

 <p>Estd. 1962 "A++" Accredited by NAAC(2021) With CGPA 3.52</p>	<p align="center"><b>SHIVAJI UNIVERSITY, KOLHAPUR - 416 004, MAHARASHTRA</b></p> <p align="center">PHONE : EPABX – 2609000, <a href="http://www.unishivaji.ac.in">www.unishivaji.ac.in</a>, <a href="mailto:bos@unishivaji.ac.in">bos@unishivaji.ac.in</a></p> <p align="center"><b>शिवाजी विद्यापीठ, कोल्हापूर - ४१६ ००४, महाराष्ट्र</b></p> <p align="center">दूरध्वनी - ईपीएबीएक्स - २६०९०००, अभ्यासमंडळे विभाग दूरध्वनी ०२३१-२६०९०९३/९४</p>	
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Ref.No. SUK/BOS/ 507

Date: 11/07/2023

To,

The Principals,  
All Concerned Affiliated Colleges / Institutions.  
Shivaji University, Kolhapur.

**Subject : Regarding syllabi of B.A. Part – II & Other under the Faculty of Inter-Disciplinary Studies.**

Sir/Madam,

With reference to the subject, mentioned above, I am directed to inform you that the university authorities have accepted and granted approval to the syllabi of B.A. Part - II & Other Part – II. under the Faculty of Inter-Disciplinary Studies. as per National Education Policy 2020.(NEP)

1)	B.A. Education Part - II	6)	B.A. Music Part - II
2)	B.A. B. Ed - II	7)	Bachelor of Social Work. Part - II
3)	B.A. Physical Education Part - II	8)	B.A. Home Science Part - II
4)	B.A. Physical Education IDS Part - II	9)	B.A. Dress Making and Fashion Coordination. Part - II
5)	B.A. Social Work. Part - II	10)	Bachelor of Interior Design Part - II

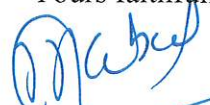
This syllabi shall be implemented from the academic year 2023-2024 onwards. A soft copy containing the syllabi is attached herewith and it is also available on university website [www.unishivaji.ac.in](http://www.unishivaji.ac.in). (Online Syllabus)

The question papers on the pre-revised syllabi of above mentioned course will be set for the examinations to be held in October /November 2023 & March/April 2024. These chances are available for repeater students, if any.

You are, therefore, requested to bring this to the notice of all students and teachers concerned.

Thanking you,

Yours faithfully,

  
Dr. S.M. Kubal  
(Dy Registrar)

Copy to:

1	Director, Board of Evaluation and Examination	7	Centre for Distance Education
2	The Dean, Faculty of IDS	8	Computer Centre / I.T.cell
3	The Chairman, Respective Board of Studies	9	Affiliation Section (U.G.) / (P.G.)
4	B.A.,B.Com.,B.Sc. Exam	10	P.G.Admission / P.G.Seminar Section
5	Eligibility Section	11	Appointment Section -A/B
6	O.E. I, II, III, IV Section	12	Dy.registrar (On/ Pre.Exam)



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)

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

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

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

**SEMESTER- III**  
**CORE COURSE - III**

**Educational Psychology (DSE - III)**

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

**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)**

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

**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 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.
- 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)**

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

**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

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**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)