



SAVITRIBAI PHULE PUNE UNIVERSITY

(Formerly University of Pune)

F.Y.B.A. EDUCATION (SEMESTER – I & II SYLLABUS

(Credit and Semester System under NEP-2020)

**Revised syllabus will be implemented with
effect from the Academic Year 2024 -2025**

Credit Distribution Structure and Subject Titles

FYBA Education – Semester I & II

Level/ Difficulty	Semester	Subject DSC-1 (Group A - Languages)	Subject DSC-2 (Group B)	Subject DSC-3 (Group C)	GE / OE	SEC	IKS	AEC	VEC	CC	Total
4.5/100 [1 st Year]	I	Subject DSC - 1 (Group A Languages) 2(T) + 2 (T/P)	Subject DSC-2 Group B- Social Science I 2(T) + 2 (T/P)	EDU-101-T Fundamentals of Education I (2T) EDU-102-P Fundamentals of Education II (2P)	OE-101-EDU Basics in Education I (2T)]	SEC-101- EDU Life Skill Educational I (2T)	2 (T) Generic	2 (T) Engl i sh	2 Indian Consti t ution/ EVS	--	22
	II	Subject DSC - 1 (Group A Languages) 2(T) + 2 (T/P)	Subject DSC-2 Group B- Social Science I 2(T) + 2 (T/P)	EDU-151-T New Trends in Education (2T) EDU-152-P Educational Management (2P)	OE-151-EDU Basics in Education II (2T)	SEC- 151-EDU Life Skill Educational II (2T)	--	2 (T) Engl i sh	2 Indian Consti t ution/ EVS	2 NSS / NC C/ Othe r s	22

COURSE STRUCTURE
[UG Degree, Year-I] (w.e.f. academic year 2024-25)

Level/ Year/ Sem.	Course Type	Course Code	Course Title	Credit	Theory / Practical
L-4.5 Year-I Sem. I	DSC	EDU-101-T	Fundamentals of Education I	02	Theory
	DSC	EDU-102-P	Fundamentals of Education II	02	Practical
	GE/OE	OE-101-EDU	Basics in Education I	02	Theory
	SEC	SEC-101-EDU	Life Skill Education I	02	Theory
L-4.5 Year-I Sem. II	DSC	EDU-151-T	New Trends in Education	02	Theory
	DSC	EDU-152-P	Educational Management	02	Practical
	GE/OE	OE-151-EDU	Basics in Education II	02	Theory
	SEC	SEC-151-EDU	Life Skill Education II	02	Theory

Class – FYBA- Education
Semester: 1
Course Type: Discipline Specific Course [DSC]
Course Name: Fundamentals of Education I
Course Code: EDU-101-T
No. of Credits: 2 Credits [Theory]
No. of Hours: 30 Hours
Total Marks: 50 Marks

Course Outcomes:

After completion of this course student will able to:

1. Explain the meaning, concept, characteristics and process of education.
2. Explain the educational process.
3. Explain the aims of education.
4. Describe the framework of education according NEP 2020.
5. Explain the role of education.

Learning Objectives:

To enable the student -

1. To acquaint with the meaning, concept and characteristics of the process of education.
2. To acquaint the aim of education in Ancient and Modern India.
3. To help to understand various agencies of education.
4. To understand the role of education in national development.

SEMISTER I
Fundamentals of Education I
(EDU-101-T)

Unit: 1 Concept of Education

(15)

- 1.1 Concept of Education
- 1.2 Nature of Education
- 1.3 Characteristics of Educational process

1.4 Importance of Education – Individual, Social

1.5 Parallel form of Education – Informal Education, Formal Education, non-formal Education

Unit 2 Aims and objectives of Education

(15)

2.1 Aims of Education in Ancient India

2.2 Aims of Education in modern India with special reference to

2.2.1 Kothari Commission

2.2.2 National Policy of Education (1986)- 10 core elements

2.2.3 National Education Policy (2020)

References

1. Altekhar, A.S., Education in Ancient Indian, Varanasi, Nandakumar and Bros.
2. Bhatia, B.D. Theory and Principles of Education, Doab House Booksellers and Publishers, Delhi
3. Chaube, S.P., Problems of Indian Education, Agra,: Pustak Mandir
4. Gaind D.N. and Sharma R. P. - Education Theories and Modern Trends
5. Gupta. S. Education in Emerging India. Teachers' role in Society. New Delhi , Shipra Prakashan.
6. कुंडले, म. बा. शैक्षणिक तत्त्वज्ञान आणि शैक्षणिक समाजशास्त्र, पुणे, श्रीविद्याप्रकाशन.
7. माळी, के. ना. व माळी, आ. ल. प्राचीन काळातील शिक्षण, पुणे. नूतन प्रकाशन,
8. वीरकर प्रतिभा - नवोदित काळासाठी शिक्षण व शिक्षक, पुणे : विद्यार्थीगृह प्रकाशन.
9. पाटील, ली. व कुलकर्णी, वि. आजचे शिक्षण व आजच्या समस्या, पुणे, श्रीविद्याप्रकाशन.
10. तांबोळी शमसुद्दीन, - महाराष्ट्राचा शैक्षणिक विकास, पुणे: डायमंड पब्लिकेशन.

Class – FYBA- Education

Semester: 1

Course Type: Discipline Specific Course [DSC]

Course Name: Fundamentals of Education II

Course Code: EDU-102-P

No. of Credits: 2 Credits [Practical]

No. of Hours: 60 Hours

Total Marks: 50 Marks

Course Outcomes:

After completion of this course student will able to:

1. Explain the meaning, concept, importance and Problems in preprimary Education.
2. Explain the meaning, concept, importance and Problems in primary Education
3. Explain the Aims and objectives of Pre primary education.

Learning Objectives:

1. To make aware of the meaning, concept of Preprimary and primary education.
2. To make aware of problems in Pre primary and primary education.

SEMESTER I

Fundamentals of Education II

(EDU-102-P)

Course Content: Pre-primary and Primary Education

(60)

- 1.1 Meaning of pre primary education
- 1.2 Importance of pre primary education
- 1.3 Aims of Pre- Primary Education
- 1.4 Problems of pre primary education
- 1.5 Meaning and Importance of primary Education
- 1.6 Problems of primary education

Course Related Practical Work –

Visit any pre primary school and write the report about the Problems in that school.

Or

Visit any primary School and write the report about the Problems in that school.

References

1. Chaube, S.P. Problems of Indian Education, Agra,: Pustak Mandir,
2. Altekar, A.S. Education in Ancient Indian, Varanasi, Nandakumar and Bros
3. Gupta. S. Education in Emerging India. Teachers' role in Society. New Delhi , Shipra Prakashan.
4. कुंडले, म. बा. शैक्षणिक तत्त्वज्ञान आणि शैक्षणिक समाजशास्त्र, पुणे, श्रीविद्याप्रकाशन.
5. माळी, के. ना. व माळी, आ. ल. प्राचीन काळातील शिक्षण, पुणे. नूतन प्रकाशन,
6. भगत, रा. तु. शिक्षणतील थोर विचारवंत, कोल्हापूर: चैतन्य प्रकाशन.
7. वीरकर प्रतिभा - नवोदित काळासाठी शिक्षण व शिक्षक, पुणे : विद्यार्थीगृह प्रकाशन.
8. पाटील, ली. व कुलकर्णी, वि. आजचे शिक्षण व आजच्या समस्या, पुणे, श्रीविद्याप्रकाशन.
9. तांबोळी शमसुद्दीन, - महाराष्ट्राचा शैक्षणिक विकास, पुणे: डायमंड पब्लिकेशन.

Syllabus

Class: FYBA Education

Semester: 1

Course Type: Open Elective (OE)

Course Name: Basics in Education – I

Course Code: OE-101-EDU

No. of Credits: 2 Credits [Theory]

No. of Hours: 30 Hours

Total Marks: 50 Marks

COURSE OUTCOMES:

After completion of this course student will able to:

1. Explain the meaning, concept and characteristics of the process of Education.
2. Explain the meaning, characteristics and importance of Informal, Formal and Non formal education.
3. Explain various agencies of education.

Learning Objectives:

To enable the student -

1. To acquaint with the meaning, concept and characteristics of the process of Education
2. To acquaint the aim of education in Ancient and Modern India
3. To help to understand various agencies of education
4. To acquaint with various educational concepts

SEMISTER I

Open Elective (OE) BASICS IN EDUCATION I

(OE-101-EDU)

Unit: 1 Philosophical base of Education

(15)

- 1.1 Meaning and Concept of Education process
- 1.2 Characteristics of Educational process
- 1.3 Importance of Education – Individual, Social

Unit: 2 Parallel form of Education

(15)

2.1 Informal Education

2.2 Formal Education

2.3 Non formal Education

References

1. Gaiind D.N. and Sharma R. P. - Education Theories and Modern Trends
2. Rai B.C - Theory of Education - Philosophical and Sociological bases of Education
3. Mathur, S.S. - A Sociological approach to Indian Education.
4. NCERT - The Teacher and Education in Emerging Indian Society
5. Chandra, S.S. Sharma R, - Philosophy of Education, New Delhi : Allantic Publication.
6. कुंडले, म. बा. शैक्षणिक तत्त्वज्ञान आणि शैक्षणिक समाजशास्त्र, पुणे, श्री विद्या प्रकाशन,
7. आहेर हिरा.- उदयोन्मुख भारतीय समाजातील शिक्षण आणि शिक्षक नागपूर, विद्या प्रकाशन
8. दुनाखे अरविंद- उदयोन्मुख भारतीय समाजातील शिक्षण आणि शिक्षक, पुणे : डायमंड प्रकाशन.

Syllabus

Class: FYBA Education

Semester: 1

Course Type: Skill Enhancement Course (SEC)

Course Name – Life Skill Education I

Course Code: SEC-101-EDU

No. of Credits: 2 Credits [Theory]

No. of Hours: 30 Hours

Total Marks: 50 Marks

Course outcomes:

After completion of this course student will able to:

1. Explain the meaning, meaning, concept and importance of Life skill Education
2. Explain the Need and importance of Life Skill Education Explain

Learning Objectives:

To enable the student -

1. To acquaint with the meaning, concept and importance of Life skill Education
2. To acquaint the objectives of life skill education
3. To help to understand various Life skills.

Unit : 1 Concept of Life Skill Educations

15

1.1 Meaning and Concept of Life Skill Education

1.2 Objectives of Life skill education

1.3 Developing life skills

Unit : 2 Need and importance of Life Skill Education

15

2.1 Importance of Life Skill Education

2.2 Need of Life Skill Education -

2.2.1 To the prevention of social problems

2.2.2 To the prevention of health problem

References

1. Pykstra, J, The Book of Life Skills.
2. Ravikanth, R.K., (2020) Life Skill Education
3. Sthapak, B.K. (1917) Human Values and Life Skills for Personality Development YKING books.
4. Dudhade, B.A. (2022) Life Skill Education, Pune: Neelkamal Publication.
5. Bhatt, R.I. (2017) Life Skill Education, Chennai: Notion Press.
6. सोनवने, रंजना , (२०२०) जीवन कौशल्य शिक्षण, जळगाव : प्रशांत पब्लिकेशन.
7. पानगावकर, शै. आणि चोरघडे, श्री. (२०१८) ओळख जीवन कौशल्याची, नागपूर: नाथे पब्लिकेशन.
8. दरने, घ. दा. आणि राऊत क . (२०११) जीवन कौशल्ये, नाशिक : मधुश्री प्रकाशन.

Class – FYBA- Education
Semester: II
Course Type: Discipline Specific Course [DSC]
Course Name: New Trends in Education
Course Code : EDU-151-T
No. of Credits: 2 Credits [Theory]
No. of Hours: 30 Hours
Total Marks: 50 Marks

COURSE OUTCOMES:

After completion of this course student will able to:

1. Students explain the Concept, importance of Human Rights Education.
2. Students explain the need of Human Rights Education
3. Students explain the Meaning, Concept, Definitions of Peace education
4. Students explain the various Approaches of peace education

Learning Objectives

1. To make him aware of the meaning and concept of Human Rights Education
2. To help to understand Importance of Human Rights Education .
3. Realize the importance and need of human rights and child rights.
4. To help aware of the meaning and concept of Peace Education.

Semester: II
New Trends in Education
(EDU-151-T)

Unit 1 Human rights education (15)

- 1.1 Meaning, Concept and Definitions of Human right education
- 1.2 Importance of Human Rights Education
- 1.3 Need of Human Rights Education

Unit 2 Peace Education

(15)

2.1 Meaning, Concept, Definitions and Scope of Peace education.

2.2 Aim and objectives of Peace education

2.3 Approaches of peace education

References

1. Chandra, U.(2014). *Human Rights*. Alahabad; Alahabad law agency Publications,
2. Barash. P. D.- Approaches to peace, Oxford University Press, New York
3. Hicks, David, - Education for Peace New York : Routledge
4. Das, P.B.(2012). *Human rights in India*. New Dehli; Sagar Pulication.
5. Mohonty, J. (2003). *Human Rights Education*. New Dehli; Deep and Deep Publications.
6. . Myneni, S. R. (2013). *Human Rights*. Hydrabad; Asia Law House.
7. Saksena, A. (2004). *Gender and Human Rights: Status of Women workers in India*
8. Sharma, G. (1997). *Human Rights and Social Justice*. New Delhi ; Deep and Deep publications.
9. नाटाणी प्र. ना, मानवाधिकार और कर्तव्य, जयपूर: आविष्कार पब्लिकेशन.
10. पाटील विह. बी. - मानवी हक्क पुणे, केसागर पब्लिकेशन.
11. कुलकर्णी पी. के. - मानवी हक्क आणि सामाजिक न्याय,; पुणे. डायमंड पब्लिकेशन.
12. भारंबे, नं. - मानवी हक्क व समाज ,पुणे नीराली प्रकाशन.
13. नानकर, प्र. ल., शिरोडे, संगीता- वर्तमान शिक्षणतील विचारप्रवाह, पुणे: नित्य नूतन प्रकाशन.

Class – FYBA- Education

Semester: II

Course Type: Discipline Specific Course [DSC]

Course Name: Educational Management

Course Code: EDU-152-P

No. of Credits: 2 Credits [Practical]

No. of Hours: 60 Hours

Total Marks: 50 Marks

Course Outcomes:

After completion of this course student will able to:

1. Explain the meaning, concept, importance of Educational Management .
2. Explain the present structure of education administration in Maharashtra.
3. Explain the Functions and duties of Education Secretary, Director of education, District Education Officer, Block Education Officer.

Learning Objectives

1. To make him aware of the meaning, concept of Educational Management.
2. To help to understand Present structure of education administration in Maharashtra.
3. To acquaint with the meaning, concept and characteristics of Educational Management

SEMISTER II

Educational Management

(EDU-152-P)

Course Content: Educational Management and Administration (60)

- 1.1 Educational Management – Concept and Meaning
- 1.2 Characteristics of management
- 1.3 Present structure of education administration in Maharashtra
- 1.4 Functions and duties of –
 - a) Education Secretary
 - b) Director of education

- c) District Education Officer
- d) Block Education Officer

1.5 Supportive agencies – NCERT, MSCERT, BALBHAATI

Course Related Practical Work –

Visit MSCERT/ BALBHAATI /any other Educational Institution and write report on educational management.

Or

Study of School Management – Management of Infrastructural resources in School.

References

1. Chandan, J.S,- Management Theory and Practice, New Delhi:
Vikas Publication house.
2. Daver, R.S. – The Management Process, Calcutta: Progressive
Corporation.
3. Gluock W.F. Management USA : Dryden Press
4. Safaya R. and Shaida B.D. , School Administration and
organization Delhi: Dhanpat Ray Publication
5. आकोलकर, ग. वि. व पाटणकर, ना वि शालेय व्यवस्था व प्रशासन ; पुणे; नीलकंठ
प्रकाशन
6. ताम्हणकर, एस, डी. शैक्षणिक प्रशासन व नियोजन, पुणे, नूतन प्रकाशन.
7. परसनीस,न,रा.- भारतीय शैक्षणिक नियोजन, पुणे; नूतन प्रकाशन.
8. तांबोळी शमसुद्दीन, - महाराष्ट्राचा शैक्षणिक विकास, पुणे: डायमंड पब्लिकेशन.

Syllabus

Class: FYBA Education

Semester: 2

Course Type: Open Elective (OE)

Course Name: Basics in Education – II

Course Code : OE-151-EDU

No. of Credits: 2 Credits [Theory]

No. of Hours: 30 Hours

Total Marks: 50 Marks

COURSE OUTCOMES:

After completion of this course student will able to:

1. Student explain the Historical Overview of Education
2. Students explain the Aims of Education in Ancient India.
3. Students explain the objectives of National Education Policy 2020.
4. Students explain the concept and types of curriculums and syllabus.
5. Students explain the concept Evaluation and Exam skill.

Learning Objectives

1. To acquaint the aim of education in Ancient and Modern India
2. understand the concept and aims of education.
3. To help understand the various basic concept of education.
4. To help understand the concept and types of curriculums and syllabus.

SEMISTER II
Open Elective (OE)
BASICS IN EDUCATION II (OE-151-EDU)

Unit 1 : Aims and Objectives of Education (15)

- 1.1 Historical Overview of Education
 - a) Aims of Education in Ancient India
- 1.2 Modern Overview of Education
 - a) Kothari Commission
 - b) National Policy of Education (1986)- 10 core elements
 - c) National Education Policy 2020

Unit 2 : Basic Concept in Education (15)

- 2.1 Curriculum, Meaning and Concept
- 2.2 Self Learning: concept, nature, techniques, need & importance
- 2.3 Evaluation: concept, types, need & importance
- 2.4 Exam Skills: Concept, need, importance & implications

References

1. Altekar, A.S. Education in Ancient Indian, Varanasi, Nandakumar and Bros.
2. Chaube, S.P. Problems of Indian Education, Agra,: Pustak Mandir,
3. Gaiind D.N. and Sharma R. P. - Education Theories and Modern Trends
4. Rai B.C - Theory of Education - Philosophical and Sociological bases of Education. Lucknow.
5. आळतेकर स.अ. - प्राचीन भारतीय शिक्षण पद्धती, नागपूर.
6. आहेर हिरा, उदयोन्मुख भारतीय समाजातील शिक्षण आणि शिक्षक नागपूर,विद्या प्रकाशन
7. पारसनीस, न. रा, शिक्षणाची तात्विक आणि समाजशास्त्रीय भूमिका,पुणे, नूतन प्रकाशन.

Syllabus

Class: FYBA Education

Semester: 2

Course Type: Skill Enhancement Course(SEC)

Course Name – Life Skill Education II

Course Code: SEC-151-EDU

No. of Credits: 2 Credits [Theory]

No. of Hours: 30 Hours

Total Marks: 50 Marks

COURSE OUTCOMES:

After completion of this course student will able to:

1. Explain the meaning, concept and importance of Social Skills
2. Explain the meaning, concept and importance of Thinking Skills
3. Explain the meaning, concept and importance of Emotional Skills

LEARNING OBJECTIVES:

To enable the student –

1. To acquaint with the meaning, concept and importance of Social Skills.
2. To acquaint with the meaning, concept and importance of Thinking Skills
3. To acquaint with the meaning, concept and importance of Emotional Skills

Unit : 1 Social Skills	12
1.1 Self-awareness	
1.2 Empathy	
1.3 Effective Communication	
1.4 Interpersonal Relationship	
Unit 2 Thinking Skills	12
2.1 Critical Thinking	
2.2 Creative Thinking	
2.3 Decision Making	
2.4 Problem Solving	
Unit 3 Emotional Skills	06
3.1 Coping with Stress	
3.2 Coping with emotions	

References

1. Pykstra, J, The Book of Life Skills.
2. Ravikanth, R.K., (2020) Life Skill Education
3. Sthapak, B. K. (1917) Human Values and Life Skills for Personality Development YKING books.
4. Dudhade, B. A., (2022) Life Skill Education, Pune: Neelkamal Publication.
5. Bhatt, R.I., (2017) Life Skill Education, Chennai: Notion Press.
6. सोनवने, रंजना , (२०२०) जीवन कौशल्य शिक्षण, जळगाव : प्रशांत पब्लिकेशन.
7. पानगावकर, शै. आणि चोरघडे, श्री. (२०१८) ओळख जीवन कौशल्याची, नागपूर: नाथे पब्लिकेशन.
8. दरने, घ. दा. आणि राऊत क . (२०११) जीवन कौशल्ये, नाशिक : मधुश्री प्रकाशन.