

P. A. H. SOLAPUR UNIVERSITY, SOLAPUR



Name of the Faculty

Interdisciplinary (Education)

Semester Pattern Syllabus with CBCS

Under NEP 2020

Name of the Course

Skill Enhancement Courses (SEC)

B. A. I Education (Optional)

With effect from June-2024

1) PREAMBLE:

Value education is an essential component of undergraduate education, aiming to foster holistic development, ethical awareness, and responsible citizenship. It seeks to inculcate fundamental values, principles, and skills that empower students to navigate life's challenges, make informed decisions, and contribute positively to society.

Through value education, we strive to:

1. Cultivate emotional intelligence, empathy, and compassion
2. Promote critical thinking, creativity, and problem-solving
3. Encourage social responsibility, environmental awareness, and community engagement
4. Develop effective communication, teamwork, and leadership skills
5. Foster a culture of inclusivity, diversity, and respect for all individuals
6. Inspire personal growth, self-awareness, and lifelong learning

By integrating value education into the undergraduate curriculum, we aim to shape informed, thoughtful, and engaged individuals who will make a meaningful impact in their chosen fields and beyond.

2) GENERAL OBJECTIVES OF THE COURSE:

1. **Develop Moral and Ethical Awareness:** Foster understanding of ethical principles, values, and morals to guide decision-making and behavior.
2. **Cultivate Emotional Intelligence:** Enhance self-awareness, empathy, and social skills to build strong relationships and achieve personal well-being.
3. **Promote Critical Thinking and Problem-Solving:** Encourage analytical thinking, creativity, and resourcefulness to address complex challenges.
4. **Encourage Social Responsibility:** Inspire active citizenship, community engagement, and environmental stewardship.
5. **Foster Inclusivity and Diversity:** Develop appreciation and respect for diverse cultures, perspectives, and identities.
6. **Enhance Communication and Interpersonal Skills:** Improve verbal and non-verbal communication, teamwork, and conflict resolution abilities.
7. **Support Personal Growth and Development:** Empower students to set goals, develop resilience, and pursue lifelong learning.

8. Prepare Global Citizens: Equip students with values, skills, and knowledge to thrive in an increasingly interconnected world.

By achieving these objectives, value education aims to shape informed, thoughtful, and engaged individuals who will make a positive impact in their personal and professional lives.

3) COURSE OUTCOMES:

1. Demonstrate understanding of core values and ethics: Recognize and apply fundamental values, principles, and morals in personal and professional life.
2. Analyze complex issues critically: Think critically, solve problems, and make informed decisions using ethical frameworks.
3. Communicate effectively and empathetically: Express thoughts, feelings, and ideas clearly, respectfully, and empathetically in various contexts.
4. Collaborate and build strong relationships: Work effectively in teams, foster positive relationships, and resolve conflicts constructively.
5. Embrace diversity and inclusivity: Appreciate and celebrate diverse cultures, perspectives, and identities, promoting a culture of inclusivity.
6. Take responsibility for personal growth and development: Set goals, prioritize self-care, and pursue lifelong learning, self-awareness, and self-improvement.
7. Engage in community service and social responsibility: Participate in community activities, volunteer, and contribute to environmental sustainability.
8. Demonstrate leadership and initiative: Take initiative, lead by example, and inspire others to work towards common goals.

9. Apply values in real-life situations: Integrate values, ethics, and principles in personal, social, and professional contexts.

10. Reflect and evaluate personal values and actions: Regularly reflect on values, beliefs, and actions, making adjustments to align with personal and professional goals.

By achieving these course outcomes, students will be equipped to navigate life's challenges, make informed decisions, and contribute positively to society.

4) DURATION:

* The course shall be a full time course.

* The duration of the course shall be of **ONE YEAR / SEMESTERS I to II**

5) PATTERN:

Pattern of Syllabus will be CBCS and pattern of examination will be Semester System.

6) ELIGIBILITY FOR ADMISSION:

12th PASSED with at least 40% marks & as per the eligibility criteria prescribed for each course and the merit list in the qualifying examination.

7) MEDIUM OF INSTRUCTION:

The medium of Instruction shall be in Marathi or English applicable to the course.

8) SEMESTER (I TO II)

Scheme of Teaching and Examination

Sr. No.	Subject/ Paper	Teaching Scheme (Hrs/ Week)				Examination Scheme (Marks)		
1	Value Education	(As approved by Govt.)						
		L	T	P	Total	Theory	Term work	Total
		2 per Div.	02	-----	02	30 + 20	Semester	50
2	Self Learning and Training of Values	2 per Div.	02	-----	02	30 + 20	Semester	50

9) SCHEME OF EXAMINATION:

- * The theory paper shall carry 30 marks (UA) and 20 marks (CA) for continuous assessment.
- * The evaluation of the performance of the students in the theory papers shall be on the basis of semester system Examination of marks.
- Question paper will be set in the view of the / in accordance with entire Syllabus (prescribed for each semester) and preferably covering each unit of the syllabi.

10) STANDARD OF PASSING:

As prescribed under rules and regulations of each degree/ program.

11) FRAMEWORK OF THE COURSE:

Sr. No.	Unit	Total Periods	Credits	Internal Assessment Marks	University Assessment Marks	Total Marks
1.	Year – I Semester – I Paper - I	30	02	20	30	50
2.	Year – I Semester – II Paper - II	30	02	20	30	50
	Total	60	04	40	60	100

Note: These periods are inclusive of teaching, learning and preparatory work. The semester-wise detailed framework is as follows:

Year – I Semester – I			
Sr. No.	Unit	Total Periods	Credits
1.	Nature ,Scope and Role of Value Education	15	01
2.	Value Conflict	15	01
	Total	30	02

Year – I Semester – II			
Sr. No.	Unit	Total Periods	Credits
1.	Self Learning of Values	15	01
2.	Training and Integration of Values	15	01
	Total	30	02

PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

New Revised Syllabus (CBCS Pattern w.e.f. June 2024)

Skill Enhancement Course (SEC) - Education (Optional)

Semester- I - Paper- I –

Value Education

[Credits: 02 Theory-(02)]

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 20

University Assessment Marks: 30

UNIT-1: Introduction of Value Education

- 1) Meaning, Objectives and Role of Value Education
- 2) Nature, Scope and Limitations of Value Education
- 3) Need of Value Education
- 4) Relation Between Education and Values

UNIT-2: Value Conflict

- 1) Value Conflict definition & Characteristics
- 2) Value Conflict Concept & need to overcome
- 3) The role of self in overcoming value conflict Concept
- 4) Teacher & Parents Guidance and Role

List of Reference Books:

कुंडले म.बा., (इ स १९७७), शैक्षणिक तत्त्वज्ञान व शैक्षणिक समाजशास्त्र, (तिसरी आवृत्ती), पुणे:महाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळासाठी श्री विद्या प्रकाशन.

जोशी ग ना., (इ.स.१९७५), धर्माचे तत्त्वज्ञान ,(प्रथम आवृत्ती)

नैतिक शिक्षण प्रकल्प., १९८४-८५ ते १९८६-८७, मूल्यमापन अहवाल, (इ.स.१९८७-८८) पुणे महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद

नैतिक शिक्षण शिक्षक मार्गदर्शक पुस्तिका; (इ. स. १९८४) पुणे: शिक्षणशास्त्र संस्था

पाटील वसंत, (इ.स१९९६), शिक्षण संक्रमण मूल्य शिक्षण विशेषांक मासिक (ऑगस्ट) महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ

डॉ संतोष मुळावकर ,डॉ. सौ कल्पना मुळावकर: मूल्यशिक्षण सुसंवाद- प्रथमावृत्ती २००५, विद्या प्रकाशन

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Skill Enhancement Course (SEC) - Education (Optional)

Semester- II - Paper- II –

Self-Learning and Training of Values

[Credits: 02 Theory-(02)]

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 20

University Assessment Marks: 30

UNIT-1: Self Learning of Values

- 1) Concept of Self Learning of Values
- 2) Self learning tools
- 3) Role of Teacher and Parents
- 4) Techniques & Types of Self learning

UNIT-2: Training and Integration of Values

- 1) Training of values - meaning
- 2) Training of values - nature, objectives & imitations
- 3) The Concept of integration of Values
- 4) The Role of Teacher in Integration of Values

List of Reference Books:

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Skill Enhancement Course (SEC)

Education (Optional)

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PANEL OF PAPER SETTERS

Sr. No.	Name of the Teacher	Designation	Name of the College	Contact No.
1	Dr. Anand D. Shinde	Associate Professor	L. B. P. Mahila Mahavidyalaya, Solapur.	9763631990
2	Mr. Pushkar S. Gandhi	Assistant Professor	S. B. Z. College, Barshi.	9403292443
3	Dr. Madhukar M. Jadal	Associate Professor	K. B. P. College, Pandharpur (Automomus)	9850295698

PANEL OF EXAMINERS AND MODERATORS

Sr. No.	Name of the Teacher	Designation	Name of the College	Contact No.
1	Dr. Anand D. Shinde	Associate Professor	L. B. P. Mahila Mahavidyalaya, Solapur.	9763631990
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**Pattern of Examination= External Evaluation+ Internal Evaluation
30 Marks + 20 Marks = 50 Marks**

NATURE OF QUESTION PAPER

❖ **External Evaluation for 30 Marks**

Que.1 Choose the correct alternative	06 Marks
Que-2- Write short answer (any 02 out of 04)	06 Marks
Que-3 – Short Notes (any 01 out of 02)	06 Marks
Que-4- Broad answer question (any 01 out of 02)	12 Marks

❖ **Internal Evaluation System for 20 Marks –**

Choose any one of following -

Home Assignment / Unit Test / Tutorial / Oral / Seminar / Field Work

❖ **Passing Criteria –**

1. Written Exam – 12 out of 30
2. Continuous Assessment (CA) – 08 out of 20