



B  
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(2009)

**SHIVAJI UNIVERSITY, KOLHAPUR - 416 004, MAHARASHTRA**

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**शिवाजी विद्यापीठ, कोल्हापूर - ४१६ ००४, महाराष्ट्र**

दुरध्वनी : (ईपीएबीएक्स) २६०९००० (बी .ओ .एस .२६०९०९४) तार : युनिशिवाजी

फॅक्स : ००९१ - ०२३१ - २६९१५३३ व २६९२३३३. e - mail : bos@unishivaji.ac.in

SU/BOS/ Phy. Edu. /B.A./4605

Date :- 22-8-2012

The Principal,  
All Affiliated Colleges  
Shivaji University, Kolhapur.

Subject:- Regarding revised Syllabi, Nature of Question Paper and Equivalence of B.A. III- Education (Sem-V & VI) under the Faculty of Education.

Sir/Madam,

With reference to the subject mentioned above, I am directed to inform you that the University authorities have accepted and granted approval to the revised syllabi, nature of question paper and equivalence of B.A. III Education (Sem-V & VI) under the Faculty of Education.

This syllabi shall be implemented from the academic year 2012-2013 (i.e. from June 2012) onwards and the same is available on university website [www.unishivaji.ac.in](http://www.unishivaji.ac.in).

The question papers on the pre-revised syllabi of above mentioned course will be set for the examinations to be held in Oct/Nov-2012, March/April-2013 Oct/ Nov-2013 & March/April-2014. These chances are available for repeater students, if any.

You are therefore, requested to bring this to the notice of all students and teachers concerned.

Thanking you,

Yours faithfully,

Sd/-

Dy. Registrar

Encl: C.D. of the above mentioned syllabi

Copy to:-

- 1 Dean, Faculty of Education
- 2 Chairman, BOS in Education
- 3 Appointment Section
- 4 B.A. Section
- 5 Affiliation Section (U.G.)
- 6 Computer Centre

For information & n. a.

*Shivaji University, Kolhapur*

# SHIVAJI UNIVERSITY, KOLHAPUR



## Revised Syllabus

**Bachelor of Arts**

**B.A. Part-III**

**Education**

**Sem- V & Sem- VI**

**(Introduced from June 2012 and onwards)**



**Shivaji University, Kolhapur**  
**Revised Syllabus for**  
**Bachelor of Arts ( B. A. Part-III) Education**  
**Introduced from June, 2012 and onwards.**

**Sem-V & Sem-VI**

**Semester –V**

Paper No	Name of the Paper	Marks	
		Theory	Internal
Paper-VII	Contemporary Indian Education	40	10
Paper-VIII	Educational Evaluation	40	10
Paper-IX	Educational Management	40	10
Paper-X	Guidance And Counselling	40	10
Paper-XI	Educational Thinkers	40	10

**Semester –VI**

Paper No	Name of the Paper	Marks	
		Theory	Internal
Paper-XII	Trends In Education	40	10
Paper-XIII	Statistics In Education	40	10
Paper-XIV	Educational Technology	40	10
Paper-XV	Curriculum Construction	40	10
Paper-XVI	Educational Practices	40	10

**Semester –V**  
**Paper No-VII**  
**CONTEMPORARY INDIAN EDUCATION**

**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.
3. Understand aims & objectives of secondary education. .
4. acquaint with the role of NCERT, SCERT & NPE-2001.
5. understand aims and objectives.
6. and nature of higher secondary education and problems in it.
7. understand aims and objectives of higher education and problems in it.

**Semester –V**  
**Paper No-VII**  
**CONTEMPORARY INDIAN EDUCATION**

**Unit – I : Elementary Education**

- a. Aims and objectives of Elementary Education.
- b. Problems of Elementary Education.
- c. Function's of DIET, operation Black board, District Primary Education Programme.

**Unit – II - Secondary Education**

- a. Aims and objectives of Secondary Education.
- b. Role of NCERT, SCERT.
- c. National Policy of Education – 2001.

**Unit – III - Higher Secondary Education**

- a. Aims and objectives of Higher Secondary Education.
- b. Nature of Higher Secondary Education.
- c. Problems of Higher Secondary Education.

**Unit : IV – Higher Education**

- a. Aims and Objectives of Higher Education.
- b. Problems of Higher Education.
- c. Role of UGC, CSIR.

**Recommended Books**

1. Dr. Altekar A. S. – Education in Ancient India.
2. Indian Education Commission – 1964-66
3. University Education Commission, 1948.
4. Report of Mudliar Commission of Secondary Education, 1952-53
5. देशपांडे के.ना प्रा.माली अ.ल. प्राचीन काळातील शिक्षण
6. देशमुख एल.जी.(2004) भारतातील शिक्षणाचा विकास, कोल्हापूर: फडके प्रकाशन,
7. देशमुख, एल.जी. ( 2003) शिक्षणाचे तत्वज्ञानात्मक व समाजशास्त्रीय अधिष्ठान, कोल्हापूर: फडके प्रकाशन जुलै,

**Semester –V**  
**Paper No-VIII**  
**EDUCATIONAL EVALUATION**

**Objectives**

**To enable the student to:-**

1. understand the concepts of measurement and evaluation in the field of education.
2. acquaint with different types of measuring instruments and their uses.
3. develop understanding of the concepts of validity and reliability and their importance in educational measurement
4. acquaint with the principles of construction of achievement and psychological tests.
5. acquaint with different methods of interpreting test scores.

**Semester –V**  
**Paper No-VIII**  
**EDUCATIONAL EVALUATION**

**Unit –I - Educational Measurement**

- a) Concept of measurement,
- b) Need for measurement in Education
- c) Concept of Evaluation in Education
- d) Relation between measurement and evaluation.

**Unit – II - Measuring instrument**

- a) Characteristics of a good measuring instrument. Validity, reliability and objectivity.
- b) Measurement of achievement, interest, attitude and personality.

**Unit – III - General Principles of constructing tests and its standardization.**

**Unit – IV – Methods of interpreting Test Scores.**

- a) Types of Measuring Scales
- b) Standard scores
- c) Norms

**Recommended Books:**

1. Dandekar , W.N. (1971) Evaluation in Schools, Poona: Shri Vidya prakashan
2. Norman Arouland (1976) Measurement and Evaluation, Macmillan.
3. Patel R.N.(1978) Educational Evaluation: Theory and Practice: Bombay, Himalaya Publication.
4. SaxGilbert (1974) Principles of Educational Measurements and Evaluation, California: Wardswarth publishing Company.
5. बरवे, मिनाक्षी (2008) शैक्षणिक मूल्यमापन व मूल्यनिर्धारण, पुणे: नित्य नूतन प्रकाशन

**Semester –V**  
**Paper No-IX**  
**EDUCATIONAL MANAGEMENT**

**Objectives :**

**To enable the student to:-**

1. understand the meaning, nature scope and types of educational management.
2. make aware of various aspects of instructional management.
3. acquaint with in situational planning such as time table, class climate, discipline and accommodation.
4. understand meaning need significance types and steps in educational planning.

**Semester –V**  
**Paper No-IX**  
**EDUCATIONAL MANAGEMENT**

**Unit – I - Concept of Educational Management**

- a) Meaning, nature, need and scope.
- b) Types of Educational Management

**Unit – II - Aspects of institutional management**

- a) Curricular activities
- b) Co-curricular programmes- health services, Sanitation and beautification.

**Unit – III - Institutional Planning**

1. Time – table
2. Class Climate and discipline
3. Hostel and staff accommodation.

**Unit –IV - Educational Planning –**

- a) Meaning, need and significance
- b) Types of educational planning.
- c) Steps in educational planning.

**Books Recommended :**

1. Kochhar, S.K. (1971) Secondary school Administration, New Delhi: Sterling Publishers.
2. Saksena, S.C. (1990), Principles of Management, Agra: Sahitya Bharan.
3. Mohanti Jagannath (2005) Educational Management Supervision, school organization, New Delhi: Neelkamal Publications PVT Ltd.
4. NCERT, Studies in Educational Administration in Maharashtra.
5. दुनाखे अरविंद (1998) शालेय व्यवस्थापन, पुणे: नूतन प्रकाशन
6. जाधव एम.एल. आणि माने, आर.आर (2002) शालेय व्यवस्थापन, कोल्हापूर : फडके प्रकाशन
7. इनामदार इरफान- संभाजी भोसले (2006) शालेय व्यवस्थापनाचे शिक्षण, कोल्हापूर : समृद्धी प्रकाशन

**Semester –V**  
**Paper No-X**  
**GUIDANCE AND COUNSELLING**

**Objectives :**

**To enable the student to:-**

1. understand the meaning, nature and scope of guidance and counseling.
2. identify the purpose and functions of vocational guidance.
3. understand the relations between education and vocational guidance, and between vocational guidance and work education.
4. acquaint with different types, steps and techniques of counseling.
5. understand the concept of mental health and process of healthy adjustment and good interpersonal relationship.

**Semester –V**  
**Paper No-X**  
**GUIDANCE AND COUNSELLING**

**Unit – I : The Concept of Guidance**

- a) Meaning, nature and scope of guidance
- b) Philosophical, psychological and sociological bases of guidance
- c) Need and Importance of Educational Guidance services in schools.

**Unit – II : Vocational Guidance**

- a) Purpose and functions of vocational guidance
- b) Relation between educational and vocational guidance
- c) Relation between vocational guidance and work education.

**Unit – III : The Concept of Counselling**

- a) Meaning, nature and scope of counselling
- b) Different types of counselling
- c) Various steps and techniques of counselling.

**Unit – IV : Mental Health**

- a) Concept of Mental Health and Mental Hygiene
- b) Causes and Symptoms of Maladjustment
- c) Adjustment Mechanisms.

**Books Recommended :**

1. Agrawal, J.C.(1985) Educational guidance and counselling Delhi: Darba House, 1985.
2. Kochhar S. K (1992) Educational and Vocational guidance in Secondary Schools
3. पिंपळखरे, भो ह(1971) शैक्षणिक मार्गदर्शन व व्यावसायिक मार्गदर्शन, पुणे: विद्यार्थीगृह प्रकाशन.
4. पत्कि, श्री मनः ( 1984) शैक्षणिक मार्गदर्शन आणि सल्ला कार्य, औरंगाबाद, मिलिंद प्रकाशन
5. डॉ.गुल्लवणी मेघा ( 2011) मार्गदर्शन व समुपदेशन , नित्यनूतन प्रकाशन, पुणे
6. इनामदार इरफान- संभाजी भोसले (2006) शालेय व्यवस्थापनाचे शिक्षण, कोल्हापूर : समृद्धी प्रकाशन

**Semester –V**  
**Paper No-XI**  
**EUCATIONAL THINKERS – ORIENTAL AND OCCIDENTAL**

**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. orient the student to scientific study of some educational problems.

**Semester –V**  
**Paper No-XI**  
**EUCATIONAL THINKERS – ORIENTAL AND OCCIDENTAL**

**Unit – I – M. K. Gandhi – Educational thoughts and work**

**Unit – II – S. Vivekananda – educational thoughts and work**

**Unit -III – Madam Montessori Educational Thoughts & Work**

**Unit -IV – John Dewy- Educational Thoughts and work.**

**Books Recommend :**

- 1 Robert R. Rusk (1969) The Doctrines of the Great Educators, London: Macmillan & Co. Ltd.
- 2 Agrawal J.C. (1985) Educational Thoughts and practices, Delhi-Doba House,
- 3 Vinashvig, A, T.S. (1988) Educational Philosophy of Swami Vivekanand – Krishna Math Printing Press.
- 4 भगत रा तु (2000) कोल्हापूर : शिक्षणाचे शिल्पकार



**Semester –VI  
Paper No-XII  
Trends in Education**

**Objectives :**

**To enable the student to :-**

1. explain the concept importance and Scope of adult and vocational education in national context.
2. develop awareness of environmental education.
3. acquaint with the role of technology / mass media in spreading education among the masses.
4. develop understanding of the alternative systems/ modes of education and their implications in the Indian scenario.

**Semester –VI  
Paper No-XII  
Trends in Education**

**Unit – I - Adult Education.**

- a. Concept, need and scope
- b. National Literacy Mission (NLM)
- c. Sarva Shikshan Abhiyan

**Unit – II – Vocational Education –**

- a. Concept, Nature, Scope , Aims and objectives.
- b. Present Situation of vocational Education.
- c. Importance of Vocational Education.

**Unit – III - Environmental Education.**

- a. Concept Nature, need and importance,
- b. Aims, Objectives & Scope
- c. Role of teacher in Environmental Education

**Unit -IV- Mass Media.**

- a. Concept , Meaning , Scope, Print, TV, Radio, Computer
- b. Educational Significance.
- c. Open learning – Concept & Importance

**Recommended Books :**

1. Ansari, N.A. (1990) Adult Education in India (New Delhi & Chand and Co. Ltd) ch.7
2. Nanda V.K. (1997) Environmental Education: New Delhi, Amol Publication Pvt. Ltd.
3. बोबे वा.स.,(1989) अनौपचारिक शिक्षण व निरंतर शिक्षण पुणे: नूतन प्रकाशन,
4. डांगे नंदकुमार, (1980) राष्ट्रीय प्रौढ शिक्षण- पुणे: नूतन प्रकाशन
5. ओक, सुमन, (1984) शैक्षणिक तंत्रविज्ञान, पुणे: श्री विद्या प्रकाशन
6. विभूते, भालबा, प्रौढ शिक्षण योजना, यंत्रणा आणि कार्यवाही, कोल्हापूर: प्रियदर्शनी प्रकाशन
7. सोनार मधुकर (1990) आधुनिक ज्ञानामध्ये : दृक्श्राव्य शिक्षण नागपूर: महाराष्ट्र विद्यापीठ ग्रंथनिर्मिती मंडळ
8. किशोरावस्थेतील शिक्षण –संपादक संचालक- महाराष्ट्र राज्य शैक्षणिक व संशोधन परिषद पुणे - 30.
9. टोपकर रेखा- पर्यायी शिक्षण : पुणे नित्यनूतन प्रकाशन

**Semester –VI**  
**Paper No-XIII**  
**STATISTICS IN EDUCATION**

**Objectives**

**To enable the student to:-**

- 1 understand the meaning, nature and scope of educational statistics.
- 2 use of educational statistics in education.
- 3 develop the ability to use measures of central tendency in analysis and interpretation of educational data.
- 4 understand the concepts of normal distribution and to identify its properties and uses of normal probability curve.
- 5 understand the concept and types of correlation and coefficient of correlation.

**Semester –VI**  
**Paper No-XIII**  
**STATISTICS IN EDUCATION**

**Unit – I - Educational Statistics**

- a) Meaning, nature and scope of educational statistics.
- b) Sources of educational data.
- c) Use of educational Statistics.

**Unit – II - Measures of Central Tendency**

- a) Mean
- b) Median
- c) Mode

**Unit – III - Normal distribution**

- a) Concept of normal distribution.
- b) Properties and uses of normal probability curve.
- c) Divergence from normality.

**Unit – IV – Correlation.**

- a) Concept and types
- b) Coefficient of correlation.

**Recommended Books :**

- 1.दांडेकर वा.न. (1992) शैक्षणिक मूल्यमापन व संख्याशास्त्र, पुणे: श्री विद्याप्रकाशन,
- 2.उपसानी ना.के.,कुलकर्णी के.व्ही. (1992) नवे शैक्षणिक मूल्यमापन व संख्याशास्त्र पुणे: श्री विद्याप्रकाशन,
- 3.कदम चा.प.,चौधरी बा.आ.(1991) शैक्षणिक मूल्यमापन पुणे: नूतन प्रकाशन

**Semester –VI**  
**Paper No-XIV**  
**EDUCATIONAL TECHNOLOGY**

**Objectives :**

**To enable the student to:-**

1. understand about the concept, nature and scope of educational technology.
2. acquaint with the mass media approach in educational technology
3. understand the concept, meaning and development of system approach.
4. make aware of innovations in educational technology such as programmed learning and team teaching.

**Semester –VI**  
**Paper No-XIV**  
**EDUCATIONAL TECHNOLOGY**

**Unit – I – Communication Process**

- a) Concepts, nature, process, components
- b) Types of classroom communication.

**Unit -II - Mass media approach in Educational Technology**

- c) Functions of Mass Media
- d) Television, Radio, Literature, News Papers, Folk Media etc.

**Unit -III - Systems Approach**

- a) Concept, meaning of system approach
- b) Development of an Instructional system.

**Unit - IV - Innovations in Educational Technology.**

- a) Programmed learning
- b) Team teaching.

**Recommended Books :**

1. Rawat S.C. (2004) Essentials of Educational Technology, Meerut: R. Lall Book Depot.
2. Sharma, A.R. (2004) Educational Technology, Agra: Vinod Pustak Mandir.
3. Yeole Cima, (1991) Educational Technology, Kolhapur.
4. Kulkarni S.S. (1989) Introduction to Educational Technology, Bombay: Oxford & IBH Publishing Co. Ltd. Bombay.
5. जगताप ह.ना. (1997) प्रगत शैक्षणिक तंत्रविज्ञान – पुणे नूतन प्रकाशन
2. उपसानी ना.के., कुलकर्णी के.व्ही. (1992) नवे शैक्षणिक मूल्यमापन व संख्याशास्त्र पुणे: श्री विद्याप्रकाशन,
3. कदम आ.न., चौधरी बा.आ. (1991) शैक्षणिक मूल्यमापन पुणे: नूतन प्रकाशन

**Semester –VI**  
**Paper No-XV**  
**CURRICULUM CONSTRUCTION**

**Objectives :**

**To enable the student to :-**

1. understand the meaning, nature and scope of curriculum.
2. understand the different types of curriculum.
3. acquaint with eradication framework from pre-primary to higher secondary levels.
4. understand the process of curriculum development.
5. make aware of evaluation of curriculum at school stage.

**Semester –VI**  
**Paper No-XV**  
**CURRICULUM CONSTRUCTION**

**Unit – I :- Curriculum**

- a) Meaning, nature and scope of curriculum
- b) Aims and objectives of curriculum
- c) Curriculum and co-curricular activities.

**Unit – II:- Different types of curriculum**

- a) Merits and demerits of different types of curriculum.
- b) Concept of balanced curriculum

**Unit – III – Curriculum framework at Different Levels of Education**

- a) Pre-Primary, Primary levels
- b) Secondary and Higher secondary Levels

**Unit -IV - Curriculum Development**

- a) Process of curriculum development
- b) Evaluation of curriculum at school stage

**Recommended Books :**

1. Malla Ready Mamidi, S, Rauishanker (1986) Curriculum Development and Educational Technology, New Delhi: Sterling Publishing Pvt.Ltd.
2. कुंडले, म.बा. (1983) शिक्षणाचे तत्वज्ञानात्मक व समाजशास्त्रीय अधिष्ठान पुणे: श्री. विद्या प्रकाशन,
3. डॉ.जाधव एम.एल. प्रा.माने आर. आर. (2007) शालेय व्यवस्थापन कोल्हापूर: फडके प्रकाशन
4. डॉ.वास्कर आनंद आणि डॉ.पुष्पा वास्कर (2006) माध्यमिक शिक्षण व शालेय व्यवस्थापन, नाशिक : याज्ञी प्रकाशन

**Semester –VI**  
**Paper No-XVI**  
**Educational Practices**

**Objectives :**

**To enable the student to:-**

1. understand meaning, nature, sope and objectives of project work.
2. study the ideal school in terms of infrastructure administration, co-curricular activates and writing its report.
3. know the characteristics and innovative work of an ideal teacher.
4. Conduct interview of exceptional student and writing its report.

**Unit -I – Concept Project Work**

- a) Meaning, nature and Scope of project work.
- b) Objectives of project work
- c) Actual work

**Unit -II- Study of Ideal School**

- i) Infrastructure
- ii) Administration
- iii) Co-curricular activities
- iv) Report

**Unit -III – Study of Ideal Teacher**

- i) Characteristics
- ii) Teaching abilities
- iii) Innovative work
- iv) Report

**Unit -IV– Interview with Exceptional Student – Report Writing**

**Recommended Books :**

1. Bhatia Kamala (1981) The Principles and Methods of Teaching, Delhi: Doaba House Booksellers and publishers.
2. कुंडले म.बा.(1978) अध्यापन शास्त्र आणि पद्धती , पुणे : व्हीजस प्रकाशन
3. पाटील लीला (1983) आजचे अध्यापन, पुणे: श्री विद्या प्रकाशन.

शिवाजी विद्यापीठ, कोल्हापुर  
सुधारीत अभ्यासक्रम  
बी.ए. भाग- 3 शिक्षणशास्त्र (ऐच्छिक)  
पेपर नंबर 7 ते 16  
सेमिस्टर पध्दतीनुसार प्रश्नपत्रिकेचे स्वरूप खालील प्रमाणे राहिल.  
सेमिस्टर - 5 व सेमिस्टर-6

एकुण 40 गुण

	सेमिस्टर - 5	
प्रश्न : 1	(5 वाक्ये / 5 जोडया)	05 गुण
	रिकाम्या जागी योग्य शब्द भरून वाक्ये पुन्हा लिहा.	
	किंवा	
	चुक की बरोबर सांगा.	
	किंवा	
	योग्य त्या जोडया लावा.	
प्रश्न : 2	टीपा लिहा (पाच पैकी तीनवर)	15 गुण
प्रश्न : 3	दिर्घोत्तरी प्रश्न (तीन पैकी दोनवर)	20 गुण

	सेमिस्टर - 6	
प्रश्न : 1	(5 वाक्ये / 5 जोडया)	05 गुण
	रिकाम्या जागी योग्य शब्द भरून वाक्ये पुन्हा लिहा.	
	किंवा	
	चुक की बरोबर सांगा.	
	किंवा	
	योग्य त्या जोडया लावा.	
प्रश्न : 2	टीपा लिहा (पाच पैकी तीनवर)	15 गुण
प्रश्न : 3	दिर्घोत्तरी प्रश्न (तीन पर्याय पैकी कोणतेही दोन)	20 गुण

40 : 10 पॅटर्न असलेमुळे 10 गुणाकरिता असणारे मूल्यमापन विद्यापीठ अधिकार मंडळाने बी.ए. भाग-3 अभ्यासक्रमासाठी ठरवून दिल्या प्रमाणे राहिल.

## समकक्ष विषय

Old Paper	New Paper
Paper - IV Issues and trends in Contemporary Indian Education	Semester- V Contemporary Indian Education Paper-VII
	Semester- VI Trends in Education Paper-XII
Paper - V Educational Evaluation and Statistics in education	Semester- V Educational Evaluation Paper-VIII
	Semester- VI Statistics in education Paper-XIII
Paper – VI Educational Management and Educational Technology	Semester- V Educational Management Paper-IX
	Semester- VI Educational Technology Paper-XIV
Paper - VII Educational Guidance and Curriculum	Semester- V Guidance And Counselling Paper-X
	Semester- VI Curriculum Construction Paper-XV
Paper – VIII Educational Thought and Practices	Semester- V Educational Thinkers Paper-XI
	Semester- VI Educational Practices Paper-XVI