परिचय

या परिप्रेक्ष्यात, सर्व संबंधितं अध्ययनात येते की, प्रस्तुत विद्यापीठात्या संलग्न महाविद्यालयातील मानवविज्ञान विद्याशाखेतील पदवी स्तरावरून प्रमूळक वर्षांचा खालील विषयाना C.B.C.S. (Choice Based Credit System) Pattern नुसारचे अभ्यासक्रम शैक्षणिक वर्ष २०१७-१८ पासून लागू करण्यात येत आहे.

१) बी.ए. — शिक्षणशाखा — द्वितीय वर्ष

सदरील परिप्रेक्ष्य व अभ्यासक्रम प्रस्तुत विद्यापीठात्या www.srtmun.ac.in या संकेतस्थळावर उपलब्ध आहेत. तरी सदरील बाब दर सर्व संबंधितं निर्देशनासाठी आणून घाते.

जातीयत्व परिषद,
विभागपति, नांदेड — ४३९ ६०६.
भास. — शैक्षणिक—०१/परिप्रेक्ष्य/पदवी—सीबीसीएस/अभ्यासक्रम/२०१७-१८/०२०६
दिनांक: ११.०६.२०१७.

प्रत माहिती व पूर्वीकरणाची भांडू.

१) मा. कुलशिव यांचे कार्यालय, प्रस्तुत विद्यापीठ.
२) मा. संवादक, परीक्षा व मूल्यमापन मंडळ, प्रस्तुत विद्यापीठ.
३) प्राध्यापक, सर्व संबंधित संलग्न महाविद्यालय, प्रस्तुत विद्यापीठ.
४) उपकूलशिव, पट्टुर विभाग, प्रस्तुत विद्यापीठ.
५) साहाय्य कुलशिव, पात्रता विभाग, प्रस्तुत विद्यापीठ.
६) सिस्टम एस्सायर, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ.
SYLLABUS

B.A. SECOND YEAR

CORE COURSE:

EDUCATION

Semester Pattern

(CHOICE BASE CREDIT SYSTEM - CBCS)

(With effects from the Academic Year 2017-18)
SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED.  
Choice Based Credit System (CBCS) Course Structure (New Pattern)  

B.A. Second Year  

CORE COURSE: EDUCATION

<table>
<thead>
<tr>
<th>Semester</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>III</td>
<td>Education</td>
<td>V</td>
<td>Development of Education in India</td>
<td>4</td>
<td>60</td>
<td>35</td>
<td>40</td>
<td>75</td>
<td>3</td>
</tr>
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<td></td>
<td></td>
<td>VI</td>
<td>Educational Technology</td>
<td>4</td>
<td>60</td>
<td>35</td>
<td>40</td>
<td>75</td>
<td>3</td>
</tr>
<tr>
<td>SEC-1</td>
<td>Microteaching (05 skills)*</td>
<td>2</td>
<td></td>
<td>30</td>
<td>25</td>
<td>25</td>
<td>50</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Total-III</td>
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<td>10</td>
<td>150</td>
<td>95</td>
<td>105</td>
<td>200</td>
<td>8</td>
</tr>
<tr>
<td>IV</td>
<td>Education</td>
<td>VII</td>
<td>Contemporary Indian Education</td>
<td>4</td>
<td>60</td>
<td>35</td>
<td>40</td>
<td>75</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VIII</td>
<td>Educational Thinkers &amp; Psychologists</td>
<td>4</td>
<td>60</td>
<td>35</td>
<td>40</td>
<td>75</td>
<td>3</td>
</tr>
<tr>
<td>SEC-2</td>
<td>Microteaching (05 Skills)**</td>
<td>2</td>
<td></td>
<td>30</td>
<td>25</td>
<td>25</td>
<td>50</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Total-IV</td>
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<td></td>
<td>10</td>
<td>150</td>
<td>95</td>
<td>105</td>
<td>200</td>
<td>8</td>
</tr>
<tr>
<td>Total-III+IV</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>300</td>
<td>190</td>
<td>210</td>
<td>400</td>
<td>12</td>
</tr>
</tbody>
</table>

* Set of skills for semester III is given in the detail syllabus  
** Set of skills for semester IV is given in the detail syllabus
Objectives:
1. To enable the student to understand the Education in British Period
2. To enable the student to understand the development of secondary education
3. To enable the student to understand the National Education Policy

Detailed Syllabus:
UNIT-I: EDUCATION IN BRITISH PERIOD
1.1 Charter Act 1813 - With reference to recommendation, oriental-occidental controversy, merits & demerits.
1.2 Macaulay's Minutes 1835- With reference to recommendation, merits & demerits.
1.3 Wood's Dispatch 1854- With reference to recommendation, merits & demerits.

UNIT-II: SECONDARY EDUCATION COMMISSION 1952-53 (MUDLIAR COMMISSION)
2.1 Aims & Structure of Secondary Education.
2.2 Curriculum, Textbook & Teaching Method.
2.3 Recommendations of Mudliar Commission.

UNIT-III: KOTHARI COMMISSION 1964-66
3.1 Objectives & Structure of Education.
3.2 Curriculum, Textbook & Teaching Method.
3.3 Recommendations (Women Education, Teacher Education, Student Scholarship, Language education)

UNIT-IV: NATIONAL EDUCATION POLICY -1986
4.1 Objectives, Policy Matter, Salient Features.
4.2 General Structure of National Curriculum Pattern.
4.3 Innovation of Operation Black Board, Navodaya Vidyalaya.

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
- उदयोगुप्त भारतीय समाजातील शिक्षण व शिक्षक- नाग पवार
- भारतीय शिक्षणाचा इतिहास- डॉ.गंगेशा शेटकर, डॉ.शारदा शेवटकर आणि डॉ. शोभना जोशी- गृहमयी प्रकाशन, औरंगाबाद.
- भारतीय शिक्षण फॅहदी व माहूसक शिक्षण, तुलन प्रकाशन, पुणे. दुनाखे अरविद
- भारतीय शिक्षण प्राकाश किकाक- डॉ. जोशी देवेंद्र, डॉ. गंगा देवेंद्र, डॉ. इमामदार दिव्येंद्र
- भारतीय शिक्षणाचा इतिहास- गंदे गोला, गंदे लंगा
- भारतीय शिक्षणचे आयोग व संस्था -नर्मण मिळल
Objectives:
To enable the student to:-
1. To understand about the concept, nature and scope of educational technology.
2. To acquaint with the mass media approach in educational technology
3. To understand the concept, meaning and development of system approach.
4. To make aware of innovations in educational technology such as programmed fearing and team teaching.

Detailed Syllabus:
UNIT-I: COMMUNICATION PROCESS
1.1 Concepts, nature.
1.2 Process, components.
1.3 Types of classroom communication.

UNIT-II: MASS MEDIA APPROACH IN EDUCATIONAL
2.1 Functions of Mass Media.
2.2 Television, Radio.
2.3 Literature, News Papers, Folk Media.

UNIT-III: SYSTEMS APPROACH
3.1 Concept, meaning of system approach.
3.2 Principles & Characteristics of system approach.
3.3 Development of an Instructional system

UNIT-IV: INNOVATIONS IN EDUCATIONAL TECHNOLOGY
4.1 Programmed learning.
4.2 Team teaching.
4.3 E-learning

Recommended Reference Books:
- Essentials of Educational Technology - Rawat S.C.
- Educational Technology - Sharma, A.R
- Educational Technology - Yeole Seema
- Introduction to Educational Technology - Kulkarni S.S.
- प्रगति शैक्षणिक तत्त्वविद्यान - जगताप हु.ना.
SKILL ENHANCEMENT COURSE -1: MICROTEACHING

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

Student has to select any five skills from the following:

1. Writing Instructional Objectives
2. Set Induction
3. Introducing a Lesson
4. Fluency in Questioning
5. Probing Questioning
6. Explaining
7. Illustrating with Examples
8. Stimulus Variation
9. Use of Teaching Aids
10. Board Writing
Objectives:
To enable the student to:-
1. Understand the aims objectives, problems of elementary education.
2. Develop awareness of various organizations and their role in the implementation of policies and programmes.
5. Understand aims and objectives and nature of higher secondary education and problems in it.
6. Understand aims and objectives of higher education and problems in it.

Detailed Syllabus:
UNIT-I: ELEMENTARY EDUCATION
1.1 Aims and objectives of Elementary Education.
1.2 Problems of Elementary Education.
1.3 Function’s of DIET, operation Black board, District Primary Education Programme.

UNIT-II: SECONDARY EDUCATION
2.1 Aims and objectives of Secondary Education.
2.2 Role of NCERT, SCERT.

UNIT-III: HIGHER SECONDARY EDUCATION
3.3 Aims and objectives of Higher Secondary Education.
3.4 Nature of Higher Secondary Education.
3.5 Problems of Higher Secondary Education.

UNIT-IV: HIGHER EDUCATION
4.1 Aims and Objectives of Higher Education.
4.2 Problems of Higher Education.
4.3 Role of UGC, CSIR.

Recommended Reference Books:
- Dr. Altekar A. S. – Education in Ancient India.
- Indian Education Commission – 1964-66
- University Education Commission, 1948.
- विद्यालयांतर्गत शिक्षण— नागपुर
- भारतीय समाजतातील शिक्षण व शिक्षक— नागपुर
- महाशिक्षण शिक्षणाचा इतिहास— दो. गणेश सेटकर, दो.शारदा शेतकर आणि दो. शमना जोशी–मुंबई
- महाशिक्षण शिक्षण व माध्यमिक शिक्षण, गुजरात प्रकाशन, पुणे. शुद्धांक अश्विन
- भारतीय शिक्षण प्राणांत्याचा इतिहास —दो. जेशोविले, दो. शंकरांना उपजनक, दो. श्यामनाथ दिनेकर
- भारतीय शिक्षणाचा इतिहास —मंड. गोपाल, मंड. गोपाल
- भारतीय शिक्षणाचा आयोग व मनीषा—नववर्षी मिनल
Objectives:
To enable the student to:

1. develop an understanding of educational ideas of India and western thinkers.
2. obtain an understanding of pedagogical concepts given by Indian and western educational thinkers.
3. understand the theories & contribution of psychologists in education.

Detailed Syllabus:
UNIT-I: M. K. GANDHI (INDIAN THINKER)
   1.1 Educational thoughts
   1.2 Contribution to Education
   1.3 Educational Implementation

UNIT-II: DR BABASAHEB AMBEDKAR (INDIAN THINKER)
   2.1 Educational thoughts
   2.2 Contribution to Education
   2.3 Educational Implementation

UNIT-III: MADAM MONTESSORI (WESTERN THINKER)
   3.1 Educational thoughts
   3.2 Contribution to Education
   3.3 Educational Implementation

UNIT-IV: SIGMUND FREUD (PSYCHOLOGIST)
   4.1 Theory
   4.2 Contribution to Education
   4.3 Educational Implementation

Recommended Reference Books:
- Agrawal J.C. (1985) Educational Thoughts and practices, Delhi-Doba House,
- Dr Joshi Devendra, Dr sadavarte Ujjwala, Dr Lahorkar Balaji (2008) Educational Psychology-Conclusion of Great Psychologists, Aditya Publications, Nanded
B.A. Second Year                     Semester: IV                      CORE COURSE: EDUCATION

SKILL ENHANCEMENT COURSE -2: MICROTEACHING

Credits: 02            Marks: 50= (25 Internal Evaluation + 25 External Evaluation)
Lectures per Week: 02                     Total Periods: 30

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Student has to select any five skills from the following:

1. Demonstration
2. Power Point Presentation
3. Silence and Non-Verbal Cues
4. Reinforcement
5. Increasing Pupil Participation
6. Using Black Board
7. Achieving Closure
8. Recognising Attending Behaviour
9. Feedback
10. Classroom Management

Note:  Existing Passing Rules Pattern of Examination and Internal Evaluation of B.A. will be applicable for B.A. with Education as an Elective.

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