

Rayat Shikshan Sanstha`s  
**Chhatrapati Shivaji College, Satara**  
**(Autonomous)**



Accredited By NAAC with 'A+' Grade  
CHOICE BASED CREDIT SYSTEM

Syllabus For

**B.A. Part - II**  
**Education**

(Syllabus to be implemented from June, 2020 onwards.)

**Rayat Shikshan Sansthas, Satara  
Chhatrapati Shivaji College, Satara  
(Autonomous)**

**Department of Education**

**Title and Subject Code**

**B.A.II Education**

<b>Sr. No.</b>	<b>Semester</b>	<b>Name of the Course</b>	<b>Subject code</b>	<b>Discipline Specific Elective</b>
1	III	Educational Psychology	EDUO3	Education Course-3
2	III	Education in Pre-Independence India	EDUO4	Education Course-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**

<b>Sr. No.</b>	<b>Se m</b>	<b>Title of the Paper</b>	<b>Discipline Specific Elective</b>	<b>Distribution of Credit</b>	<b>Workload Per week</b>	<b>Total Credit</b>	<b>Theory Marks</b>	<b>Internal Evaluation</b>
1	III	Educational Psychology	Education Course-3	4	4 Lectures	16	60	40
2	III	Education in Pre Independence 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 Course-6	4	4 Lectures		60	40



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**Chhatrapati Shivaji College, Satara**  
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**Department of Education**  
**B.A.II Education**  
**EQUIVALENCE**

<b>Sr. No.</b>	<b>Class</b>	<b>Semester</b>	<b>Paper No.</b>	<b>Title of the Paper Old</b>	<b>Title of the Paper (New)</b>
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)**



Rayat Shikshan Sanstha`s  
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Choice Based Credit System  
**B.A. Part - II SEMESTER - III**  
Education Course – 3  
June 2020 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 psychology
- CO – 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

		<b>Periods</b>	<b>Cos</b>
<b>Unit 1</b>	<b>Psychology and Education</b> 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	<b>15</b>	<b>CO1 &amp; CO2</b>
<b>Unit 2</b>	<b>Growth and Development of learner</b> 2.1 Concept of growth and development 2.2 Factors affecting on development 2.3 Areas of development- Physical, intellectual, emotional and social.	<b>15</b>	<b>CO1 &amp; CO2</b>

	2.4Adolescence- Activities for adolescence		
<b>Unit 3</b>	<b>Personality</b> 3.1 Concept, meaning and nature of Personality 3.2 Factors affecting personality development 3.3 Type and trait theories of personality 3.4 Educational activities for integrated personality	<b>15</b>	<b>CO1 &amp; CO3</b>
<b>Unit 4</b>	<b>Learning</b> 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.	<b>15</b>	<b>CO1 &amp; CO3</b>
<b>Practical work: Case Study / Field Survey / Field Visits / Project</b> 1. 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			<b>(CO4)</b>
<b>Reference Books:</b> 1. Bhatiya and Bhatiya , A Text Book of Educational Psychology, DOGBBG, House, Delhi 2. Chaube S.P.(1966) Modern Psychology in the New Education, Agra, Ram Prasad and Sons. 3. Dandekar W.N. (1976) The Psychological Foundations of Education, Kolhapur. Moghe Prakashan.			

4. Mangal S.K. (1979) Psychological Foundations of Education Ludhiana. Prakash Brothers Education Publishers.

**Research journals:**

1. Indian Educational Review, NCERT, New Delhi
2. International Journal of Research Link, Indore (M.P)
3. Journal of Indian Education, NCERT, New Delhi
4. School Science, NCERT, New Delhi
5. Indian Education Review NCERT, New Delhi
6. Indian Educational Abstract , NCERT, New Delhi
- 7 School Science ,NCERT, New Delhi
8. Bhartiya Adhunik Shiksha NCERT, New Delhi
9. Indian Journal of Educational Technology
10. Journal of Indian Education
11. Voices of Teachers & Teacher Educators
12. University News,

**Additional readings:**

1. Shikshan sankraman
2. Jivan shikshan
3. Jadanghadan
4. Bharatiya shikshan
5. Shikshan Samiksha
6. Shikshanatil Marmdrushti

**Medium of Instruction** – Marathi/English

**Special instructions, if any**

**Library and laboratory equipment`s**

## Nature of Question paper and Scheme of marking

**Term End Examination:**

**Total Marks-60**

Q.1	A) Fill in the blanks	05
	B) Answer in one sentence	05
Q.2	A) Match the Following/ Distinguish	05
	B) True Or False	05
Q.3.	A) Explain the following Concepts (Two out of three)	06
	B) Define the terms (Any two out of three)	04
Q.4	A Write a Short Notes (any two out of three)	06
Q.5	B) Write Short Answer (two out of three)	04
Q.6	A) Write broad answers( two out of three)	10
	B) Subjects Related Technical Aspects / Issues Theory ( two out of three)	10
	<b>Internal Evaluation :</b>	<b>Total marks</b>
	A) Oral / Class room Participation	10
	B) Subjects specific Activities	10
	C) Home Assignment	10
	D) Class test	10



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**Choice Based Credit System**  
**B.A. Part – II SEMESTER - IV**  
**Education Course – 5**  
**June 2020 onwards**  
**Pedagogy**  
**Subject Code: (EDU05)**  
**(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 teaching

CO – 2 Identify the role and the functions of a teacher in the 21<sup>st</sup> 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 )**

Reading skills

Comprehension skills

Reasoning skills

Analytical Skills

		<b>Periods</b>	<b>CO's</b>
<b>Unit :1</b>	<b>Science of Teaching</b> 1.1Concept of teaching 1.2Characteristics of effective teaching 1.3 Relation between teaching and learning 1.4Factors affecting on teaching	<b>15</b>	<b>CO1 &amp; CO 3</b>
<b>Unit :2</b>	<b>Teaching Methods</b> 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	<b>15</b>	<b>CO1 &amp; CO2</b>





Prentice Hall of India Private Ltd.

4. Mangal S.K.(1979) Psychological Foundations of Education Ludhiana. Prakash Brothers Education Publishers.

**Suggested Research Journal-**

□ . **Journals of Indian Education, NCERT, New Delhi.**

2. International Journal of Research Link, Indore (M.P)

3. ANWESHIKA, Indian Journal of Teacher Education, NCERT, New Delhi

4. School Science, NCERT, New Delhi

5. Indian Educational Review NCERT, New Delhi

6. Indian Educational Abstract , NCERT, New Delhi

7 School Science ,NCERT, New Delhi

8. Bhartiya Adhunik Shiksha, NCERT, New Delhi

9. Indian Educational Review, NCERT, New Delhi.

10. Indian Journal of Educational Technology

11. Journal of Indian Education

12. Voices of Teachers & Teacher Educators

**Additional readings:**

1. Shikshan Sankraman

2. Jadanghadan

3. Jivan Shikshan

4. Shikshan Samiksha

5. Shikshnatil Marmdrushti

6. Bharatiy Shikshan

7. Policy Review

8. National Policy on Education NPE 2019

**Medium of Instruction** – Marathi/English

**Special instructions, if any**

**Library and laboratory equipment`s**

## Nature of Question paper and Scheme of marking

**Total Marks-60**

Term End Examination

Q.1	A) Fill in the blanks	05
	B) Answer in one sentence	05
Q.2	A) Match the Following/ Distinguish	05
	B) True Or False	05
Q.3.	A) Explain the following Concepts (Two out of three)	06
	B) Define the terms (Any two out of three)	04
Q.4	A Write a Short Notes (any two out of three)	06
Q.5	B) Write Short Answer (two out of three)	04
Q.6	A) Write broad answers( two out of three)	10
	B) Subjects Related Technical Aspects / Issues Theory ( two out of three)	10
	<b>Internal Evaluation :</b>	<b>Total marks</b>
	E) Oral / Class room Participation	10
	F) Subjects specific Activities	10
	G) Home Assignment	10
	H) Class test	10



Rayat Shikshan Sanstha's

## Chhatrapati Shivaji College, Satara

(Autonomous)

Choice Based Credit System

B.A. Part - II SEMESTER - III

Education Course – 4

June 2020 onwards

Education in Pre-Independence India

Subject Code: (EDUO4)

(Credit 04)

**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 basic concepts of educational psychology

CO – 2 Compare between Vedic, Buddhist and Islamic education system.

CO – 3 Distinguish between ancient Indian and present education system

CO – 4 .Analyze the impact of British education system.

**Expected Skills impartation (Through theory and practical's )**

1. Reading skills
2. Comprehension skills
3. Interpersonal communication
4. Analytical Skill

		Periods	Cos
<b>Unit 1</b>	<b>Education in Vedic Period [Pre and post]</b> 1.1 Aims, 1.2 Curriculum, 1.3 Methods of teaching, 1.4 Discipline of student and Role of teacher	<b>15</b>	<b>CO1 &amp; CO2</b>
<b>Unit 2</b>	<b>Education in Buddhist Period</b> 2.1 Aims, 2.2 Curriculum, 2.3 Methods of teaching 2.4 Discipline of Student and Role of teacher.	<b>15</b>	<b>CO1 &amp; CO3</b>
<b>Unit 3</b>	<b>Education in Islamic Period</b> 3.1 Aims,	<b>15</b>	<b>CO1 &amp; CO3</b>



4. Bhartiya Adhunik Shiksha, NCERT, New Delhi
5. Report of University Education Commission -1948 Govt. of India.
6. Report of Secondary Education Commission-1952 Govt. of India.
7. Report of Kothari Commission – 1964-66 Govt. of India
8. Journal of higher education policy and management [1360-080X]

**Additional readings:**

1. Shikshan sankraman
2. Jivan shikshan
3. Jadanghadan
4. Bharatiy Shikshan
5. Shikshan Samiksha

**Medium of Instruction** – Marathi/English

**Special instructions, if any**

**Library and laboratory equipment`s**

## Nature of Question paper and Scheme of marking

**Term End Examination:**

**Total Marks-60**

Q.1	A) Fill in the blanks	05
	B) Answer in one sentence	05
Q.2	A) Match the Following/ Distinguish	05
	B) True Or False	05
Q.3.	A) Explain the following Concepts (Two out of three)	06
	B) Define the terms (Any two out of three)	04
Q.4	A Write a Short Notes (any two out of three)	06
Q.5	B) Write Short Answer (two out of three)	04
Q.6	A) Write broad answers( two out of three)	10
	B) Subjects Related Technical Aspects / Issues Theory ( two out of three)	10
	<b>Internal Evaluation :</b>	<b>Total marks</b>
	I) Oral / Class room Participation	10
	J) Subjects specific Activities	10
	K) Home Assignment	10
	L) Class test	10



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Choice Based Credit System  
B.A. Part - II SEMESTER - III  
Education Course – 6  
June 2020 onwards  
Education in Post-Independence India  
Subject Code: (EDU06)  
(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 students to 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 Education
- CO – 4 Analyze the present system of education

**Expected Skills impartation (Through theory and practical's )**

1. Reading skills
2. Analytical skills
3. Interpersonal communication
4. Reasoning Skill

		<b>Periods</b>	<b>Cos</b>
<b>Unit 1</b>	<b>University Education Commission-1948-49</b> 1.1 Aims of University Education, 1.2 Art and Science Curriculum, 1.3 Rural University and its recommendations, 1.4 Post graduate teaching, research its recommendations.	<b>15</b>	<b>CO1 &amp; CO2</b>
<b>Unit 2</b>	<b>Secondary Education Commission- 1952-53</b> 2.1 Aims, 2.2 Curriculum, Text-book, Teaching Method, Physical Education, 2.3 Welfare of student, Teacher, School Management 2.4 Its recommendations.	<b>15</b>	<b>CO1 &amp; CO3</b>
<b>Unit 3</b>		<b>15</b>	<b>CO1</b>



	<b>Kothari Commission- 1964-66</b> 3.1 National Objectives, 3.2 Structure of Education, 3.3 School Curriculum, Students Scholarship, School Management and Supervision 3.4 Its recommendations.		<b>&amp; CO3</b>
<b>Unit 4</b>	<b>National Policies on Education-</b> Introduction to 4.1 National Policy on Education -1986 4.2 National Policy on Education -1992 4.3 National Policy on Education -2005 4.4 National Policy on Education -2019	<b>15</b>	<b>CO1 &amp; CO3</b>
<b>Practical work: Case Study / Field Survey / Field Visits / Project</b> 1. Visit to school 2. Observation of any unique activity in the school. 3. Study of physical facilities in secondary schools. 4. Study of educational problems of a locality. 5. Seminar on NPE			<b>(CO4)</b>
<b>Reference Books:</b> <p>1. Chaube S. P (1989) History and Problems of Indian Education. Vinod Pustak Mandir, Agra</p> <p>2. Mukerji S. N. (1955) History of Education in India, Baroda Book depot.</p> <p>3. Basu A.N (1947) Education in Modern India, Calcutta. Orient Book Company</p> <p>4. Shukla P.D (1990) The New Education Policy in India, Sterling Publishers, New Delhi.</p>			
<b>Research journals:</b>			

1. Indian Educational Review NCERT, New Delhi
2. Indian Educational Abstract , NCERT, New Delhi
3. School Science ,NCERT, New Delhi
4. Bhartiya Adhunik Shiksha, NCERT, New Delhi
5. Report of University Education Commission -1948 Govt. of India.
6. Report of Secondary Education Commission-1952 Govt. of India.
7. Report of Kothari Commission – 1964-66 Govt. of India
8. Journal of higher education policy and management [1360-080X]

**Additional readings:**

1. Shikshan Sankraman
2. Jivan shikshan
3. Jadanghadan
4. Marmdrushti
5. Shikshan samiksha
6. Bharatiy Shikshan

**Medium of Instruction** – Marathi/English

**Special instructions, if any**

**Library and laboratory equipment`s**

## Nature of Question paper and Scheme of marking

**Term End Examination:**

**Total Marks-60**

Q.1	A) Fill in the blanks	05
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Q.6	A) Write broad answers( two out of three)	10
	B) Subjects Related Technical Aspects / Issues Theory ( two out of three)	10
<b>Internal Evaluation :</b>		
	<b>Total marks</b>	<b>40</b>
	M) Oral / Class room Participation	10
	N) Subjects specific Activities	10
	O) Home Assignment	10
	P) Class test	10





