

SAVITRIBAI PHULE PUNE UNIVERSITY

M.A. (Education) Admission Entrance Test Syllabus

For Academic Year – 2019-2020

Revised F.Y.B.A. Education (G-1) Syllabus

EDUCATION G – 1

Objectives :

To enable the student -

1. To acquaint with the meaning, concept and characteristics of the process of Education
2. To acquaint the aim of education in Ancient and Modern India
3. To help to understand various agencies of education
4. To understand the role of education in national development
5. To introduce the contributions made by renowned educators
6. To make aware of the meaning, concept and problems of pre-primary and primary education in India
7. To acquaint the students with the Values Envisaged in the Constitution on India
8. To acquaint with educational psychology

Unit : 1 Education

- 1.1 Concept of Education
- 1.2 Characteristics of Educational process
- 1.3 Importance of Education – Individual, Social
- 1.4 Parallel form of Education – Informal Education, Formal Education, Non formal Education

Unit : 2 Aims of Education

- 2.1 Aims of Education in Ancient India
- 2.2 Aims of Education in modern India with special reference to
 - a) Kothari Commission
 - b) National Policy of Education (1986)- 10 core elements
 - c) National Knowledge Commission (2005)

Unit : 3 Agencies of Education

- 3.1 Family
- 3.2 Peer Group
- 3.3 Mass communication media – Radio, Press, T.V., Internet (Nature, Function & Importance in Education)

Unit 4 : Role of Education in -

- 4.1 Economical Development
- 4.2 Social Development
- 4.3 Political Development
- 4.4 National Integration

Unit : 5 Contribution of Indian Educators

- 5.1 Mahatma Jotirao Phule
 - 5.2 Swami Vivekananda
 - 5.3 Karmaveer Bhaurao Patil
 - 5.4 Rabindranath Tagore
 - 5.5 J.P. Naik
- (Educational Philosophy, Aims of education, Contribution to the field of education)

Unit : 6 Pre Primary and Primary Education

- 6.1 Pre – Primary Education
 - 6.1.1 Meaning and Importance
 - 6.1.2 Aims of Pre- Primary Education
- 6.2 Primary Education
 - 6.2.1 Meaning and Importance
 - 6.2.2 Aims of Primary Education
 - 6.2.3 Problems of primary education
- 6.3 Contribution of educators in Pre-primary Education
 - 6.3.1 Madam Montessory
 - 6.3.2 Tarabai Modak
 - 6.3.3 Anutai Wagh

Unit : 7 Value Education

- 7.1 Meaning, Concept and Definitions of Value Education
- 7.2 Values in Education Envisaged in the Constitution of India
- 7.3 Agencies Promoting Value Education – School and Family

Unit : 8 Educational Psychology

- 8.1 Meaning , Nature and Scope
 - 8.2 Methods of Educational Psychology
 - 8.2.1 Introspection
 - 8.2.2 Observation
 - 8.2.3 Experimental
- (Nature, Merits and Limitations of each method)

Reference Books:

1. B.D. Bhatia, Theory and Principles of Education, Doaba House Booksellers and Publishers, Dehli
2. Robert R. Rusk , Doctrines of the Great Educators, Macmillan Press Ltd.
3. S.P. Chaube, Some Great Western Educators, Ram Prasad & Sons,Agra
4. A. Bishwas and J.C. Agarwal, Seven Indian Educators, Arya books Depot, New
5. G.S. Altekar, Ancient Indian Education
6. S.P. Chaube, Problems of Indian Education, Vinod Pustak Mandir, Agra
7. R.A. Kulkarni, Value Education, Phadke Prakashan, Kolhapur
8. म. बा. कुंडले, शैक्षणिक तत्त्वज्ञान आणि शैक्षणिक समाजशास्त्र, श्रीविद्या प्रकाशन, पुणे
९. के.ना. माळी व आ.ल. माळी, प्राचीन काळातील शिक्षण, नूतन प्रकाशन, पुणे
१०. रा.तु. भगत म. ज्योतीराव ते कर्मवीर भाऊराव
११. प्रतिभा वीरकर आणि वीरकर, उदयोन्मुख भारतातील शिक्षण
१२. लीलापाटील व विश्वंभर कुलकर्णी, आजचे शिक्षण व आजच्या समस्या, श्रीविद्या प्रकाशन, पुणे
१३. महाराष्ट्र शासन, महाराष्ट्रातील शैक्षणिक विकास
१४. स.ह. देशपांडे, अनुताईच्या कामाचे मूल्यमापन
१५. अनुताई वाघ, संपादक—अशोक चिटणीस, कोसबाडच्या टेकडीवरून, ऋचा प्रकाशन, ठाणे
१६. ज.पा. नाईक, अनौपचारिक शिक्षण, इंडियन इन्स्टिट्यूट ऑफ एज्युकेशन, पुणे
१७. सुरेश करंदीकर, मूल्य शिक्षण, फडके प्रकाशन, कोल्हापूर
१८. पारसनीस ,शैक्षणिक व सामाजिक तत्त्वज्ञानाची रूपरेशा,
१९. आहिरे, बोर्दार्डे, शिक्षणाचे अर्थशास्त्र

SAVITRIBAI PHULE PUNE UNIVERSITY

S.Y.B.A. EDUCATION G2

Objectives:-

1. To make him aware of the meaning, concept and problems of secondary education in India
2. To help him to understand the role and function of school in the development of a child
3. To introduce him the contributions made by renowned Indian and western educators.
4. To Make him aware of the meaning and concept of Inclusive Education
5. To help him to understand the importance of heredity and environment in education.
6. To help him recognize the needs of children and their interests at different stages of development.
7. To help him understand the process of learning, remembrance and forgetting and the factors affecting these processes and their educational implication.

UNIT :1 SECONDARY EDUCATION

- 1.1 Secondary Education – Meaning and Importance
- 1.2 Aims of Secondary Education – Mudliyar Commission and National Education policy 1986
- 1.3 Secondary Education – Problems and remedial measures to overcome these problems

UNIT : 2 SCHOOL AND EDUCATION

- 2.1 School as a social institution
- 2.2 Role and Function of school in developing :
 - a) Character of students
 - b) International understanding
 - c) Democratic citizenship

UNIT: 3 EDUCATIONAL THOUGHTS OF GREAT EDUCATORS

- 3.1 Mahatma M.K.Gandhi:Vardha scheme(Basic Education)
- 3.2 Jean –Jacques Rousseau : Stages of development of a child ,education according to nature
- 3.3 Jony Dewey: Problem Solving Method , Deweys experimental school

UNIT:4 HEREDITY AND ENVIRONMENT

- 4.1 Heredity-i) Meaning and Definition ii)Biological Heredity iii)Social Heredity
- 4.2 Environment-Meaning and Nature
- 4.3 Educational importance of heredity of environment

UNIT : 5 INCLUSIVE EDUCATION

- 5.1 Concept of Inclusive education
- 5.2 Need and Importance of Inclusive Education
- 5.3 Benefits of Inclusion
- 5.4 Education for special needs students
- 5.5 Inclusive Education policies in India

UNIT 6 STAGES OF DEVELOPMENT

6.1 Stages of Development: Physical, intellectual, emotional, and social development

i)Infancy ii)Later childhood iii)Adolescence

6.2 Their salient features and educational significance

UNIT 7 LEARNING

7.1 Learning-meaning, nature and definition

7.2 Process of Learning

7.3 Methods of Learning :i)Trial and Error ii)Conditioning(classical conditioning only)

iii)Insightful learning

(meaning, importance and limitation of each)

7.4 Factors affecting Learning :Maturation, Attention, Interest, Motivation and Fatigue

UNIT 8 MEMORY AND FORGETTING

8.1 Memory-meaning and definition

8.2 Process of remembering : i)Registration ii)Retention iii)Recall iv)Recognition

(meaning and nature of these four stages)

8.3 Forgetting-concept and definition

8.4 Causes of forgetting

8.5 Improvement of memory :i)Association of Ideas ii)Mnemonic devices ii)use of proper learning methods

Reference Books:

1. B.D Bhatia, Theory and Principles of Education, Doaba House Booksellers and Publishers, Delhi

2. Robert R. Rusk, Doctrines of the Great Educators, Macmillan Press

3. S.P Chaube, Some Great Western Educators, Ram Prasad & Sons, Agra.

4. A. Bishwas and J.C. Agrawal, seven Indian Educators, Arya book Depot, New Delhi.

5. S.P. Chaube, Problems of Indian Education, Vinod Pustaks Mandir, Agra

6. W.N. Dandekar and Makhija, Educational and Experimental Psychology

7. S.K. Mangal, Educational Psychology

8. Dr. Dhamne Educational Evaluation and Statistics, Insight Publication, Nasik

९. वा.ना. दांडकेर, शैक्षणिक व प्रायोगिक मानसशास्त्र, मोघे प्रकाशन, पुणे

१०. के.व्ही. कुलकर्णी, शिक्षणातील मानसशास्त्र, श्रीविद्या प्रकाशन, पुणे

११. आफळे व बापट, शिक्षणाचे मानसशास्त्रीय अधिष्ठान, श्री विद्या प्रकाशन, पुणे

१२. प्रा. गाजरे,, प्रा.चितणीस, डॉ. पाटील, शिक्षणाचे अधिष्ठान, नूतन प्रकाशन, पुणे

१३.डॉ. के. एस. चव्हाण, विकास आणि अध्ययनाचे मानसशास्त्र, इनसाईट प्रकाशन, नाशिक

१४. डॉ. के. एस. चव्हाण, सर्वसमावेशक शिक्षण (शाळा, अध्ययन अध्यापन कार्य निती, मूल्यमापन व व्यवस्थापन), इनसाईट प्रकाशन, नाशिक

T.Y.B.A. EDUCATION G-3

Objectives :-

1. To make him/her aware of the meaning, concept, and problems of higher education in India
2. To know him/her education management system
3. To acquaint a student with the nature and development of personality, the nature and areas of individual differences and their relevance to education.
4. To able him/her to understand the importance of guidance and counselling in education .
5. To able him/her to understand the importance of different mental process
6. To introduce him/her different methods of teaching and nature of action research and its relevance to education
7. To understand concept. Need and importance of ICT and its application in education
8. To able him/her to understand the importance of mental health

UNIT 1 HIGHER EDUCATION

- 1.1 Higher Education - Meaning and concept
- 1.2 Higher Education – problems and remedial measures
- 1.3 Challenges before Indian higher education
- 1.4 Impact of Globalization on Indian Higher Education

UNIT 2 EDUCATIONAL MANAGEMENT

- 2.1 Introduction of management
 - 2.1.1 Concept and meaning
 - 2.1.2 Characteristics of Management
- 2.2 Government Administrative setup and Controlling authorities
 - 2.2.1 Present structure of education in Maharashtra
 - 2.2.2 Function and duties of -
 - A) Secretary
 - B) Director of Education
 - C) District Education Officer
 - D) Block Education Officer
 - E) Supportive agencies – NCERT, SCERT, Balbharati

UNIT 3 PERSONALITY AND INDIVIDUAL DIFFERENCES

- 3.1 Personality – concept and definitions , Factors affecting personality
- 3.2 Role of school in development of personality
- 3.3 Individual difference - concept and definitions, Causes of individual differences
- 3.4 Educational implication of individual differences

UNIT 4 MENTAL PROCESS

- 4.1 Primary Process : i) Sensation ii) Perception iii) Concept formation
(Meaning and educational importance of each process)
- 4.2 Higher process : i) Imagination ii) Creativity iii) Mind Mapping

UNIT 5 EDUCATIONAL AND VOCATIONAL GUIDANCE AND COUNSELLING

- 5.1 Concept of Educational and Vocational Guidance
- 5.2 Need for Educational and Vocational Guidance
- 5.3 Concept and importance of Counselling
- 5.4 Counselling in School

UNIT 6 MENTAL HEALTH

- 6.1 Mental Health – meaning and concept
- 6.2 Mental Health – causes and types
- 6.3 Mental stress – nature, causes and management

UNIT 7 ICT IN EDUCATION

- 7.1 ICT in Education : Concept, Need and Importance
- 7.2 Application of ICT including Multimedia in Education
 - a) Teaching –Learning b) Research c) Publication d) Administration
 - e) Evaluation
- 7.3 Challenges and Barriers to integration of ICT in Indian Schools
- 7.4 ICT Teacher – Skills and Qualities

UNIT 8 METHODS OF TEACHING AND ACTION RESEARCH

- 8.1 Methods of teaching i) Demonstration method ii) Discussion method iii) Project Method
(nature, educational importance and limitation of each method)
- 8.2 Action Research : nature and educational importance

Reference Books :

1. S.P. Chaube, Problems of Indian Education, Vinod Pustak Mandir, Agra
2. W.N. Dandekar and Makhija, Educational and Experimental Psychology, shreeVidyaprakashan. Pune
3. S.K. Mangal Educational Psychology
4. Educational Technology – S.K. Mangal .Tandon Publication
5. Advanced Educational Technology by Ram Nath Sharama and S.S. Chandra, Atlantic Publication
6. लीला पाटील व विश्वंभर कुलकर्णी, आजचे शिक्षण व आजच्या समस्या, श्रीविद्या प्रकाशन, पुणे
7. महाराष्ट्र शासन, महाराष्ट्रातील शैक्षणिक विकास
8. शैक्षणिक व प्रायोगिक मानसशास्त्र, वा.ना.दांडेकर, मोघे प्रकाशन
9. शैक्षणिक मानसशास्त्र, संजीव सोनवणे, शोभा कागदे, खैरे, निराली प्रकाशन, पुणे
10. शैक्षणिक संशोधन व संख्याशास्त्र, संजीव सोनवणे, शोभा कागदे, खैरे, निराली प्रकाशन, पुणे
11. माहिती व संप्रेषण तंत्रविज्ञान, किशोर चव्हाण, इनसाईट प्रकाशन, नाशिक
12. माध्यमिक शिक्षण संरचना व कार्यपध्दती, ल.मा.शिवणेकर, नूतन प्रकाशन, पुणे .