# Rayat Shikshan Sanstha's **Chhatrapati Shivaji College,satara (Autonomous)**

# A Constituent College of Karmaveer Bhaurao Patil University, Satara Department of Education



# Accredited By NAAC with 'A+' grade Syllabus Under NEP:2020 Education

Choice Based Credit System



#### Rayat Shikshan Sanstha's

# Chhatrapati Shivaji College, Satara

(Autonomous)

# Department of Education National Educational Policy (NEP) 2020 B.A. Part - I SEMESTER – I (EDUCATION) (EDUCATION OE SUBJECT) EDUCATION COURSE I- Basics in Education

Sub Code:OEEDU01101 Credit:04

#### **Preamble:**

This course provides the basic ideas, concepts of Education. This course intends to clarify the functions of Education and life skills. The course aims to acquaint students with agencies of Education. This course will help students to understand work of the regulating bodies of Education. Besides that students will know the changing role of teachers, and will know how to use the education process for socialization.

#### **Objectives:**

- 1.To understand concept of Education
- 2.To analyze the functions of Education
- 3.To help collection of different agencies of Education
- 4.To get introduced about contributions of Educational Thinkers

#### **Course Outcomes:**

After studying the course the student will be able to ...

CO1: Explain the concept of Education.

CO2: Analyze the aims of education and reflect values in his behavior.

CO3: Evaluate critically the agencies of education.

CO4: Prepare for social responsibilities

#### Expected Skills impartation (Through theory and practical's )

Interpersonal skill

Leadership skills

Social awareness skills

Reasoning skills

**Analytical Skills** 

|        |   | Periods | CO's |
|--------|---|---------|------|
| Unit:1 | <b>Module I: Concept of Education</b> (15 Hours, 1    | 15      | CO1  |
|        | Credit)   |         |      |
|        | 1.1 Meaning, nature and scope of education            |         |      |
|        | 1.2 Aims of Education –Individual, Social, Democratic |         |      |
|        | ,Vocational   |         |      |
|        | 1.3 Functions of Education                            |         |      |
|        | 1.4 Framework of NEP 2020                             |         |      |

| Unit :2 | Module II –   | 15 | CO2 |
|---------|---|----|-----|
|         | Agencies of Education                                   |    |     |
|         | 2.1 Formal-characteristics, importance, components      |    |     |
|         | 2.2 Informal - characteristics, importance, components  |    |     |
|         | 2.3 Non –formal-characteristics, importance, components |    |     |
|         | 2.4 Supportive agencies-MHRD,UGC, NCERT, SCERT          |    |     |
| Unit:3  | <b>Module III – Functions of Education</b> (15 Hours, 1 | 15 | CO3 |
|         | Credit)   |    |     |
|         | 3.1 Transmission of cultural heritage                   |    |     |
|         | 3.2 Acquisition and generation of Human Values          |    |     |
|         | 3.3 Education for National Integration                  |    |     |
|         | 3.4 Education for International Understanding           |    |     |

| Unit: 4  | Module IV – Indian Educational Thinkers (15 Hours,            | 15  | CO4 |
|--|---|-----|-----|
|  | 1 Credit)   |     |     |
|  | 4.1 Ravindranath Tagore                                       |     |     |
|  | 4.2 Mahatma Gandhi  |     |     |
|  | 4.3 Mahatma Phule   |     |     |
|  | 4.4 Karmveer Bhaurao Patil                                    |     |     |
| Practical w  | ork: Case Study / Field Survey / Field Visits / Project       |     | CO1 |
| 1. Demo  | onstration of educational concept through poster presentation |     | CO2 |
| 2. Interviews of experienced teacher.                                      |   | CO3 |     |
| 3. Report writing on functioning with visits to the educational institute. |   | CO4 |     |
| _  | ketch and educational contribution of any of the thinker.     |     |     |

#### **Reference Books:**

- 1. Bhatia K.V and Narang C.L (1978) a first course on Philosophical and Sociological Bases of Education, Ludhiana: Prakash Brothers.
- 2. Samatullah, (1979) Education in the social context, New Delhi: NCERT
- 3. Yeole C.M (2005) Mass communication Media and their contribution to Education Kolhapur: Shivaji University, Kolhapur
- 4. Bhatiya and Bhatiya, A Text Book of Educational Psychology, DOGBBG, House, Delhi
- 5. Dandekar W.N. (1976) The Psychological foundation of Education, The Macmillan co mpany of India Ltd. Delhi.
- 6. John Deccecco, (1964) Psychology of Learning and Instruction, New Delhi.
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#### **Suggested Research Journal**

- 1. Journals of Indian Education, NCERT, New Delhi.
- 2. International Journal of Research Link, Indore (M.P)
- 3. ANWESHIKA, Indian Journal of Teacher Education, NCERT, New Delhi
- 4. School Science, NCERT, New Delhi
- 5. Indian Educational Review NCERT, New Delhi
- 6. Indian Educational Abstract, NCERT, New Delhi
- 7. 7 School Science ,NCERT, New Delhi
- 8. Bhartiya Adhunik Shiksha, NCERT, New Delhi
- 9. Indian Educational Review, NCERT, New Delhi.
- 10.Indian Journal of Educational Technolo
- 11. Journal of Indian Education
- 12. Voices of Teachers & Teacher Educators

#### **Additional readings:**

- 1. Shikshan Sankraman
- 2. Jadanghadan
- 3. Jivan Shikshan
- 4. Shikshan Samiksha
- 5. Shikshnatil Marmdrushti
- 6. Bharatiy Shikshan
- 7. Policy Review
- 8. National Policy on Education NPE 2019

#### **Medium of Instruction** – Marathi/English

Special instructions, if any

Library and laboratory equipment's

**Documentary on Social Reformers** 

Youtube / Video clips

#### 1. Examination Pattern: 60:40

(60 Weightage for End Semester Examination & 40 Weightage for Continuous and comprehensive Evaluation)

#### 2. Nature of Question Paper:

### End Semester Examination Question Paper Pattern for 60 Marks

**Instruction:** 1) All Questions are Compulsory.

- 2) All Questions carry equal marks.
- 3) Figures to the right indicate full marks.

| Day and Date:<br>Time: Two Hours         | Tota                    | al Marks: 60 |  |
|--|-------------------------|--------------|--|
| Q. 1. Choose the correct alternati       | ves from the following  | 15           |  |
|  |                         |              |  |
| Q.2. Write short Notes (Three out        | t of Four)              | 15           |  |
|  | <b>)</b>                | <b>(</b>     |  |
| Q.3. Write short answer ( <i>Three o</i> | ut of Four)             | 15           |  |
|  |                         | <b>)</b>     |  |
| Q.4. Answer the following question       | on in broad. (One out o | f Two) 15    |  |
|  |                         |              |  |

# **3.** CCE (Continuous and comprehensive Evaluation):

- 3.1 Activities 40 Marks: For OE & Other 4 Credit
- 1. Home Assignment 10 Marks
- 2. Online Class Test 10 Marks
- 2. Subject Specific Activity-20 Marks



#### Rayat Shikshan Sanstha's

## Chhatrapati Shivaji College, Satara

(Autonomous)

# **Department of Education**

**National Educational Policy (NEP) 2020** 

B.A. Part - I SEMESTER – II (EDUCATION) (EDUCATION OE SUBJECT)

**EDUCATION COURSE II- Educational Sociology** 

Sub Code: OEEDU01202 Credit:04

#### **Preamble:**

This course will help to gain knowledge of the concept and relation of Sociology and Education. This course intends role of Education and Mass media in social change. Besides that students will know Education as a determinant of social control and change. This course will develop understanding of the current social problems in Education and changing role of teacher.

#### **Objectives:**

The student will be able --

1.to know concept of Educational Sociology

2.to explain the importance of multicultural education

3.to acquaint with role of mass media

4. to aware about current social problems.

#### **Course Outcomes:**

- CO -1 Describe the concept, nature and relation between Sociology and Education
- CO -2 Explain the concept of Multicultural Education and Socialization process.
- CO -3 Enable the student's concept of Social Change, Social interactions in Education.
- CO -4 Awareness of Social Communication in Education.
- CO- 5 Develop Social habits and attitudes in the students and make them socially adjustable.

#### **Expected Skills impartation (Through theory and practical's )**

Interpersonal skill

Leadership skills

Social awareness skills

Reasoning skills

**Analytical Skills** 

|  | Periods | CO`s |
|--|---------|------|
|  |         |      |

| Unit :1 | Module I – Sociology and Education (15 Hours, 1 Credit)   | 15 | CO1 |
|---------|---|----|-----|
|         | <ul><li>1.1Meaning, nature and scope of Educational Sociology.</li><li>1.2Need for sociological approach in Education</li></ul> |    |     |
|         | 1.3Relation between Education and Sociology   |    |     |
|         | 1.4Functions of Educational Sociology   |    |     |
|         |   |    |     |
| Unit :2 | Module II – Multicultural Education (15 Hours, 1 Credit)  | 15 | CO2 |
|         | 2.1 Definition ,Objectives  |    |     |
|         | 2.2 Need, Characteristics of Multicultural Education  |    |     |
|         | 2.3 Importance of diversity and Multicultural awareness in  |    |     |
|         | Education   |    |     |
|         | 2.4 Role of teacher in promoting culture.   |    |     |
| Unit:3  | Module III – Role of Mass media in Education (15  | 15 | CO3 |
|         | Hours, 1 Credit)  |    |     |
|         | 3.1 Education and Mass media  |    |     |
|         | 3.2 Need and functions of Mass media  |    |     |

|   | 3.3 Importance of Mass media                             |     |     |
|---|--|-----|-----|
|   | 3.4 Importance of Newspaper, Television, Internet        |     |     |
| Unit: 4   | Module IV – Current Social problems relating to          |     |     |
|   | Education in India (15 Hours, 1 Credit)                  | 15  | CO4 |
|   | 4.1 Equalization of educational opportunities            |     |     |
|   | 4.2 Mass Illiteracy                                      |     |     |
|   | 4.3 High dropout rate                                    |     |     |
|   | 4.4 Unemployment and Poverty                             |     |     |
| Practical   | work: Case Study / Field Survey / Field Visits / Project |     | CO1 |
| 5. Demonstration of social problems through poster presentation |  | CO2 |     |
| 6. Interviews of experienced teacher.                           |  | CO3 |     |
| 7. Report writing on visits to the educational institute.       |  | CO4 |     |
| 8. Col  | lection of sources related to Mass media.                |     |     |

#### **Reference Books:**

- 15.Bhatia K.V and Narang C.L (1978) a first course on Philosophical and Sociological Bases of Education, Ludhiana: Prakash Brothers.
- 16. Samatullah, (1979) Education in the social context, New Delhi: NCERT
- 17.Yeole C.M (2005) Mass communication Media and their contribution to Education Kolhapur: Shivaji University, Kolhapur
- 18. Bhatiya and Bhatiya, A Text Book of Educational Psychology, DOGBBG, House, Delhi
- 19. Dandekar W.N. (1976) The Psychological foundation of Education, The Macmillan co mpany of India Ltd. Delhi.
- 20. John Deccecco, (1964) Psychology of Learning and Instruction, New Delhi.
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#### **Suggested Research Journal**

- 1. Journals of Indian Education, NCERT, New Delhi.
- 2. International Journal of Research Link, Indore (M.P)
- 3. ANWESHIKA ,Indian Journal of Teacher Education, NCERT, New Delhi
- 4. School Science, NCERT, New Delhi
- 5. Indian Educational Review NCERT, New Delhi
- 6. Indian Educational Abstract, NCERT, New Delhi
- 7. 7 School Science ,NCERT, New Delhi
- 8. Bhartiya Adhunik Shiksha, NCERT, New Delhi
- 9. Indian Educational Review, NCERT, New Delhi.
- 10.Indian Journal of Educational Technology
- 11. Journal of Indian Education
- 12. Voices of Teachers & Teacher Educators

#### Additional readings:

- 1. Shikshan Sankraman
- 2. Jadanghadan
- 3. Jivan Shikshan
- 4. Shikshan Samiksha
- 5. Shikshnatil Marmdrushti
- 6. Bharatiy Shikshan
- 7. Policy Review
- 8. National Policy on Education NPE 2019

#### **Medium of Instruction** – Marathi/English

Special instructions, if any

Library and laboratory equipment's

**Documentary on Social Reformers** 

Youtube / Video clips

#### 4. Examination Pattern: 60:40

(60 Weightage for End Semester Examination & 40 Weightage for Continuous and comprehensive Evaluation)

# 5. Nature of Question Paper:

# End Semester Examination Question Paper Pattern for 60 Marks

**Instruction:** 1) All Questions are Compulsory.

| <ul><li>2) All Questions carry</li><li>3) Figures to the right</li></ul> | •                      |               |   |
|--|------------------------|---------------|---|
| Day and Date: Time: Two Hours  | То                     | tal Marks: 60 |   |
| Q. 1. Choose the correct alternati                                       | ves from the following | g 15          |   |
|  |                        |               |   |
| Q.2. Write short Notes (Three out  | of Four)               | 15            |   |
|  | _ <b>)</b>             |               |   |
| Q.3. Write short answer (Three or  | ut of Four)            | 15            |   |
|  |                        | )             | ( |
| Q.4. Answer the following question                                       | on in broad. (One out  | of Two) 15    |   |
|  |                        |               |   |
| 6. CCE (Continuous and compre  | hensive Evaluation):   |               |   |

- 6.1 Activities 40 Marks: For OE & Other 4 Credit
- 3. Home Assignment 10 Marks
- 4. Online Class Test 10 Marks
- 3. Subject Specific Activity-20 Marks



#### Rayat Shikshan Sanstha`s

# Chhatrapati Shivaji College, Satara

(Autonomous)

**Department of History** 

**National Educational Policy (NEP) 2020** 

**B.A. Part - I SEMESTER – II (Education)**(EDUCATION MINOR SUBJECT)

EDUCATION COURSE I- Introduction to Education

Sub Code: MNEDU01201 Credit:02

#### **Preamble**

This course has been designed to introduce the students the knowledge of meaning, nature, scope, functions of education. Education is comprehensive process. This course is essential for gaining information about different agencies of education; the student will be able to know importance of MHRD, UGC, NCERT, and SCERT.

#### **Course Objectives:**

- 1. To understand the meaning, nature, scope and aims of education.
- 2. To explain the factors of education.
- 3. To become aware of different agencies of education.
- **4.** To be acquainted with agencies of education

#### **Course Outcomes:**

- 1. Describe meaning, nature, scope, aims of education
- 2. Explain factors of education
- 3. Collect information of different agencies of education
- **4.** Analyze the importance of MHRD,UGC,NCERT,SCERT

#### **Expected Skills impartation (Through theory and practical's):**

- 1. Communication Skill
- 2. Behavior Skill
- 3. Analytical Skills
- **4.** Personality development

|        |   | Periods | Cos |
|--------|---|---------|-----|
|        | Module I :Concept of Education                        | 15      | CO1 |
|        | 1.1 Meaning, nature and scope of education            |         | CO2 |
|        | 1.2 Aims of Education –Individual, Social, Democratic |         |     |
|        | ,Vocational   |         |     |
|        | 1.3 Functions of Education                            |         |     |
|        | 1.4Framework of NEP 2020.                             |         |     |
| Unit 2 | Module II : Aspects of Education                      | 15      | CO3 |
|        | 2.1 Formal-characteristics, importance, components    |         | CO4 |

| 2.2 Informal - characteristics, importance, components  |  |
|---|--|
| 2.3 Non –formal-characteristics, importance, components |  |
| 2.4 Supportive agencies-MHRD,UGC, NCERT, SCERT,         |  |

| Practical work: Case Study / Field Survey / Field Visits / Project: |     |
|---|-----|
| 1. Visit to Educational Institute                                   | CO2 |
| 2. Concept mapping of educational terms                             | CO3 |
|   | CO4 |

#### References:-

- 1. Bhatia K.V and Narang C.L (1978) a first course on Philosophical and Sociological Bases of Education, Ludhiana: Prakash Brothers.
- 2. Samatullah, (1979) Education in the social context, New Delhi: NCERT
- 3. Yeole C.M (2005) Mass communication Media and their contribution to Education Kolhapur: Shivaji University, Kolhapur
- 4. Bhatiya and Bhatiya, A Text Book of Educational Psychology, DOGBBG, House, Delhi
- 5. Dandekar W.N. (1976) The Psychological foundation of Education, The Macmillan co mpany of India Ltd. Delhi.
- 6. John Deccecco, (1964) Psychology of Learning and Instruction, New Delhi.
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#### **Research journals:**

- 1. Journals of Indian Education, NCERT, New Delhi.
- 2. International Journal of Research Link, Indore (M.P)
- 3. ANWESHIKA, Indian Journal of Teacher Education, NCERT, New Delhi
- 4. School Science, NCERT, New Delhi
- 5. Indian Educational Review NCERT, New Delhi
- 6. Indian Educational Abstract, NCERT, New Delhi
- 7. Shikshan ani Samaj
- 8. Bhartiya Adhunik Shiksha, NCERT, New Delhi

| _                             |   |                      |  |  |
|-------------------------------|---|----------------------|--|--|
|                               | an Educational Review, NCERT, New Delhi   |                      |  |  |
|                               | ian Journal of Educational  |                      |  |  |
| Techno 10.                    | Journal of Indian Education   |                      |  |  |
| 11.                           | Voices of Teachers & Teacher Educators  |                      |  |  |
| Additiona                     |   |                      |  |  |
| 1.                            | Shikshan Sankraman  |                      |  |  |
| 2.                            | Jadanghadan   |                      |  |  |
| 3.                            | Jivan Shikshan  |                      |  |  |
| 4.                            | Shikshan Samiksha   |                      |  |  |
| 5.                            | Shikshnatil Marmdrushti   |                      |  |  |
| 6.                            | Bharatiy Shikshan   |                      |  |  |
| 7.                            | Policy Review   |                      |  |  |
| 8.                            | National Policy on Education NPE  |                      |  |  |
| Medium o                      | f Instruction – Marathi/English   |                      |  |  |
|                               | structions, if any<br>al, State level Educational Institutes.   |                      |  |  |
|                               | nd laboratory equipment's   |                      |  |  |
| Education                     | al Movies, Serials and documentary  |                      |  |  |
| _                             | 2nd Semester Examination Question Paper 2 1) All Questions are Compulsory. 2) All Questions carry equal marks. 3) Figures to the right indicate full marks. | Pattern for 30 Marks |  |  |
| Day and Date: Time: One Hours |   | Total Marks: 30      |  |  |
| =======<br>O. 1. Choos        | e the correct alternatives from the followi   | =======<br>ng 08     |  |  |
|                               |   | <b></b>              |  |  |
|                               | •   |                      |  |  |
|                               |   |                      |  |  |
| Q.2. Write                    | short Notes (Two out of Three)  | 10                   |  |  |

| Q.4. Answer the following question in broad. (One out of Two) 12 |  |          |  |  |  |  |  |  |  |
|--|--|----------|--|--|--|--|--|--|--|
|  |  | <u>-</u> |  |  |  |  |  |  |  |
|  |  |          |  |  |  |  |  |  |  |

7. CCE (Continuous and comprehensive Evaluation):

Head,
Dept. of Education
Chh. Shivaji College, Satara.



# 7.1Activities 20 Marks:

1. Subject Specific Activity (All two credit papers Except CC) - 20 Marks