



॥ 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

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आंतर विद्याशाखीय अभ्यास विद्याशाखे अंतर्गत राष्ट्रीय शैक्षणिक धोरण-२०२० नुसार पदवी तृतीय 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.११/६४-२०२६ च्या ठरावानुसार आंतरविद्याशाखीय अभ्यास विद्याशाखेतील राष्ट्रीय शैक्षणिक धोरण-२०२० नुसार पदवी तृतीय वर्षाचे अभ्यासक्रम शैक्षणिक वर्ष २०२६-२७ पासून लागू करण्यास मा.विद्यापरिषदेने मान्यता प्रदान केली आहे. त्यानुसार आंतर विद्याशाखीय अभ्यास विद्याशाखेतील बी.ए. तृतीय वर्षाचे खालील विषयाचे अभ्यासक्रम शैक्षणिक वर्ष २०२६-२७ पासून लागू करण्यात येत आहे.

01	B.A.III Year Education
02	B.A.III Year Physical Education

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.:शं-१/परिपत्रक/पदवी/वीए/२०२६-२७/६१
दिनांक : २२.०६.२०२६




सहाय्यक कुलसचिव
शैक्षणिक (१-अभ्यासमंडळ) विभाग

प्रत माहिती व पुढील कार्यवाहीस्तव :-

- १) मा. कुलगुरू महोदयांचे कार्यालय, प्रस्तुत विद्यापीठ.
- २) मा. प्र.कुलगुरू 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.
- 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)

MAJOR IN (DSC) EDUCATION

B. A. (EDUCATION)

Third Year (V & VI Semester)

Effective from Academic Year **2026-2027**

(As per NEP-2020)



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) <i>(Common across faculty)</i>	Field Work / Project/ Internship/ OJT/ Apprenticeship / Case Study Or Co-curricular Courses (CC) <i>(Basket 6 for CC) (Common across faculty)</i>	Credits	Total Credits
1	2	3	4	5	6	7	8	9	10	11
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) <i>(XX: Hin, Mar, Kan, Pal, etc)</i> VECCOI1151 : Constitution of India (2Cr) 6 Credits		22	
		08	08	08	04	04	12	--	44	

Exit option: UG Certificate in Major DSC on completion of 44 credits and additional 4 credits from NSQF / Internship



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 Second 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) <i>(Common across faculty)</i>	Field Work / Project/ Internship/ OJT/ Apprenticeship / Case Study Or Co-curricular Courses (CC) <i>(Basket 6 for CC) (Common across faculty)</i>	Credits	Total Credits
1	2	3	4	5	6	7	8	9	10	11
2 (5.0)	III	IEDUCT1201 : Development of Education in India (4 Cr) IEDUCT1202: Educational Technology (4Cr) 8 Credits	4 Credits	4 Credits	IEDUGE1201: Educational Guidance and Counseling (2 Cr) 2 Credits	IEDUVC1201: Action Research (2 Cr) 2 Credits	AECENG1201 (2Cr) IKSXXXC1201 (2Cr) (Hin,Mar, Kan, Pal, Urd,San, Etc.) 4 cr.	CCCXXX1201 (2Cr) <i>(NCC/NSS/Sports/ Culture/Health Wellness/ Yoga Education / Fitness)</i> 2 Credits	22	44
	IV	IEDUCT1251: Contemporary Education in India (4 Cr) IEDUCT1252 : Educational Administration and Management (4 Cr) 8 Credits	4 Credits	4 Credits	IEDUGE1251: Educational Leadership and Management (2Cr) 2 Credits	IEDUVC1251: Educational Evaluation (2 Cr) 2 Credits	AECXXX1251 (2Cr) <i>(XX: Hin, Mar, Kan, Pal, etc)</i> VECEVS1251 (2 Cr) <i>Environmental Studies</i> 6 Credits		22	
		8 + 16 = 24	08 + 08 = 16	08	04 + 04 = 08	04 + 04 = 08	12+10 = 22	02	44	88

Exit option: UG Diploma in Major **DSC** and Minor DSM on completion of 88 credits and additional 4 credits from NSQF / Internship in DSC



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 Third 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) <i>(Common across faculty)</i>	Field Work / Project/ Internship/ OJT/ Apprenticeship / Case Study Or Co-curricular Courses (CC) (Basket 6 for CC) <i>(Common across faculty)</i>	Credits	Total Credits
1	2	3	4	5	6	7	8	9	10	
2 (5.5)	V	IEDUCT1301: ICT in Education (4 Cr) IEDUCT1302: Statistics in Education (4Cr) IEDUCT1303: Distance and Open Education (2Cr) 10 Credits	4 Cr	4 Cr		IEDUVC1301: Life Skills Education (2 Cr) 2 Credits		IEDUFP1301 (2Cr) 2 Credits	22	44
	VI	IEDUCT1351: Curriculum Construction (4 Cr) IEDUCT1352: New Trends in Education (4 Cr) IEDUCT1353: Economics of Education (2Cr) 10 Credits	4 Cr	4 Cr				IEDUOJ1351 (2Cr) 4 Credits	22	
		20	08	08	00	00	00	06	44	
		20+24=44	8+16=24	8+8=16	08	10	22	08		132

Exit option: Bachelor of Humanities with DSC and Minor DSM on completion of 88 credits and additional 4 credits from NSQF / Internship in DSC

Abbreviations:

1. **DSC:** Department/Discipline Specific Core (Major)
2. **DSE:** Department/Discipline Specific Elective (Major)
3. **DSM:** Discipline Specific Minor
4. **GE/OE:** Generic/Open Elective
5. **VSC:** Vocational Skill Course
6. **SEC:** Skill Enhancement Course
7. **AEC:** Ability Enhancement course
8. **ENG:** English Compulsory
9. **MIL:** Modern Indian languages
10. **IKS:** Indian Knowledge System
11. **VEC:** Value Education Course
12. **OJT:** On Job Training (Internship/Apprenticeship)
13. **FP:** Field Projects
14. **CEC:** Community Engagement and Service Courses
15. **CC:** Co-Curricular Courses
16. **RM:** Research Methodology
17. **RP:** Research Project/ Dissertation

Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Interdisciplinary Studies
Major in Education (DSC)
UNDERGRADUATE THIRD YEAR PROGRAMME
SEMESTER: V

Paper Code: IEDUCT1301
Title: ICT IN EDUCATION

Credits: 4

Teaching Hours: 60

Curriculum Details

Course re-requisites:

1. Eligibility as per university guidelines.
2. Basic understanding of educational concepts and teaching-learning processes.
3. Familiarity with computers, internet usage, and digital communication tools.

Course Objectives:

1. To develop an understanding of Information and Communication Technology (ICT) and its role in education.
2. To familiarize students with various ICT tools and digital learning resources used in teaching-learning.
3. To explore the integration of ICT in classroom instruction, assessment, and educational administration.
4. To understand the significance of e-learning, online education, and digital platforms in modern education.
5. To analyze challenges, opportunities, and future trends of ICT in education.

Course Outcomes:

After successful completion of this course, students will be able to:

- **CO1.** Explain the concept, nature, and significance of ICT in education.
- **CO2.** Use various ICT tools and digital resources effectively in teaching-learning situations.
- **CO3.** Integrate ICT applications for classroom teaching, assessment, and communication.
- **CO4.** Design and utilize e-learning materials and online educational platforms.
- **CO5.** Evaluate contemporary trends, challenges, and ethical issues related to ICT in education.

Module No.	Unit No.	Name of the Topic	Hrs. Required
1.0	UNIT-I	CONCEPT AND FOUNDATIONS OF ICT IN EDUCATION	15
	1.1	Meaning, Nature, and Scope of ICT	
	1.2	Importance and Objectives of ICT in Education	
	1.3	Role of ICT in Teaching, Learning, and Educational Development	
2.0	UNIT-II	ICT TOOLS AND DIGITAL RESOURCES	15
	2.1	Hardware and Software used in Education	
	2.2	Internet, Multimedia, and Educational Applications	
	2.3	Digital Learning Resources: E-books, MOOCs, Educational Portals, and Open Educational Resources (OER)	
3.0	UNIT-III	ICT IN TEACHING-LEARNING PROCESS	15
	3.1	Integration of ICT in Classroom Teaching	
	3.2	E-learning, Blended Learning, and Online Learning	
	3.3	ICT-based Assessment, Communication, and Collaboration Tools	
4.0	UNIT-IV	EMERGING TRENDS AND CHALLENGES IN ICT IN EDUCATION	15
	4.1	Emerging Trends: Artificial Intelligence, Smart Classrooms, and Virtual Learning	
	4.2	Challenges in ICT Implementation: Digital Divide, Infrastructure, and Cyber Safety	
	4.3	Ethical Issues, Professional Development, and Future Prospects of ICT in Education	

Reference Books:

1. Aggarwal, J. C. (2013). *Essentials of Educational Technology and Management*. Vikas Publishing House.
2. Bhatia, K. K., & Sharma, J. K. (2015). *Educational Technology and ICT*. Kalyani Publishers.
3. Goel, D. R., & Goel, C. (2009). *Computer Education and Educational Technology*. Deep & Deep Publications.
4. Government of India. (2020). *National Education Policy 2020*. Ministry of Education.
5. Mangal, S. K., & Mangal, U. (2019). *Essentials of Educational Technology*. PHI Learning.
6. Mishra, S., & Sharma, R. C. (2005). *Interactive Multimedia in Education and Training*. Idea Group Publishing.
7. Mohanty, J. (2001). *Educational Technology*. Deep & Deep Publications.
8. Pandey, S. K. (2017). *ICT in Education*. APH Publishing Corporation.

9. Prasad, B. (2018). *Information and Communication Technology in Education*. Kanishka Publishers.
10. Rao, V. K. (2011). *Educational Technology*. APH Publishing Corporation.
11. Chauhan, S. S. (2015). *Innovations in Teaching Learning Process*. Vikas Publishing House.
12. Trivedi, R. (2021). *Emerging Trends in ICT and Education*. Sunrise Publications.
13. कुलकर्णी शरद, कामात वसुधा , शैक्षणिक तंत्रविज्ञान , ए.आय.ए ई टी , एस एन डी टी. मुंबई
14. जगताप ह ना . प्रगत शैक्षणिक तंत्रविज्ञान , नूतन प्रकाशन , पुणे
15. ये वले सीमा (२००७) शैक्षणिक तंत्रविज्ञान आणि माहिती तंत्रविज्ञान , नित्य नूतन प्रकाशन पुणे

Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Interdisciplinary Studies
Major in Education (DSC)
UNDERGRADUATE THIRD YEAR PROGRAMME
SEMESTER: V

Paper Code: IEDUCT1302

Title: STATISTICS IN EDUCATION

Credits: 4

Teaching Hours: 60

Curriculum Details

Course Pre-requisites:

1. Eligibility as per university guidelines.
2. Basic understanding of mathematics and educational concepts.
3. Familiarity with data collection and interpretation in educational settings.

Course Objectives:

1. To develop an understanding of the concept, nature, and importance of statistics in education.
2. To familiarize students with methods of data collection, organization, and presentation.
3. To understand measures of central tendency and variability used in educational research.
4. To introduce correlation, graphical representation, and interpretation of educational data.
5. To develop skills for applying statistical techniques in educational research and evaluation.

Course Outcomes:

After successful completion of this course, students will be able to:

- **CO1.** Explain the meaning, nature, and importance of statistics in education.
- **CO2.** Collect, classify, tabulate, and present educational data effectively.
- **CO3.** Calculate and interpret measures of central tendency and dispersion.
- **CO4.** Apply correlation and graphical methods for analysis of educational data.
- **CO5.** Use basic statistical techniques in educational research, assessment, and evaluation.

Module No.	Unit No.	Name of the Topic	Hrs. Required
1.0	UNIT-I	CONCEPT AND ORGANIZATION OF EDUCATIONAL DATA	15
	1.1	Meaning, Nature, and Importance of Statistics in Education	
	1.2	Types of Data and Methods of Data Collection	
	1.3	Classification, Tabulation, and Frequency Distribution of Data	
2.0	UNIT-II	MEASURES OF CENTRAL TENDENCY AND DISPERSION	15
	2.1	Mean, Median, and Mode	
	2.2	Range, Quartile Deviation, Mean Deviation, and Standard Deviation	
	2.3	Interpretation and Educational Applications of Central Tendency and Dispersion	
3.0	UNIT-III	GRAPHICAL REPRESENTATION AND CORRELATION	15
	3.1	Graphical Representation: Histogram, Frequency Polygon, and Ogive	
	3.2	Concept and Types of Correlation	
	3.3	Rank Difference Method and Interpretation of Correlation	
4.0	UNIT-IV	APPLICATION OF STATISTICS IN EDUCATIONAL RESEARCH	15
	4.1	Role of Statistics in Educational Research and Evaluation	
	4.2	Statistical Techniques in Classroom Assessment and Testing	
	4.3	Use of ICT and Software in Statistical Analysis	

Reference Books:

1. Aggarwal, Y. P. (2017). *Statistical Methods: Concepts, Application and Computation*. Sterling Publishers.
2. Best, J. W., & Kahn, J. V. (2014). *Research in Education*. Pearson Education.
3. Garrett, H. E. (2011). *Statistics in Psychology and Education*. Paragon International Publishers.
4. Guilford, J. P., & Fruchter, B. (2008). *Fundamental Statistics in Psychology and Education*. McGraw Hill.
5. Singh, A. K. (2017). *Tests, Measurements and Research Methods in Behavioural Sciences*. Bharati Bhawan.

6. Singh, Y. K. (2012). *Educational Research and Statistics*. APH Publishing Corporation.
7. UNESCO. (2015). *Education Statistics and Indicators Manual*. UNESCO Publications.
8. Verma, J. P. (2019). *Statistics and Research Methods in Psychology*. Springer.
9. Garrett, H. E., & Woodworth, R. S. (2012). *Statistics in Education and Psychology*. Longmans Green.
10. Gupta, S. C. (2018). *Fundamentals of Statistics*. Himalaya Publishing House.
11. Patel, R. (2021). *Applied Statistics in Education*. Paradise Publishers.
12. बापट भा. गो. (१९९२) मूल्यमापन व संख्याशास्त्र , विनस प्रकाशन पुणे
13. दांडेकर वा ना. (१९९९) शैक्षणिक मूल्यमापन व संख्याशास्त्र , श्रीविद्या प्रकाशन पुणे
14. बर्वे मीनाक्षी (२०१०) शैक्षणिक मुल्यामापण व मूल्यनिर्धारण

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Interdisciplinary Studies

Major in Education (DSC)

UNDERGRADUATE THIRD YEAR PROGRAMME

SEMESTER: V

Paper Code: IEDUCT1302

Title: DISTANCE AND OPEN EDUCATION

Credits: 2

Teaching Hours: 30

Course Pre-requisites:

1. Eligibility as per university guidelines.
2. Basic understanding of educational systems and teaching-learning processes.
3. Familiarity with communication technologies and self-learning methods.

Course Objectives:

1. To develop an understanding of the concept, nature, and scope of distance and open education.
2. To familiarize students with the historical development and models of distance education.
3. To understand the role of ICT and media in open and distance learning.
4. To explore learner support services, evaluation systems, and instructional strategies in distance education.
5. To analyze challenges, opportunities, and future trends in open and distance education.

Course Outcomes:

After successful completion of this course, students will be able to:

- **CO1.** Explain the meaning, nature, and significance of distance and open education.
- **CO2.** Analyze the development, principles, and systems of open and distance learning.
- **CO3.** Apply ICT and media tools in distance teaching-learning processes.
- **CO4.** Evaluate learner support services, instructional methods, and assessment practices in open education.
- **CO5.** Examine contemporary issues, challenges, and future prospects of distance and open education.

Module No.	Unit No.	Name of the Topic	Hrs. Required
1.0	UNIT-I	CONCEPT AND DEVELOPMENT OF DISTANCE AND OPEN EDUCATION	06
	1.1	Meaning, Nature, and Scope of Distance and Open Education	
	1.2	Historical Development of Distance Education in India and Abroad	
	1.3	Principles, Objectives, and Importance of Open and Distance Learning	
2.0	UNIT-II	SYSTEMS AND MODELS OF DISTANCE EDUCATION	08
	2.1	Types and Models of Distance Education	
	2.2	Role of Open Universities and Distance Education Institutions	
	2.3	Self-learning Materials and Instructional Design in Distance Education	
3.0	UNIT-III	ICT AND LEARNER SUPPORT SERVICES IN DISTANCE EDUCATION	08
	3.1	Role of ICT, Multimedia, and Online Platforms in Distance Education	
	3.2	Learner Support Services: Counseling, Guidance, and Academic Support	
	3.3	Assessment and Evaluation in Open and Distance Learning	
4.0	UNIT-IV	CONTEMPORARY ISSUES AND FUTURE TRENDS IN DISTANCE EDUCATION	08
	4.1	Challenges in Distance and Open Education	
	4.2	Quality Assurance and Accreditation in Open and Distance Learning	
	4.3	Future Trends: MOOCs, Online Learning, and Digital Education	

Reference Books:

1. Aggarwal, J. C. (2010). *Development and Planning of Modern Education*. Vikas Publishing House.
2. Bhatnagar, O. P. (2012). *Distance Education and Open Learning*. Kanishka Publishers.
3. Government of India. (2020). *National Education Policy 2020*. Ministry of Education.
4. Keegan, D. (1996). *Foundations of Distance Education*. Routledge.
5. Panda, S. (2007). *Planning and Management in Distance Education*. Kogan Page.
6. Rao, V. K. (2011). *Distance Education*. APH Publishing Corporation.
7. Reddy, V. V., & Manjulika, S. (2002). *Towards Virtualisation: Open and Distance Learning*. Kogan Page.
8. Sharma, R. A. (2015). *Distance Education*. R. Lall Book Depot.
9. Singh, Y. K. (2012). *Open and Distance Education*. APH Publishing Corporation.
10. UNESCO. (2002). *Open and Distance Learning: Trends, Policy and Strategy Considerations*. UNESCO Publications.

11. IGNOU. (2018). *Self Learning Material Development Manual*. Indira Gandhi National Open University.
12. ह .ना. जगताप, शैक्षणिक तंत्र विज्ञान , नूतन प्रकाशन पुणे
13. शारदा शेवतेकर, शैक्षणिक तंत्र विज्ञान
14. डॉ. प्रमोद जोशी ,डॉ.महेश कळलावे शिक्षणातील नव प्रवर्तने , आदित्य प्रकाशन , नांदेड

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Interdisciplinary Studies

Major in Education (DSC)

UNDERGRADUATE THIRD YEAR PROGRAMME

SEMESTER: VI

Paper Code: IEDUCT1351

Title: CURRICULUM CONSTRUCTION

Credits: 4

Teaching Hours: 60

Curriculum Details

Course Pre-requisites:

1. Eligibility as per university guidelines.
2. Basic understanding of educational concepts and teaching-learning processes.
3. Familiarity with school curriculum and educational practices.

Course Objectives:

1. To develop an understanding of the meaning, nature, scope, and core areas of curriculum.
2. To familiarize students with different types of curriculum and their merits and demerits.
3. To understand the principles and framework of curriculum at various levels of education.
4. To explore the process of curriculum development and evaluation at school level.
5. To analyze contemporary trends and issues in curriculum construction.

Course Outcomes:

After successful completion of this course, students will be able to:

- **CO1.** Explain the meaning, nature, scope, and objectives of curriculum.
- **CO2.** Differentiate various types of curriculum and evaluate their merits and limitations.
- **CO3.** Understand curriculum principles and framework at pre-primary, secondary, and higher secondary levels.
- **CO4.** Apply the process of curriculum development in educational settings.
- **CO5.** Evaluate school curriculum and suggest measures for improvement.

Module No.	Unit No.	Name of the Topic	Hrs. Required
1.0	UNIT-I	CURRICULUM: CONCEPT AND CORE AREAS	15
	1.1	Meaning, Nature, and Scope of Curriculum	
	1.2	Aims and Objectives of Curriculum	
	1.3	Curriculum and Core Areas	
2.0	UNIT-II	TYPES OF CURRICULUM	15
	2.1	Types of Curriculum	
	2.2	Merits and Demerits of Different Types of Curriculum	
	2.3	Concept of Balanced Curriculum	
3.0	UNIT-III	PRINCIPLES AND FRAMEWORK OF CURRICULUM	15
	3.1	Principles of Curriculum Construction	
	3.2	Curriculum Framework at Pre-Primary Level	
	3.3	Curriculum Framework at Secondary and Higher Secondary Level	
4.0	UNIT-IV	CURRICULUM DEVELOPMENT AND EVALUATION	15
	4.1	Process of Curriculum Development	
	4.2	Curriculum Evaluation at School Stage	
	4.3	Contemporary Trends in Curriculum Construction	

Reference Books:

1. Aggarwal, J. C. (2010). *Curriculum Development*. Shipra Publications.
2. Arora, G. L. (2005). *Curriculum and Quality in Education*. NCERT.
3. Bobbitt, F. (2009). *The Curriculum*. Cosimo Classics.
4. Government of India. (2020). *National Education Policy 2020*. Ministry of Education.
5. Hilda, T. (2013). *Basic Principles of Curriculum and Instruction*. University of Chicago Press.
6. Kelly, A. V. (2009). *The Curriculum: Theory and Practice*. Sage Publications.
7. NCERT. (2005). *National Curriculum Framework 2005*. NCERT.

8. Ornstein, A. C., & Hunkins, F. P. (2016). *Curriculum: Foundations, Principles and Issues*. Pearson Education.
9. Tyler, R. W. (2013). *Basic Principles of Curriculum and Instruction*. University of Chicago Press.
10. UNESCO. (2015). *Curriculum Development and Review for Democratic Citizenship and Human Rights Education*. UNESCO Publications.
11. डॉ. म . बा. कुंडले शिक्षणाचे तत्वज्ञान व समाजशास्त्रीय अधिष्टान , श्री विद्या प्रकाशन , पुणे
12. डॉ. मोहन जाधव मध्यमिक शिक्षण , फडके प्रकाशन , कोल्हापूर
13. न.रा. पारसनीस शिक्षणाची तात्त्विक व समाजशास्त्रीय अभूमिका , नूतन प्रकाशन , पुणे

Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Interdisciplinary Studies
Major in Education (DSC)
UNDERGRADUATE THIRD YEAR PROGRAMME
SEMESTER: VI

Paper Code: IEDUCT1352
Title: NEW TRENDS IN EDUCATION

Credits: 4

Teaching Hours: 60

Curriculum Details

Course Pre-requisites:

1. Eligibility as per university guidelines.
2. Basic understanding of educational concepts and teaching-learning processes.
3. Familiarity with contemporary educational practices and communication technologies.

Course Objectives:

1. To develop knowledge and understanding about new trends in education.
2. To create awareness about environmental education and sustainable practices.
3. To acquaint students with the role of educational technology, ICT, and mass media in education.
4. To develop understanding of alternative systems and modes of education in the Indian context.
5. To familiarize students with the concept and application of action research in education.

Course Outcomes:

After successful completion of this course, students will be able to:

- **CO1.** Explain various emerging trends and innovations in education.
 - **CO2.** Understand the importance and role of environmental education in society.
 - **CO3.** Apply educational technology, ICT, and mass media tools in teaching-learning processes.
 - **CO4.** Analyze alternative systems and modes of education in India.
 - **CO5.** Conduct and utilize action research for solving educational problems.
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Module No.	Unit No.	Name of the Topic	Hrs. Required
1.0	UNIT-I	NEW TRENDS IN EDUCATION	15
	1.1	Constructivism	
	1.2	Online Learning	
	1.3	Co-operative Learning	
	1.4	Collaborative Learning	
2.0	UNIT-II	ENVIRONMENTAL EDUCATION	15
	2.1	Concept, Meaning, and Scope of Environmental Education	
	2.2	Aims and Objectives of Environmental Education	
	2.3	Role of Teacher in Environmental Education	
3.0	UNIT-III	EDUCATIONAL TECHNOLOGY AND INFORMATION TECHNOLOGY	15
	3.1	Concept, Meaning, and Scope of Educational Technology	
	3.2	Meaning and Characteristics of Information Technology	
	3.3	Use of Television, Radio, and Computer in Education	
4.0	UNIT-IV	ACTION RESEARCH	15
	4.1	Meaning, Concept, and Types of Action Research	
	4.2	Steps of Action Research	
	4.3	Uses and Importance of Action Research in Education	

Reference Books:

- Joyce, B., Weil, M., & Calhoun, E. (2011). *Models of Teaching*. Pearson Education.
- Kumar, K. L. (2014). *Educational Technology*. New Age International Publishers.
- Mangal, S. K. (2017). *Advanced Educational Psychology*. PHI Learning.
- Mohanty, J. (2001). *Educational Technology*. Deep & Deep Publications.
- NCERT. (2005). *National Curriculum Framework 2005*. NCERT.
- Panda, B. N. (2012). *Educational Technology*. Discovery Publishing House.
- Rao, V. K. (2011). *Educational Technology*. APH Publishing Corporation.
- Sharma, R. A. (2015). *Action Research and Educational Innovations*. R. Lall Book Depot.
- डॉ. प्रमोद जोशी ,डॉ.महेश कळलावे शिक्षणातील नव प्रवर्तने , आदित्य प्रकाशन , नांदेड
- ह .ना. जगताप, शैक्षणिक तंत्र विज्ञान , नूतन प्रकाशन पुणे

Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Interdisciplinary Studies
Major in Education (DSC)
UNDERGRADUATE THIRD YEAR PROGRAMME
SEMESTER: VI

Paper Code: IEDUCT1353
Title: ECONOMICS OF EDUCATION

Credits: 2

Teaching Hours: 30

Curriculum Details

Course Pre-requisites:

1. Eligibility as per university guidelines.
2. Basic understanding of educational systems and social sciences.
3. Familiarity with basic economic concepts and educational issues.

Course Objectives:

1. To develop an understanding of the relationship between education and economics.
2. To familiarize students with concepts of educational finance and resource management.
3. To analyze the role of education in human capital formation and national development.
4. To understand issues related to educational planning, budgeting, and expenditure.
5. To examine contemporary challenges and policies related to economics of education.

Course Outcomes:

After successful completion of this course, students will be able to:

- **CO1.** Explain the meaning, nature, and scope of economics of education.
- **CO2.** Analyze the relationship between education, economic growth, and human resource development.
- **CO3.** Understand educational finance, budgeting, and resource allocation processes.
- **CO4.** Apply concepts of cost-benefit analysis and educational planning in educational contexts.
- **CO5.** Evaluate educational policies, challenges, and contemporary issues in economics of education.

Module No.	Unit No.	Name of the Topic	Hrs. Required
1.0	UNIT -I	CONCEPT AND SCOPE OF ECONOMICS OF EDUCATION	06
	1.1	Meaning, Nature, and Scope of Economics of Education	
	1.2	Relationship between Education and Economic Development	
	1.3	Education as an Investment and Human Capital Formation	
2.0	UNIT-II	EDUCATIONAL FINANCE AND RESOURCE MANAGEMENT	08
	2.1	Concept and Sources of Educational Finance	
	2.2	Educational Budgeting and Resource Allocation	
	2.3	Cost-effectiveness and Cost-benefit Analysis in Education	
3.0	UNIT-III	EDUCATIONAL PLANNING AND DEVELOPMENT	08
	3.1	Educational Planning: Meaning, Need, and Importance	
	3.2	Role of Education in National Development	
	3.3	Educational Policies and Economic Development in India	
4.0	UNIT-IV	CONTEMPORARY ISSUES AND CHALLENGES IN ECONOMICS OF EDUCATION	08
	4.1	Privatization, Globalization, and Liberalization in Education	
	4.2	Equity, Equality, and Access in Education	
	4.3	Challenges in Educational Finance and Future Prospects	

Reference Books:

1. Blaug, M. (2017). *Economics of Education*. Penguin Books.
2. Cohn, E. (2010). *The Economics of Education*. Ballinger Publishing.
3. Government of India. (2020). *National Education Policy 2020*. Ministry of Education.
4. Harbison, F., & Myers, C. A. (2013). *Education, Manpower and Economic Growth*. McGraw Hill.

5. Hussain, A. (2015). *Economics of Education*. Discovery Publishing House.
6. Kumar, A. (2018). *Educational Planning and Economics*. APH Publishing.
7. Naik, J. P. (2016). *Education and Development*. Allied Publishers.
8. Pandey, R. S. (2014). *Economics of Education*. Vinod Pustak Mandir.
9. Psacharopoulos, G., & Woodhall, M. (2012). *Education for Development: An Analysis of Investment Choices*. Oxford University Press.
10. Tilak, J. B. G. (2018). *Education and Development: Policy and Planning from the Indian Experience*. Rawat Publications.
11. UNESCO. (2015). *Education for All Global Monitoring Report*. UNESCO Publications.
12. Varghese, N. V. (2007). *Financing Higher Education in India*. Sage Publications.
13. Aggarwal, J. C. (2010). *Development and Planning of Modern Education*. Vikas Publishing House.
14. Yadav, S. (2021). *Contemporary Issues in Economics of Education*. Academic Publications.
15. रवींद्र भागवते , अर्थशास्त्राचा संक्षिप्त इतिहास, मधुश्री प्रकाशन
16. गुरुरनदास त्यागी, अर्थशास्त्र शिक्षण , विनोद पुस्तक मंदिर, आगरा

Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Interdisciplinary Studies
Major in Education (DSC)
UNDERGRADUATE THIRD YEAR PROGRAMME
SEMESTER: VI

Paper Code: IEDUVC1301
Title: LIFE SKILLS EDUCATION

Credits: 2

Teaching Hours: 30

Curriculum Details

Course Pre-requisites:

1. Eligibility as per university guidelines.
2. Basic understanding of educational concepts and learner development.
3. Familiarity with school and social environments influencing personality development.

Course Objectives:

1. To develop an understanding of the concept, importance, and objectives of life skills education.
2. To familiarize students with various life skills essential for personal and social development.
3. To understand the role of life skills in promoting mental health, emotional well-being, and responsible behavior.
4. To explore strategies and methods for integrating life skills education into school curriculum and classroom practices.
5. To analyze contemporary challenges and the significance of life skills education in modern society.

Course Outcomes:

After successful completion of this course, students will be able to:

- **CO1.** Explain the meaning, nature, and significance of life skills education.
- **CO2.** Identify and develop essential life skills for effective personal and social functioning.
- **CO3.** Apply communication, decision-making, and problem-solving skills in daily life situations.
- **CO4.** Integrate life skills education into teaching-learning processes and classroom activities.
- **CO5.** Evaluate challenges related to youth development and suggest life skill-based interventions.

Module No.	Unit No.	Name of the Topic	Hrs. Required
1.0	UNIT-I	CONCEPT AND FOUNDATIONS OF LIFE SKILLS EDUCATION	06
	1.1	Meaning, Nature, and Importance of Life Skills Education	
	1.2	Objectives, Scope, and Principles of Life Skills Education	
	1.3	Role of Life Skills in Personality Development and Social Adjustment	
2.0	UNIT-II	TYPES OF LIFE SKILLS	08
	2.1	Cognitive Skills: Critical Thinking, Creative Thinking, and Decision Making	
	2.2	Emotional Skills: Self-awareness, Empathy, and Stress Management	
	2.3	Social Skills: Communication, Interpersonal Relationships, and Conflict Resolution	
3.0	UNIT-III	LIFE SKILLS EDUCATION IN SCHOOL AND SOCIETY	08
	3.1	Integration of Life Skills Education in Curriculum and Classroom Practices	
	3.2	Role of Teachers, Parents, and Community in Life Skills Development	
	3.3	Life Skills Education for Adolescents, Health, and Value Education	
4.0	UNIT-IV	CONTEMPORARY ISSUES AND CHALLENGES IN LIFE SKILLS EDUCATION	08
	4.1	Life Skills for Mental Health, Emotional Well-being, and Resilience	
	4.2	Challenges among Youth: Substance Abuse, Violence, and Cyber Safety	
	4.3	Future Trends and Professional Development in Life Skills Education	

Reference Books:

1. Bhatia, K. K. (2011). *Principles and Practices of Education*. Kalyani Publishers.
2. Core Life Skills Development Team. (2003). *Life Skills Manual*. UNICEF.
3. Government of India. (2020). *National Education Policy 2020*. Ministry of Education.
4. Kumar, A. (2018). *Life Skills Education*. APH Publishing.
5. Mangal, S. K. (2017). *Advanced Educational Psychology*. PHI Learning.
6. Nair, A. R. (2015). *Life Skills Training and Education*. Neelkamal Publications.
7. NCERT. (2013). *Adolescence Education Programme Training and Resource Material*. NCERT.
8. UNESCO. (2012). *Life Skills Education for Children and Adolescents in Schools*. UNESCO Publications.

9. WHO. (1999). *Partners in Life Skills Education*. World Health Organization.
10. WHO. (2003). *Skills for Health: Skills-based Health Education*. World Health Organization.
11. दराने, जी., व राउत, के. (2018). *जीवन कौशल्ये*. पुणे: मधुश्री प्रकाशन.
12. दीक्षित, अनिल. (2016). *जीवन कौशल्य शिक्षण*. दिल्ली: पुनीत प्रकाशन.
13. पाटील, लीला. (2007). *आजचे शिक्षण: आजच्या समस्या*. पुणे: श्री विद्या प्रकाशन.
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15. महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद. (2011). *जीवन कौशल्य शिक्षक मार्गदर्शिका भाग 2*. पुणे.
16. महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद. (2014). *जीवन कौशल्ये प्रशिक्षण अभ्यासक्रम व हस्तपुस्तिका*. विद्या परिषद, पुणे.
17. रंजना सोनवणे. (2021). *जीवन कौशल्य शिक्षण*. प्रशांत प्रकाशन, जळगाव.