

# **SOLAPUR UNIVERSITY, SOLAPUR**



NAAC Accredited-2015  
'B' Grade (CGPA 2.62)

**Name of the Faculty**

**Education**

**Revised Semester Pattern Syllabus with CBCS**

**Name of the Course**

**B.A. II**

**With effect from June-2017**

### **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 of 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) DURATION:**

\* The course shall be a full time course.

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

#### 4) PATTERN:

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

#### 5) 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.

#### 6) MEDIUM OF INSTRUCTION:

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

#### 7) SEMESTER (III TO VI)

##### 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	70 + 30	Semester	100
2	Development of Education in India	4 per Div.	04	-----	04	70 + 30	Semester	100

#### 8) SCHEME OF EXAMINATION:

\* The theory paper shall carry 70 marks (UA) and 30 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.

#### 9) STANDARD OF PASSING:

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

**10) FRAMEWORK OF THE COURSE:**

<b>Sr. No.</b>	<b>Unit</b>	<b>Total Periods</b>	<b>Credits</b>	<b>Internal Assessment Marks</b>	<b>University Assessment Marks</b>	<b>Total Marks</b>
1.	Year – I Semester - I	60	04	30	70	100
2.	Year – I Semester - II	60	04	30	70	100
3.	Year – II Semester - III	60	04	30	70	100
4.	Year – II Semester - III	60	04	30	70	100
5.	Year – II Semester - IV	60	04	30	70	100
6.	Year – II Semester - IV	60	04	30	70	100
	<b>Total</b>	<b>360</b>	<b>24</b>	<b>180</b>	<b>420</b>	<b>600</b>

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

<b>Year – II Semester - III</b>			
<b>Sr. No.</b>	<b>Unit</b>	<b>Total Periods</b>	<b>Credits</b>
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
	<b>Total</b>	<b>60</b>	<b>04</b>

<b>Year – II Semester - III</b>			
<b>Sr. No.</b>	<b>Unit</b>	<b>Total Periods</b>	<b>Credits</b>
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
	<b>Total</b>	<b>60</b>	<b>04</b>

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

<b>Year – II Semester - IV</b>			
<b>Sr. No.</b>	<b>Unit</b>	<b>Total Periods</b>	<b>Credits</b>
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
	<b>Total</b>	<b>60</b>	<b>04</b>

### **11) Equivalent Subject for Old Syllabus**

<b>Sr. No.</b>	<b>Name of the Old Paper</b>	<b>Name of the New Paper</b>
1)	Educational Psychology and Pedagogy & Andralogy	Educational Psychology
2)	Development of Education in India	Development of Education in India

### **12) Nature of Question Paper**

Que.1 Multiple Choice 14 Marks

Que-2- Answer in brief - (any 07 out of 10) 14 Marks

Que-3 – Write Short Notes on the following (any 02 out of 04) 14 Marks

Que-4- Answer in detail – Broad Question (any 01 out of 02) 14 Marks

Que-5- Answer in detail – Broad Question 14 Marks

**SOLAPUR UNIVERSITY, SOLAPUR**  
**New Revised Syllabus (CBCS Pattern w.e.f. June 2017)**  
**B.A. Part-II**  
**Education (Optional)**  
**Semester- III - Paper- 3 - Educational Psychology**  
**[Credits: 04 Theory-(04)]**

**01 Credit = 25 marks**

**01 Credit = 15 Periods**

Credits: 04

Periods: 60

Maximum Marks: 100

Internal Assessment Marks: 30

University Assessment Marks: 70

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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 B.D. / Safaya R.N. – Educational Psychology And Guidance , DhanpatRai& Sons, Jallandar , Delhi-1967
- 2) Chaube S.P. – Modern psychology in the New Education , Ramprasad and sons, Agra-1996
- 3) Bhatia and Bhatia – A Textbook of Educational Psychology , Delhi, DOUBA HOUSE,1992
- 4) Crow and Crow – Educational Psychology , Ram Nagar, New Delhi, EURESIA PUBLISHING HOUSE, 1979
- 5) शैक्षणिक मानसशास्त्र व अध्यापनशास्त्र - प्रा. एल. जी. देशमुख, फडके प्रकाशन, कोल्हापूर (प्रथम आवृत्ती २००४)
- 6) शैक्षणिक व मानसशास्त्र - डॉ. ह. ना. जगताप, नूतन प्रकाशन, पुणे, १९८८



**SOLAPUR UNIVERSITY, SOLAPUR**

**New Revised Syllabus (CBCS Pattern w.e.f. June 2017)**

**B.A. Part-II**

**Education (Optional)**

**Semester- IV - Paper- 5 – Teaching and Learning**

**[Credits: 04 Theory-(04)]**

**01 Credit = 25 marks**

**01 Credit = 15 Periods**

Credits: 04

Periods: 60

Maximum Marks: 100

Internal Assessment Marks: 30

University Assessment Marks: 70

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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 B.D. / Safaya R.N. – Educational Psychology And Guidance , DhanpatRai& Sons, Jallandar , Delhi-1967
- 2) Chaube S.P. – Modern psychology in the New Education , Ramprasad and sons, Agra-1996
- 3) Bhatia and Bhatia – A Textbook of Educational Psychology , Delhi, DOUBA HOUSE,1992
- 4) Crow and Crow – Educational Psychology , Ram Nagar, New Delhi, EURESIA PUBLISHING HOUSE, 1979
- 5) शैक्षणिक मानसशास्त्र व अध्यापनशास्त्र - प्रा. एल. जी. देशमुख, फडके प्रकाशन, कोल्हापूर (प्रथम आवृत्ती २००४)
- 6) शैक्षणिक व मानसशास्त्र - डॉ. ह. ना. जगताप, नूतन प्रकाशन, पुणे, १९८८
- 7) अध्यापनशास्त्र आणि अध्यापन पद्धती - डॉ. म. बा. कुंडले, व्हीनस प्रकाशन, पुणे, १९९०

**SOLAPUR UNIVERSITY, SOLAPUR**  
**New Revised Syllabus (CBCS Pattern w.e.f. June 2017)**  
**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.

**SOLAPUR UNIVERSITY, SOLAPUR**

**New Revised Syllabus (CBCS Pattern w.e.f. June 2017)**

**B.A. Part-II**

**Education (Optional)**

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

**[Credits: 04 Theory-(04)]**

**01 Credit = 25 marks**

**01 Credit = 15 Periods**

Credits: 04

Periods: 60

Maximum Marks: 100

Internal Assessment Marks: 30

University Assessment Marks: 70

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**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 शिक्षणाचा विकास- प्रा. एल. जी. देशमुख, फडके प्रकाशन, कोल्हापूर (प्रथम आवृत्ती २००४)
- 4) भारतीय शिक्षणाचा विकास- प्रा. एम. एल. जाधव, प्रा. भोसले व प्रा. सरपोतदार, फडके प्रकाशन, कोल्हापूर (प्रथम आवृत्ती २००३)

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**New Revised Syllabus (CBCS Pattern w.e.f. June 2017)**

**B.A. Part-II**

**Education (Optional)**

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

**[Credits: 04 Theory-(04)]**

**01 Credit = 25 marks**

**01 Credit = 15 Periods**

Credits: 04

Periods: 60

Maximum Marks: 100

Internal Assessment Marks: 30

University Assessment Marks: 70

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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

**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 शिक्षणाचा विकास- प्रा. एल. जी. देशमुख, फडके प्रकाशन, कोल्हापूर (प्रथम आवृत्ती २००४)
- 4) भारतीय शिक्षणाचा विकास- प्रा. एम. एल. जाधव, प्रा. भोसले व प्रा. सरपोतदार, फडके प्रकाशन, कोल्हापूर (प्रथम आवृत्ती २००३)