



Estd. 1962

SHIVAJI UNIVERSITY, KOLHAPUR

NAAC 'A++' Grade with 3.57 CGPA By NAAC

Revised Syllabus for

Bachelor of Arts

B. A. Part-II

Education

CBCS Pattern as per NEP 2020

Semester - III and Semester -IV

(Under Faculty of Education)

Introduced from June 2023 and Onwards

(Subject to the modifications will be made from time to time)

WEIGHTAGE ACCORDING TO COURSES

- Working days: 240 Per Year
- Actual Teaching learning days: 180
- Daily working hours: 5 hours
- Total Working Hours in One Semester: 600
- 01 credit = 15 hours for theory
- Credit Structure: 4 Credits per semester per Paper (60 hours' work)
- Number of lectures per week of each semester: 4 lectures / week

CBCS Pattern for Discipline Specific Elective (DSE)

Course -Education

Number of lectures per unit: Varies from 12 to 18 lectures (tabled below)

Contact hours : 04 Hours Per Week	Expected Weeks per Semester : 15
External Credits : 3.2 Internal Credits : 0.8 Total Credits : 04	External Assessment:40 Internal Assessment:10
Total Contact hours (Theory +Practical) : 60	Total marks (Theory +Practical) : 50

Semester	B.A.Part-II Course (Subject Studies) and units	Contact Hours	Credits	Marks	Exam Hours	Total Marks
Sem – III	CORE COURSE – Educational Psychology (DSE - III)					
	Module -I :- Psychology and Education	09	0.6	07	2	50
	Module –II:- Growth and Development of learner	15	1.0	13		
	Module -III :- Personality	15	1.0	12		
	Module –IV:- Learning	09	0.6	08		
	Practical	12	0.8	10		
	Total	60	04	50		
Sem – III	CORE COURSE – Education in Pre-Independence in India (DSE - IV)					
	Module -I :- Education in Vedic Period [Pre and post]	09	0.6	07	2	50
	Module –II:- Education in Buddhist Period	15	1.0	13		
	Module -III :- Education in Islamic Period	15	1.0	12		
	Module –IV:- Education in British Period	09	0.6	08		
	Practical	12	0.8	10		
	Total	60	04	50		

Sem – IV	CORE COURSE – Pedagogy (DSE - V)					
	Module -I :- Science of Teaching	09	0.6	07	2	50
	Module –II:- Teaching Methods	15	1.0	13		
	Module -III :- Teacher	15	1.0	12		
	Module –IV:- Perception, Attention and Attitude	09	0.6	08		
	Practical	12	0.8	10		
	Total	60	04	50		
Sem - IV	CORE COURSE – Education in Post-Independence in India (DSE - VI)					
	Module -I :- University Education Commission-1948-49	09	0.6	07	2	50
	Module –II:- Secondary Education Commission- 1952-53	15	1.0	13		
	Module -III :- Kothari Commission- 1964-66	15	1.0	12		
	Module –IV:- National Policy on Education -1986	09	0.6	08		
	Practical	12	0.8	10		
	Total	60	04	50		

SEMESTER- III
CORE COURSE - III

Educational Psychology (DSE - III)

Contact hours : 04 Hours Per Week	Total marks (Theory +Practical) : 50
Total Credits : 04	External Assessment:40
Total Contact hours (Theory +Practical) : 60	Internal Assessment:10

COURSE OBJECTIVES :- To enable students to :-

- 1) To enable the student to understand the meaning and scope of educational psychology.
- 2) To enable the student to understand the concept of growth and development.
- 3) To understand the problems of adolescents and role of education in solving those problems.
- 4) To enable the student to understand different aspects of personality and means of developing an integrate personality.
- 5) To develop understanding the process of learning and factors affecting learning.

Course Outline and Contents

Module - I : Psychology and Education

- a) Meaning of psychology
- b) Relation between psychology and education
- c) Educational psychology-meaning, nature, Scope and limitations.
- d) Need of educational psychology for a teacher.

Module - II : Growth and Development of learner

- a) Concept of growth and development
- b) Factors affecting on development
- c) Areas of development- Physical, intellectual, emotional and social.
- d) Adolescence- psychological characteristics, problems of adolescence, Role of education in solving their problems.

Module - III : Personality

- a) Concept, meaning and nature of Personality
- b) Factors affecting on personality development
- c) Educational activities for integrated personality.
- d) Type and trait theories of personality.

Module - IV : Learning

- a) Meaning and nature of learning
- b) Factors affecting on learning
- c) Theories of learning- Trial and error, Insightful learning, classical conditioning.
- d) Transfer of learning- only types.

REFERENCE BOOKS

- 1) Chaube S.P.(1966) Modern Psychology in the New Education, Agra, Ram Prasad and Sons.
- 2) Dandekar W.N. (1976) The Psychological Foundations of Education, Kolhapur. Moghe Prakashan.
- 3) Mangal S.K.(1979) Psychological Foundations of Education Ludhiana. Prakash Brothers Edu. Publishers.
- 4) खरात आ. पां (1974) प्रगत शैक्षणिक मानसशास्त्र, पुणे श्री. विद्या प्रकाशन
- 5) करंदीकर सुरेश (1974) शैक्षणिक मानसशास्त्र, कोल्हापूर, फडके प्रकाशन
- 6) जगताप ह.ना. (1988) शैक्षणिक व प्रायोगिक मानसशास्त्र, पुणे नूतन प्रकाशन
- 7) दांडेकर वा.ना.. (1970) शैक्षणिक व प्रायोगिक मानसशास्त्र, कोल्हापूर, मोघे प्रकाशन
- 8) धनवडे सुरेखा, धनवडे नंदकुमार, पाटील अनिल (2012) शैक्षणिक मानसशास्त्र, व अध्यापनशास्त्र, कोल्हापूर, फडके प्रकाशन
- 9) देशमुख एल. जी. (1999) शिक्षणाचे मानसशास्त्र, कोल्हापूर फडके प्रकाशन
- 10) पारसनीस डॉ.न.रा. (1996) प्रगत शैक्षणिक मानसशास्त्र, पुणे नूतन प्रकाशन

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SEMESTER - III

CORE COURSE - IV

Education in Pre-Independence India (DSE - IV)

Contact hours : 04 Hours Per Week	Total marks (Theory +Practical) : 50
Total Credits : 04	External Assessment:40
Total Contact hours (Theory +Practical) : 60	Internal Assessment:10

COURSE OBJECTIVES :-

- 1) To help students to understand the development of education in India in historical Perspective.
- 2) To understand the salient features of education in pre-independence India.

- 3) To acquaint with significant points of selected educational documents and reports of pre-Independent period.
- 4) To compare the different features of education systems of ancient Indian and those of with present system of education.

Course Outline and Contents

Module - I : Education In Vedic Period [Pre. and Post]

Aims, Curriculum, Methods of teaching, Discipline of student and Role of a teacher Effect of Brahmnical Period on Vedic Education.

Module - II : Education In Buddhistic Period

Aims, Curriculum, Methods of teaching, Discipline of student and Role of a teacher.

Module -III : Education In Islamic Period

Aims, Curriculum, Methods of teaching, Discipline of student and Role of a teacher.

Module -IV : Education In British Period

Oriental- occidental controversy, Macaulay's Filtration theory , Macaulay's Minutes, Wood's Education Despatch, Hunter commission (1882-83) -[Educational policy, primary Education and its recommendations , Secondary Education and its recommendations]

REFERENCE BOOKS

- 1) Chaube S.P.(1989) History and Problems of Indian Education, Agra. Vinod pustak Mandir.
- 2) Mukerji S.N.(1955) History of Education in Indian, Baroda Book depot.
- 3) डॉ करंदीकर सुरेश, मीना मंगरूळकर (2009) उदयोन्मुख भारतीय समाजातील शिक्षण, कोल्हापूर, फडके प्रकाशन
- 4) सौ. गद्रे गीता व गद्रे ल. रा. (1977) शिक्षणाचा इतिहास भाग 1,2,3 पुणे व्हिनस प्रकाशन
- 5) जाधव डॉ. भोसले, सरपोतदार (2010) भारतीय शिक्षणाचा विकास कोल्हापूर फडके प्रकाशन
- 6) देशमुख एल.जी. (2003) भारतातील शिक्षणाचा विकास, कोल्हापूर फडके प्रकाशन
- 7) धनवडे नंदकुमार, धनवडे सुरेखा, शिखरे व्ही. पी. (2012) भारतातील शिक्षणाचा विकास कोल्हापूर फडके प्रकाशन
- 8) डॉ.शीलू मैरी एलैक्स भारतीय शिक्षा व्यवस्था का विकास, समस्या एवं समाधान नई दिल्ली, रजत प्रकाशन

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SEMESTER - IV
CORE COURSE - V
Pedagogy (DSE - V)

Contact hours : 04 Hours Per Week	Total marks (Theory +Practical) : 50
Total Credits : 04	External Assessment:40
Total Contact hours (Theory +Practical) : 60	Internal Assessment:10

COURSE OBJECTIVES:-

To enable students to :-

- 1) To enable the student to understand the concept and nature of teaching.
- 2) To understand relation between teaching and learning
- 3) To enable the students to understand various methods of teaching.
- 4) To understand the role and the functions of a teacher in the 21st century.
- 5) To enable the student to understand the concept, nature and education significance of perception, attention and attitude.

Course Outline and Contents

Module - I : Science of Teaching

- a) Concept of teaching
- b) Characteristics of effective teaching
- c) Relation between teaching and learning
- d) Factors affecting on teaching.

Module - II : Teaching Methods

Concept, nature Characteristics merits and demerits of

- a) Lecture method
- b) Demonstration method
- c) Problem-solving method
- d) Story telling method

Module - III : Teacher

- a) Role of teacher
- b) Characteristics of a good teacher
- c) Functions of a teachers a planner, facilitator, Counsellor & researcher.

Module - IV : Perception, Attention and Attitude

- a) Perception- concept, factors affecting perception, errors in perception, education Significance.
- b) Attention- Concept, types, factors affecting attention, educational significance .
- c) Attitude - concept, factors affecting attitude, educational significance.

RECOMMENDED BOOKS

- 1) Dandekar W.N. (1976) The Psychological foundation of Education, Delhi. The Macmillan company of India Ltd.
- 2) John Dececco (1964) Psychology of Learning and Instruction, New Delhi. Prentice Hall of India Private Ltd.
- 3) Mangal S.K.(1979) Psychological Foundations of Education Ludhiana. Prakash Brothers Edu. Publishers.
- 4) करंदीकर डॉ. सुरेश (2009) अध्ययन अध्यापनाचे मानसशास्त्र, कोल्हापूर, फडके प्रकाशन
- 5) कुंडले म.बा. (1990) अध्यापन शास्त्र आणि पद्धत, पुणे व्हिनस प्रकाशन
- 6) कुलकर्णी के. व्ही. (1977) शैक्षणिक मानसशास्त्र, पुणे श्री. विद्या प्रकाशन
- 7) जगताप डॉ. ह.ना (1992) अध्ययन उपपत्ती व अध्यापन, पुणे नूतन प्रकाशन
- 8) दांडेकर वा.ना.(1970) शैक्षणिक व प्रायोगिक मानसशास्त्र, कोल्हापूर मोघे प्रकाशन
- 9) देशमुख एल. जी. (1999) शिक्षणाचे मानसशास्त्र, कोल्हापूर फडके प्रकाशन
- 10) धनवडे सुरेखा, धनवडे नंदकुमार, पाटील अनिल (2012) शैक्षणिक मानसशास्त्र व अध्यापनशास्त्र, कोल्हापूर फडके प्रकाशन
- 11) शेवतेकर, बडवे, डॉ.शारदा (2004) विकासाचे व अध्ययनाचे मानसशास्त्र नागपूर विद्या प्रकाशन

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SEMESTER - IV
CORE COURSE -VI

Education in Post- Independence India (DSE - VI)

Contact hours : 04 Hours Per Week	Total marks (Theory +Practical) : 50
Total Credits : 04	External Assessment:40
Total Contact hours (Theory +Practical) : 60	Internal Assessment:10

COURSE OBJECTIVES :-

- 1) To help students to understand the development of education in India in historical Perspective.
- 2) To understand the salient features of education in pre-independence India.
- 3) To have an adequate knowledge of the recommendations of various commissions and committees on Indian Education.
- 4) To Compare the different features of education systems of ancient Indian and those of with present system of education.

Course Outline and Contents

Module - I : University Education Commission – 1948-49

Aims of University Education, Art and Science Curriculum, Rural University and its recommendations, Post graduate teaching and research and its recommendations.

Module -II : The Secondary Education Commission- 1952-53

Aims, curriculum , Text-book Teaching Method, Physical Education and welfare of student, Teacher, School management and its recommendations.

Module -III : Kothari Commission – 1964-66

National objective Structure of Education, School Curriculum , Students Scholarship, woman Education, school Management and supervision, and its recommendations.

Module -IV : National Policy On Education- 1986

Salient features, General structure of National curriculum pattern, Innovationsoperational Black-Board Navodaya Vidyalayas.,

RECOMMENDED BOOKS

- 1) Basu A.N.(1947) Education in Modern India, Calcutta. Orient Book Company
- 2) Shukla P.D.(1990) The New Education Policy in India, New Delhi. Sterling Publishers.

- 3) Report of University Education 1948 Govt. of India
- 4) Report of secondary Education Commission-1952 Govt. of India.
- 5) Report pf Kothari Commission – 1964-66 Govt. of India.
- 6) कुंडले म.बा. (1990) अध्यापन शास्त्र आणि पध्दत, पुणे व्हिनस प्रकाशन
- 9) सौ. गद्रे गीता व गद्रे ल. रा. (1977) शिक्षणाचा इतिहास भाग 1,2,3 पुणे व्हिनस प्रकाशन
- 10) जाधव डॉ. भोसले, सरपोतदार (2010) भारतीय शिक्षणाचा विकास कोल्हापूर फडके प्रकाशन
- 11) देशमुख एल.जी. (2003) भारतातील शिक्षणाचा विकास, कोल्हापूर फडके प्रकाशन
- 7) धनवडे नंदकुमार, धनवडे सुरेखा, शिखरे व्ही. पी. (2012) भारतातील शिक्षणाचा विकास कोल्हापूर फडके प्रकाशन
- 8) वास्कर आनंद, वास्कर पुष्पा (1998) भारतीय शिक्षणाचे बहूजनीकरण: पुणे, नूतन प्रकाशन

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शिवाजी विद्यापीठ, कोल्हापूर
सुधारीत अभ्यासक्रम
बी.ए. भाग- 2 शिक्षणशास्त्र (ऐच्छिक)

सेमिस्टर-3

पेपर क 3 शैक्षणिक मानसशास्त्र

पेपर क्र.4 भारतातील स्वातंत्र्यपूर्व काळातील शिक्षण

सेमिस्टर-4

पेपर क्र.5 अध्यापनशास्त्र

पेपर क्र. 6 भारतातील स्वातंत्र्योत्तर काळातील शिक्षण

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NATURE OF QUESTION PAPER AND SCHEME OF MARKING

B.A. Part- II (Semester-III/IV) Examination -----

Education Core Course ----- Title -----

Sub code -----

Day & Date :

Time:

Total Marks : 40

- Instructions**
1. All questions are Compulsory
 2. Figures to right indicates full marks
 3. Draw neat diagram wherever necessary

Q 1 Complete the following sentences by choosing correct alternatives (05)

- 1.
- 2.
- 3.
- 4.
- 5.

Q 2 Write short notes (any three) (15)

- A.
- B.
- C.
- D.
- E.

Q 3 Write detail answers on any two of the following (20)

- A.
- B.
- C.

Internal Evaluation

10 Mark

B.A.-II Semester-III - Group Activity/Field Visit

B.A.-II Semester-IV - Case Study/Oral Examination

सेमिस्टर पध्दतीनुसार प्रश्नपत्रिकेचे स्वरूप व गुणदान योजना

एकूण गुण - 40

सेमिस्टर 3 व 4

प्रश्न क्र.	प्रश्न प्रकार	गुण
प्रश्न 1	रिकाम्या जागी योग्य शब्द भरून वाक्ये पुन्हा लिहा	05 गुण
प्रश्न 2	टीपा लिहा (कोणतेही तीन) अ ब क ड इ	15 गुण
प्रश्न 3	दीर्घोत्तरी प्रश्न (कोणतेही दोन) अ ब क	20 गुण

अंतर्गत मूल्यमापन

१० गुण

बी. ए. भाग २ सत्र ३ – गट कार्य किंवा क्षेत्र भेट

बी. ए. भाग २ सत्र ४ – व्यक्ती अभ्यास किंवा तोंडी परीक्षा

समकक्ष विषय

Title of Old Paper	Title of New Paper
Semester-III Paper - III Educational Psychology	Semester-III Core Course - III Educational Psychology (DSE - III)
Semester-III Paper – IV Education in Pre-Independence in India	Semester-III Core Course - IV Education in Pre-Independence in India (DSE - IV)
Semester-IV Paper – V Pedagogy	Semester-IV Core Course - V Pedagogy (DSE - V)
Semester-IV Paper – VI Education in Post-Independence in India	Semester-IV Core Course - VI Education in Post-Independence in India (DSE - VI)