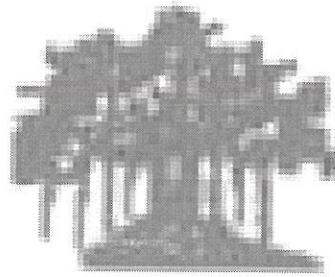




**Rayat Shikshan Sanstha's
Sadguru Gadage Maharaj College,
Karad
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Accredited By NAAC with 'A+' Grade
CHOICE BASED CREDIT SYSTEM

NEP

Syllabus For

B.A. Part - III
NEP – 2020 (2.0)
Education (Minor)

(Syllabus to be implemented from June, 2025 onwards)





Rayat Shikshan Sanstha's
Sadguru Gadage Maharaj College, Karad
(Autonomous)
Department of Education
Title and Subject Code

B. A. - III: EDUCATION (Minor) NEP 2.0

Sr. No.	Semester	Name of the Course	Subject code	Discipline Specific Elective
1	V	Education in Pre-Independence India	NMN-EDU5	Education Course-5
2	VI	Education in Post-Independence India	NMN-EDU6	Education Course-6

Course Structure

B. A. Part - III: EDUCATION (Minor) NEP 2.0

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	V	Education in Pre-Independence India	Education Course-5	4	4 Lectures	08	80	20
2	VI	Education in Post-Independence India	Education Course-6	4	4 Lectures		80	20




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Choice Based Credit System

NEP 2.0

B. A. Part - III SEMESTER - V

Education Course – 5 (Minor)

June 2025 onwards

Education in Pre-Independence India

Subject Code: (NMN-EDU5)

Credit -04

Teaching Hours: 60

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:

The students will be able to

- | | |
|--------|---|
| 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



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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
8. Indian Educational Abstract , NCERT, New Delhi
9. School Science, NCERT, New Delhi
10. Bhartiya Adhunik Shiksha NCERT, New Delhi
11. Indian Educational Review
12. Indian Journal of Educational Technology
13. Journal of Indian Education
14. Voices of Teachers & Teacher Educators
15. University News,
16. International Journal of Social Education [0889-0293] 304.
17. International journal of social research methodology [1364-5579]
18. 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

Medium of Instruction – Marathi/English



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Rayat Shikshan Sanstha's
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Department of Education
B. A. - III, Semester V and VI – Interdisciplinary Studies

Evaluation Pattern of Examination - (UG)

Scheme of Examination Education (Minor) NEP 2.0

Term End Examination Marks (SEE)	Internal Examination Marks (CCE)	Total
80	20	100

Pattern of Question Paper

Term end Examination: Total Marks: 80

External Evaluation (SEE): Total Marks: 80			
Q.1	A)	<i>Choose</i> the correct alternative from the following (Objective Type)	10
	B)	Answer in one sentence (Objective Type)	10
Q.2		Write Short Answer (Four out of Six) (Short Answer Type)	20
Q.3		Write broad answers (Two out of Three) (Essay Answer Type)	20
Q.4		Write Short Notes (Four out of Six) (Short Answer Type)	20
Internal Evaluation (CCE): Total marks : 20			
	A)	Sem. - I & II - (Home Assignment - 10 + Oral 10)	20
	B)	Sem. - III & IV- Class Test	20
	C)	Sem. - V, Seminar	20
	D)	Sem. - VI- Group Project/ Field project/ Study tour/ Case study	20



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Choice Based Credit System

NEP 2.0

B. A. Part - III SEMESTER - VI

Education Course – 6 (Minor)

June 2025 onwards

Education in Post-Independence India

Subject Code: (NMN-EDU6)

Credit -04

Teaching Hours: 60

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:

The students will be able to _____

- | | |
|--------|---|
| CO – 1 | Describe the education system in post-independence India. |
| CO – 2 | Compare the education system in post -independence India. |
| CO – 3 | Distinguish between ancient Indian and present education system |
| CO – 4 | Illustrate the education system in post -independence India. |

Expected Skills impartation (Through theory and practical)

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



Unit. 1

University Education Commission (1948-49)

15 Periods

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

Unit 2

Secondary Education Commission (1952-53)

15 Periods

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

Unit 3

Kothari Commission (1964-66)

15 Periods

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

Unit 4

National Policies on Education

15 Periods

- 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



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Department of Education
B. A. - III, Semester V and VI – Interdisciplinary Studies

Evaluation Pattern of Examination - (UG) NEP 2.0

Scheme of Examination Education (Minor Subject)

Term End Examination Marks (SEE)	Internal Examination Marks (CCE)	Total
80	20	100

Pattern of Question Paper

Term end Examination: Total Marks: 80

External Evaluation (SEE): Total Marks: 80			
Q.1	A)	<i>Choose</i> Choice the correct alternative from the following (Objective Type)	10
	B)	Answer in one sentence (Objective Type)	10
Q.2		Write Short Answer (Four out of Six) (Short Answer Type)	20
Q.3		Write broad answers (Two out of Three) (Essay Answer Type)	20
Q.4		Write Short Notes (Four out of Six) (Short Answer Type)	20
Internal Evaluation (CCE): Total marks : 20			
	A)	Sem. - I & II - (Home Assignment - 10 + Oral 10)	20
	B)	Sem. - III & IV- Class Test	20
	C)	Sem. - V, Seminar	20
	D)	Sem. - VI- Group Project/ Field project/ Study tour/ Case study	20



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