

P. A. H. SOLAPUR UNIVERSITY, SOLAPUR



Name of the Faculty

Interdisciplinary (Education)

Revised Semester Pattern Syllabus with CBCS

Under NEP 2020

Name of the Course

B. A. II Education (Optional)

Type of Paper: Minor – III & IV

Credits: 04 per Semester

With effect from June-2025

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**

 **On Successful completion of the course, the 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

On Successful completion of the course, the 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 under NEP 2020 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)		
1	Educational Psychology	(As approved by Govt.)						
		L	T	P	Total	Theory	Term work	Total
		4 per Div.	04	-----	04	60 + 40	Semester	100
2	Teaching and Learning	4 per Div.	04	-----	04	60 + 40	Semester	100

9) SCHEME OF EXAMINATION:

- * The theory paper shall carry 60 marks (UA) and 40 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	40	60	100
2.	Year – II Semester – IV Paper - IV	60	04	40	60	100
	Total	120	08	80	120	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 - 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

12) Equivalent Subject for Old Syllabus

Sr. No.	Name of the Old Paper	Name of the New Paper
1)	Educational Psychology	Educational Psychology

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY,
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Revised Syllabus (CBCS Pattern under NEP 2020 w.e.f. June 2025)

B.A. Part-II

Education (Optional)

Semester- III - Paper- 3 - Educational Psychology

[Credits: 04 Theory-(04)]

Lectures: 60

Credits: 04

Maximum Marks: 100

Internal Assessment Marks: 40

University Assessment Marks: 60

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UNIT-1:- INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

- a) Concept, 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) Concept, nature and scope of learning
- b) Factors affecting on Learning
- c) Theories of Learning- Trial & Error, Insightful learning
- d) Transfer of learning- concept & types

UNIT-4: PERSONALITY AND ITS MEASUREMENT

- a) Concept & nature of Personality
- b) Factors affecting on personality development
- 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.
- 7) कुडले, म. बा. (१९९०). अध्यापनशास्त्र आणि अध्यापन पद्धती, पुणे : व्हीनस प्रकाशन.

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SOLAPUR**

Revised Syllabus (CBCS Pattern under NEP 2020 w.e.f. June 2025)

B.A. Part-II

Education (Optional)

Semester- IV - Paper- 4 – Teaching and Learning

[Credits: 04 Theory-(04)]

Lectures: 60

Credits: 04

Maximum Marks: 100

Internal Assessment Marks: 40

University Assessment Marks: 60

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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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Revised Syllabus (CBCS Pattern under NEP 2020 w.e.f. June 2025)

B.A. Part - II

Education (Optional)

Educational Psychology

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**Pattern of Examination = External Evaluation + Internal Evaluation
60 Marks + 40 Marks = 100 Marks**

NATURE OF QUESTION PAPER

❖ **External Evaluation for 60 Marks**

Que.1 Choose the correct alternative	12 Marks
Que-2- Write short answer (any 04 out of 06)	12 Marks
Que-3 – Write short notes (any 02 out of 04)	12 Marks
Que-4- Broad answer question (any 01 out of 02)	12 Marks
Que-5- Broad answer question (no choice)	12 Marks

❖ **Internal Evaluation System for 40 Marks –**

Choose any three of following -

Home Assignment / Unit Test / Tutorial / Oral / Seminar / Field Work /
Study Tour Report / Case Study etc.

❖ **Passing Criteria –**

1. Written Exam (UA) – 24 out of 60
2. College Assessment (CA) – 16 out of 40

P. A. H. SOLAPUR UNIVERSITY, SOLAPUR



Name of the Faculty

Interdisciplinary (Education)

Revised Semester Pattern Syllabus with CBCS

Under NEP 2020

Name of the Course

B. A. II Education (Optional)

Type of Paper: Generic Elective / Open Elective (GE/OE)

Credits: 02 per Semester

With effect from June-2025

1) PREAMBLE:

This syllabus of B.A-II of Development of Education in India will help the students in understanding the aims and objectives of the education in British period and after Independence era. It also helps to understand the different curriculums introduced in British period and after Independence era. This course enables the students to understand the different methods of teaching used in British period and after Independence era. This course study will help the students to understand the discipline of student and the role of a teacher in British period and after Independence 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 British period and after Independence 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 OBJECTIVE 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 British period and after Independence era.
- 2) To enable the students to understand the different curriculums introduced in British period and after Independence era.
- 3) To enable the students to understand the different methods of teaching used in British period and after Independence era.
- 4) To enable the students to understand the discipline of student and the role of a teacher in British period and after Independence 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 British period and after Independence 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:

Development of Education in India – I

On Successful completion of the course, the students will be able to:

- 1) Explain the aims and objectives of education in British period.
- 2) Express the curriculum and methods of teaching used in British period
- 3) Discuss the discipline of students and role of teacher in British period.
- 4) Identify different aspects of Mudliyar Commission 1952.

Development of Education in India – II

- 1) Express the recommendations made by different Commissions like Kothari Commission and the National Policy on Education 1986 and 1992.
- 2) Summarize the changes brought by the National Policy on Education 1986 and 1992.
- 3) Compare the recommendations made by Mudliyar Commission and Kothari Commission.
- 4) Think critically on recommendations made by the National Policy on Education 1986 and 1992.

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 under NEP 2020 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)		
1	Development of Education - I	(As approved by Govt.)						
		L	T	P	Total	Theory	Term work	Total
		2 per Div.	02	-----	02	30 + 20	Semester	50
2	Development of Education - II	2 per Div.	02	-----	02	30 + 20	Semester	50

9) SCHEME OF EXAMINATION:

* The theory paper shall carry 30 marks (UA) and 20 marks (CA) for college 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 - I	30	02	20	30	50
2.	Year – II Semester – IV Paper - II	30	02	20	30	50
	Total	60	04	40	60	100

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.	Education in British Period	15	01
2.	Secondary Education Commission 1952 (Dr. Mudaliyar Commission)	15	01
	Total	30	02

Year – II Semester - IV			
Sr. No.	Unit	Total Periods	Credits
1.	Kothari Commission 1964-66	15	01
2.	National Policy on Education 1986 and Revised National Policy on Education 1992	15	01
	Total	30	02

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Revised Syllabus (CBCS Pattern under NEP 2020 w.e.f. June 2025)

B.A. Part-II

Education (GE/OE)

Semester- III - Paper- 1 – Development of Education in India - I

[Credits: 02 Theory-(04)]

Lectures: 30

Credits: 02

Maximum Marks: 50

Internal Assessment Marks: 20

University Assessment Marks: 30

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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

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) "Education in India: Policies, Programmes and Development: Global Perspective" by J.C. Aggarwal:
- 4) "Development of Education System in India: A Source Book For Teacher Educators And Teachers-In-Training" by A.S. Thakur and Sandeep Berwal:
- 5) "Reimagining Indian Education: India Needs a Revolution in Education, Reforms Won't Do" by Vardan Kabra:
- 6) "Future of the Indian Education System: How relevant is the national education policy 2020?" by Joseph K Thomas

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Revised Syllabus (CBCS Pattern under NEP 2020 w.e.f. June 2025)

B.A. Part-II

Education (GE/OE)

Semester- IV - Paper- 2 – Development of Education in India - II

[Credits: 04 Theory-(04)]

Lectures: 30

Credits: 02

Maximum Marks: 50

Internal Assessment Marks: 20

University Assessment Marks: 30

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UNIT-1- KOTHARI COMMISSION (1964-1966)

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

UNIT-2- 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) "Education in India: Policies, Programmes and Development: Global Perspective" by J.C. Aggarwal:
- 4) "Development of Education System in India: A Source Book For Teacher Educators And Teachers-In-Training" by A.S. Thakur and Sandeep Berwal:
- 5) "Reimagining Indian Education: India Needs a Revolution in Education, Reforms Won't Do" by Vardan Kabra:
- 6) "Future of the Indian Education System: How relevant is the national education policy 2020?" by Joseph K Thomas:

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Revised Syllabus (CBCS Pattern under NEP 2020 w.e.f. June 2025)

B.A. Part - II

Education (GE/OE)

Development of Education in India

**Pattern of Examination = External Evaluation + Internal Evaluation
30 Marks + 20 Marks = 50 Marks**

NATURE OF QUESTION PAPER

❖ **External Evaluation for 30 Marks**

Que.1 Choose the correct alternative	06 Marks
Que-2- Write short answer (any 02 out of 04)	06 Marks
Que-3 – Short Notes (any 01 out of 02)	06 Marks
Que-4- Broad answer question (any 01 out of 02)	12 Marks

❖ **Internal Evaluation System for 20 Marks –**

Choose any three of following -

Home Assignment / Unit Test / Tutorial / Oral / Seminar / Field Work /
Study Tour Report / Case Study etc.

❖ **Passing Criteria –**

1. Written Exam (UA) – 12 out of 30
2. College Assessment (CA) – 08 out of 20

P. A. H. SOLAPUR UNIVERSITY, SOLAPUR



Name of the Faculty

Interdisciplinary (Education)

Semester Pattern Syllabus with CBCS

Under NEP 2020

Name of the Course

Skill Enhancement Courses (SEC)

B. A. II Education (Optional)

With effect from June-2025

1) PREAMBLE:

The evolving landscape of education and personal development underscores the critical importance of guidance and counseling as integral components of holistic student support. Recognizing the diverse challenges faced by students in their academic and personal lives, this syllabus for the Guidance and Counseling course for second-year Bachelor of Arts students aims to equip learners with theoretical knowledge and practical skills necessary for effective counseling practices.

This course seeks to foster an understanding of the psychological, emotional, and social dimensions of student life, emphasizing the role of a counselor as a facilitator of personal growth and academic success. By exploring various counseling theories, techniques, and ethical considerations, students will develop the capacity to address issues such as stress management, career guidance, interpersonal relationships, and mental health.

In an era where mental well-being is paramount, this syllabus encourages students to engage critically with the material, participate in interactive discussions, and apply their learning through practical experiences. Through this journey, students will not only enhance their own self-awareness and empathy but also prepare to contribute positively to the welfare of their peers and communities. With an emphasis on inclusivity and respect for diverse backgrounds and perspectives, the Guidance and Counseling course aspires to cultivate compassionate and competent individuals ready to navigate the complexities of modern life. By the end of this course, we envision our students as informed advocates who can inspire and empower others on their paths to personal and academic fulfillment.

2) GENERAL OBJECTIVES OF THE COURSE:

The objectives of a Guidance and Counseling syllabus for a Bachelor of Arts (BA) second-year program typically aim to provide students with essential knowledge and skills related to personal development, academic guidance, and career planning. While the exact objectives can vary by institution, here are some common objectives that might be included in such a syllabus:

1. *Understanding of Guidance and Counseling Concepts*:

- To provide students with a clear understanding of the fundamental principles and theoretical frameworks of guidance and counseling.

2. *Skill Development*:

- To equip students with practical counseling skills, including active listening, empathy, rapport building, and effective communication.

3. *Awareness of Different Counseling Approaches*:

- To expose students to various counseling techniques and approaches (e.g., cognitive-behavioral therapy, person-centered therapy, solution-focused counseling).

4. *Cultural Competence*:

- To foster awareness and appreciation of cultural diversity and its impact on the counseling process.

5. ***Facilitation of Personal Development*:**

- To encourage self-reflection and personal growth among students, enhancing their self-awareness and interpersonal skills.

6. ***Group Counseling Skills*:**

- To introduce students to group counseling dynamics and the skills required to facilitate group sessions.

These objectives aim to prepare students not only for roles in guidance and counseling but also in various other fields that require strong interpersonal and communication skills, critical thinking, and an understanding of human behavior.

3) COURSE OUTCOMES:

Course Outcomes for Guidance and Counseling

1. ***Understanding of Theoretical Frameworks*:**

- Students will be able to describe and differentiate between major theories of counseling and guidance, including psychodynamic, humanistic, behavioral, cognitive, and systemic approaches.

2. ***Development of Counseling Skills*:**

- Students will demonstrate effective communication and counseling techniques, including active listening, empathy, questioning, and summarizing.

3. ***Application of Ethical Standards*:**

- Students will understand and apply ethical principles and standards in counseling practices, including confidentiality, informed consent, and professional boundaries.

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4 ***Cultural Competency*:**

- Students will demonstrate an understanding of cultural diversity and its impact on counseling, and will be able to apply culturally appropriate practices.

5 ***Group Counseling Dynamics*:**

- Students will understand the principles of group counseling and will be able to facilitate supportive group environments.

4) DURATION:

- * The course shall be a full time course.
- * The duration of the course shall be of **ONE YEAR**.

5) PATTERN:

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

6) ELIGIBILITY FOR ADMISSION:

BA-I 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 cour

8) SEMESTER (IV)

Scheme of Teaching and Examination

Sr . N o.	Subject/ Paper	Teaching Scheme (Hrs/ Week)				Examination Scheme (Marks)		
1	Guidance & Counseling	(As approved by Govt.)						
		L	T	P	Total	Theory	Term work	Total
		2 per Div.	02	-----	02	30 + 20	Semester	50

9) SCHEME OF EXAMINATION:

- * The theory paper shall carry 30 marks (UA) and 20 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 – IV	30	02	20	30	50
	Total	30	02	20	30	50

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

Year – II Semester – IV			
Sr. No.	Unit	Total Periods	Credits
1.	Guidance	15	01
2.	Counseling	15	01
	Total	30	02

PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

New Revised Syllabus (CBCS Pattern w.e.f. June 2024)

Skill Enhancement Course (SEC) - Education (Optional)

Semester- IV

Guidance & Counseling

[Credits: 02 Theory-(02)]

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 20

University Assessment Marks: 30

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UNIT-1: Guidance

- 1) Guidance : Meaning, Definition ,Concept
- 2) Characteristics, Objectives & Need of Guidance
- 3)Principles ,Process & Fields of Guidance
- 4) Function and Advantage of Educational Guidance

UNIT-2: Counseling

- 1) Counseling : Meaning, Definition ,Concept
- 2) Characteristics, Scope & Need of Counseling
- 3)Objectives, Principles, Techniques of Counseling
- 4) Difference between guidance and Counseling

List of Reference Books:

- 1) Aggarwal J.C. : Educational and Vocational Guidance and Counseling' :2009
- 2) Best J.W.J.V.Khan: 'Research in Education': Tenth Edition(New Delhi;PHI Learning Private Ltd;M-97ConnaughtCircle,New Delhi)
- 3)David A:Guidance and Counselling (New Delhi:Commonwealth Publishers,New Delhi)
- 4)Guidance and Counselling: by Diwakar Singh Sikarwar: A handbook focused on school counseling.
- 5)Counselling and Guidance: by S. Rao: A comprehensive text on the subject.
- 6)Theory and Practice of Counselling and Therapy: by Richard Nelson-Jones: Explores the theoretical foundations and practical applications of counseling.
- 7)Handbook on School Counselling: by Diwakar Singh Sikarwar: Focuses on school-based counseling practices.
- 8)Principles of Guidance and Counselling: by K.K. Shrivastava: A text focusing on the core principles of guidance and counseling.
- 9)समुपदेशन (Marathi) - Kalpana Jamgade (available on Amazon.in): This book is a valuable resource for understanding guidance and counselling principles.
- 10)Fingerprint Nirdeshan Evam Paramarsh (GUIDANCE AND COUNSELLING) (available on Flipkart): This book is suitable for those studying Guidance and Counselling, especially in B.Ed programs.
- 11)Guidance and Counselling - Prof. Dr. Bapusaheb Chugule (available on Indiamart): This book provides in-depth information on guidance and counselling.
- 12)मार्गदर्शन आणि समुपदेशन (available on prashantpublications.com): This book covers topics relevant to guidance and counselling practices.

PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

New Revised Syllabus (CBCS Pattern w.e.f. June 2024)

Skill Enhancement Course (SEC)

Education (Optional)

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Pattern of Examination= External Evaluation+ Internal Evaluation

30 Marks + 20 Marks = 50 Marks

NATURE OF QUESTION PAPER

❖ **External Evaluation for 30 Marks**

Que.1 Choose the correct alternative	06 Marks
Que-2- Write short answer (any 02 out of 04)	06 Marks
Que-3 – Short Notes (any 01 out of 02)	06 Marks
Que-4- Broad answer question (any 01 out of 02)	12 Marks

❖ **Internal Evaluation System for 20 Marks –**

Choose any one of following -

Home Assignment / Unit Test / Tutorial / Oral / Seminar / Field Work

❖ **Passing Criteria –**

1. Written Exam – 12 out of 30
2. Continuous Assessment (CA) – 08 out of 20

P. A. H. SOLAPUR UNIVERSITY, SOLAPUR



Name of the Faculty

Interdisciplinary (Education)

Revised Semester Pattern Syllabus with CBCS

Under NEP 2020

Name of the Course

B. A. III Education (Optional)

Type of Paper: Minor – V & VI

Credits: 04 per Semester

With effect from June-2026

1) PREAMBLE:

This syllabus of B.A III of Current Trends in Education will help the students in understanding the concept of current trends and types of current trends in education. It will also help to understand the new trends in teaching and learning. This course enables the students to understand the concept of E-learning, tools of E-learning and role of teacher in E-learning. This course study will help the students to understand the importance of co-operative and self-learning, types and process of co-operative and self-learning. This course will help to understand the concept of education for peace and stress management, useful methods for education for peace and stress management and role of education for education for peace and stress management. This course will help the students to know the concept, characteristics and nature of SWOT analysis. This course will be helpful in creating awareness about environment education for sustainable development and various activities for sustainable development.

2) GENERAL OBJECTIVE OF THE COURSE:

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

- I. To enable the students to understand the concept and types of current trends in education.
- II. To enable the students to understand the concept and tools of E-learning.
- III. To develop understanding about the process and methods of co-operative learning.
- IV. To enable them to understand importance and process of self-learning.
- V. To understand the concept of education for peace and stress management.
- VI. To acquaint students with useful methods for education for peace and stress management.
- VII. To enable the students to understand the characteristics and nature of SWOT analysis.
- VIII. To create awareness about environment education for sustainable development.

3) COURSE OUTCOMES:

Current Trends in Education I

On Successful completion of the course, the students will be able to:

- 1) Describe the concept and types of current trends in education.
- 2) Express their views on concept and tools of E-learning.

- 3) Explain the concept of process and methods of co-operative learning.
- 4) Discuss and compare the importance and process of self-learning.

Teaching and Learning

On Successful completion of the course, the students will be able to:

- 1) Discuss the concept of education for peace and stress management.
- 2) Classify and illustrate the useful methods for education for peace and stress management.
- 3) Think critically and explain the characteristics and nature of SWOT analysis.
- 4) Identify different aspects of environment education for sustainable development.

4) DURATION:

* The course shall be a full time course.

* The duration of the course shall be of **ONE YEAR / SEMESTERS V to VI**

5) PATTERN:

Pattern of Syllabus will be CBCS under NEP 2020 and pattern of examination will be Semester System.

6) ELIGIBILITY FOR ADMISSION:

S.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 (V TO VI)

Scheme of Teaching and Examination

Sr. No.	Subject/ Paper	Teaching Scheme (Hrs/ Week)				Examination Scheme (Marks)		
1	Current Trends in Education – I	(As approved by Govt.)						
		L	T	P	Total	Theory	Term work	Total
		4 per Div.	04	-----	04	60 + 40	Semester	100
2	Current Trends in Education - II	4 per Div.	04	-----	04	60 + 40	Semester	100

9) SCHEME OF EXAMINATION:

* The theory paper shall carry 60 marks (UA) and 40 marks (CA) for college 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 – III Semester – V Paper – V	60	04	40	60	100
2.	Year – III Semester – VI Paper – VI	60	04	40	60	100
	Total	120	08	80	120	200

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

Year – III Semester – V			
Sr. No.	Unit	Total Periods	Credits
1.	Introduction to recent trends in education	15	01
2.	E-Learning	15	01
3.	Cooperative Learning	15	01
4.	Self-Learning	15	01
	Total	60	04

Year – III Semester - VI			
Sr. No.	Unit	Total Periods	Credits
1.	Education for Peace	15	01
2.	Stress Management and Education	15	01
3.	SWOT Analysis	15	01
4.	Environmental Education for Sustainable Development	15	01
	Total	60	04

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY,
SOLAPUR**

Revised Syllabus (CBCS Pattern under NEP 2020 w.e.f. June 2026)

B.A. Part-III

Education (Optional)

Semester- V - Paper- 5 – Current Trends in Education - I

[Credits: 04 Theory-(04)]

Lectures: 60

Credits: 04

Maximum Marks: 100

Internal Assessment Marks: 40

University Assessment Marks: 60

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UNIT-1:- INTRODUCTION TO CURRENT TRENDS IN EDUCATION

- a) Concept and creation of trends
- b) Causes of accepting new trends
- c) History of trends in education
- d) Classification of new trends in education

UNIT-2: E-LEARNING

- a) Concept and characteristics of E-learning
- b) Useful tools of E-learning
- c) Role of teacher in E-learning
- d) Merits of E-learning

UNIT-3: COOPERATIVE LEARNING

- a) Concept and characteristics of Cooperative learning
- b) Essential factors of Cooperative learning method
- c) Types of Cooperative learning method
- d) Merits of Cooperative learning

UNIT-4: SELF-LEARNING

- a) Concept and need of Self-learning
- b) Objectives of Self-learning
- c) Process and tools of Self-learning
- d) Characteristics of Self-learning programme

List of Reference Books:

- 1) Agrawal, J. C. (2008). Essentials of Educational Technology & Innovations in Teaching-Learning, New Delhi : Vikas Publishing House.
- 2) Chauhan S. S. (2007). Innovations in Teaching-Learning Process, New Delhi : Vikas Publishing House.
- 3) Siddiqui, M. H. (2005). Techniques of Classroom Teaching, New Delhi : APH Publishing Corporation.
- 4) "Recent Trends in Education (Volume - 12)" is edited by Dr. A.C. Lal Kumar.
- 5) Navigating innovative technologies and intelligent systems in modern education by Madhulika Bhatia (Ed.); Muhammad Tahir Mushtaq (Ed.). -5 May 2025 —
- 6) Recent trends in education. IVS. Commonwealth. Publishers. 218 370.1, SIN. Singh, Uttam Kumar
- 7) New Trends in Education- M B Chaudhari, Swati Tayade ISBN: 9789385019869-

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B.A. Part-III

Education (Optional)

Semester- VI - Paper- 6 – Current Trends in Education - II

[Credits: 04 Theory-(04)]

Lectures: 60

Credits: 04

Maximum Marks: 100

Internal Assessment Marks: 40

University Assessment Marks: 60

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UNIT-1:-EDUCATION FOR PEACE

- a) Concept of Education for Peace
- b) Essential Factors for Peace Education
- c) Useful methods for Education for Peace
- d) Role of Teacher for Education for Peace

UNIT-2: STRESS MANAGEMENT AND EDUCATION

- a) Meaning and Types of Stress
- b) Causes of Stress
- c) Effects of Stress
- d) Stress Management

UNIT-3- SWOT ANALYSIS

- a) Meaning of SWOT Analysis
- b) Nature or Types of SWOT Analysis
- c) Characteristics of SWOT Analysis
- d) Merits of SWOT Analysis

UNIT-4- ENVIRONMENT EDUCATION FOR SUSTAINABLE DEVELOPMENT

- a) Concept of Environment and Sustainable Development
- b) Problems in Sustainable Development
- c) Role of Education for Sustainable Development
- d) Various Activities for Sustainable Development

List of Reference Books:

- 1) Agrawal, J. C. (2008). Essentials of Educational Technology & Innovations in Teaching-Learning, New Delhi : Vikas Publishing House.
- 2) Chauhan S. S. (2007). Innovations in Teaching-Learning Process, New Delhi : Vikas Publishing House.
- 3) Siddiqui, M. H. (2005). Techniques of Classroom Teaching, New Delhi : APH Publishing Corporation.
- 4) "Recent Trends in Education (Volume - 12)" is edited by Dr. A.C. Lal Kumar.
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B.A. Part - III

Education (Optional)

Current Trends in Education

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**Pattern of Examination = External Evaluation + Internal Evaluation
60 Marks + 40 Marks = 100 Marks**

NATURE OF QUESTION PAPER

❖ **External Evaluation for 60 Marks**

Que.1 Choose the correct alternative	12 Marks
Que-2- Write short answer (any 04 out of 06)	12 Marks
Que-3 – Write short notes (any 02 out of 04)	12 Marks
Que-4- Broad answer question (any 01 out of 02)	12 Marks
Que-5- Broad answer question (no choice)	12 Marks

❖ **Internal Evaluation System for 40 Marks –**

Choose any three of following -

Home Assignment / Unit Test / Tutorial / Oral / Seminar / Field Work /
Study Tour Report / Case Study etc.

❖ **Passing Criteria –**

1. Written Exam (UA) – 24 out of 60
2. College Assessment (CA) – 16 out of 40

