**Karmveer Bhaurao Patil University, Satara**

**Constituent College-Chhatrapati Shivaji College, Satara**

**(Autonomous college)**



Accredited By NAAC with ‘A+’ Grade

CHOICE BASED CREDIT SYSTEM

Syllabus For

**B.A. Part - II**

**Education**

(Syllabus to be implemented from June, 2023 onwards.)



**Rayat Shikshan Sansthas, Satara**

**Chhatrapati Shivaji College, Satara**

**(Autonomous)**

**Department of Education**

**Title and Subject Code**

 **B.A.II Education**

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| --- | --- | --- | --- | --- |
| **Sr. No.**  | **Semester** | **Name of the Course** | **Subject code** | **Discipline Specific Elective** |
| 1 | III |  Educational Psychology | EDUO3 | Education Course-3 |
| 2 | III | Education in Pre-Independence India | EDUO4 | EducationCourse-4 |
| 3 | IV | Pedagogy | EDUO5 | Education Course-5 |
| 4 | IV | Education in Post-Independence India | EDUO6 | Education Course-6 |

**Course Structure**

**B.A. Part - II: EDUCATION**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sr. No.** | **Sem** | **Title of the Paper** | **Discipline Specific Elective** | **Distribution of Credit** | **Workload****Per week** | **Total Credit** | **Theory Marks** | **Internal Evaluation** |
| 1 | III | Educational Psychology  | Education Course-3 | 4 | 4 Lectures | 16 | 60 | 40 |
| 2 | III | Education in PreIndependence India | Education Course-4 | 4 | 4 Lectures | 60 | 40 |
| 3 | IV | Pedagogy  | Education Course-5 | 4 | 4 Lectures | 60 | 40 |
| 4 | IV | Education in Post-Independence India | Education sCourse-6 | 4 | 4 Lectures | 60 | 40 |

**Karmveer Bhaurao Patil University,Satara**

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**Department of Education**

**B.A.II Education**

**EQUIVALENCE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sr. No.**  | **Class** | **Semester** | **Paper No.** | **Title of the Paper Old** | **Title of the Paper (New)** |
| 1 | B.A.II | III | 3 | Educational Psychology | Educational Psychology |
| 2 | B.A.II | IV | 4 | Education in Pre-Independence India | Education in Pre-Independence India |
| 3 | B.A.II | V | 5 | Pedagogy | Pedagogy |
| 4 | B.A.II | VI | 6 | Education in Post-Independence India | Education in Post-Independence India |

**Intake capacity / number of students (wherever applicable)**

|  |
| --- |
| logo_wad**Karmveer Bhaurao Patil University,Satara****Constituent College-Chhatrapati Shivaji College, Satara****(Autonomous)****Choice Based Credit System** **B.A. Part - II SEMESTER - III****Education Course – 3****June 2023 onwards** **Educational Psychology****Subject Code: (EDUO3)****(Credit 04)** |
| **Preamble** The purpose of teaching this paper is to introduce the basic primary and analytically important concepts, theories in working of the educational psychology to the learners. It attempts to enable the students to apply various concepts in the process of growth and development, measurement of personality and theories of learning. Teacher should explain with proper examples about adolescence. Physical and mental changes and problems during adolescence. Teacher should also give detail information about educational psychology. |
| **Course Outcomes:** CO – 1 Describe the basic concepts of educational psychologyCO – 2 Compare between growth and development CO – 3 Distinguish between different aspects of personality CO – 4 Analyze the process of learning and factors affecting learning  |
| **Expected Skills impartation (Through theory and practical`s )**1. Reading skills
2. Comprehension skills
3. Interpersonal communication
4. Analytical Skill
 |
|  |  | **Periods** | **Cos** |
| **Unit 1** | **Psychology and Education**  1.1 Meaning, Nature and Scope of psychology   1.2 Relation between psychology and education  1.3 Educational psychology‐meaning, nature, Scope and  Limitations.  1.4 Need of educational psychology for a teacher  | **15** | **CO1** **&****CO2** |
| **Unit 2** | **Growth and Development of learner**   2.1 Concept of growth and development  2.2 Factors affecting on development  2.3Areas of development‐ Physical, intellectual, emotional  and social.   2.4Adolescence‐ Activities for adolescence | **15** | **CO1****&****CO2** |
| **Unit 3** | **Personality** 3.1  Concept, meaning and nature of Personality  3.2  Factors affecting personality development  3.3  Type and trait theories of personality3.4  Educational activities for integrated personality  | **15** | **CO1****&****CO3** |
| **Unit 4** | **Learning**4.1Meaning and nature of learning  4.2 Factors affecting on learning  4.3 Theories of learning‐ Trial and error, Classical  Conditioning, Insightful learning,   4.4 Transfer of learning‐ only types.  | **15** | **CO1****&****CO3** |
| **Practical work: Case Study / Field Survey / Field Visits / Projec**t1. A Study of differently able students
2. A Study of an adolescent student
3. A Study of a child from slum, urban, rural area.
4. Seminar on Educational Psychology
5. Field visit to Special School
 | **(CO4)** |
| **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. |
| **Research journals:** 2. International Journal of Research Link, Indore (M.P) 3. [Journal of Indian Education, NCERT, New Delhi](https://ideas.repec.org/s/ucp/jpolec.html) 4. School Science, NCERT, New Delhi5. Indian Education Review NCERT, New Delhi6. Indian Educational Abstract , NCERT, New Delhi7 School Science ,NCERT, New Delhi8. Bhartiya Adhunik Shiksha NCERT, New Delhi 9. Indian Educational Review 11.Journal of Indian Education12. Voices of Teachers &Teacher Educators13.University News,13.International Journal of Social Education [0889-0293] 304. 14.International journal of social research methodology [1364-5579] |
| **Additional readings:**1. Shikshan sankraman
2. Jivan shikshan
3. Jadanghadan
 |
| **Medium of Instruction** – Marathi/English  |
| **Special instructions, if any** |
| **Library and laboratory equipment`s** |

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| logo_wad**Karmveer Bhaurao Patil University, Satara****Costituent College-Chhatrapati Shivaji College, Satara****(Autonomous)****Choice Based Credit System** **B.A. Part – II SEMESTER - IV****Education Course – 5****June 2023 onwards** **Pedagogy** **Subject Code: (EDUO5)****(Credit 04)** |
| **Preamble: The purpose of teaching pedagogy is to use the variety of teaching methods, principles, theories and maxims So that student can understand the theory with practice. Besides that students will know changing role of teacher ,various learning aids and will know how to use them** |
| **Course Outcomes:** CO – 1 Describe the concepts , nature of teaching and various methods of teachingCO – 2 Identify the role and the functions of a teacher in the 21st century.CO –3 Distinguish between concepts, nature and educational significance of different teaching strategies.CO – 4 Analyze the various teaching methods. |
| **Expected Skills impartation (Through theory and practical`s )**1.Reading skills2.Comprehension skills3.Reasoning skills 4.Analytical Skills  |
|  |  | **Periods** | **CO`s** |
| **Unit :1**  | **Science of Teaching** 1.1 Concept of teaching 1.2 Characteristics of effective teaching  1.3 Relation between teaching and learning 1.4 Factors affecting on teaching | **15** | **CO1****&****CO 3** |
| **Unit :2** | **Teaching Methods** Concept, nature, Characteristics merits and demerits of  2.1 Lecture method  2.2 Demonstration method  2.3 Problem‐solving method  2.4 Story telling method | **15** | **CO1****&****CO2** |
| **Unit :3** | **Teaching Strategies**Introduction to-3.1 Co-operative Learning and Collaborative Learning 3.2 Activity Based Learning3.3. ICT Based Learning3.4. Experiential Learning | **15** | **CO1****&****CO3** |
| **Unit: 4** | **Teacher** 3.1 Role of teacher  3.2 Characteristics of a good teacher  3.3 Functions of a teachers a Planner, Facilitator , Counselor, Mentor and  Researcher. 3.4 Challenges before teacher | **15** | **CO1****&****CO3** |
| **Practical work: Case Study / Field Survey / Field Visits / Project**1. Seminar on Pedagogical Concepts
2. Group Discussion on any topic.
3. Visit to Teacher Education Institute.
4. Interview of experts in educational field.
5. Concept mapping in teaching-learning
 | **CO4** |
| **Reference 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. |
| **Suggested Research Journal-**2. International Journal of Research Link, Indore (M.P) 3. [Journal of Indian Education, NCERT, New Delhi](https://ideas.repec.org/s/ucp/jpolec.html) 4. School Science, NCERT, New Delhi5. Indian Education Review NCERT, New Delhi6. Indian Educational Abstract , NCERT, New Delhi7 School Science ,NCERT, New Delhi8. Bhartiya Adhunik Shiksha NCERT, New Delhi 9. Indian Educational Review 11.Journal of Indian Education12. Voices of Teachers &Teacher Educators13.University News,13.International Journal of Social Education [0889-0293] 304. 15.Journal of theory and practice in education [1304-9496] available online at http://www.doaj.org/doaj?func=openurl&issn=13049496&genre=journal  |
| **Additional readings:** 1. Shikshan Sankraman
2. Jadanghadan
3. Jivan Shikshan
4. Shikshan Samiksha
5. Shikshnatil Marmdrushti
6. Policy Review
7. National Policy on Education NPE 2019
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| **Medium of Instruction** – Marathi/English  |
| **Special instructions, if any**  |
| **Library and laboratory equipment`s** |

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| **Preamble- The purpose of the study is to understand the development in India in historical perspective. It enable the students to compare different features of education system of ancient Indian and those of with present system of education.** |
| **Course Outcomes:** CO – 1 Describe the development of education in India in historical perspectiveCO – 2 Compare between **ancient Indian and present education system** CO – 3 Distinguish between various ancient Indian Education system.CO – 4 Analyze the ancient system of education in India . |
| **Expected Skills impartation (Through theory and practical`s )**1. Reading skills
2. Comprehension skills
3. Interpersonal communication
 |
|  |  | **Periods** | **Cos** |
| **Unit 1** | **Education in Vedic Period [Pre and post]**    1.1Aims, 1.2Curriculum, 1.3Methods of teaching, 1.4Discipline of  student and Role of teacher | **15** | **CO1** **&****CO2** |
| **Unit 2** | **Education in Buddhist Period**    1.1Aims,1.2 Curriculum, 1.3Methods of teaching,1.4 Discipline of  student and Role of teacher.  | **15** | **CO1****&****CO3** |
| **Unit 3** | **Education in Islamic Period** 1.1Aims,1.2Curriculum, 1.3Methods of teaching, 1.4 Discipline of  student and Role of teacher.  | **15** | **CO1****&****CO3** |
| **Unit 4** | **Education in British Period**   1.1 Oriental and Occidental controversy, 1.2 Macaulay’s Filtration theory, Macaulay’s Minutes, 1.3 Wood’s Dispatch, 1.4Hunter commission (1982‐83)‐ ( Primary Education and its  recommendations, Secondary Education and its  recommendations )  | **15** | **CO1****&****CO3** |
| **Practical work: Case Study / Field Survey / Field Visits / Projec**t1. Visit to educational centers related to unit-1,2,32. Interview of head of religious institution.3. Group Discussion on any topic4. Collection of manuscripts, videos, pictures, articles related to ancient India 5. Project on any topic –map drawing of ancient educational institutes. | **(CO4)** |
| **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 India, Baroda Book depot.  3.Basu A.N(1947)Education in Modern India, Calcutta. Orient  Book Company  4. Shukla P.D (1990) The New Education Policy in India,New  Delhi. Sterling Publishers.  3. |
| **Research journals:**1.Report of University Education Commission ‐1948 Govt. of  India.  2. Report of Secondary Education Commission‐1952 Govt. of  India.  3.Report of Kothari Commission – 1964‐66 Govt. of India4.Journal of higher education policy and management [1360-080X] |
| **Additional readings:**1.Shikshan sankraman2.Jivan shikshan 3.Jadanghadan  |
| **Medium of Instruction** – Marathi/English  |
| **Special instructions, if any** |
| **Library and laboratory equipment`s** |

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| logo_wad**Karmveer Bhaurao Patil University,Satara****Constituent College-Chhatrapati Shivaji College, Satara****(Autonomous)****Choice Based Credit System** **B.A. Part - II SEMESTER - III****Education Course – 6****June 2023 onwards** **Education in Post-Independence India****Subject Code: (EDUO6)****(Credit 04)** |
| **Preamble** –The purpose of the study is to enable the students to understand the salient features,development of education in post –independence India.It attempts the studentsto enable adequate knowledge of the recommendations of various commissions on Indian Education. |
| **Course Outcomes:** CO – 1 Describe the development of education in India in historical perspective.CO – 2 Compare the different features of education systems of ancient and modern India CO – 3 Distinguish between various commission and committees on Indian EducationCO – 4 Analyze the present system of education  |
| **Expected Skills impartation (Through theory and practical`s )**1.Reading skills2.Analytical skills3.Interpersonal communication |
|  |  | **Periods** | **Cos** |
| **Unit 1** | University Education Commission‐1948‐49  Aims of University Education, Art and Science Curriculum, Rural University and its recommendations, Post graduate teaching,  research Its recommendations.  | **15** | **CO1** **&****CO2** |
| **Unit 2** |  Secondary Education Commission‐ 1952‐53  Aims, Curriculum, Text‐book, Teaching Method, Physical  Education, Welfare of student, Teacher, School Management  and Its recommendations. | **15** | **CO1****&****CO3** |
| **Unit 3** | **Kothari Commission‐ 1964‐66**National Objectives, Structure of Education, School Curriculum, Students Scholarship, School Management and Supervision its recommendations.  | **15** | **CO1****&****CO3** |
| **Unit 4** | **National Policies on Education-**Introduction to4.1National Policy on Education ‐1986  4.2 National Policy on Education ‐1992 4.3National Policy on Education ‐20054.4 National Policy on Education ‐2019  | **15** | **CO1****&****CO3** |
| **Practical work: Case Study / Field Survey / Field Visits / Projec**t1. Visit to school
2. Observation of school activities.
3. Study of physical facilities in secondary schools in Satara.
4. Study of educational problems of a locality.
5. Discuss the salient features of the general objectives of primary education , secondary and higher secondary education
 | **(CO4)** |
| **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. Basu A.N(1947)Education in Modern India, Calcutta. Orient  Book Company  2. 4. Shukla P.D (1990) The New Education Policy in India,New  Delhi. Sterling Publishers.  3. 5.Report of University Education Commission ‐1948 Govt. of  India.  4. 6. Report of Secondary Education Commission‐1952 Govt. of  India.  5. 7.Report of Kothari Commission – 1964‐66 Govt. of India8.Journal of higher education policy and management [1360-080X] |
| **Research journals:**1.Report of University Education Commission ‐1948 Govt. of  India.  2. Report of Secondary Education Commission‐1952 Govt. of  India.  3.Report of Kothari Commission – 1964‐66 Govt. of India4.Journal of higher education policy and management [1360-080X  |
| **Additional readings:**1. Shikshan sankraman
2. Jivan shikshan
3. Jadanghadan
 |
| **Medium of Instruction** – Marathi/English  |
| **Special instructions, if any** |
| **Library and laboratory equipment`s** |

Rayat Shikshan Sanstha’s

**Chhatrapati Shivaji College,Satara**

 (Autonomous College)

Department of Education

Evaluation Pattern of Examination-(UG)

Scheme of Examination

| **Term End Examination Marks** | **Internal Examination Marks** | **Total** |
| --- | --- | --- |
| 60 | 40 | 100 |

Rayat Shikshan Sanstha’s

 **Chhatrapati Shivaji College, Satara**

Pattern of Question Paper

**B.A.I, Semester I and II – Education**

**Term end Examination: Total Marks: 60**

**Education**

**External Evaluation: Total Marks: 60**

 Question No. 1:-  Choose the correct alternatives from the following 15

 Question No. 2:- Write short Notes (*Three out of Five*) 15

 Question No. 3:- Write short answer (*Three out of Five*) 15

 Question No. 4: Answer the following question in broad. (*One out of Two*) 15

**Internal Evaluation: Total Marks: 40**

 1. Home Assignment 10

 2. Subject Related Activity 10

 3. Class Test 20

### Rayat Shikshan Sanstha’s

**Chhatrapati Shivaji College, Satara (Autonomous)**

# Revised Question Paper Pattern Department of Education

## Choice Based Credit System B.A. Part-I (Education (EDU))

**Instruction:** 1) All Questions are Compulsory.

* + 1. All Questions carry equal marks.
		2. Figures to the right indicate full marks.

Day and Date: Total Marks: 60

Time: Two Hours

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### 1. Choose the correct alternatives from the following 15

## प्रश्न १. खालीलपैकी योग्य पर्याय निवडा.

* 1. **Write short Notes (*Three out of Five*) 15**

## प्रश्न २. टीपा लिहा (पाच पैकी तीन)

* 1. **Write short answer (*Three out of Five*) 15**

## प्रश्न ३. थोडक्यात उत्तरे लिहा (पाच पैकी तीन)

### Answer the following question in broad. (One out Two) 15

## प्रश्न ४. खालील प्रश्नाचे सविस्तर उत्तर लिहा.(दोन पैकी एक)