

P. A. H. SOLAPUR UNIVERSITY, SOLAPUR



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

Name of the Faculty

Interdisciplinary (Education)

Revised Semester Pattern Syllabus with CBCS

Under NEP 2020

Name of the Course

Open Elective Course (OE)

Education (Optional)

With effect from June-20234

1) PREAMBLE:

This syllabus of Open Elective Course (OE) History of Indian Education will help the students of any faculty. This course 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:

History of Indian Education - Ancient and Medieval Period

After the completion of this Open Elective 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.

History of Indian Education - British and Post-Independence Period

After the completion of this Open Elective 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.

4) DURATION:

* The course shall be a full time course.

* The duration of the course shall be of **ONE YEAR / SEMESTERS I to II**

5) PATTERN:

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

6) ELIGIBILITY FOR ADMISSION:

12th 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 (I TO II)

Scheme of Teaching and Examination

Sr. No.	Subject/ Paper	Teaching Scheme (Hrs/ Week)				Examination Scheme (Marks)		
1	History of Indian Education – Ancient & Medieval Period	(As approved by Govt.)						
		L	T	P	Total	Theory	Term work	Total
		4 per Div.	04	-----	04	40 + 10	Semester	50
2	History of Indian Education – British & Post-Independence Period	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 – I Semester – I Paper - I	60	04	10	40	50
2.	Year – I Semester – II Paper - II	60	04	10	40	50
	Total	120	08	20	80	100

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

Year – I Semester – I			
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 – I Semester – II			
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

PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

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

Open Elective Course (OE) - Education (Optional)

Semester- I - Paper- I –

History of Indian Education - Ancient and Medieval Period

[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) Takshasheela
- b) Nalanda

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 2024)

Open Elective Course (OE) - Education (Optional)

Semester- II - Paper- II –

History of Indian Education - British and Post-Independence Period

[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:- 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)

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New Revised Syllabus (CBCS Pattern w.e.f. June 2024)
Open Elective Course (OE)
Education (Optional)
History of Indian Education

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

Open Elective Course (OE)

Education (Optional)

History of Indian Education

**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