

SHIVAJI UNIVERSITY, KOLHAPUR.



Accredited By NAAC with 'A' Grade

Faculty of Interdisciplinary Studies

Structure, Scheme and Syllabus For

Bachelor of Arts Part –III

Semester V & VI

EDUCATION

Syllabus to be implemented from June, 2020 onwards.

Semester –V

DSE – E 121

Paper No -VII

CONTEMPORARY INDIAN EDUCATION

Contact Hours : 4 Hours per week

Credit : 4

Total Instructional Hours: 60 (Theory +Internal)

Total Marks : 50 (40+10)

Objectives : -

To enable the students:-

1. to understand the social diversity and education.
2. to understand the different government policies of education.
3. to understand the role of education in National integration and International understanding.
4. to acquaint with the education for individual development.
5. to understand the role of teacher in education of students.

Module I: Education and Social Diversity

1. Concept of Social Diversity
2. Levels of diversity - individual, regional, languages, religious, castes, tribes and economical, social and political.
3. Role of education in child development on the platform of diversity.
4. Peaceful education for collective living.

Module II: Different Government policies of Education. (Basic Concepts Only)

1. Samagra Shiksha Abhiyan
2. Right to Education
3. Continuous and Comprehensive Education
4. Mid Day Meal

Module III: Education for National Integration and International

1. Education for National Integration
2. Education for International understanding
3. The role of teacher in democracy
4. Globalization in education

Module IV: Education for individual development

1. Education for sustainable development
2. Education for development of life skills
3. Education for inclusive education
4. Role of teacher in grooming stages of students

Recommended Books

1. Chaubey S. P., (1981), Philosophical and Sociological Foundation of Education, Vinod Pustak Mandir, Agra.
2. Dash D. N., (2005), Philosophical and Sociological Foundation of Education, Dominant Publisher, New Delhi.
3. Reddy G. S., (2007), Current Issues in Education, Neelkamal Publication, Hyderabad.
4. Taj Haseen, (2005), Current Challenges in Education, Neelkamal Publication, Hyderabad.
5. कुंडली म. बा., (2005), शैक्षणिक तत्त्वज्ञान व शैक्षणिक समाजशास्त्र, श्री विद्या प्रकाशन, पुणे.
6. पारसनीस न. रा., (1987), शिक्षणाचे तात्त्विक व समाजशास्त्रीय भूमिका, नूतन प्रकाशन, पुणे.
7. तापकीर दत्तात्रय, तापकीर निर्मला (2008), शिक्षणाचे तात्त्विक व समाजशास्त्रीय अधिष्ठान, नित्यनूतन प्रकाशन, पुणे.
8. करंदीकर सुरेश, मंगरूळकर मीना, (2002), उदयोन्मुख भारतीय समाजातील शिक्षण, फडके प्रकाशन, कोल्हापूर.
9. बालकांचा मोफत व सक्तीच्या शिक्षणाचा हक्क, अधिनियम - 2009, विद्या परिषद, पुणे.
10. सातत्यपूर्ण सर्वकष मूल्यमापन शिक्षक मार्गदर्शिका - विद्या परिषद, पुणे.
11. समावेशक शिक्षण - प्राथमिक शिक्षकांसाठी हस्तपुस्तिका (2005), महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, पुणे.
12. माने आर. आर., पालकर व्ही. आर., (2018), समकालीन भारत आणि शिक्षण, फडके प्रकाशन, कोल्हापूर.

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Semester –V
DSE – E 122
Paper No-VIII
EDUCATIONAL EVALUATION

Contact Hours : 4 Hours per week

Credit : 4

Total Instructional Hours: 60 (Theory +Internal)

Total Marks : 50 (40+10)

Objectives:

To enable to student to:

1. Understand the concept of measurement, assessment and evaluation.
2. Understand the concept of assessment of learning.
3. Acquaint with different types of measuring instruments and their uses.
4. Acquaint with different methods of interpreting test data.

Module I: Concept of Assessment and Evaluation

- a. Concept of measurement, assessment and evaluation
- b. Concept and meaning of Educational Evaluation
- c. Concept and meaning of Educational Measurement
- d. Principles of assessment and evaluation,

Module II: Assessment of Learning

- a. Meaning of assessment of learning:
- b. Quantitative and qualitative aspects of assessment:
- c. Kinds of tests : oral, written, open book examination
- d. Kinds of tasks

Module III: Measuring Instrument

- a. Concept of measuring instruments
- b. Characteristics of a good measuring instrument
- c. Tests : Teacher made and Standardized
- d. Measurement of achievement, interest, attitude and personality.

Module IV: Methods of Interpretations of Data

1. Types of Measuring Scales.
2. Standard Scores.
3. Tabulation and Graphical presentation of data
4. Interpretations of data

Recommended Books:

Dandekar , W.N. (1971) Evaluation in Schools, Poona: Shri Vidya prakashan

Norman Arouland (1976) Measurement and Evaluation, Macmillan.

Patel R.N.(1978) Educational Evaluation: Theory and Practice: Bombay, Himalaya
Publication.

Sax Gilbert (1974) Principles of Educational Measurements and Evaluation, California:
Wardswarth publishing Company.

बरवे, मिनाक्षी (2008) शैक्षणिक मुल्यमापन व मूल्यनिर्धारण, पुणे: नित्य नूतन प्रकाशन



Semester –V

DSE – E 123

Paper No-IX

EDUCATIONAL MANAGEMENT

Contact Hours : 4 Hours per week

Credit : 4

Total Instructional Hours: 60 (Theory +Internal)

Total Marks : 50 (40+10)

Objectives:

To enable to student to:

1. understand the concept of Educational Management.
2. understand the aspects of School Management
3. make acquaint with Institutional Planning
4. make acquaint with Institutional Planning

Module I: Concept of Educational Management

- a) Concept and Meaning of Educational Management
- b) Nature and scope of Educational Management
- c) Need of Educational Management
- d) Types of Educational management

Module II: Aspects of school management

- a) Physical Resources
- b) Human Resources
- c) Curricular activities
- d) Co-curricular programmes

Module III: Institutional Planning

- a) Time table : need, principles and types
- b) Class climate and discipline
- c) Health services and sanitation and beautification of campus
- d) Protection of environment.

Module IV: Educational Planning

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

References

Kochhar, S. K. (1971) Secondary school Administration, New Delhi:

Sterling Publishers.

Saksena, S.C. (1990), Principles of Management, Agra: Sahitya Bharan.

Mohanti Jagannath (2005) Educational Management Supervision, school organization, New Delhi: Neelkamal Publications PVT Ltd.

NCERT, Studies in Educational Administration in Maharashtra.

दुनाखे अरविंद (1998) शालेय व्यवस्थापन, पुणे: नूतन प्रकाशन

जाधव एम.एल. आणि माने, आर.आर (2002) शालेय व्यवस्थापन, कोल्हापूर : फडके प्रकाशन

इनामदार इरफान आणि संभाजी भोसले (2006) शालेय व्यवस्थापनाचे शिक्षण, कोल्हापूर : समृद्धी प्रकाशन

Semester –V
DSE – E 124
Paper No- X
GUIDANCE AND COUNSELLING

Contact Hours: 4 Hours per week

Credit : 4

Total Instructional Hours: 60 (Theory +Internal)

Total Marks : 50 (40+10)

Objectives:

To enable the student to:

1. understand the concept of guidance and counselling.
2. understand the relation between guidance and counselling.
3. acquaint with different types and steps of guidance and counselling.
4. acquaint with the tools and techniques of guidance and counselling.

Module I: The Concept of Guidance

- a) Meaning, concept, Nature and Need of Guidance.
- b) Bases of guidance- philosophical, Sociological, Psychological and Educational.
- c) Scope and significance of Guidance.
- d) Objectives, Benefits and Limitations of Guidance.

Module II: Types of Guidance

- a) Personal guidance : meaning, concept, Need and programmes of personal guidance.
- b) Educational guidance : meaning, concept, need and programmes of Educational Guidance.
- c) Vocational Guidance : meaning, concept, Need and programmes of Vocational guidance.
- d) Relation between educational and vocational guidance

Module III: Concept of Counselling

- a) Concept, Nature, Principle and Need for counseling.
- b) Elements, characteristics, objectives and Benefits of counselling.
- c) Approaches of counseling -Directive counseling, Non-Directive counselling, Eclectic , counseling
- d) Counseling stages and process, counseling interview.

Module IV: Tools and techniques of Guidance and Counselling

- a) Tools and techniques of Guidance and Counseling:
 - i. Case study, Rating scale, Sociometry, Interview, Anecdotal Record, Questionnaire.
 - ii. Standardized tests – use and importance.
- b) Group Guidance and Group counseling
 - i. Group Guidance – meaning, Definitions, objectives, Techniques, use.
 - ii. Group Counseling – meaning, concept, stages, techniques and benefits

Books Recommended :

- Agrawal, J.C.(1985) Educational guidance and counselling Delhi: Darba House, 1985.
- Chibber S. K. (1999) Guidance and Counseling, common wealth publishers, New Delhi
- Frochich C. P.(1958) Guidance service in schools,McGraw Hill Book company INC
- Kochhar S. K (1992) Educational and Vocational guidance in Secondary Schools
- Narayan R. Prem s. (2013)Counseling and guidance. McGraw Hill Education,new Delhi
- दुनाखे अरविंद (२००६) शैक्षणिक व व्यावसायिक मार्गदर्शन आणि समुपदेशन. नित्यनूतन प्रकाशन, पुणे
- भोसले रमा. भोसले संभाजी. इंगळे सीमा. इनामदार इरफान. संकपाळ पांडुरंग. (२००६) शिक्षक गुणवत्ता संवर्धन. फडके पब्लिकेशन्स. कोल्हापूर
- इनामदार. भोसले. खामकर. मुजावर (२०१५). अध्ययन अध्यापन प्रक्रिया. फडके प्रकाशन. कोल्हापूर
- पिंपळखरे, भो ह(1971) शैक्षणिक मार्गदर्शन व व्यावसायिक मार्गदर्शन, विद्यार्थीगृह प्रकाशन पुणे
- पत्कि, श्री मनः (1984) शैक्षणिक मार्गदर्शन आणि सल्ला कार्य, मिलिंद प्रकाशन औरंगाबाद
- डॉ.गुळवणी मेघा (2011) मार्गदर्शन व समुपदेशन , नित्यनूतन प्रकाशन, पुणे

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Semester- V

DSE - 125

Paper No-XI

EUCATIONAL THINKERS – ORIENTAL AND OCCIDENTAL

Contact Hours : 4 Hours per week

Credit : 4

Total Instructional Hours: 60 (Theory +Internal)

Total Marks : 50 (40+10)

Objectives :

To enable the student to:-

1. Develop an understanding of educational ideas of Indian and Western thinkers.
2. Build up comprehension of Pedagogical Concepts given by Indian and Western educational thinkers.
3. Acquaint the student for scientific study of some Educational Problems.

Module I: Rabindranath Tagore

Module II: Swami Vivekananda

Module III: Madam Montessori

Module IV: John Dewey

Books Recommend

Robert R. Rusk (1969) The Doctrines of the Great Educators, London:

Macmillan

& Co. Ltd.

Agrawal J.C. (1985) Educational Thoughts and practices, Delhi-Doba House,

Vinashvig, A, T.S. (1988) Educational Philosophy of Swami Vivekanand –

Krishna Math Printing Press.

भगत रा तु (२०००) कोल्हापूर : शिक्षणाचे शिल्पकार

Semester- VI
DSE – E 246
Paper No-XII
TRENDS IN EDUCATION

Contact Hours : 4 Hours per week

Credit : 4

Total Instructional Hours: 60 (Theory +Internal)

Total Marks : 50 (40+10)

Objectives :

To enable the student to:-

1. increase awareness and relevance of peace, peace education and peace building process.
2. develop awareness of environmental education.
3. acquaint with the Information Communication Technology
4. develop understanding of mass media and social networking

Module I: Peace Education

- a) Awareness and relevance of peace.
- b) Approaches to peace education
- c) Education for Peace Building
- d) The Peace Building Process

Module II: Environmental Education

- a) Environment : Meaning, Concept and importance
- b) Environmental Issues
- c) Environmental Education :Meaning, concept, scope and importance
- d) Approaches and strategies of environmental education

Module III: Information Communication Technology (ICT)Education

- a) Information communication Technology: Concept, need, role and use
- b) Basic of computer: use in education and various fields.
- c) Online resources: books, courses, audio book , talking book , wiki open maps,
- d) E-learning: Meaning, merits and demerits.

Module IV: Mass Media

- a) Mass Media: Concept, Meaning, Scope.
- b) Types of Mass Media: Print, TV, Radio and Internet
- c) Social Networking: types and nature
- d) Role of Mass Media in Education

Recommended Books

- Adans, D. (Ed). (1997). UNESCO and a culture of peace, promoting a global movement. Paris: UNESCO Publication.
- Diwahaar, R. R., & Agarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.
- Rawat S.C. (2004) Essentials of Educational Technology, Meerut: R. Lall BookDepot.
- Sharma, A.R. (2004) Educational Technology, Agra: VinodPustakMandir.
- Yeole Cimma, (1991) Educational Tchnology, Kolhapur.
- Catherine Joseph (2011), Environmental Education, Neelkamal Publications Pvt. Ltd. New Delhi
- Misra S.P., Pandey S. N. (2010), Essential Environmental Studies, Ane Books Pvt. Ltd. New Delhi
- कदमतज्ञ.र., च्छैध्जश्रम्बा.आ. (1991) पैक्षणिकमॅल्यम्ज्ञम्पुणेःःर्त्त्वज्ञज्ञज्ञ
- जगतापह.ना. (1997) प्रगतशैक्षिकितंत्रविज्ञान-पुनूतमप्रकाशन
- भोसले रमा, भोसले संभाजी, इंगळे सीमा, इनामदार इरफान, संकपाळ पांडुरंग, (२००४). शिक्षण क्षेत्रातील स्पर्धा परीक्षांची तयारी, फडके प्रकाशन, कोल्हापूर
- भोसले रमा, भोसले संभाजी, इनामदार इरफान, संकपाळ पांडुरंग, (२००५). सर्व शिक्षा मोहीम समृद्धीची दिशा, समृद्धी प्रकाशन, कोल्हापूर
- उपज्ञम्ज्ञ.वै., कफल्पज्ञ. के. व्ही. (1992) ः पैक्षणिकमॅल्यम्ज्ञ व संख्याशास्त्र पुणे: श्रीध्द्यज्ञज्ञज्ञ

Journals

Journal of the Krishnamurti School. Krishnamurti Foundation of India, 124-126, Green Ways Road, RA Puram, Chennai-600028

Semester- VI
DSE – E 247
Paper No-XIII
Statistics in Education

Contact Hours : 4 Hours per week

Credit : 4

Total Instructional Hours: 60 (Theory +Internal)

Total Marks : 50 (40+10)

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.

Module I: Educational Statistics

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

Module II: Measures of Central Tendency

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

Module III: Normal distribution

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

Module IV: Correlation.

- a) Correlation
- b) Coefficient
- c) Concept and types
- d) Coefficient of correlation.

Recommended Books

दांडेकर वा.न. (१९९२) शैक्षणिक मूल्यमापन व संख्याशास्त्र, पुणे: श्री विद्याप्रकाशन,
उपसानी ना.के., कुलकर्णी के.व्ही. (१९९२) नवे शैक्षणिक मूल्यमापन व संख्याशास्त्र पुणे: श्री
विद्याप्रकाशन,
कदम चा.प., चौधरी बा.आ. (१९९१) शैक्षणिक मूल्यमापन पुणे: नूतन प्रकाशन

Semester- VI
DSE – E 248
Paper No-XIV
EDUCATIONAL TECHNOLOGY

Contact Hours : 4 Hours per week

Credit : 4

Total Instructional Hours: 60 (Theory +Internal)

Total Marks : 50 (40+10)

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 e-learning and Computer assisted learning.

Module I: Communication Process

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

Module II: Mass media approach in Educational Technology

- a) Functions of Mass Media
- b) Television, Radio, Literature, News Papers, Folk Media etc.

Module III Systems Approach

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

Module IV: Innovations in Educational Technology.

- a) Computer Assisted Instruction (CAI)
- b) E-learning- meaning, merits and demerits

Recommended Books

Rawat S.C. (2004) Essentials of Educational Technology, Meerut: R. Lall BookDepot.

Sharma, A.R. (2004) Educational Technology, Agra: VinodPustakMandir.

YeoleCimma, (1991) Educational Tchnology, Kolhapur.

Kulkarni S.S. (1989) Introduction to Educational Technology, Bombay: oxford & IBH Publishing Co. Ltd. Bombay.

जगताप ह.ना. (१९९७) प्रगतपैक्षिक तंत्रविज्ञान - नूतन प्रकाशन

डप्लम्ब.वै., कफ्लपुर्ण के.ही. (१९९२) नै शैक्षणिकमैल्यमज्ञा व संख्याशास्त्र पुणे: श्रीधरपुस्तकशाला,

३. कदमतज्ञ.व., कौधश्रम्बा.आ. (१९९१) शैक्षणिकमैल्यमज्ञापुणे: नैलकज्ञशाला

Semester- VI

DSE – E 249

Paper No-XV

CURRICULUM CONSTRUCTION

Contact Hours : 4 Hours per week

Credit : 4

Total Instructional Hours: 60 (Theory +Internal)

Total Marks : 50 (40+10)

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.

Module I: Curriculum

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

Module II: Different types of curriculum

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

Module III: Curriculum framework at Different Levels of Education

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

Module IV: Curriculum Development

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

Recommended Books :

Malla Ready Mamidi, S, Rauishanker (1986) Curriculum Development and Educational Technology, New Delhi: Sterling Publishing Pvt.Ltd.

कुंडले म.बा.(१९८३) शिक्षणाचे तत्त्वज्ञानात्मक व समाजशास्त्रीय अधिष्ठान, पुणे: श्री विद्या प्रकाशन

डॉ.जाधव एम.एल.,प्रा.माने आर.आर.(२००७) शालेय व्यवस्थापन,कोल्हापूर: फडके प्रकाशन.

डॉ.वास्करआनंद,डॉ.वास्कर पुष्पा(२००६),माध्यमिक शिक्षण व शालेय व्यवस्थापन, नाशिक: याद्री प्रकाशन.

Semester- VI
DSE – E 250
Paper No-XVI
EDUCATIONAL PRACTICES

Contact Hours : 4 Hours per week

Credit : 4

Total Instructional Hours: 60 (Theory +Internal)

Total Marks : 50 (40+10)

Objectives

To enable the student to:

1. understand meaning, nature, scope and objectives of project work.
2. study the ideal school in terms of infrastructure administration, co-curricular activities 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.

Module I: Concept Project Work

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

Module II: Study of Ideal School

- a) Infrastructure
- b) Administration
- c) Co-curricular activities
- d) Report

Module III: Study of Ideal Teacher

- a) Characteristics
- b) Teaching abilities
- c) Innovative work
- d) Report

Module IV: Interview with Exceptional Student

- a) Report Writing

Recommended Books:

Bhatia Kamala (1981) The Principles and Methods of Teaching, Delhi: Doaba House
Booksellers and publishers.

कुंडले म. बा. (१९७८) अध्यापन शास्त्र आणि पद्धती, पुणे : व्हीनस प्रकाशन.

पाटील लीला (१९८३) आजचे अध्यापन, पुणे : श्री विद्या प्रकाशन.