



Shivaji University, Kolhapur
Revised Draft Syllabus for
Bachelor of Arts (B. A. Part-III) Education
Introduced from June, 2005 and onwards.

Paper IV : ISSUES AND TRENDS IN CONTEMPORARY INDIAN EDUCATION.

Course Objectives :

1. To be develop understanding of significant trends in contemporary education.
2. To develop awareness of various organizations and their role in the implementation of policies and programmes.
3. To focus attention on certain major national and social issues and role of education in relation to them.
4. To acquaint with the role of technology / mass media in spreading education among the masses.
5. To develop understanding of the alternative systems/ modes of education and their implications in the Indian scenario.

Section – I
Conventional Mode.

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 NERT, SCERT.
- c. National Policies 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.

Unit – V : Types of Universities and Equivalent Institutes of Higher Education.

- i) Y.C.M.O.U. , Nashik – Open University,
- ii) Deemed University – Bharati Vidyapeeth, Pune
- iii) Gokhale Institutes of Economics, Poona.

**Section – II
ALTERNATIVE SCHOOLING**

Unit – VI - Adult Education.

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

Unit – VII – Vocational Education –

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

Unit – VIII- Population Education.

- a. Concept Nature, need and importance,
- b. Aims, Objectives & Scope
- c. Sex Education.

Unit – IX - Environmental Education.

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

Unit X- Mass Media.

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

Recommended Books

1. Dr. A. S. Altekar – Education in Ancient India.
2. Indian Education Commission – 1964-66
3. University Education Commission, 1948.
4. Report of Mudliar Commission of Secondary Education.
5. प्राचीन काळातील शिक्षण प्रा.के.ना.देशपांडे प्रा.अ.ल.माळी

- 6 भारतातील शिक्षणाचा विकास प्रा एल.जी. देशमुख, फडके प्रकाशन, कोल्हापूर, जुलै 2004
- 7 शिक्षणाचे तत्त्वज्ञानात्मक व समाजशास्त्रीय अधिष्ठान , प्रा.एल.जी.देशमुख, फडके प्रकाशन, कोल्हापूर, जुलै, 2003
- 8 प्रौढ शिक्षण अनौपचारिक शिक्षण व निरंतर शिक्षण प्रा.बोबे वा.स., नूतन प्रकाशन, 1989, पुणे
- 9 राष्ट्रीय प्रौढ शिक्षण - प्रा डांगे नंदकुमार, नूतन प्रकाशन, 1980
- 10 लोकसंख्या शिक्षण- प्रा नागपुरे ल. रा. व जपे वि. कृ., नूतन प्रकाशन, 1990
- 11 लोकसंख्या शिक्षण - डॉ अहिरे बा ग - डॉ बोंदार्डे कौ मु., नूतन प्रकाशन, 1991
- 12 प्रौढ शिक्षण योजना, यंत्रणा आणि कार्यवाही - डॉ भालबा विभूते प्रियदर्शनी प्रकाशन, कोल्हापूर
- 13 आधुनिक ज्ञानामध्ये : दृकश्राव्य शिक्षण - डॉ सोनार मधुकर, नागपूर महाराष्ट्र विद्यापीठ ग्रंथनिर्मिती मंडळ 1990
- 14 शैक्षणिक तंत्रविद्या - डॉ ओक सुमन, श्री विद्याप्रकाशन पुणे, 1984
- 15 लैंगिक शिक्षण - लिना मोहाडीकर
- 16 किशोरावस्थेतील शिक्षण - संपादक संचालक - महाराष्ट्र राज्य शैक्षणिक व संशोधन परिषद पुणे - 30.

Paper V : EDUCATIONAL EVALUATION AND STATISTICS IN EDUCATION.

Course Contents

1. To develop understanding of the concepts of measurement and evaluation in the field of education.
2. To acquaint with different types of measuring instruments and their uses.
3. To acquaint with the principles of construction of achievement and psychological tests. To develop understanding of the concepts of validity and reliability and their importance in education measurement
4. To develop the ability to organize relevant educational data. To develop the ability to use various statistical measures in analysis and interpretation of educational data. To develop the ability to interpret test data results.
5. To develop the ability to represent educational data through graphs. To develop skill in analysing different descriptive measures.

Section – I

EDUCATIONAL EVALUATION

Unit –I - Educational Measurement

- a) Need for measurement in Education
- b) Concept of Evaluation in Education
- c) 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 tests of construction and standardization.

Unit – IV – Methods of interpreting Test Scores.

Unit – V – a) Reporting test results b) cumulative record card.

Section – II

STATISTICS IN EDUCATION.

Unit – VI - Educational Statistics

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

Unit – VII - Measures of Central Tendency

- a) Mean
- b) Median
- c) Mode
merits and demerits.

Unit – VIII - Normal distribution

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

Unit – IX – Statistical data

- a) Types of data.
- b) Graphical presentation of data pie-diagram, histogram, frequency polygon. – Their uses.

Unit – X – Correlation.

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

Recommended Books:

1. Measurement and Evaluation in teaching – Arouland Normane, Macmillan (1976)
2. Educational Evaluation Theory and Practice – Patel R.N., Himalaya, Bombay, 1978.
3. शैक्षणिक मूल्यमापन व संख्याशास्त्र -वा. ना. दांडेकर, श्री विद्याप्रकाशन, पुणे 1992.
4. नवे शैक्षणिक मूल्यमापन व संख्याशास्त्र - उफसनी ना. के., कुलकर्णी के. व्ही. - श्री. विद्याप्रकाशन, 1992.
5. शैक्षणिक मूल्यमापन, कदम आ. ना., चौधरी मा. अ., नूतन प्रकाशन, पुणे, 1991

Paper VI

EDUCATIONAL MANAGEMENT AND EDUCATIONAL TECHNOLOGY

Course Objectives :

1. To develop knowledge and understanding of the meaning, scope process and types of management.
2. To develop the ability to identify the roles of participating members (individual or collective) and to plan various institutionalized managerial activities.
3. To develop the ability of making objective decisions in educational management.
4. To enable the students to understand about the concept, nature and scope of educational technology.
5. To expose the students to the basic developments in Educational Technology.

Section – I
Educational Management

Course Contents

Unit – I - Concept of Educational Management.

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

Unit – II -Managerial Behaviour :

Factors affecting managerial behaviours : personal, social, cultural, political, institutional etc.

Unit – III - Aspects of institutional management.

Curricular and co-curricular programmes – health services, sanitation and beautification.

Unit – IV - Institutional Planning.

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

Unit – V - Educational Planning –

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

Section – II

EDUCATIONAL TECHNOLOGY

Course Contents

Unit – VI – Communication Process

- a) Concepts, nature, process, components
- b) Types of class – room communication.

Unit VII - Mass media approach in Educational Technology.

Unit VIII - Systems approach.

Concept, meaning and Development of an Instructional systems.

Unit - IX - Innovations in Educational Technology.

- a) Programmed learning
- b) Team teaching.

Unit – X - Personalized system of instruction.

- a) Computer assisted instruction.
- b) Simulated teaching – distance teaching.

Books Recommended :

1. Educational Technology – Mangal S. K.
2. Introduction to Instructional Technology – Kulkarni S. S.
3. Educational Technology – Sharma A. R. Venod Pustak Mandir, Agra, 1985.
4. Studies in Educational Administration in Maharashtra – N.C.E.R.T.
5. प्रगत शैक्षणिक तंत्रविज्ञान – जगताप ह ना, नूतन प्रकाशन, पुणे 1997
6. आधुनिक ज्ञान माध्यमे, दृकश्राव्य शिक्षण – सोनार मधुकर, महाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळ , नागपूर, 1990
- 7 शालेय व्यवस्थापन प्रकाशन व संघटन – अरविंद दुनाखे, नूतन प्रकाशन, पुणे , 1998

Paper VII

EDUCATIONAL GUIDANCE AND CURRICULUM CONSTRUCTION.

Course Objectives :

1. To help in understanding the meaning and importance of guidance and counselling.
2. To develop the ability to interpret various records for assessing the students strengths and weaknesses.
3. To develop the ability to identify gifted children who need enrichment and to canalize their unique potentialities in a positive way through proper guidance.
4. To develop the ability to identify exceptional children who need special care and help and to make such provisions for them
5. To understand the concept of mental health and processes of healthy adjustment and good interpersonal relationships.
6. To understand the qualities of an ideal counsellor. To help the adolescents in facing their problems to develop a positive self concept, self confidence and an optimistic attitude towards life, through proper counselling. To develop interest in one's own personal and professional growth.
7. To understand the meaning, concept and scope of curriculum.
8. To understand the basis of curriculum construction, transaction, evaluation and innovation.

Section – I
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 – Educational Guidance

- a) Basic data necessary for educational guidance – pupils abilities , aptitudes, interests
- b) Construction, administration and interpretations of i) Cumulative record cards, ii) Individual Inventories.

Unit – IV : The Concept of Counselling

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

Unit – V : Mental Health

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

Section – II
CURRICULUM CONSTRUCTION

Unit – VI : Curriculum

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

Unit – VII: Different types of curriculum

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

Unit – VIII – Curriculum framework

Curriculum frame work at different levels of education.

Unit IX – Curriculum construction , principles of curriculum construction.

Unit X : - Curriculum Development

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

Books Recommended :

1. Educational guidance and counselling - J.C. Agrawal, Darba House, Delhi, 1985.
2. Educational and Vocational guidance in Secondary Schools – S. K. Kocchhar sterling publication Pvt. Ltd., 1992.
3. Educational theory and practices - H.C. Agrawal, Darba House Delhi, 1985.
4. शिक्षणाचे तत्वज्ञानात्मक व समाजशास्त्रीय अधिष्ठान दृ डॉ म क कुंडले, म विद्यापीठ, ग्रंथ निर्मिती मंडळ, नागपुर, 1978
5. शिक्षणाचे तत्वज्ञान व समाजशास्त्र . – प्रा एल जी देशमुख, फडके प्रकाशन, कोल्हापूर , 1998
6. शैक्षणिक व व्यावसायिक मार्गदर्शन – भो ह पिंपळखरे, विद्यार्थीगृह प्रकाशन, पुणे 1971
7. व्यावसायिक मार्गदर्शन आणि सल्ला कार्य – श्री मनः पत्की, मिलिंद प्रकाशन, औरंगाबाद, 1984
8. शिक्षणाचे मानसशास्त्र : – प्रा एल जी देशमुख, फडके, प्रकाशन, कोल्हापूर

Paper VIII – EDUCATIONAL THOUGHTS AND PRACTICES

Course Objectives :

1. To enable the students to develop an understanding of educational ideas of Indian and western educators.
2. To obtain an understanding of pedagogical concepts given by indian and western educational thinkers.
3. To orient the student to scientific study of some educational problems.

Section – I

EDUCATIONAL THINKERS – ORIENTAL AND OCCIDENTAL

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

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

Unit – III – Rajarshi Chatrapati Shahu, Educational thoughts & work.

Unit IV – Madam Montessori educational thoughts & work.

Unit V – John Dewy, Education Thoughts and work.

Section – II

Project Work in Education

Unit VI – Concept Project Work

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

Unit VII- Study of Ideal School.

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

Unit VIII – Study of Ideal Teacher

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

Unit IX – Interview with Exceptional Student – Report Writing.

Unit – X – Survey

- a) Survey of Educational Problems of a Locality.
- b) Report Writing

Books Recommend :

- 1 Educational Thoughts and practices - J.C. Agrawal – Doba House, Delhi, 1985.
- 2 Educational Philosophy of Swami Vivekanand – A Vinashvig T.S. Shriram Krishna Math Printing press, 1988.
- 3 शिक्षणाचे तत्वज्ञानात्मक व समाजशास्त्रीय अधिष्ठाण . डॉ म बा कुंडले, श्री विद्याप्रकाशन, पुणे 1973
- 4 शिक्षण प्रक्रिया थोर शिक्षण तज्ञ – प्रा.एल.जी. देशमुख, फडके प्रकाशन, कोल्हापूर, द्वितीय आवृत्ती, 2001
- 5 शिक्षणाचे तत्वज्ञानात्मक व समाजशास्त्रीय अधिष्ठाण – प्रा एल जी देशमुख, फडके प्रकाशन, कोल्हापूर 2003
- 6 शिक्षणाचे शिल्पकार – प्राचार्य रा तु भगत, 2000.

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