

PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR



Name of the Faculty : Inter-Disciplinary Studies

Syllabus : B.A. Part-II Education

With effect from : June-2023

1) PREAMBLE:

This syllabus of B.A-II of Educational Psychology and teaching learning will help the students in understanding the concept of Psychology, Educational Psychology, types of Educational Psychology and relation of Psychology with education. It will also help to understand the study methods of human behavior. This course enables the students to understand the nature of intelligence, theories of intelligence and the measurement of intelligence. This course study will help the students to understand the importance of learning, theories of learning, transfer of learning and development of an individual's personality. This course will help to understand the relationship between teaching and learning, factors affecting the teaching, principles and maxims of teaching, and methods of teaching. This course will help the students to know the characteristics of a good teacher; role and responsibilities of a teacher. This course will be helpful in creating awareness about the different educational problems of special need children.

2) GENERAL OBJECTIVE OF THE COURSE:

(As applicable to the degree/subject–paper concerned)

- I. To enable the students to understand the meaning, nature, scope of educational psychology and study methods of human behavior.
- II. To enable the students to understand the concept and measurement of Intelligence.
- III. To develop understanding about the process of learning and teaching.
- IV. To enable them to understand different aspects of personality and integrated personality.
- V. To understand the 'Psychology of the learner'.
- VI. To acquaint students with pedagogy.
- VII. To enable the students to understand the methods of teaching and characteristics of a good teacher.

3) COURSE OUTCOMES:

🚩 Educational Psychology

After the completion of B.A. II Education course students will be able to:

- 1) Describe the concept of educational psychology.
- 2) Compare the study methods of human behaviour.

- 3) Explain the concept of Intelligence and measure the Intelligence of an individual.
- 4) Discuss and compare the process of teaching and learning.
- 5) Identify different aspects of personality and try to develop his/her personality.

📚 Teaching and Learning

After the completion of B.A. II Education course students will be able to:

- 1) Discuss and compare the process of teaching and learning.
- 2) Classify and illustrate the methods of teaching.
- 3) Think critically and explain the characteristics of a good teacher.
- 4) Identify different aspects of children with special needs student and suggest remedies on it.

4) DURATION:

* The course shall be a full time course.

* The duration of the course shall be of **ONE YEAR / SEMESTERS III to IV**

5) PATTERN:

Pattern of Syllabus will be CBCS and pattern of examination will be Semester System.

6) ELIGIBILITY FOR ADMISSION:

F.Y.B.A. PASSED with at least 40% marks & as per the eligibility criteria prescribed for each course and the merit list in the qualifying examination.

7) MEDIUM OF INSTRUCTION:

The medium of Instruction shall be in Marathi or English applicable to the course.

8) SEMESTER (III TO IV)

Scheme of Teaching and Examination

Sr. No.	Subject/ Paper	Teaching Scheme (Hrs/ Week)				Examination Scheme (Marks)		
		L	T	P	Total	Theory	Term work	Total
1	Educational Psychology	(As approved by Govt.)						
		4 per Div.	04	-----	04	40 + 10	Semester	50
2	Development of Education in India	4 per Div.	04	-----	04	40 + 10	Semester	50

9) SCHEME OF EXAMINATION:

- * The theory paper shall carry 40 marks (UA) and 10 marks (CA) for continuous assessment.
- * The evaluation of the performance of the students in the theory papers shall be on the basis of semester system Examination of marks.
- Question paper will be set in the view of the / in accordance with entire Syllabus (prescribed for each semester) and preferably covering each unit of the syllabi.

10) STANDARD OF PASSING:

As prescribed under rules and regulations of each degree/ program.

11) FRAMEWORK OF THE COURSE:

Sr. No.	Unit	Total Periods	Credits	Internal Assessment Marks	University Assessment Marks	Total Marks
1.	Year – II Semester – III Paper - III	60	04	10	40	50
2.	Year – II Semester – III Paper - IV	60	04	10	40	50
3.	Year – II Semester – IV Paper - V	60	04	10	40	50
4.	Year – II Semester – IV Paper - VI	60	04	10	40	50
	Total	360	24	40	160	200

Note: These periods are inclusive of teaching, learning and preparatory work. The semester-wise detailed framework is as follows:

Year – II Semester – III			
Sr. No.	Unit	Total Periods	Credits
1.	Introduction to Educational Psychology	15	01
2.	Intelligence & it's Measurements	15	01
3.	Learning process	15	01
4.	Personality & it's Measurements	15	01
	Total	60	04

Year – II Semester - III			
Sr. No.	Unit	Total Periods	Credits
1.	Education in Vedic and post Vedic Period	15	01
2.	Education in Buddhist Period	15	01
3.	Main Educational Universities in Ancient India	15	01
4.	Education in Islamic Period	15	01
	Total	60	04

Year – II Semester - IV			
Sr. No.	Unit	Total Periods	Credits
1.	Understanding of Teaching	15	01
2.	Methods of Teaching	15	01
3.	Teacher	15	01
4.	Understanding of Learner	15	01
	Total	60	04

Year – II Semester - IV			
Sr. No.	Unit	Total Periods	Credits
1.	Education in British Period	15	01
2.	Secondary Education Commission Dr. Mudliyar-1952	15	01
3.	Kothari Commission -1964-1966	15	01
4.	National Policy on Education - 1986	15	01
	Total	60	04

12) Equivalent Subject for Old Syllabus

Sr. No.	Name of the Old Paper	Name of the New Paper
1)	Educational Psychology	Educational Psychology
2)	Development of Education in India	Development of Education in India

13) Nature of Question Paper

Que.1 Choose the correct alternative 08 Marks

Que-2- Write short answers - (any 04 out of 06) 12 Marks

Que-3 - Broad answer question (any 01 out of 02) 10 Marks

Que-4- Broad answer question (No alternative) 10 Marks

Note: The theory paper shall carry 40 marks (UA) and 10 marks (CA) for continuous assessment.

- Select any one from – Tutorial/Unit Test/Home Assignment/Oral Test for 10 marks.
- Written Examination (UA) – Passing criteria - 16 marks out of 40 marks.
- Internal Evaluation (CA) – Passing criteria - 04 marks out of 10 marks.

SOLAPUR UNIVERSITY, SOLAPUR
New Revised Syllabus (CBCS Pattern w.e.f. June 2023)

B.A. Part-II

Education (Optional)

Semester- III - Paper- 3 - Educational Psychology

[Credits: 04 Theory-(04)]

Credits: 04

Periods: 60

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

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UNIT-1:- INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

- a) Meaning, nature and scope of psychology
- b) Relation between Psychology and Education
- c) Meaning ,need, importance, nature and scope of Educational Psychology
- d) Behavioral study methods – Observation, experimental, case study

UNIT-2: INTELLIGENCE & ITS MEASUREMENTS

- a) Concept and nature of intelligence
- b) Theories of intelligence (Spearman's & Thurston's)
- c) Measurement of intelligence- concept, types and importance
- d) Classification of Intelligence Quotient (IQ)

UNIT-3: LEARNING PROCESS

- a) Learning – Concept & Nature , Factors affecting Learning
- b) Theories of Learning- Trial & Error, Insightful learning
- c) Transfer of learning- concept & types
- d) Concept of self learning

UNIT-4: PERSONALITY AND ITS MEASUREMENT

- a) Personality - Concept & Nature
- b) Factors affecting personality
- c) Integrated personality- concept and nature
- d) Measurement of personality – concept and types

List of Reference Books:

- 1) Bhatia and Bhatia (1992). A Textbook of Educational Psychology, Delhi : DOUBA HOUSE.
- 2) Bhatia, B. D. & Safaya, R. N.(1967). Educational Psychology And Guidance, Delhi : Dhanpat Rai & Sons.
- 3) Chaube, S. P. (1996). Modern psychology in the New Education, Agra : Ramprasad and sons.
- 4) Crow and Crow (1979). Educational Psychology, New Delhi : EURESIA PUBLISHING HOUSE.
- 5) देशमुख, एल. जी. (२००४). शैक्षणिक मानसशास्त्र व अध्यापनशास्त्र, कोल्हापूर : फडके प्रकाशन.
- 6) जगताप, ह. ना. (१९९८). शैक्षणिक व प्रायोगिक मानसशास्त्र, पुणे : नूतन प्रकाशन.

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New Revised Syllabus (CBCS Pattern w.e.f. June 2023)

B.A. Part-II

Education (Optional)

Semester- IV - Paper- 5 – Teaching and Learning

[Credits: 04 Theory-(04)]

Credits: 04

Periods: 60

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

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UNIT-1:-UNDERSTANDING OF TEACHING

- a) Teaching – concept and nature, factors Affecting Teaching
- b) Principles of teaching
- c) Maxims of Teaching
- d) Effectiveness of Teaching - concept

UNIT-2: METHOD OF TEACHING

- a) Lecture
- b) Demonstration
- c) Problem solving
- d) Brain Storming

(With reference to their nature, advantages & limitations)

UNIT-3- TEACHER

- A) Characteristics of a good Teacher
- B) Role and responsibilities of a teacher
- C) Teacher's Planning
- D) Teacher –an agent of social change

UNIT-4- UDERSTANDING OF LEARNER

- a) Growth & Development – concepts
- b) Characteristics of adolescence stage
- c) Special need children – concept and types
- d) Education for slow and gifted learners

List of Reference Books:

- 1) Bhatia and Bhatia (1992). A Textbook of Educational Psychology, Delhi : DOUBA HOUSE.
- 2) Bhatia, B. D. & Safaya, R. N.(1967). Educational Psychology And Guidance, Delhi : Dhanpat Rai & Sons.
- 3) Chaube, S. P. (1996). Modern psychology in the New Education, Agra : Ramprasad and sons.
- 4) Crow and Crow (1979). Educational Psychology, New Delhi : EURESIA PUBLISHING HOUSE.
- 5) देशमुख, एल. जी. (२००४). शैक्षणिक मानसशास्त्र व अध्यापनशास्त्र, कोल्हापूर : फडके प्रकाशन.
- 6) जगताप, ह. ना. (१९९८). शैक्षणिक व प्रायोगिक मानसशास्त्र, पुणे : नूतन प्रकाशन.
- 7) कुंडले, म. बा. (१९९०). अध्यापनशास्त्र आणि अध्यापन पद्धती, पुणे : व्हीनस प्रकाशन.

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New Revised Syllabus (CBCS Pattern w.e.f. June 2023)

B.A. Part-II

Education (Optional)

Development of Education in India

1) PREAMBLE:

This syllabus of B.A-II of Development of Education in India will help the students in understanding the aims objectives of the education in ancient, medieval and British era. It also helps to understand the different curriculums introduced in ancient, medieval and British era. This course enables the students to understand the different methods of teaching used in ancient, medieval and British era. This course study will help the students to understand the discipline of student and the role of a teacher in ancient, medieval and British era. This course will help to understand to develop the skill of comparison of aims of education, curriculums, method of teaching introduced and the role of teacher in ancient, medieval and British era. This course also helps to know the importance of the recommendations made by different Commissions like – Mudliyar Commission, Kothari Commission. This course enables the students to understand the changes brought by the National Policy on Education 1986 & 1992.

2) GENERAL OBJECTIVES OF THE COURSE:

(As applicable to the degree/subject–paper concerned)

- 1) To enable the students to understand the aims objectives of the education in ancient, medieval and British era.
- 2) To enable the students to understand the different curriculums introduced in ancient, medieval and British era.
- 3) To enable the students to understand the different methods of teaching used in ancient, medieval and British era.
- 4) To enable the students to understand the discipline of student and the role of a teacher in ancient, medieval and British era.

- 5) To enable the student to develop the skill of comparison of aims of education, curriculums, method of teaching introduced and the role of teacher in ancient, medieval and British era.
- 6) To enable the student to understand the importance of the recommendations made by different Commissions like. – Multiyear Commission, Kothari Commission.
- 7) To enable the students to understand the changes brought by the National Policy on Education 1986 & 1992.

3) COURSE OUTCOMES:

Education in Ancient and Medieval India

After the completion of B.A. II Education course students will be able to:

- 1) Explain the aims and objectives of education, curriculum and methods of teaching in ancient and medieval era.
- 2) Discuss the discipline of students and role of teacher in ancient and medieval era.
- 3) Compare aims of education, curriculums and methods of teaching introduced in ancient and medieval era.
- 4) Compare the role of students and teacher introduced in ancient and medieval era.

Education in British Period and Post-Independence Period

After the completion of B.A. II Education course students will be able to:

- 1) Explain the aims and objectives of education, curriculum and methods of teaching in British and Post-Independence era.
- 2) Discuss the discipline of students and role of teacher in British and Post-Independence era.
- 3) Express the recommendations made by different Commissions like Mudliyar Commission, Kothari Commission and the National Policy on Education 1986 and 1992.
- 4) Summarize the changes brought by the National Policy on Education 1986 and 1992.

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B.A. Part-II

Education (Optional)

Semester- III - Paper- 4 – Education in Ancient and Medieval India

[Credits: 04 Theory-(04)]

Credits: 04

Periods: 60

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

UNIT-1:- EDUCATION IN VEDIC AND POST VEDIC PERIOD

- a) Education in Vedic Period (With reference to Aims of Education, Methods of Teaching, Discipline of students , Role of a teacher)
- b) Education in Post-Vedic Period (With reference to Aims of Education, Methods of Teaching, Discipline of students , Role of a teacher)

UNIT-2: EDUCATION IN BUDDHIST PERIOD

- a) Aims of Education
- b) Methods of Teaching
- c) Discipline of students
- d) Role of a teacher

UNIT-3- MAIN EDUCATIONAL UNIVERSITIES IN ANCIENT INDIA

- a) Nalanda
- b) Takshasheela

UNIT-4- EDUCATION IN ISLAMIC PERIOD

- a) Aims of Education
- b) Methods of Teaching
- c) Discipline of students
- d) Role of a teacher

List of Reference Books:

- 1) Shukla P.D. –The New Education Policy in India , New Delhi, Sterling Publication ,Pct.Ltd.1989
- 2) Paul Monroe – A Textbook in History of Education
- 3) भारतातील शिक्षाचा विकास- प्रा. एल. जी. देशमुख, फडके प्रकाशन, कोल्हापूर (प्रथम आवृत्ती २००४)
- 4) भारतीय शिक्षाचा विकास- प्रा. एम. एल. जाधव, प्रा. भोसले व प्रा. सरपोतदार, फडके प्रकाशन, कोल्हापूर (प्रथम आवृत्ती २००३)

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B.A. Part-II

Education (Optional)

**Semester- IV - Paper- 6 – Education in British Period and Post Independence
Period**

[Credits: 04 Theory-(04)]

Credits: 04

Periods: 60

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

UNIT-1:- EDUCATION IN BRITISH PERIOD

- a) Oriental–Occidental controversy
- b) Macaulay’s downward filtration theory of education
- c) Reasons for failure of Macaulay’s theory
- d) Wood’s dispatch - its Recommendations

**UNIT-2: SECONDARY EDUCATION COMMISSION (DR. MUDLIYAR
COMMISSION -1952)**

- a) Historical background
- b) Nature and purpose of Secondary Education Commission
- c) Recommendations of Secondary Education Commission
- d) Impact on Education

UNIT-3- KOTHARI COMMISSION (1964-1966)

- a) Historical background
- b) Nature and purpose of Kothari Commission
- c) Recommendations of Kothari Commission
- d) Impact on Education

UNIT-4- NATIONAL POLICY ON EDUCATION (1986)

- a) Historical background
- b) Recommendations of NPE – 1986
- c) Impact on Education
- d) Revised National Policy on Education -1992

List of Reference Books:

- 1) Shukla P.D. –The New Education Policy in India , New Delhi, Sterling Publication ,Pct.Ltd.1989
- 2) Paul Monroe – A Textbook in History of Education
- 3) भारतातील शिक्षाचा विकास- प्रा. एल. जी. देशमुखा, फडके प्रकाशन, कोल्हापूर (प्रथम आवृत्ती २००४)
- 4) भारतीय शिक्षाचा विकास- प्रा. एम. एल. जाधव, प्रा. भोसले व प्रा. सरपोतदार, फडके प्रकाशन, कोल्हापूर (प्रथम आवृत्ती २००३)

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B.A. Part - II

Education (Optional)

Educational Psychology And Development of Education in India

PANEL OF PAPER SETTERS

Sr. No.	Name of the Teacher	Designation	Name of the College	Contact No.
1	Dr. Anand D. Shinde	Associate Professor	L. B. P. Mahila Mahavidyalaya, Solapur.	9763631990
2	Mr. Pushkar S. Gandhi	Assistant Professor	S. B. Z. College, Barshi.	9403292443
3	Dr. Madhukar M. Jadal	Associate Professor	K. B. P. College, Pandharpur (Automomus)	9850295698

PANEL OF EXAMINERS AND MODERATORS

Sr. No.	Name of the Teacher	Designation	Name of the College	Contact No.
1	Dr. Anand D. Shinde	Associate Professor	L. B. P. Mahila Mahavidyalaya, Solapur.	9763631990
2	Mr. Pushkar S. Gandhi	Assistant Professor	S. B. Z. College, Barshi.	9403292443
3	Dr. Madhukar M. Jadal	Associate Professor	K. B. P. College, Pandharpur (Automomus)	9850295698

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New Revised Syllabus (CBCS Pattern w.e.f. June 2023)

B.A. Part - II

Education (Optional)

Educational Psychology And Development of Education in India

**Pattern of Examination= External Evaluation+ Internal Evaluation
40 Marks + 10 Marks = 50 Marks**

NATURE OF QUESTION PAPER

❖ **External Evaluation for 40 Marks**

Que.1 Choose the correct alternative	08 Marks
Que-2- Write short answer (any 04 out of 06)	12 Marks
Que-3 – Broad answer question (any 01 out of 02)	10 Marks
Que-4- Broad answer question (no choice)	10 Marks

❖ **Internal Evaluation System for 10 Marks –**

Choose any one of following -

Home Assignment / Unit Test / Tutorial / Oral

❖ **Passing Criteria –**

1. Written Exam – 16 out of 40
2. Continuous Assessment (CA) – 04 out of 10