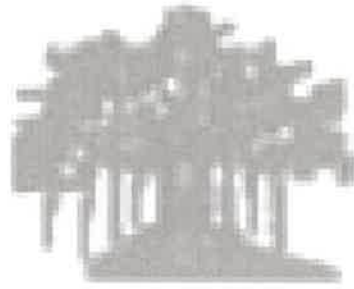




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**B. A. Part - II**

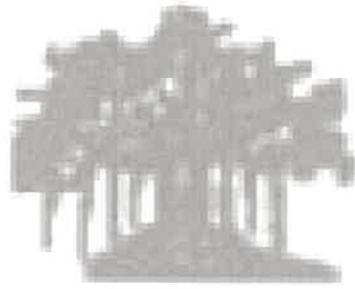
**Education**

(Syllabus to be implemented from June, 2023  
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Education**

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**Department of Education**  
**Title and Subject Code**

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

Sr. No.	Semester	Name of the Course	Subject code	Discipline Specific Elective
1	III	Educational Psychology	NEDUO22-03	Education Course-3
2	III	Education in Pre-Independence India	NEDUO22-04	Education Course-4
3	IV	Pedagogy	NEDUO22-05	Education Course-5
4	IV	Education in Post-Independence India	NEDUO22-06	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 (SEE)	Internal Evaluation (CCE)
1	III	Educational Psychology	Education Course-3	4	4 Lectures	16	40	10
2	III	Education in Pre-Independence India	Education Course-4	4	4 Lectures		40	10
3	IV	Pedagogy	Education Course-5	4	4 Lectures		40	10
4	IV	Education in Post-Independence India	Education Course-6	4	4 Lectures		40	10



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**Department of Economics**

**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	III	4	Education in Pre-Independence India	Education in Pre-Independence India
3	B. A. II	IV	5	Pedagogy	Pedagogy
4	B. A. II	IV	6	Education in Post-Independence India	Education in Post-Independence India





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**B. A. Part - II SEMESTER - III**



**Education Course – 3**  
**June 2023 onwards**

**Educational Psychology**

**Subject Code: (NEDUO22-03)**  
**(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)**

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



<b>Unit 1</b>	<b>Psychology and Education</b>	<b>15 Periods</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>Unit 2</b>	<b>Growth and Development of learner</b>	<b>15 Periods</b>
2.1	Concept of growth and development	
2.2	Factors affecting on development	
2.3	Areas of development - Physical, intellectual, emotional and social.	
2.4	Adolescence : Activities for adolescence	
<b>Unit 3</b>	<b>Personality</b>	<b>15 Periods</b>
3.1	Concept, meaning and nature of Personality	
3.2	Factors affecting on personality development	
3.3	Type and Trait theories of personality	
3.4	Educational activities for integrated personality	
<b>Unit 4</b>	<b>Learning</b>	<b>15 Periods</b>
4.1	Meaning 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.	



## References

### 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. John Dececco (1964) Psychology of Learning and Instruction, New Delhi. Prentice Hall of India Private Ltd..

### Research journals:

1. International Journal of Research Link, Indore (M.P)
2. Journal of Indian Education, NCERT, New Delhi
3. School Science, NCERT, New Delhi
4. Indian Education Review NCERT, New Delhi
5. Indian Educational Abstract , NCERT, New Delhi
6. School Science, NCERT, New Delhi
7. Bhartiya Adhunik Shiksha NCERT, New Delhi
8. Indian Educational Review
9. Indian Journal of Educational Technology
10. Journal of Indian Education
11. Voices of Teachers & Teacher Educators
12. University News,
13. International Journal of Social Education [0889-0293] 304.
14. International journal of social research methodology [1364-5579]
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. Jivan - Shikshan
3. Jadan - Ghadan
4. Shikshan Samiksha
5. Shikshnatil Marmdrushti

### Medium of Instruction – Marathi/English

  
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Department of Education  
Evaluation Pattern of Examination - (UG)  
Scheme of Examination


Term End Examination Marks (SEE)	Internal Examination Marks (CCE)	Total
40	10	50

Rayat Shikshan Sanstha's  
**Sadguru Gadage Maharaj College, Karad**  
Pattern of Question Paper  
**B. A. - II, Semester III and IV – Interdisciplinary Studies**  
**Term end Examination: Total Marks : 40**  
**Education (Optional Subject)**

<b>External Evaluation (SEE): Total Marks : 40</b>			
Q.1	A)	Choice the correct alternative from the following (Objective Type Questions)	5
Q.2		Write broad answers (Essay Type Questions)	
	A)		10
	B)		10
		Or	
	B)		10
Q.3		Write Short Notes (Three out of Six) (Short Answer Type Questions)	15
<b>Internal Evaluation (CCE): Total marks : 10</b>			
	A)	Sem. - I & II - Home Assignment	10
	B)	Sem. - III & IV - Class Test	10
	C)	Sem. - V - Seminar	10
	D)	Sem. - VI - Group Project/ Field project/ Study tour/ Case study	10

  
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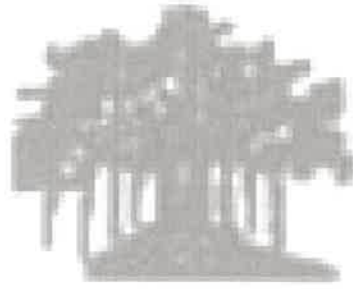


  
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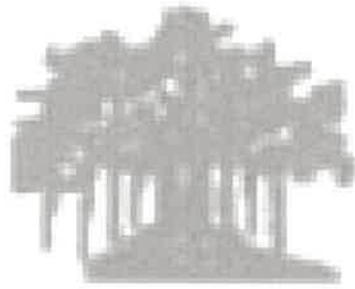
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3	IV	Pedagogy	NEDUO22-05	Education Course-5
4	IV	Education in Post-Independence India	NEDUO22-06	Education Course-6

**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 (SEE)	Internal Evaluation (CCE)
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**B. A. - II - EDUCATION**

**EQUIVALENCE**

Sr. No.	Class	Semester	Paper No.	Title of the Paper Old	Title of the Paper (New)
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3	B. A. II	IV	5	Pedagogy	Pedagogy
4	B. A. II	IV	6	Education in Post- Independence India	Education in Post- Independence India





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**NEP**  
**B. A. Part - II SEMESTER - III**

**Education Course – 4**  
**June 2023 onwards**

## **Education in Pre-Independence India**

**Subject Code: (NEDUO22-04)**  
**(Credit 04)**

### **Preamble**

The purpose of the study is to understand the development in India in historical perspective. It enables 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 education system in pre-independence India.        |
| CO – 2 | Compare the education system in pre-independence India.         |
| CO – 3 | Distinguish between ancient Indian and present education system |
| CO – 4 | Illustrate the education system in pre-independence India.      |

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

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



## **Unit 1**

### **Education in Vedic Period [Pre and post]**

**15 Periods**

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

## **Unit 2**

### **Education in Buddhist Period**

**15 Periods**

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

## **Unit 3**

### **Education in Islamic Period**

**15 Periods**

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

## **Unit 4**

### **Education in British Period**

**15 Periods**

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 )

## References



### 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.

### Research journals:


Report of University Education Commission -1948 Govt. of India.

1. Report of Secondary Education Commission-1952 Govt. of India.
2. Report of Kothari Commission – 1964-66 Govt. of India
3. Journal of higher education policy and management [1360-080X]
4. International Journal of Research Link,Indore (M.P)
5. Journal of Indian Education,NCERT, New Delhi
6. School Science,NCERT,New Delhi
7. Indian Education Review NCERT,New Delhi
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