory of multiple intelligences	
	4.4	- Albert Bandura and self-efficacy theory	
		Total	30

Reference Books:

- आळंदकर जयकुमार, अभिनव शैक्षणिक मानसशास्त्र,
कुलकर्णी के. व्ही., शैक्षणिक मानसशास्त्र,
नानकर प्र. ल., सुबोध शैक्षणिक मानसशास्त्र,
पारसनीस न. रा., प्रगत शैक्षणिक मानसशास्त्र,
खरात अ. पा., प्रगत शैक्षणिक मानसशास्त्र,
दांडेकर वा. ना., शैक्षणिक व प्रायोगिक मानसशास्त्र,
आफळे रा. रा., बापट भा. वे., शिक्षणाचे मानसशास्त्रीय अधिष्ठान,
जगताप ह. ना., शैक्षणिक व प्रायोगिक मानसशास्त्र,
करकरे, शैक्षणिक मानसशास्त्र,
अकोलकर ग. वि., शैक्षणिक मनोविज्ञान,
बेळे, कुमठेकर व इतर, शिक्षणाचे मानसशास्त्रीय यथार्थदर्शन भाग - 1,
बेळे, कुमठेकर व इतर, शिक्षणाचे मानसशास्त्रीय यथार्थदर्शन भाग - 2,
जोशी देवेंद्र, सदावर्त उज्वला (2008), शैक्षणिक मानसशास्त्र, आदित्य पब्लिकेशन्स,
नांदेड.
कुलकर्णी, के. व्ही. (1977), शैक्षणिक मानसशास्त्र श्री विद्या प्रकाशन, पुणे.
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गोगटे श्री. ब. शैक्षणिक मानसशास्त्र, श्री. विद्या प्रकाशन पुणे.
दांडेकर, वा. ना. (1970), प्रायोगिक व शैक्षणिक मानसशास्त्र, मोघे प्रकाशन, कोल्हापूर.
पारसनीस, न.रा. (1987), प्रगत शैक्षणिक मानसशास्त्र, नूतन प्रकाशन, पुणे.
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Bhatia, H. R. (1973). *Elements of Educational Psychology, 5th edition*,
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Bolles, R. C. (1975): *Learning Theory*. New York, Holt, Rinehart and
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Faculty of Interdisciplinary Studies

Major in Education (DSC)

Under Graduate First Year Programme, **Semester: II**

Paper Code: IEDUSC1151, **Title:** Advanced Teaching Competencies

Credits: 02

Teaching Hours: 30

Curriculum Details

Course pre-requisite:

- 1: Eligibility as per university guidelines
- 2: This course does not require any specific prerequisites, but a general interest in education and a willingness to engage in critical thinking and analysis are recommended.

Course Objectives:

1. To develop foundational knowledge of teaching theories, principles, and practices.
2. To enhance instructional strategies, classroom management techniques, and assessment methods.
3. To foster effective communication, interpersonal skills, and reflective teaching practices.

Course outcomes:

CO1: Demonstrate a solid understanding of teaching theories, principles, and pedagogical approaches

CO2: Apply effective instructional strategies, classroom management techniques, and assessment methods.

CO3: Communicate and collaborate effectively with students, colleagues, and other stakeholders.

Module No.	Unit No.	Name of Topic	Hrs. Required 1 Hrs.=60 M.
1.0		EFFECTIVE INSTRUCTIONAL STRATEGIES	
	1.1	Lesson planning and instructional design	6
	1.2	Active learning techniques and student engagement	
	1.3	Differentiated instruction and adapting to diverse learning styles	
	1.4	Integration of technology and multimedia in teaching	
2.0		COMMUNICATION AND COLLABORATION IN TEACHING	
	2.1	Effective verbal and non-verbal communication skills	8
	2.2	Building rapport and positive relationships with students	
	2.3	Collaborative learning and group work strategies	
	2.4	Parent-teacher communication and community engagement	
3.0		CLASSROOM MANAGEMENT AND INNOVATIVE TEACHING	
	3.1	Establishing and maintaining classroom routines, expectations and responsive environment	8
	3.2	Strategies for managing student behavior and promoting positive discipline	
	3.3	Innovative Teaching Practices and Educational experiments	
	3.4	Providing constructive feedback and fostering student self-assessment	
4.0		TEACHING PROFESSION : NATURE AND DEVELOPMENT	
	4.1	Teaching Profession : Nature, Functions and Importance	8
	4.2	Reflective teaching practices and professional development	
	4.3	Professional Development of Teacher	
	4.4	Assessment of Teaching Performance	
		Total	30

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- Airasian, P. W., Cruikshank, K. A., & Mayer, R. E. (2018). *Assessment: Essentials of Educational Measurement*. John Wiley & Sons.
- Biggs, J. B., & Tang, C. (2011). *Teaching for Quality Learning at University: What the Student Does*. McGraw-Hill Education (UK).
- Borko, H., Jacobs, J., Koellner, K., & Swackhamer, L. (2015). Mathematics Standards and Assessments: Their Relationship to Instructional Practices. *Journal for Research in Mathematics Education*, 27-47.
- Brown, G. A., Bull, J., & Pendlebury, M. (2013). *Assessing Student Learning in Higher Education*. Routledge.
- Gronlund, N. E., & Brookhart, S. M. (2014). *Assessment of Student Achievement*.

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Harlen, W., & Deakin Crick, R. (2002). A Systematic Review of the Impact of Summative Assessment and Tests on Students' Motivation for Learning. In *Research Evidence in Education Library*.

Marzano, R. J. (2017). *The New Art and Science of Teaching*. ASCD.

Scriven, M. (2006). The Logic and Methodology of Checklists. *Measurement and Evaluation in Counseling and Development*, 39(3), 130-146.

Shulman, L. S. (2016). *Those Who Understand: Knowledge Growth in Teaching*. Routledge.