



SHIVAJI UNIVERSITY, KOLHAPUR

“A” Re-Accredited By NAAC

Revised Syllabus For

B. A. Part-II

Education

CBCS Pattern

Semester – III and IV

(Under Faculty of Education)

(To be implemented from June 2019-2020)

(Subject to the modifications which 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)

Sem.	B.A.Part-II Courses (Subject Studies) and units	Contact hours	Credits	Marks	Exam Hours	Total Marks
III	CORE COURSE III :- EDUCATIONAL PSYCHOLOGY					
	UNIT - I : Psychology and Education	12	0.8	10	2	50
	UNIT - II : Growth and Development of learner	18	1.2	15		
	UNIT - III : Personality	18	1.2	15		
	UNIT - IV : Learning	12	0.8	10		
	Total	60	04	50		
V	CORE COURSE V :- PEDAGOGY					
	UNIT - I : Science of Teaching	12	0.8	10	2	50
	UNIT - II : Teaching Methods	18	1.2	15		
	UNIT - III : Teacher	18	1.2	15		
	UNIT - IV : Perception, Attention and Attitude	12	0.8	10		
	Total	60	04	50		
	Grand Total	120	08	100		

B. a. Part- II (DSE) Course- Education**Semester- III****CORE COURSE-III****EDUCATIONAL PSYCHOLOGY**

Contact hours : 04 Hours Per Week	Total marks
Credit :04	External Assessment:50
Total Contact hours : 60	Internal Assessment:00

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

SEMESTER- III
PAPER -III
EDUCATIONAL PSYCHOLOGY

UNIT - I: PSYCHOLOGY AND EDUCATION

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

UNIT - 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.

UNIT - 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.

UNIT - IV: LEARNING

- a) Meaning and nature of learning
- b) Factors affecting on learning
- c) Theories of learning- Trial and error, Classical Conditioning, Insightful learning,
- 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.
४. खरात आ.पां (१९७४) प्रगत शैक्षणिक मानसशास्त्र, पुणे श्री.विद्या प्रकाशन
५. करंदीकर सुरेश (१९७४) शैक्षणिक मानसशास्त्र, कोल्हापूर, फडके प्रकाशन
- ६.जगताप ह.ना.(१९८८) शैक्षणिक व प्रायोगिक मानसशास्त्र, पुणे नूतन प्रकाशन
- ७.दांडेकर वा.ना..(१९७०) शैक्षणिक व प्रायोगिक मानसशास्त्र, कोल्हापूर, मोधे प्रकाशन
- ८.धनवडे सुरेखा, धनवडे नंदकुमार पाटील अनिल (२०१२) शैक्षणिक मानसशास्त्र, व अध्यापनशास्त्र, कोल्हापूर फडके प्रकाशन
- ९.देशमुख एल.जी..(१९९९) शिक्षणाचे मानसशास्त्र, कोल्हापूर फडके प्रकाशन

SEMESTER III

PAPER- IV

Education in Pre-Independence India

Course Content-

Unit- I: Education in Vedic Period [Pre and post]

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

Unit- I: Education in Buddhist Period

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

Unit- I: Education in Islamic Period

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

Unit- I: Education in British Period

Oriental and Occidental controversy, Macaulay's Filtration theory, Macaulay's Minutes, Wood's Dispatch, Hunter commission (182-83)- (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 pustakMandir.
2. Mukerji S. N.(1955) History of Education in India, Baroda Book depot.
3. डॉ. करंदीकर सुरेश, मीना मंगरूळकर (2009) उदयोन्मुख भारतीय समजतील शिक्षण, कोल्हापूर, फडके प्रकाशन.
4. सौ. गद्रे गीता व गद्रे ल. रा (1977) शिक्षणाचा इतिहास भाग 1,2,3, पुणे, व्हीनस प्रकाशन.
5. डॉ. जाधव, 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 (2010) भारतातील शिक्षणाचा विकास, कोल्हापूर, फडके प्रकाशन.
8. डॉ. शीलू मैरी एलैक्स, भारतीय शिक्षा व्यवस्था का विकास, समस्या एवं समाधान, नई दिल्ली, रजत प्रकाशन.

B. a. Part- II (DSE) Course- Education
Semester- III
CORE COURSE-IV
EDUCATION IN PRE- INDEPENDENCE INDIA

Contact hours : 04 Hours Per Week	Total marks
Credit :04	External Assessment:50
Total Contact hours : 60	Internal Assessment:00

Course Objectives –

1. To help students to understand the development 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- independence India.
4. To compare the different features of education systems of ancient Indian and those of with present system of education.

B. A. Part- II (DSE) Course- Education
Semester- IV
CORE COURSE-V
PEDAGOGY

Contact hours : 04 Hours Per Week	Total marks
Credit :04	External Assessment:50
Total Contact hours : 60	Internal Assessment:00

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.

UNIT - I: Science of Teaching

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

UNIT - II: Teaching Methods

Concept, nature, Characteristics merits and demerits of

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

UNIT - III: Teacher

- a) Role of teacher
- b) Characteristics of a good teacher
- c) functions of a teachers a Planner, Facilitator , Counselor, Mentor and Researcher.

UNIT - 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- Danekar W.N. (1976) The Psychological foundation of Education, Delhi. The Macmillan company of India Ltd.
- 2- John Deccecco (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.
४. करंदीकर डॉ.सुरेश (२००९) अध्ययन अध्यापनाचे मानसशास्त्र, कोल्हापूर, फडके प्रकाशन
५. कुंडले म.बा.(१९९०) अध्यापन शास्त्र आणि पद्धत, पुणे व्हिन्स प्रकाशन
६. कुलकर्णी के.व्ही.(१९७७) शैक्षणिक मानसशास्त्र, पुणे श्री. विद्या प्रकाशन
७. जगताप डॉ. ह.ना (१९९२) अध्ययन उपपत्ती व अध्यापन, पुणे नूतन प्रकाशन
८. दांडेकर वा.ना.(१९७०)शैक्षणिक व प्रायोगिक मानसशास्त्र, कोल्हापूर मोघे प्रकाशन
९. देशमुख एल.जी.(१९९९) शिक्षणाचे मानसशास्त्र, कोल्हापूर फडके प्रकाशन
- १०.धनवडे सुरेखा, धनवडे नंदकुमार, पाटील अनिल (२०१२) शैक्षणिक मानसशास्त्र व अध्यापनास, कोल्हापूर फडके प्रकाशन
- ११.शेवतेकर, बडवे, डॉ.शारदा (२००४) विकासाचे व अध्ययनाचे मानसशास्त्र नागपूर , विद्या प्रकाशन

B. A. Part- II (DSE) Course- Education**Semester- IV****CORE COURSE-VI****EDUCATION IN POST- INDEPENDENCE INDIA**

Contact hours : 04 Hours Per Week	Total marks
Credit :04	External Assessment:50
Total Contact hours : 60	Internal Assessment:00

SEMESTER IV**PAPER- VI****Education in Post-Independence India****COURSE OBJECTIVES –**

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

PAPER- VI**Education in Post-Independence India****Unit-I – University Education Commission-1948-49**

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

Unit- II – Secondary Education Commission- 1952-53

Aims, Curriculum, Text-book, Teaching Method, Physical Education, Welfare of student, Teacher, School Management and its recommendations.

Unit III – Kothari Commission- 1964-66

National Objectives, Structure of Education, School Curriculum, Students Scholarship, School Management and Supervision, and its recommendations.

Unit IV – National Policy on Education -1986

Salient features, General structure of National curriculum patterns, Innovations- operation Black-Board and Navodaya Vidyalaya.

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 Commission -1948 Govt. of India.
4. Report of Secondary Education Commission-1952 Govt. of India.
5. Report of Kothari Commission – 1964-66 Govt. of India.
6. कुंडले म. बा. (1990) शैक्षणिक तत्त्वज्ञान व शैक्षणिक समाजशास्त्र, पुणे, श्री विद्या प्रकाशन.
7. सौ. गद्रे गीता व गद्रे ल. रा (1977) शिक्षणाचा इतिहास भाग 1,2,3, पुणे, व्हीनस प्रकाशन
8. डॉ. जाधव, भोसले, सरपोतदार (2010) भारतीय शिक्षणाचा विकास, कोल्हापूर, फडके प्रकाशन.
9. देशमुख एल. जी (2003) भारतातील शिक्षणाचा विकास, कोल्हापूर, फडके प्रकाशन.

10. धनवडे नंदकुमार, धनवडे सुरेखा, शिखरे व्ही. पी
(2010) भारतातील शिक्षणाचा विकास, कोल्हापूर, फडके
प्रकाशन.
11. वास्कर आनंद, वास्कर पुष्पा (1998) भारतीय
शिक्षणाचे बहुजनीकरण, पुणे, नूतन प्रकाशन.

EQUIVALANCE

Sr. No.	Sem.	Old Paper	New Paper
1.	III	Education in Pre-Independence India – Paper- IV	Education in Pre-Independence India- Paper IV
2.	IV	Education in Post-Independence India- Paper -VI	Education in Post-Independence India- Paper -VI

सेमिस्टर पद्धतीनुसार प्रश्नपत्रिकेचे स्वरूप खालीलप्रमाणे राहील

सेमिस्टर-३ व सेमिस्टर-४

एकूण गूण

प्रश्न क्र.	स्वरूप	गूण
१ अ	बहुपर्यायी प्रश्न (प्रत्येक प्रश्नास चार अ,ब,क,ड असे पर्याय देण्यात यावेत.) एकूण ५ प्रश्न अनिवार्य	०५
१ ब	एका शब्दात किंवा एका वाक्यात उत्तरे लिहा. किंवा जोडया लावा. (एकूण ५ प्रश्न अथवा मुद्दे अनिवार्य)	०५
२ अ	दीर्घोत्तरी प्रश्न किंवा दीर्घोत्तरी प्रश्न	१०
२ ब	दीर्घोत्तरी प्रश्न किंवा दीर्घोत्तरी प्रश्न	१०
३	टिपा लिहा. (सहा पैकी कोणत्याही चार)	२०

EQUIVALENCE

Sr. No.	Title of old paper	Title of newspaper
1	Semester-III Paper-III Educational psychology	Semester-III Core course-III Educational psychology
2	Semester-IV Paper-V Pedagogy	Semester-IV Core course-V Pedagogy

CBCS Pattern for Discipline Specific Elective (DSE) Course- **Education**

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

Sem.	B.A.Part-II Courses (Subject Studies) and units	Contact hours	Credits	Marks	Exam Hours	Total Marks
III	CORE COURSE IV :- Education In Pre-Independence India					
	UNIT - I : Education in Vedic Period	12	0.8	10	2	50
	UNIT - II : Education in Buddhist Period	18	1.2	15		
	UNIT - III : Education in Islamic Period	18	1.2	15		
	UNIT - IV : Education in British Period	12	0.8	10		
	Total	60	04	50		
IV	CORE COURSE VI :- Education In Post -Independence India					
	UNIT- I : University Education Commission-1948-49	12	0.8	10	2	50
	UNIT-II : Secondary Education Commission-1952-53	18	1.2	15		
	UNIT-III :Kothari Commission-1962-64	18	1.2	15		
	UNIT-IV :National Policy on Education	12	0.8	10		
	Total	60	04	50		
	Grand Total	120	08	100		