य विषय तथा

या परिपत्रक्षण व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या www.srtmun.ac.in या संकेतवर उपलब्ध आहेत. तरी संदर्भ बाबी ही सर्व संबंधितांच्या निर्देशनास आणून दाखवा.

उपकृत्यविद्या शैक्षणिक (१—अभ्यासमंडळ विभाग)

प्रत महिलां व पुरुषां कार्यवाहूळी:

(१) मा. कुलसप्त यांनी कार्यवाहूळी, प्रस्तुत विद्यापीठ.
(२) मा. विद्युतस्थापी, प्रयोगां व मूल्यमापन मंडळ, प्रस्तुत विद्यापीठ.
(३) प्रमाण, सर्व संबंधित महाविद्यालये, प्रस्तुत विद्यापीठ.
(४) उपकृत्यविद्या, पद्धती विभाग, प्रस्तुत विद्यापीठ.
(५) माहीतीकृत, प्रयोगां विभाग, प्रस्तुत विद्यापीठ.
(६) सिस्टम एसपॉटं, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ.
SYLLABUS

B.A. THIRD YEAR

CORE COURSE:

EDUCATION

Semester Pattern

(CHOICE BASE CREDIT SYSTEM - CBCS)

(With effects from the academic year 2018-19)
Salient features of the course:

- Discipline Specific Electives, Generic Electives and Skill Enhancement Courses are offered in each semester.
- The courses are designed to enhance the knowledge, attitude and skills related to various fields of Education like Management, Evaluation, Guidance and Counseling etc.
- Course offers flexibility and choice in opting electives from the group of courses of DSE.
- The courses are designed, implemented and assessed according to CBCS pattern guidelines.
- The courses are designed to enhance the abilities to work in the educational professions.

Utility of the course:

- The courses will enhance the understanding of education field.
- The courses are significant to enhance the abilities of the student to work in the different fields of education like teaching, guidance & Counseling, Psychological testing & Curriculum development etc.
- The knowledge and skills acquired will be useful in learning at higher level and advanced courses in the field of education.
- The professional abilities and personality of the students will be enhanced.
Course outline:

The courses designed for optional subject Education in V & VI semester of B.A. Third year. These courses cover the set of Discipline Specific Electives (DSE), Generic Electives (GE) and Skill Enhancement courses (SEC). Each semester includes two choices under DSE and student has to one DSE out of these two. Skill Enhancement Courses are comprised of a set of ten skills and student has choice of opting 05 out of them. Each semester is of 8 credits and 200 marks. Total course is 16 credits and 400 marks.

Pre-requisites of the course:

The basic knowledge of Philosophy of Education, Psychology of Education, Sociology of Education and History of Education is required for successful completion of optional subject Education in V & VI semester of B.A. Third year. The courses designed for first and second year covers these aspects of core subject Education. Thus, student has to successfully complete the courses at first & second year.
<table>
<thead>
<tr>
<th>Seme</th>
<th>Core Course</th>
<th>Paper</th>
<th>Course Title</th>
<th>Lectures /week</th>
<th>Total No. of lectures</th>
<th>CA</th>
<th>ESE</th>
<th>Total Marks</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>DSE</td>
<td>I</td>
<td>Educational Evaluation OR Educational Management</td>
<td>4</td>
<td>60</td>
<td>35</td>
<td>40</td>
<td>75</td>
<td>3</td>
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</tr>
<tr>
<td>GE-1</td>
<td>I</td>
<td></td>
<td>Guidance &amp; Counseling</td>
<td>4</td>
<td>60</td>
<td>35</td>
<td>40</td>
<td>75</td>
<td>3</td>
</tr>
<tr>
<td>SEC-3</td>
<td>III</td>
<td></td>
<td>Evaluation Skills</td>
<td>2</td>
<td>30</td>
<td>25</td>
<td>25</td>
<td>50</td>
<td>2</td>
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<td>Total (V Semester)</td>
<td>10</td>
<td>150</td>
<td>95</td>
<td>105</td>
<td>200</td>
<td>8</td>
</tr>
<tr>
<td>VI</td>
<td>DSE</td>
<td>II</td>
<td>Curriculum Construction Or Trends in Education</td>
<td>4</td>
<td>60</td>
<td>35</td>
<td>40</td>
<td>75</td>
<td>3</td>
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<td>II</td>
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<tr>
<td>GE-2</td>
<td>I</td>
<td></td>
<td>Statistics in Education</td>
<td>4</td>
<td>60</td>
<td>35</td>
<td>40</td>
<td>75</td>
<td>3</td>
</tr>
<tr>
<td>SEC-4</td>
<td>IV</td>
<td></td>
<td>Guidance and Counseling skills</td>
<td>2</td>
<td>30</td>
<td>25</td>
<td>25</td>
<td>50</td>
<td>2</td>
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<td>Total (VI Semester)</td>
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<td>150</td>
<td>95</td>
<td>105</td>
<td>200</td>
<td>8</td>
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<tr>
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<td></td>
<td>Total (V+ VI Semester)</td>
<td>20</td>
<td>300</td>
<td>190</td>
<td>210</td>
<td>400</td>
<td>16</td>
</tr>
</tbody>
</table>

* Set of skills for semester V is given in the detail syllabus
** Set of skills for semester VI is given in the detail syllabus
Disciplines Specific Elective-I

Paper I: Educational Evaluation

Credits: 03
Lectures Per week: 04
Marks: 75= (35 Internal Evaluation + 40 External Evaluation)
Total Periods: 60

Objectives:
To enable the student to:
1. Understand the Concept of Measurement, assessment and Evaluation
2. Understand the Instructional objectives & Approaches of evaluation
3. Understand the Characteristics of good measuring instruments
4. Understand the concept, nature and standardized tests

Detailed Syllabus:

Unit-I Measurement & Evaluation
1.1 Concept of Measurement, assessment and Evaluation
1.2 Principles and Aspects of Evaluation
1.3 Meaning, Importance and difference among Measurement, assessment and Evaluation

Unit-II Instructional Objectives & Approaches of Evaluation
2.1 Taxonomy of instructional objectives
2.2 Evaluation Approach: Formative – Summative, Qualitative – Quantitative, Continuous remedial evaluation

Unit-III Tools, Techniques of Evaluation
3.1 Characteristics of good measuring instruments and factors affecting them.
3.2 Tools of evaluation: - a) Quantitative – Written, Oral and Practical
   b) Qualitative – Observation, Rating Scale, Checklist Projective & Sociometry techniques
Unit-IV Psychological Tests

4.1 Psychological Tests- concept, nature and introduction of standardised tests

4.2 Measurement of Intelligence- concept, Nature

4.3 Assessment of personality: concept, Nature

4.4 Aptitude Test – concept, Nature

Recommended Reference Books:

- Education in ancient india- A S Altekar
- Report of university Education- 1948 Govt. of India
- Report of secondary Education Commission-1952 Govt. of India
- Report of Kothari Commission – 1964-66 Govt. of India
- उदयोगमुख भारतीय समाजातील शिक्षण व शिक्षक— नाग पत्वार
- भारतीय शिक्षणाचा इतिहास— डॉ. गणेश शेटकर, डॉ. शारदा शेटकर आणि डॉ. शोभना जोशी—तुम्मी प्रकाशन, ओझावाड
- भारतीय शिक्षण पद्धती व माध्यमिक शिक्षण, नूतन प्रकाशन, पुणे, दुर्गाप्रसाद अरविंद
- भारतीय शिक्षण प्रगतीचा विकास—डॉ. होसनी देवंद, डॉ. मदवंत उक्षरल, डॉ. हरमदार तवंभ
- भारतीय शिक्षणाचा इतिहास—मंडे गोळ, मंडे ल रा
- भारतीय शिक्षणाचे आयोग व ममत—नर्याण मिन्न
B.A. THIRD YEAR  

SEMMESTER: V  

CORE COURSE: EDUCATION  

DISCIPLINES SPECIFIC ELECTIVE -2  

PAPER- I : EDUCATIONAL MANAGEMENT  

Credits: 03  

Marks: 75= (35 Internal Evaluation + 40 External Evaluation)  

Lectures Per week: 04  

Total Periods: 60  

**************************************************************************  

Objectives:  

To enable the student to:-  

1. Understand the meaning the nature scope and types of educational management  

2. Understand about the Elements of School Management  

3. Understand the human resources & their functions in educational management  

4. Acquaint with in situational planning such as time table, school plan  

Detailed Syllabus:  

Unit-I Management  

1.1 Concept,  

1.2 Characteristics,  

1.3 Process  

1.4 Function.  

Unit-II Elements of School Management  

4.1 Planning.  

4.2 Organizing.  

4.3 Direction.  

4.4 Control.  

4.5 Co-ordination.
**Unit-III Human Resources**

3.1 Human being as input, process and product: Headmasters, Teachers, Students, NonTeaching Staff

3.2 Functions and qualities of Headmasters and Teachers.

**Unit-IV School Plant**

4.1 Building, Classroom, Furniture, Library, Laboratory, Playgrounds, Electricity and Water Supply.

A. Human needs – Office, Staff Rooms and Related Facilities etc.

B. Academic needs- Classroom, Library, Laboratory, Computer room and Playground etc.

C. Institutional Planning (Time Table)

**Recommended Reference Books:**

- शालेय व्यवस्थापन शी.सी.सी. आणि आधुनिक भारतीय विद्यार्थी विभाग – डॉ. सो.किरण नगवेले
- प्रगती शी.व्यवस्थापन प्रशासन व विचार व्यवहार –डॉ.दुनावे अरविंद डॉ.पारसंनिक हेमलंग.पुणे, निबंध नुसळ प्रकाशन.
- दुनावे अरविंद 1998 शालेय व्यवस्थापन, पुणे नुसळ प्रकाशन
B.A. THIRD YEAR  SEMESTER: V  CORE COURSE: EDUCATION

GENERIC ELECTIVE -1

PAPER- I: GUIDANCE & COUNSELING

Credits: 03  Marks: 75= (35 Internal Evaluation + 40 External Evaluation)
Lectures Per week: 04  Total Periods: 60

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Objectives:

To enable the student to:-

1. Understand the meaning, concept & importance of guidance in education.

2. Understand the meaning, concept, need & techniques of Counseling.

3. Understand the meaning of Guidance Services & Guidance programmer.

4. Understand the importance of career guidance Factors affecting Career Choice and Career Adjustment

Detailed Syllabus:

Unit - I Guidance

1.1 Meaning, concept of guidance, Scope & Nature.

1.2 Need & Importance of Guidance.

1.3 Types of Guidance.

Unit - II Counseling

2.1 Meaning, concept of Counseling.

2.2 Need & techniques of Counseling.

2.3 Types of Counseling.

Unit - III Career Guidance

3.1 Aims & Importance of Career Guidance
3.2 Factors affecting career choice & career adjustment 3.3 Guidance programmer at Different levels.

**Unit - IV Mental Health**

4.1 Concept of Mental Health & Mental Hygiene

4.2 Adjustment Mechanisms

4.3 Causes and Symptoms of Maladjustment

**Recommended Reference Books:**

- Gupta Sarda. (2005), Career and Counseling Education Kalpaz Pubilcations, Delhi.52.
- Chandra Ramesh, Career Information and Guidance and counseling . Isha Books Delhi.33.
- Bengalee, Mehroo D. Guidance and Counseling Sheth Publishers, Educational Publisher, Bombay,26.
- डॉ. गुरुवरणी मेघा 2011 सार्वजनिक व समुदायक प्रशिक्षण, निर्मित्त प्रकाशन, पुणे.
- श्रीश्री शास्त्रीय समुदायक प्रशिक्षण आश्रय संस्थान डॉ. अरविंद दुमार, पुणे नुस्तन प्रकाशन
- हताहत दरबार — संवाजी मोसाने 2006 शाळाचे व्यवस्थापनाचे शिक्षण, समुदायी प्रकाशन, कोल्हापूर
B.A. THIRD YEAR  SEMESTER: V  CORE COURSE: EDUCATION

SKILL ENHANCEMENT COURSE -3

Paper –III : EVALUATION SKILLS

Credits: 02  Marks: 50= (25 Internal Evaluation + 25 External Evaluation)
Lectures Per week: 02  Total Periods: 50

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Student has to select any five skills from the following:

1. Preparing Blue prints for Tests
2. Oral Examinations
3. Practical Examination
4. Questioning
5. Designing Quiz
6. Preparing examination tools: Rating scale, inventory etc.
7. Testing of Aptitude
8. Testing of Attitude
9. Testing of Interest
10. Group Discussion and Personal Interview (GDPI)
Objectives:
To enable the student to:-
1. Understanding the meaning, nature scope & core areas of curriculum
2. Understand the different type of curriculum & Principal
3. Curriculum of framework of pre primary to higher secondary level
4. Understand the process of curriculum development

Detailed Syllabus:

Unit – I Curriculum
1.1 meaning, nature scope of curriculum
1.2 aims of objective of curriculum
1.3 curriculum & core areas

Unit – II Different Type of Curriculum
2.1 type of curriculum, Merit & Demerits of different types of curriculum
2.2 concepts of balanced curriculum

Unit – III Principal of Curriculum & Framework at Different level in Education
5.1 Principal of Curriculum
5.2 Pre- Primary
5.3 Secondary & Higher Secondary level
Unit – IV Development of Curriculum

4.1 Process of curriculum development

4.2 curriculums: Evaluation at school stage

Recommended Reference Books:

2. अंधवान साले आशा पंडेती — डॉ. उ. फ. कुंडले निलेंद्र प्रकाशन पुणे 1990
3. डॉ. न. बा. कुंडले, सिक्कने संस्कारके तत्त्वज्ञान व तमाजके अभिव्यक्तीचे विषय प्रकाशन, पुणे
4. डॉ. ज्ञानक एन पूल, प्रामाण्य आर आर — शालेय ध्वनी सम्बन्धन फडके प्रकाशन, कोल्हापुर
5. डॉ. शान्तर आनंद, डॉ. पूणा शांकर — शालेय ध्वनी सम्बन्धन फडके प्रकाशन, कोल्हापुर
6. डॉ. मोहन ज्ञातव — माध्यमिक शिक्षण, फडके प्रकाशन, कोल्हापुर
7. पार्श्वनाथ न.स. — सिक्कने संस्कारी व समाजसार्वजनीय मूल्यमान, नुतन प्रकाशन, पुणे
Objectives:

To enable the student to:-

1. Acquire knowledge & understanding about new trends in Education
2. Development awareness of environmental education
3. Acquaint with the role of technology, ICT, Mass Media in spreading education among the masses.

Detailed Syllabus:

Unit – I New Trends in Education
1.1 Constructivism
1.2 Online Learning
1.3 Co-Operative Learning
1.4 Collaborative Learning

Unit – II Environment Education
2.1 Concept, Meaning Scope of Educational Technology
2.2 Aims & objectives
2.3 Roll of teacher in environment
Unit – III Educational Technology & Information Technology

3.1 Concept, Meaning Scope of Educational Technology

3.2 Meaning & characteristics of information technology

3.3 Use of T.V. Radio& Computer in Education

Unit – IV Action Research

4.1 Meaning & Concept types

4.2 Steps of Action Research

4.3 use of Action Research

Recommended Reference Books:
1. ओक तुम्म ऑक संक्षिप्त तंत्रित्वशास्त्र, श्री विद्या प्रकाशन पुणे
2. ह.भ.जंगताप संक्षिप्त तंत्रित्वशास्त्र नुक्तन प्रकाशन पुणे
3. वेर्नल सिमा, भोटल समा संक्षिप्त तंत्रित्वशास्त्र कठर्न प्रकाशन पुणे
4. दुनांक अर्घ विश्व तंत्रित्वशास्त्र नुक्तन प्रकाशन पुणे
5. भारतीय संस्कृति, परिवार संस्कृति, नुक्तन प्रकाशन पुणे
6. शारदा शेषकर तंत्रित्वशास्त्र पुणे
7. कुलकर्णी डा.आर. पर्यावरण संस्कृति, भिद्या प्रकाशन, पुणे
8. डा. शारदा शेषकर उपयोजित पर्यावरण संस्कृति, सुर्स्मार्ट प्रकाशन, कोल्हापुर
9. प्राचार्य न.ल.नानकर, रमेश कृतितत्त्वशास्त्र व नवोपकम विद्या प्रकाशन, नागपूर
10. प्राचार्य विद्वान विश्वास तंत्रित्वशास्त्र कृतितत्त्वशास्त्र व नवोपकम अनिश्चित प्रकाशन, रायगढ़
11. किशनतील नवप्रकाशन डा. प्राचार्य जी.भ. नरेंद्र राजस्व, नरेंद्र कोल्हापुर, आदिवासी प्रकाशन, नारदेव
12. डा. देवदास जोशी, डा. उपाख्यान तंत्रित्वशास्त्र पर्यावरण संस्कृति, आदिवासी प्रकाशन, नारदेव
B.A. THIRD YEAR  
SEMESTER: VI  
CORE COURSE: EDUCATION

GENERIC ELECTIVE-2

PAPER- II : STATISTICS IN EDUCATION

Credits: 03  
Marks: 75=(35 Internal Evaluation + 40 External Evaluation)
Lectures Per week: 04  
Total Periods: 60

**************************************************************************

Objectives:
To enable the student to:
1. Develop an understanding about the basics of educational statistics
2. Understand the Measures of Central Tendency
3. Use of statistics in education
4. Understand the Measures of variability
5. Understand concepts & types of correlation & coefficient of correlation

Detailed Syllabus:

Unit – I Basics of Educational Statistics
1.1 Need & importance of Educational Statistics
1.2 Tabulation of Data
1.3 Use of Educational Statistics.

Unit – II Measures of Central Tendency
2.1 Meaning, Characteristics and problems
   a. Mean,
   b. Median
   c. Mode
Unit – III Measurement of Variability

3.1 Meaning, characteristics and problems

a. Range

b. Quartile deviation

Unit – IV Correlation

4.1 concepts & Meaning of correlation

4.2 Coefficient of co Relation
B.A. THIRD YEAR                  SEMESTER: VI                  CORE COURSE: EDUCATION

SKILL ENHANCEMENT COURSE -4

Paper IV : GUIDANCE AND COUNSELING SKILLS

Credits: 02
Lectures Per week: 02

Marks: 50= (25 Internal Evaluation + 25 External Evaluation)
Total Periods: 50

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Student has to select any five skills from the following:

1. Opening
2. Attending
3. Listening
4. Questioning
5. Supporting & Suggesting
6. Summarizing
7. Responding
8. Empathy
9. Motivation
10. Self-Esteem Development

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Note: Existing passing rules pattern of Examination and Internal evaluation of B.A. will be applicable for B.A. with education as an elective.