



स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ

नांदेड— ४३१६०६ (महाराष्ट्र)

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY

NANDED-431606, MAHARASHTRA STATE, INDIA.

Established on 17th September 1994 - Recognized by the UGC U/s 2(f) and 12(B), NAAC Re-accredited with 'A' Grade



ACADEMIC (1-BOARD OF STUDIES) SECTION

Phone: (02462) 229542

Fax : (02462) 229574

Website: www.srtmun.ac.in

E-mail: bos.srtmun@gmail.com

मानवविज्ञान विद्याशाखेतील बी.ए.—तृतीय वर्ष—शिक्षणशास्त्र या विषयाचा सी.बी.सी. एस. पॅटर्नचा अभ्यासक्रम शैक्षणिक वर्ष २०१८—१९ पासून लागू करण्याबाबत.

प रि प त्र क

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, दिनांक १४ जून २०१८ रोजी संपन्न झालेल्या ४१व्या मा. विद्या परिषद बैठकीतील विषय क्र.१२/४१—२०१८ च्या ठरावानुसार प्रस्तुत विद्यापीठाच्या संलग्नित महाविद्यालयांतील मानवविज्ञान विद्याशाखेतील पदवी स्तरावरील खालील विषयाचा C.B.C.S. (Choice Based Credit System) Pattern चा अभ्यासक्रम शैक्षणिक वर्ष २०१८—१९ पासून लागू करण्यात येत आहे.

१) बी.ए. — तृतीय वर्ष — शिक्षणशास्त्र

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या www.srtmun.ac.in या संकेतस्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी.

‘ज्ञानतीर्थ’ परिसर,
विष्णुपुरी, नांदेड — ४३१ ६०६.
जा.क्र.: शैक्षणिक—०१/परिपत्रक/पदवी—सीबीसीएस अभ्यासक्रम/
२०१८—१९/५१९
दिनांक : १२.०७.२०१८.



स्वाक्षरित/—
उपकुलसचिव
शैक्षणिक (१—अभ्यासमंडळ विभाग)

प्रत माहिती व पुढील कार्यवाहीस्तव :

- १) मा. कुलसचिव यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- २) मा. संचालक, परीक्षा व मूल्यमापन मंडळ, प्रस्तुत विद्यापीठ.
- ३) प्राचार्य, सर्व संबंधित संलग्नित महाविद्यालये, प्रस्तुत विद्यापीठ.
- ४) उपकुलसचिव, पदव्युत्तर विभाग, प्रस्तुत विद्यापीठ.
- ५) साहाय्यक कुलसचिव, पात्रता विभाग, प्रस्तुत विद्यापीठ.
- ६) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ.



SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED

SYLLABUS

B.A. THIRD YEAR

CORE COURSE:

EDUCATION

Semester Pattern

(CHOICE BASE CREDIT SYSTEM - CBCS)

(With effects from the academic year 2018-19)

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED
Choice Based Credit System (CBCS)

B.A. Third Year

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.

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED.
Choice Based Credit System (CBCS)
Course Structure (New Pattern)
B.A. Third Year

STRUCTURE OF COURSE: EDUCATION

Semester	Core Course	Paper	Course Title	Lectures /week	Total No. of lectures	CA	ESE	Total Marks	Credits
V	DSE	I	Educational Evaluation OR Educational Management	4	60	35	40	75	3
		OR							
		I							
	GE-1	I	Guidance & Counseling	4	60	35	40	75	3
	SEC-3	III	Evaluation Skills	2	30	25	25	50	2
		Total (V Semester)		10	150	95	105	200	8
VI	DSE	II	Curriculum Construction Or Trends in Education	4	60	35	40	75	3
		OR							
		II							
	GE-2	I	Statistics in Education	4	60	35	40	75	3
	SEC-4	IV	Guidance and Counseling skills	2	30	25	25	50	2
		Total (VI Semester)		10	150	95	105	200	8
		Total (V+ VI Semester)		20	300	190	210	400	16

* 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-1

PAPER I : EDUCATIONAL EVALUATION

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 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
- उदयोन्मुख भारतीय समाजातील शिक्षण व शिक्षक— ना.ग.पवार
- भारतीय शिक्षणाचा इतिहास— डॉ.गणेश शेटकर, डॉ.शारदा शेवतेकर आणि डॉ. शोभना जोशी— मृण्मयी प्रकाशन, औरंगाबाद.
- भारतीय शिक्षण पध्दती व माध्यमिक शिक्षण, नुतन प्रकाशन, पुणे. दुनाखे अरविंद
- भारतीय शिक्षण प्रणालीचा विकास —डॉ जोशी देवेंद्र, डॉ सदावर्ते उज्ज्वला, डॉ इनामदार विवेक
- भारतीय शिक्षणाचा इतिहास —गद्रे गीता, गद्रे ल रा
- भारतीय शिक्षणाचे आयोग व समिती —नरवणे मिनल

B.A. THIRD YEAR

SEMESTER: 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:

- Educational Management Innovative Global Pattern. Regency Pub. New Delhi – 11008 :1997 Publisher Jaipur.
- Goel, S. L. (2005). Management in Education. New Delhi: A.P.H. Publishing Corporation.
- Goel, S. L. & Goel, Aruna (1994). Educational Policy & Administration: Deep & Deep Publications.
- Goel, S. L & Rajneesh, Shalini. Management Techniques-Principles & Practices. New Delhi.: Deep & Deep Publication Pvt. Ltd
- शालेय व्यवस्थापन शै.संरचना आणि आधुनिक भारतीय विचार प्रवाह – डॉ. सौ.किरण नागतोडे
- प्रगत शै.व्यवस्थापन प्रशासन व वित्त व्यवहार –डॉ.दुनाखे अरविंद डॉ.पारसनिस हेमलता पुणे, नित्य नुतन प्रकाशन,
- दुनाखे अरविंद 1998 शालेय व्यवस्थापन, पुणे नुतन प्रकाशन

GENERIC ELECTIVE -1

PAPER- I: GUIDANCE & COUNSELING

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, 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:

- Kochar, S.K. (2006) Educational and vocational Guidance in secondary schools, sterling published Pvt, New Delhi.
- Chowdhary Shipa, (2006) Guidance, Counseling and career information, Vinod Pnstak Mandir, Agra.2.
- Gupta Sarda. (2005), Career and Counseling Education Kalpaz Publiations, 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.
- Barki B.G. Pmkhopadhyay 5(2000) Guidance and counseling, A manual, Sterling Publishing Pvt.Ltd.New Delhi.16.
- डॉ. गुळवणी मेघा 2011 मार्गदर्शन व समुपदेशन. नित्यनुतन प्रकाशन, पुणे.
- शैक्षणिक समुपदेशन आणि मार्गदर्शन डॉ. अरविंद दुनाखे, पुणे नुतन प्रकाशन
- इनामदार इरफान – संभाजी भोसले 2006 शालेय व्यवस्थापनाचे शिक्षण, समृद्धी प्रकाशन, कोल्हापुर

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

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)

B.A. THIRD YEAR

SEMESTER: VI

CORE COURSE: EDUCATION

DISCIPLINE SPECIFIC ELECTIVE-3

PAPER- II : CURRICULUM CONSTRUCTION

Credits: 03

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

Lectures Per week: 04

Total Periods: 60

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:

1-Malla Ready mamidi S, Rauishanker 1986 Curriculum Development and Educational Technology, New Delhi Sterling Publishing Pvt. Ltd.

2. अध्यापन शास्त्र आणि पध्दती – डॉ.मं.वा.कुंडले व्हिनस प्रकाशन पुणे 1990
3. डॉ.म.वा. कुंडले शिक्षणाचे तत्वज्ञान व समाजाचे अधिष्ठान श्री विद्या प्रकाशन, पुणे
4. डॉ. जाधव एम.एल. प्रा.माने आर.आर. – शालेय व्यवस्थापन फडके प्रकाशन, कोल्हापुर
5. डॉ. वास्कर आनंद, डॉ. पुष्पा वास्कर – शालेय व्यवस्थापन फडके प्रकाशन, कोल्हापुर
6. डॉ. मोहन जाधव – माध्यमिक शिक्षण, फडके प्रकाशन, कोल्हापूर
7. पारसनरस न.रा. – शिक्षणाची तात्विक व समाजशास्त्रीय भुमिका, नुतन प्रकाशन, पुणे

B.A. THIRD YEAR

SEMESTER: VI

CORE COURSE: EDUCATION

DISCIPLINES SPECIFIC ELECTIVE-4

PAPER II: TRENDS 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. 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.
4. Development understanding of the alternative systems/modes of education and their implications in the Indian Scenario.

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 सुमन 1984 शैक्षणिक तंत्रविज्ञान, श्री विद्या प्रकाशन पुणे
2. ह.ना.जगताप शैक्षणिक तंत्रविज्ञान नुतन प्रकाशन पुणे
3. येवले सिमा, भोसले रमा, शैक्षणिक तंत्रविज्ञान फडके प्रकाशन पुणे
4. दुनाखे अरविंद शैक्षणिक तंत्रविज्ञान नुतन प्रकाशन पुणे
5. भांडारकर के.एम. पर्यावरण शिक्षण, नुतन प्रकाशन पुणे
6. शारदा शेवतेकर शैक्षणिक तंत्रविज्ञान ,
7. कुलकर्णी डी.आर. पर्यावरण शिक्षण, विद्या प्रकाशन, पुणे
8. डॉ. शारदा शेवतेकर उपयोजित पर्यावरण शिक्षण, सुरभारती प्रकाशन, कोल्हापुर
9. प्राचार्य म.ल.नानकर, सनेर कृतिसंशोधन व नवोपक्रम विद्या प्रकाशन, नागपूर
10. प्राचार्य किवराणे विक्रांत शैक्षणिक कृतिसंशोधन व नवोपक्रम अनिरुद्ध प्रकाशन, रत्नागिरी
11. शिक्षणातील नवप्रवर्तने डॉ. प्रमोद जोशी, महेश कळलावे, आदित्य प्रकाशन, नांदेड
12. डॉ. देवेंद्र जोशी, डॉ. उज्ज्वला सदावर्ते पर्यावरण शिक्षण, आदित्य प्रकाशन, नांदेड
13. Nanda V.K. 1997 Environment Education New Delhi Amol Publication Pvt. Ltd.
14. Basandra Suresh K. 2001 Computer Today, New Delhi Galgotia Publishers Pvt. Ltd
15. Bharihoke Deepak 2000 Fundamental of Information Technology New Delhi Pentagon Press

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

Recommended Reference Books:

- शैक्षणिक मूल्यमापनासाठी सुबोध संख्याशास्त्र – ना.के. उपासनी, के.व्ही.कुलकर्णी, विद्या प्रकाशन पुणे – 3
- शैक्षणिक मूल्यमापन व संख्याशास्त्र – दांडेकर वा.ना.
- शैक्षणिक मूल्यमापन व संख्याशास्त्र – कुलकर्णी के.वि
- Garrett Hency E. Statistic in Education and Psychology
- Psychology Testing and Statistical Methods 1987

B.A. THIRD YEAR

SEMESTER: VI

CORE COURSE: EDUCATION

SKILL ENHANCEMENT COURSE -4

Paper IV : GUIDANCE AND COUNSELING SKILLS

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

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