

# **Punyashlok Ahilyadevi Holkar Solapur University, Solapur**



## **Faculty of Interdisciplinary Studies**

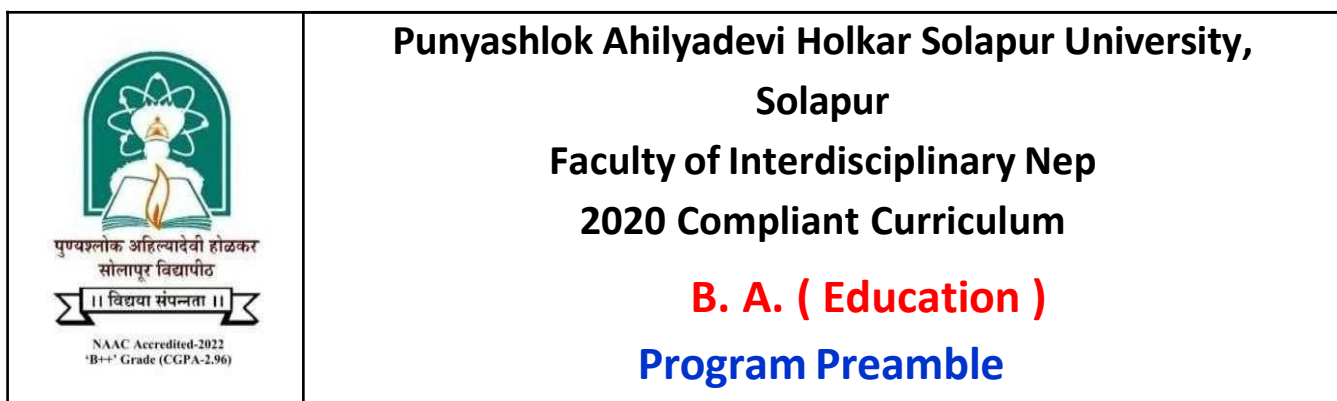
### **CBCS Pattern Syllabus**

**As per NEP 2020**

**B. A. I (Sem. – I & II)**

### **Education**

**With effect from June – 2024-25**



The Bachelor of Arts (B.A) in Education is a unique and dynamic program designed to provide students with a deep understanding of the fundamental principles of music, sound, rhythm along with the practical skills required to apply this knowledge in various performing arts. Aligned with the vision of the National Education Policy (NEP) 2020, the program offers a flexible, multidisciplinary, and learner-centric curriculum that encourages practical presentation, critical thinking, innovation, research and holistic development. The B.A. Music program spans four years, with each year offering a progressively advanced curriculum designed to build a strong foundation in music while allowing for specialization and interdisciplinary learning. The curriculum is structured around several key components:

1. **Minor Courses:** Students have the opportunity to choose minor courses from related or distinct disciplines, promoting an interdisciplinary approach to learning. This flexibility allows students to complement their education with insights from fields such as mathematics, physics, literature, dance, drama, painting, enhancing their versatility and broadening their career prospects.
2. **Open Electives/General Electives:** The program encourages intellectual exploration beyond the core discipline by offering a wide range of elective courses. These electives enable students to pursue their interests in diverse subjects, fostering creativity, critical thinking, and a well-rounded educational experience.
3. **Vocational and Skill Enhancement Courses:** Practical skills and theoretical proficiency are integral to the program, with vocational and skill enhancement courses providing hands-on experience in areas such as musical programs, teaching, composing, arranging, vocal and instrumental designs in classical, folk and light music. These courses are designed to prepare students for immediate employment and equip them with the tools necessary for career advancement.
4. **Ability Enhancement Courses (AEC), Indian Knowledge System (IKS), and Value Education Courses (VEC):** In alignment with NEP 2020, the program integrates courses that emphasize the Indian Knowledge System, ethical values, and life skills. These courses foster a deep appreciation for India's rich cultural heritage, while also developing essential communication and ethical decision-making skills

that are vital for personal and professional growth.

5. **Field Projects/Internships/Apprenticeships/Community Engagement Projects /On-Job Training:** To bridge the gap between theoretical knowledge and real-world applications, the program includes opportunities for field projects, internships, apprenticeships, and community engagement. These experiences provide students with practical insights, problem-solving abilities, and exposure to professional environments, enhancing their readiness for careers in music and related fields.
6. **Research Methodology and Research Projects:** Research is a critical component of the B.A. Education program, with students acquiring skills in research methodology, data collection, analysis, and musical notation, reference from various granth and books. By engaging in independent research projects, students are encouraged to develop innovative thinking for advanced studies and research-oriented careers.

### **Multiple Entry and Multiple Exit Options**

In accordance with the NEP 2020, the B.A. Education program incorporates a Multiple Entry and Multiple Exit framework, offering students the flexibility to enter or exit the program at various stages. This approach ensures that students can tailor their educational journey according to their personal and professional goals, with options to earn certificates, diplomas, or degrees based on the duration of study completed.

- **Year 1:**  
Upon completion of the first year, students may exit with a **Certificate in Education**
- **Year 2:**  
After two years, students may choose to exit with a **Diploma in Education**
- **Year 3:**  
Completion of the third year qualifies students for a **B.A. Degree in Education**
- **Year 4:**  
The fourth year offers an advanced curriculum with a focus on research, allowing students to graduate with an **Honors Degree in Education**

**Eligibility for B.A. Music** – For admission in to Bachelors Degree of Arts one should pass higher secondary school certificate examination i.e. H.S.C. or 12 Arts, Commerce, Science or equivalent examination from a recognized board.

 <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संपन्नता ॥ NAAC Accredited-2022 'B++' Grade (CGPA-2.96)</p>	<p style="text-align: center;"><b>Punyashlok Ahilyadevi Holkar Solapur University, Solapur</b> <b>Faculty of Interdisciplinary</b> <b>Nep 2020 Compliant</b> <b>Curriculum</b> <b>B.A. ( Education)</b> <b>Program Specific Outcomes (PSOs)</b></p>
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Students graduating from **B.A. ( Education)** will able to:

**PSO1: Mastery in Education subject :-** This subject will help the students in identify the major problems in Education especially rural and urban areas and find the solutions, Intelligence theories, learning theories, teaching as science and art, development of education in Ancient, medieval, British and Post independence period, ancient educational institutes,

**PSO2: To enable the students to understand the concept, of psychology, methodologies used in psychological studies, tests used for calculating intelligence, concept of learning and teaching, qualities of a good teacher, characteristics features of adolescent students,**

**PSO3: To enable the students to understand the concept of philosophy, education, relationship between philosophy and education, role of education cultural transmission, concept of sociology , social groups, role of education in social change etc.**

**Punyashlok Ahilyadevi Holkar Solapur Vidyapith, Solapur**  
**Credit Distribution Structure for Three / Four Years Honours / Honours with Research B.A. Degree Programm**  
**with Multiple Entry and Exit Option CBCS (NEP 2020)**  
**B.A. I Music (Sem. I & II) wef 2024-25**

Level	SEM	Major		Minor	GE/OE	VSC/SEC (VSEC)	AEC/VEC/IKS	OJT/FP/ CEP/CC/ RP	Total Credits	
		Mandatory	Electives							
4.5	I			M-1DSC-I (4) Phulosophical Foundation of Education Course Code—G03- 0103	GE - (2) Music - (1 + 1) Paper I - History of Indian Education-I <b>G03-GE- OE-103</b>	SEC - (2) (Major or Minor Related) Education - (1 + 1) - Paper I - <b>Value Education G03-SEC 103</b>	AEC L-I (English) (2) VEC (Constitution of India) (2) IKS (Generic Related) (2)		22	UG CERTIFICATE 44
	II			M-1DSC-I (4) Sociological Foundation of Education Code—G03- 0103	GE - (2) Education - (1 + 1) Paper II – History of Indian Education-II- <b>G03-GE- OE-103</b>	SEC - (2) Education - (1 + 1) <b>Self- Learning and Training of Values G03-SEC 103</b>	AEC L – 1 (English) (2) VEC (Environment Studies) (2)	CC - (2)	22	
Credits		24			4	6	10		44	

Exit Option - Award of UG Certificate in Major with 44 Credits and additional 4 credits Core / Internship or Continue with Major and Minor

# Punyshlok Ahilyadevi Holkar Solapur University, Solapur

B.A. Part -I (Sem. I & II) NEP 2020 w.e.f. 2024-25

Sem. I

Level	Sem. I	Title of the Paper	Semester Exam			Total Credits	
			UA		CA		Total
			Th	Pra	Th		
<b>4.5</b>	<b>Subject</b>	<b>Major – Mandatory (DSC)</b>					
	M-1 DSC-I	Philosophical Foundation of Education Code—G03-0103	60		40	100	4
	M-2 DSC-1	Other Subject	60		40	100	4
	M-3 DSC-II	Other Subject	60		40	100	4
	GE/OE	History of Indian Education -I <b>G03-GE-OE-103</b>	30		20	50	2
		<b>Vocational and Skill VSC, SEC (VSEC) and IKS</b>					
	SEC -	<b>Value Education G03-SEC 103</b>	30		20	50	2
	VEC-	-	30		20	50	2
	IKS -	(Generic Related)	30		20	50	2
	AEC -	-	30		20	50	2
		<b>OJT, FP, CEP, CC, RP</b>					
	-	-	-	-	-	-	-
			<b>Total Credits</b>				<b>22</b>


# Punyshlok Ahilyadevi Holkar Solapur University, Solapur

B.A. Music Part -I (Sem. I & II) NEP 2020 w.e.f. 2024-25

Sem. II

Level	Sem. II	Title of the Paper	Semester Exam			Total Credits	
			UA		CA		Total
			Th	Pra	Th		
<b>4.5</b>	<b>Sem. II</b>	<b>Major – Mandatory (DSC)</b>					
	M-1 DSC-II	Sociological Foundation of Education Code—G03-0103	60		40	100	4
	M-2 DSC-II	Other Subject	60		40	100	4
	M-3 DSC-II	Other Subject	60		40	100	4
	GE/OE	History of Indian Education – II <b>G03-GE-OE-103</b>	30		20	50	2
		<b>Vocational and Skill VSC, SEC (VSEC) and IKS</b>					
	SEC -	<b>Self-Learning and Training of Values G03-SEC 103</b>	15	15	20	50	2
	AEC -		30		20	50	2
	VEC -		30		20	50	2
		<b>OJT, FP, CEP, CC, RP</b>					
	CC	-	30		20	50	2
		<b>Total Credits</b>					<b>22</b>



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<p><b>*Teaching Scheme</b>  <b>Lectures:04 Hours/week, 04</b>  <b>Credits</b>  <b>Theory -04 credits</b>  <b>Total Credits 4 – 60 Hours/ week</b></p>	<p><b>*Examination Scheme</b>UA:60  <b>Marks = (60 Marks Theory)</b>  <b>CA: 40 Marks</b></p>

1) **Preamble** – This syllabus of B.A-I of Philosophical and Sociological Foundation of Education will help the students in understanding the concept of philosophy, classes of philosophy and relation of philosophy with education. It will also help to understand the importance of Philosophy in life of every individual. This course will enable the students to understand the objectives and functions of Education at different levels. This course study will help the student's importance of discipline, types of discipline and importance of discipline in human life. This course will help to understand the relationship between sociology and education, and the concept of Educational Sociology, social groups, types of social groups and importance of social groups. This course will be helpful in creating awareness about the different educational problems in rural and urban India. This course will also help to know the need and importance of national integration in the field of education.

<p><b>Course Objectives:</b>  During this course, the student is expected to:</p>
<p>1) To initiate the students in understanding the concept of philosophy, classes of philosophy and relation of philosophy with education.</p>
<p>2) To enable the students to understand the aims and objectives of education and functions of education.</p>
<p>3) To enable the students to understand the different reasons of indiscipline and their remedies</p>
<p>4) To help the students in learning the educational works of different educationists.</p>
<p><b>Course Outcomes:</b>  At the end of this course, students will be able to:</p>

1. Describe the concept of education and philosophy.
2) Illustrate the relation of philosophy with education.
3. Explain the aims, objectives and functions of education.
4. Think critically and discuss different reasons of indiscipline and suggest the remedies on it.
5) Interpret the educational works of different educationists.

## Theory

<b>Unit-1: Role of Philosophy in Education</b>	<b>No. of lectures- 15</b>	<b>Weightage:15 Marks</b>
<p><b>Unit content:</b></p> <ul style="list-style-type: none"> <li>a) Concept of Philosophy</li> <li>b) Concept of Education</li> <li>c) Characteristics of Education</li> <li>d) Relation between philosophy and Education with regards to following components               <ul style="list-style-type: none"> <li>I) aims</li> <li>II) Curriculum</li> <li>III) Methods of teaching</li> <li>iv) Discipline</li> <li>v) Role of teachers</li> </ul> </li> </ul>		
<b>Unit-2: Aims and Functions of Education</b>	<b>No. of lectures- 15</b>	<b>Weightage:15 Marks</b>
<p><b>Unit content:</b></p> <ul style="list-style-type: none"> <li>a) Aims and Objectives of Education at different levels in post independent period in India               <ul style="list-style-type: none"> <li>I) Primary Education</li> <li>II) Secondary Education</li> </ul> </li> <li>b) Functions of Education</li> <li>c) Individual Development - (Development of Knowledge, Skills, Interest and Appreciation)</li> <li>d) Other Functions of Education</li> </ul>		
<b>Unit 3 : FREEDOM AND DISCIPLINE</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<p><b>Unit content:</b></p> <ul style="list-style-type: none"> <li>a) Concept of freedom</li> <li>b) Concept of discipline</li> <li>c) Types of Discipline</li> <li>d) Causes of indiscipline</li> <li>e) Remedies to maintain discipline</li> </ul>		
<b>Unit-4: STUDY OF SOME MAJOR EDUCATIONISTS</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>

**Unit content:**

Educational work and thoughts of

- A) Mahatma Gandhi
- B) Dr. Karmaveer Bhaurao Patil
- C) Mahatma Phule

**Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unit wise weightage distribution.**

**College Level Assessment (CA) Activities:****List of Assignments/Test/Tutorial/Study tour report etc. Any two of the following:**

1.	Assignment
2.	Unit Test
3.	Tutorial
4.	Online Quiz

**Reference Books**

1) Agrawal, J.C, (1989). Theory and Principles of Education.  
Vikas Publishing House, Pvt. Ltd., New Delhi.

2) Bhatia, K. and Bhatia, B. (1992). The Philosophical and Sociological foundation of Education. Prentice Hall, New Delhi.

3) Chobhe, S. P. and Akhilesh, (1996). Philosophical and Sociological Foundation of Education. Prentice Hall, New Delhi.

4) Rai, B. C. (2010). Theory of Education - Philosophical and Sociological bases of Education, New Delhi

5) Mathur, S. S. (2007 ). A Sociological approach to Indian Education. Arihant Publication, Mumbai.

6) NCERT, (2005). The Teacher and Education in Emerging Indian Society, New Delhi.

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**

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

**B.A. Part-I**

**Education (Optional)**

**Semester- I - Paper- 1 – Philosophical Foundation of Education**

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

**Credits: 04**

**Periods: 60**

**Maximum Marks: 100**

**Internal Assessment Marks: 40**

**University Assessment Marks: 60**

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**UNIT-1:- ROLE OF PHILOSOPHY IN  
EDUCATION**

- e) Concept of Philosophy
- f) Concept of Education
- g) Characteristics of Education
- h) Relation between philosophy and Education with regards to following components
  - I) aims
  - II) Curriculum
  - III) Methods of teaching
  - vi) Discipline
  - vii) Role of teachers

**UNIT-2: AIMS AND FUNCTIONS OF  
EDUCATION**

- e) Aims and Objectives of Education at different levels in post independent period in India
  - I) Primary Education
  - II) Secondary Education
- f) Functions of Education
  - I) Individual Development -  
(Development of Knowledge, Skills, Interest and Appreciation)
  - II) Other Functions of Education


### **UNIT-3-FREEDOM AND DISCIPLINE**

- a) Concept of freedom
- b) Concept of discipline
- c) Types of Discipline
- d) Causes of indiscipline
- e) Remedies to maintain discipline

### **UNIT-4- STUDY OF SOME MAJOR EDUCATIONISTS**

Educational work and thoughts of

- a) Mahatma Gandhi
- b) Dr. Karmaveer Bhaurao Patil
- c) Mahatma Phule

 <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संपन्नता ॥ NAAC Accredited-2022 'B++' Grade (CGPA-2.96)</p>	<p align="center"><b>Punyashlok Ahilyadevi Holkar Solapur University, Solapur</b></p> <p align="center"><b>First Year B.A. ( Education) Semester-I</b></p> <p align="center"><b>Vertical : GE/OE</b></p> <p><b>Course Code:</b> G03-GE-OE-103</p> <p><b>Course Title :</b> History of Indian Education Paper I</p>
<p><b>*Teaching Scheme</b> Lectures:30 (02 Hours/week) Credits 02  Total Credits 2 – 30 Hours/week</p>	<p><b>*Examination Scheme</b>UA:30 Marks = (30 Marks Theory)  CA: 20 Marks</p>

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 and medieval era. It also helps to understand the different curriculums introduced in ancient and medieval era. This course enables the students to understand the different methods of teaching used in ancient and medieval era. This course study will help the students to understand the discipline of student and the role of a teacher in ancient and medieval 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 and medieval era.

<p><b>Course Objectives:</b></p>
<p>During this course, the student is expected to:</p>
<p>1) To enable the students to understand the aims objectives of the education in ancient and medieval era.</p>
<p>2) To enable the students to understand the different curriculums introduced in ancient and medieval era.</p>
<p>3) To enable the students to understand the different methods of teaching used in ancient and medieval era.</p>
<p>4) To enable the students to understand the discipline of student and the role of a teacher in ancient and medieval era.</p>
<p>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 and medieval era</p>
<p><b>Course Outcomes:</b></p>
<p>At the end of this course, students will be able to:</p>



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.

## Theory

<b>Unit-1: EDUCATION IN VEDIC AND POST VEDIC PERIOD</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
<b>Unit content:</b>  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)		
<b>Unit-2: EDUCATION IN BUDDHIST PERIOD</b>	<b>No. of lectures-15</b>	<b>Weightage: 8 Marks</b>
<b>Unit content:</b>  a) Aims of Education b) Methods of Teaching c) Discipline of students d) Role of a teacher		

**Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unitwise weightage distribution.**

**College Level Assessment (CA) Activities:****List of Assignments/Test/Tutorial/Study tour report etc. Any two of the following:**

1.	Assignment
2.	Test
3.	Tutorial
4.	Online Quiz

**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 – ऱा. एल. जी. देशमुख, फडके ऱकाशन, कोँहापूर. (ऱथम आवृत्ती २००४
4) भारतातील शिक्षणाचा विकास – ऱा. एल. जी. देशमुख, फडके ऱकाशन, कोँहापूर. (ऱथम आवृत्ती २००४

**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 - I**

**[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:- EDUCATION IN VEDIC AND POST VEDIC PERIOD**

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

- e) Aims of Education
- f) Methods of Teaching
- g) Discipline of students
- h) Role of a teacher



**Punyashlok Ahilyadevi Holkar Solapur University,  
Solapur**

**First Year B.A. (Music) Semester-I**

**Vertical : SEC**

**Course Code: G03-SEC 103**

**Course Title : Value Education Paper I**

**\*Teaching Scheme**

**Lectures:01 Hours/week, 01**

**Credits OR**

**Practical:02 - 01 Credit**

**Total Credits 2 – 30 Hours/week**

**\*Examination Scheme UA:30**

**Marks = (15 Marks Theory**

**+ 15 Marks Practical**

**CA: 20 Marks**

- 1) Preamble – Value education is an essential component of undergraduate education, aiming to foster holistic development, ethical awareness, and responsible citizenship. It seeks to inculcate fundamental values, principles, and skills that empower students to navigate life's challenges, make informed decisions, and contribute positively to society.

**Course Objectives:**

During this course, the student is expected to:

**Develop Moral and Ethical Awareness:** Foster understanding of ethical principles, values, and morals to guide decision-making and behavior

**Cultivate Emotional Intelligence:** Enhance self-awareness, empathy, and social skills to build strong relationships and achieve personal well-being.

**Promote Critical Thinking and Problem-Solving:** Encourage analytical thinking, creativity, and resourcefulness to address complex challenges.

**Encourage Social Responsibility:** Inspire active citizenship, community engagement, and environmental stewardship.

**Foster Inclusivity and Diversity:** Develop appreciation and respect for diverse cultures, perspectives, and identities.

**Enhance Communication and Interpersonal Skills:** Improve verbal and non-verbal communication, teamwork, and conflict resolution abilities

**Support Personal Growth and Development:** Empower students to set goals, develop resilience, and pursue lifelong learning.

**Prepare Global Citizens:** Equip students with values, skills, and knowledge to thrive in an increasingly interconnected world.

**Course Outcomes:**

At the end of this course, students will be able to:

Demonstrate understanding of core values and ethics: Recognize and apply fundamental values, principles, and morals in personal and professional life.

Analyze complex issues critically: Think critically, solve problems, and make informed decisions using ethical frameworks.

Communicate effectively and empathetically: Express thoughts, feelings, and ideas clearly, respectfully, and empathetically in various contexts.
Collaborate and build strong relationships: Work effectively in teams, foster positive relationships, and resolve conflicts constructively.
Embrace diversity and inclusivity: Appreciate and celebrate diverse cultures, perspectives, and identities, promoting a culture of inclusivity.
Take responsibility for personal growth and development: Set goals, prioritize self-care, and pursue lifelong learning, self-awareness, and self-improvement.
Engage in community service and social responsibility: Participate in community activities, volunteer, and contribute to environmental sustainability.
Demonstrate leadership and initiative: Take initiative, lead by example, and inspire others to work towards common goals.
Apply values in real-life situations: Integrate values, ethics, and principles in personal, social, and professional contexts.
Reflect and evaluate personal values and actions: Regularly reflect on values, beliefs, and actions, making adjustments to align with personal and professional goals.

## Theory

<b>Unit-1: Introduction of Value Education</b>	<b>No. of lectures-</b>	<b>Weightage:</b>
<b>Unit content:</b> A) Meaning, Objectives and Role of Value Education B) Nature, Scope and Limitations of Value Education C) Need of Value Education D) Relation Between Education and Values		
<b>Unit-2: Value Conflict</b>	<b>No. of lectures-</b>	<b>Weightage:8 Marks</b>
<b>Unit content:</b> 1) Value Conflict definition & Characteristics 2) Value Conflict Concept & need to overcome 3) The role of self in overcoming value conflict Concept 4) Teacher & Parents Guidance and Role		

**Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unitwise weightage distribution.**

**College Level Assessment (CA) Activities:****List of Assignments/Test/Tutorial/Study tour report etc. Any two of the following:**

1.	Assignment
2.	Test
3.	Tutorial
4.	Online Quiz

**Reference Books**

कुंडले म.बा., (इ स १९७७), शैक्षणिक तत्वज्ञान व शैक्षणिक समाजशास्त्र, (तिसरी आवृत्ती), पुणे:महाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळासाठी श्री विद्या प्रकाशन.

जोशी ग ना., ( इ.स.१९७५), धर्माचे तत्वज्ञान ,(प्रथम आवृत्ती)

नैतिक शिक्षण प्रकल्प., १९८४-८५ ते १९८६-८७, मूल्यमापन अहवाल, (इ.स.१९८७-८८) पुणे महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद

नैतिक शिक्षण शिक्षक मार्गदर्शक पुस्तिका; (इ. स. १९८४) पुणे: शिक्षणशास्त्र संस्था

पाटील वसंत, (इ.स१९९६), शिक्षण संक्रमण मूल्य शिक्षण विशेषांक मासिक (ऑगस्ट) महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ

डॉ संतोष मुळावकर ,डॉ. सौ कल्पना मुळावकर: मूल्यशिक्षण सुसंवाद- प्रथमावृत्ती २००५, विद्या प्रकाशन



**PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

**New Revised Syllabus (CBCS Pattern w.e.f. June 2024)  
Skill Enhancement Course (SEC) - Education (Optional)**

**Semester- I - Paper- I –**

**Value Education**

**[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: Introduction of Value Education**

- 1) Meaning, Objectives and Role of Value Education**
- 2) Nature, Scope and Limitations of Value Education**
- 3) Need of Value Education**
- 4) Relation Between Education and Values**

**UNIT-2: Value Conflict**

- 1) Value Conflict definition & Characteristics**
- 2) Value Conflict Concept & need to overcome**
- 3) The role of self in overcoming value conflict Concept**
- 4) Teacher & Parents Guidance and Role**

 <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संपन्नता ॥ NAAC Accredited-2022 'B++' Grade (CGPA-2.96)</p>	<p align="center"><b>Punyashlok Ahilyadevi Holkar Solapur University, Solapur</b></p> <p align="center"><b>First Year B.A. ( Education ) Semester-II</b></p> <p align="center"><b>Vertical : M-1DSC-I</b></p> <p><b>Course Code:</b> G03-0103</p> <p><b>Course Title:</b> Sociological Foundation of Education</p>
<p><b>*Teaching Scheme</b>  <b>Lectures:15 Hours/week,</b>  <b>04 Credits</b>  <b>Theory -04 credits</b>  <b>Total Credits 4 – 60 Hours/ week</b></p>	<p><b>*Examination Scheme</b>UA:60  <b>Marks = (60 Marks Theory)</b>  <b>CA: 40 Marks</b></p>

**Preamble** – This syllabus of B.A-I of Philosophical and Sociological Foundation of Education will help the students in understanding the concept of philosophy, classes of philosophy and relation of philosophy with education. It will also help to understand the importance of Philosophy in life of every individual. This course will enable the students to understand the objectives and functions of Education at different levels. This course study will help the student’s importance of discipline, types of discipline and importance of discipline in human life. This course will help to understand the relationship between sociology and education, and the concept of Educational Sociology, social groups, types of social groups and importance of social groups. This course will be helpful in creating awareness about the different educational problems in rural and urban India. This course will also help to know the need and importance of national integration in the field of education.

<p><b>Course Objectives:</b>  During this course, the student is expected to:</p>
<p>1) To initiate the students in understanding the concept of educational sociology.</p>
<p>2) To help to Illustrate the relation of sociology with education</p>
<p>3) To enable the students to understand the current social problems relating to education in India.</p>
<p>4) To enable the students to understand the role &amp; and importance of national integration in Education</p>
<p>5) To hep the students to identify and communicate the current social problems relating to education in India and suggest the remedies on it.</p>
<p>6) To help the students to identify and illustrate the role &amp; and importance of</p>

national integration in education.

**Course Outcomes:**

At the end of this course, students will be able to:

Describe the concept of education and sociology

Illustrate the relation of sociology with education.

Classify and illustrate the role and importance of social groups in education

Identify and communicate the current social problems relating to education in India and suggest the remedies on it.

Identify and illustrate the role & and importance of national integration in education.

Identify and illustrate the role & and importance of national integration in education

## Theory

<b>Unit-1:</b> INTRODUCTION TO EDUCATIONAL SOCIOLOGY	<b>No. of lectures- 15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> <ul style="list-style-type: none"> <li>a) Concept of Educational Sociology</li> <li>b) Nature and Scope of Educational Sociology</li> <li>c) Functions of Educational Sociology</li> <li>d) Relation between Sociology and Education</li> </ul>		
<b>Unit-2:</b> EDUCATION - AN INSTRUMENT OF SOCIAL CHANGE	<b>No. of lectures- 15</b>	<b>Weightage:15 Marks</b>
<ul style="list-style-type: none"> <li>a) Concept of Social Change</li> <li>b) Causes of Social Change</li> <li>c) Obstacles in Social Change</li> <li>d) Role of Education in social change</li> </ul>		
<b>Unit 3 : SOCIAL GROUPS AN CURRENT SOCIAL PROBLEMS RELATING TO EDUCATION IN INDIA</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<ul style="list-style-type: none"> <li>a) Concept of Social Group</li> <li>b) Types of Social Group- Primary and Secondary</li> <li>c) Social problems created due to Illiteracy</li> <li>d) Specific problems of education in Urban</li> </ul>		
<b>Unit-4:</b> NATIONAL INTEGRATION AND EDUCATION	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> <ul style="list-style-type: none"> <li>a) Meaning of National Integration</li> <li>b) Need of National Integration</li> <li>c) Obstacles in National Integration</li> <li>d) Education for National Integration</li> </ul>		

**Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unitwise weightage distribution.**

**College Level Assessment (CA) Activities:****List of Assignments/Test/Tutorial/Study tour report etc. Any two of the following:**

1.	Assignment
2.	Test
3.	Tutorial
4.	Online Quiz

**Reference Books**

- 1) Agrawal, J.C, (1989). Theory and Principles of Education. Vikas Publishing House, Pvt. Ltd., New Delhi.
- 2) Bhatia, K. and Bhatia, B. (1992). The Philosophical and Sociological foundation of Education. Prentice Hall, New Delhi.
- 3) Chobhe, S. P. and Akhilesh, (1996). Philosophical and Sociological Foundation of Education. Prentice Hall, New Delhi.
- 4) Rai, B. C. (2010). Theory of Education - Philosophical and Sociological bases of Education, New Delhi.
- 5) Mathur, S. S. (2007 ). A Sociological approach to Indian Education. Arihant Publication, Mumbai.
- 6) NCERT, (2005). The Teacher and Education in Emerging Indian Society, New Delhi.

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**

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

**B.A. Part-I**

**Education (Optional)**

**Semester- II - Paper- 2 – Sociological Foundation of Education**

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

**Credits: 04**

**Periods: 60**

**Maximum Marks: 100**

**Internal Assessment Marks: 40**

**University Assessment Marks: 60**

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**UNIT-1:- INTRODUCTION TO EDUCATIONAL SOCIOLOGY**

- e) Concept of Educational Sociology
- f) Nature and Scope of Educational Sociology
- g) Functions of Educational Sociology
- h) Relation between Sociology and Education

**UNIT-2: EDUCATION - AN INSTRUMENT OF SOCIAL CHANGE**

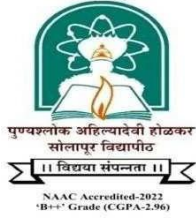
- e) Concept of Social Change
- f) Causes of Social Change
- g) Obstacles in Social Change
- h) Role of Education in social change

**UNIT-3- SOCIAL GROUPS AND CURRENT  
SOCIAL PROBLEMS RELATING TO EDUCATION IN INDIA**

- e) Concept of Social Group
- f) Types of Social Group- Primary and Secondary
- g) Social problems created due to Illiteracy
- a) Specific problems of education in Urban and Rural areas

#### **UNIT-4- NATIONAL INTEGRATION AND EDUCATION**

- e) Meaning of National Integration
- f) Need of National Integration
- g) Obstacles in National Integration
- h) Education for National Integration

 <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संवन्ता ॥ NAAC Accredited-2022 'B++' Grade (CGPA-2.96)</p>	<p><b>Punyashlok Ahilyadevi Holkar Solapur University, Solapur</b></p> <p><b>First Year B.A. ( Education ) Semester-II</b></p> <p><b>Vertical : GE/OE</b></p> <p><b>Course Code: G03-GE-OE-103</b></p> <p><b>Course Code: History of Indian Education -Paper II</b></p>
<p><b>*Teaching Scheme</b>  <b>Lectures:15- Hours/week, 02</b>  <b>Credits Theory</b>  <b>Total Credits 2 – 30 Hours/week</b></p>	<p><b>*Examination Scheme</b>UA:30  <b>Marks = (30 Marks Theory)</b>  <b>CA: 20 Marks</b></p>

**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 and medieval era. It also helps to understand the different curriculums introduced in ancient and medieval era. This course enables the students to understand the different methods of teaching used in ancient and medieval era. This course study will help the students to understand the discipline of student and the role of a teacher in ancient and medieval 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 and medieval era.

<p><b>Course Objectives:</b>  During this course, the student is expected to:</p> <ol style="list-style-type: none"> <li>1) To enable the students to understand the aims objectives of the education in ancient and medieval era.</li> <li>2) To enable the students to understand the different curriculums introduced in ancient and medieval era.</li> <li>3) To enable the students to understand the different methods of teaching used in ancient and medieval era.</li> <li>4) To enable the students to understand the discipline of student and the role of a teacher in ancient and medieval era.</li> <li>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 and medieval era.</li> </ol>
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<b>Course Outcomes:</b>
At the end of this 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.

## Theory

<b>Unit-1: MAIN EDUCATIONAL UNIVERSITIES IN ANCIENT INDIA</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> a) Takshasheela b) Nalanda		
<b>Unit-2: EDUCATION IN ISLAMIC PERIOD</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
<b>Unit content:</b> a) Aims of Education b) Methods of Teaching c) Discipline of students d) Role of a teacher		

**Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unitwise weightage distribution.**

**College Level Assessment (CA) Activities:****List of Assignments/Test/Tutorial/Study tour report etc. Any two of the following:**

1.	Assignment
2.	Test
3.	Tutorial
4.	Online Quiz

**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 – मी. एल. जी. देशमुख, फडके मिकाशन, कोहापूर. (मिथम आवृत्ती २००४)

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**

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

**Open Elective Course (OE) - Education (Optional)**

**Semester- II - Paper- II –**

**History of Indian Education - I**

**UNIT-1- MAIN EDUCATIONAL UNIVERSITIES IN ANCIENT INDIA**

- c) Takshasheela
- d) Nalanda

**UNIT-2- EDUCATION IN ISLAMIC PERIOD**

- e) Aims of Education
- f) Methods of Teaching
- g) Discipline of students
- h) Role of a teacher



**Punyashlok Ahilyadevi Holkar Solapur University,  
Solapur**

**First Year B.A. (Education) Semester-II**

**Vertical : SEC**

**Course Code: G03-SEC-103**

**Course Title: Self-Learning and Training of Values-**

**\*Teaching Scheme**

**Lectures:15 Hours/week, 02**

**Credits OR**

**Practical:02 - 01 Credit**

**Total Credits 2 – 30 Hours/week**

**\*Examination Scheme UA:30**

**Marks = (15 Marks Theory**

**+ 15 Marks Practical**

**CA: 20 Marks**

**Preamble** – Value education is an essential component of undergraduate education, aiming to foster holistic development, ethical awareness, and responsible citizenship. It seeks to inculcate fundamental values, principles, and skills that empower students to navigate life's challenges, make informed decisions, and contribute positively to society.

**Course Objectives:**

During this course, the student is expected to:

- i) Introduce basic principles of music as sound and rhythm.
- ii) To develop the ability for the good performance of music.
- iii) To develop social and cultural aspects among the students.
- iv) To develop musical ability, musical skill in the student.

**Course Outcomes:**

At the end of this course, students will be able to:

1. Develop performing skills in folk music of Maharashtra among students.
2. Presentation of various geet prakar, raga and tala, various instruments used in Bhakti Sangeet.

## Theory

<b>Unit-1: Introductory knowledge of definitions of Music</b>	<b>No. of lectures-01</b>	<b>Weightage: 7 Marks</b>
<p><b>Unit content:</b></p> <p>A) Basic definitions of music as Sangeet, Naad, Swar, Saptak, Alankar, Taal etc.</p> <p>B) Definition and specialities of Bhakti Sangeet and various geet prakar</p>		
<b>Unit-2: Instruments used in Bhakti Sangeet and Taal</b>	<b>No. of lectures-01</b>	<b>Weightage: 8 Marks</b>
<p><b>Unit content:</b></p> <p>C) Information about Taal.</p> <p>D) Various instruments used in Bhakti Sangeet</p>		
<b>Practical</b>		
<b>Unit I – Presentation of Alankar and Bhakti Sangeet geet prakar</b>	<b>No. of lectures-01</b>	<b>Weightage:7Marks</b>
<p><b>Unit content:</b></p> <p>A) Practical presentation of various geet prakar like Abhang, Bhaktigeet, Ovi, Shlok.</p> <p>B) Swar and Alankar.</p>		
<b>Unit-II: Practical knowledge of Taal and instruments used in Bhakti Sangeet</b>	<b>No. of lectures-01</b>	<b>Weightage: 8 Marks</b>
<p>C) Practical knowledge of taal.</p> <p>D) Introduction and presentation of instruments used in Bhakti Sangeet.</p>		

**Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unitwise weightage distribution.**

**College Level Assessment (CA) Activities:****List of Assignments/Test/Tutorial/Study tour report etc. Any two of the following:**

1.	Assignment
2.	Test
3.	Tutorial
4.	Study tour report

**Reference Books**

Kramik pustak malika Part 1 to 4 Pt. V. N. Bh atkhande

Raag Bodh Part 1 to 6 Pt. B. R. Devdhar

Sangeet Visharad Acharya Vasant, Hathras

Raag Parichay Part 1 to 4 Harishchandra Srivastav

Abhang Gatha

## **B.A. I. SEM - II**

### **SEC (2)**

#### **UNIT-1: Self Learning of Values**

- 1) Concept of Self Learning of Values
- 2) Self learning tools
- 3) Role of Teacher and Parents
- 4) Techniques & Types of Self learning

#### **UNIT-2: Training and Integration of Values**

- 1) Training of values - meaning
- 2) Training of values - nature, objectives & imitations
- 3) The Concept of integration of Values
- 4) The Role of Teacher in Integration of Values



## Equivalent Subject for Old Syllabus

Name of the Course – B.A.

Part I – Education (Semester I & II)

w.e.f. – 2024-25

Sr. No.	Name of the Old Paper	Name of the New Paper
1	Semester I – Paper I Philosophical Foundation of Education	Semester I – Paper I Philosophical Foundation of Education
2	Semester II – Paper II Sociological Foundation of Education	Semester II – Paper II Sociological Foundation of Education

### Evaluation Pattern – 04 Credits

#### Paper

Name of Assessment	Total Marks	Passing Marks
CA*	40	16
Theory UA	60	24

### Evaluation Pattern – 02 Credits

#### Paper

Name of Assessment	Total Marks	Passing Marks
CA*	20	08
Theory UA	30	12

\*Home Assignment / Unit test/ Online Quiz/ Tutorial etc. choice of the subject teacher.

**Nature of question paper pattern Theory – 02 Credits paper as per  
NEP – 2020 structure for UG course w.e.f. 2024-25**

**Time – 1.30 hours**

**Marks – 30**

Question No. 1) Chose the correct alternative. 6 Marks

- |    |    |    |    |    |
|----|----|----|----|----|
| 1) | a) | b) | c) | d) |
| 2) | a) | b) | c) | d) |
| 3) | a) | b) | c) | d) |
| 4) | a) | b) | c) | d) |
| 5) | a) | b) | c) | d) |
| 6) | a) | b) | c) | d) |

Question No. 2) Write short answers. (Any three) 6 Marks

Question No. 3) Write short answer / Short note. 6 Marks

Question No. 4) broad answer type question. (Any one) 12 Marks

1)

1)

**Nature of question paper pattern Theory – 02 Credits paper as per  
NEP – 2020 structure for UG course w.e.f. 2024-25**

**Time – 1.00 hour**

**Marks – 15**

Question No. 1) Chose the correct alternative. 4 Marks

1) a) b) c) d)

2) a) b) c) d)

3) a) b) c) d)

4) a) b) c) d)

Question No. 2) Write short answers. (Any two) 4 Marks

Question No. 3) Write short answer / Short note. 3 Marks

Question No. 4) broad answer type question. (Any one) 4 Marks

1)

2)

## **B. A. Education**

1) Title – B.A. Education

2) Duration – The course shall consist of 2 years divided into Part I, II,

B. A. Part I – 60 + 40 Pattern

3) Qualification of Teachers –

M. A. (at least 55%) with Education/ M.Ed. of recognized uni. & SET/ NET.

4) Teaching Periods – B. A. – I Each paper 4 periods per week.

4 periods theory,

5) Paper pattern – Theory 60

6) Separate Heads of Passing (40% for each paper)

Theory – 30 Marks - Minimum Passing 12 Marks

SEE- (02 credits)

Theory – 60 Marks - Minimum Passing 24 Marks SEE

(04 credits)

Internal – 40 Marks - Minimum Passing 16 Marks

\* Practical examination will be conducted at the end of each Semester.