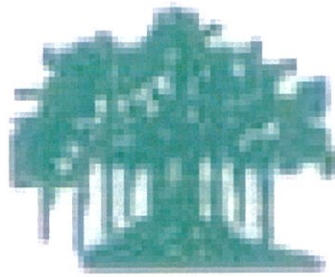




**Rayat Shikshan Sanstha's
Sadguru Gadage Maharaj College,
Karad
(Autonomous)**



Accredited By NAAC with 'A+' Grade
CHOICE BASED CREDIT SYSTEM

Syllabus For

B. A. Part - I

**NEP – 2020 (3.0)
Education (DSC - II)**

(Syllabus to be implemented from June, 2024 onwards)



Rayat Shikshan Sanstha's, Satara
Sadguru Gadage Maharaj College, Karad
(Autonomous)



Department of Education

Title and Subject Code

B. A. I - Education (DSC - II)

Sr. No.	Semester	Name of the Course	Subject code	Discipline Specific Elective
1	I	Philosophical Foundations of Education	EDU24-01	Education Course-1
2	II	Sociological foundations of Education	EDU24-02	Education Course-2

Course Structure

B. A. Part - I: EDUCATION (DSC - II)

Sr. No.	Sem.	Title of the Paper	Discipline Specific Elective	Distribution of Credit	Workload Per week	Total Credit	Theory Marks (SEE)	Internal Evaluation (CCE)
1	I	Philosophical Foundations of Education	Education Course - 1	4	4 Lectures	08	80	20
2	II	Sociological foundations of Education	Education Course - 2	4	4 Lectures		80	20

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(Autonomous College)



Department of Education

Syllabus for B. A. Part - I Education (DSC - II)

Onwards from 2023

B. A. Part - I Semester I & II

Semester	Course Code	B. A. Part - I Education (DSC - II)
Semester - I	EDU24-01	Philosophical Foundations of Education
Semester - II	EDU24-02	Sociological Foundations of Education

Education (DSC - II)

As per NEP - 2020 (3.0)

Choice Based Credit System

June 2024 onwards

B. A. Part - I


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Semester I
Education Course - I (DSC - Optional)
Subject Code - EDU24-01



Paper I: Philosophical Foundations of Education

Credit -04

Teaching Hours: 60

Preamble

The purpose of teaching this paper is to introduce the basic primary and analytically important concepts, theories in working of the educational philosophy to the learners. It attempts to enable the students to apply various concepts in the educational philosophy. Teacher should explain with proper examples about functions of education, freedom, discipline. Teacher should also give detail information about educational thinkers.

Course Outcomes:

1. CO – 1 Student explains the concept of philosophy and education with reference to aims, curriculum, methods and role of teacher.
2. CO – 2 Student explains the aims of education and reflects values in his behavior.
3. CO – 3 Student applies the concept of freedom and discipline in their day to day life.
4. CO – 4 Student evaluates critically the contribution of educational thinkers.

Expected Skills impartation (Through theory and practical)

1. Reading skills
2. Comprehension skills
3. Interpersonal communication
4. Analytical Skill

Unit 1 - Role of Philosophy in Education

(15 Periods)

- 1.1 Concept of Education and Philosophy
- 1.2 Relation between Education and Philosophy with reference to aims, curriculum, teaching method, discipline, student and teacher
- 1.3 Concept of Major Schools of Philosophy
- 1.4 Idealism, Naturalism, Realism and Existentialism
(Concept, aims& system of education)

Unit 2 - Functions of Education

(15 Periods)

- 2.1 Individual and social development
- 2.2 Introduction of Life Skills.
- 2.3 Development of human values (Social, Moral, Aesthetic)
- 2.4 Preservation and transmission of Heritage

Unit 3 - Freedom and Discipline

(15 Periods)

- 3.1 Concept of Freedom and Discipline, type and discipline
- 3.2 Importance of discipline in life
- 3.3 Causes of indiscipline at school and college level
- 3.4 Remedies for indiscipline

Unit 4 - Educational Thinkers and their Philosophy of Education

(15 Periods)

- 4.1 Contribution of educational thinkers
- 4.2 Plato
- 4.3 Rabindranath Tagore
- 4.4 Karmveer Bhaurao Patil



Semester II
Education Course - II (DSC - II)
Subject Code - EDU24-02

Paper II - Sociological Foundations of Education

Credit -04

Teaching Hours: 60

Preamble

The purpose of teaching this paper is to introduce the basic primary and analytically important concepts, theories in working of the educational sociology to the learners. It attempts to enable the students to apply various concepts in the educational sociology. Teacher should explain with proper examples about social socialization, social groups and culture. Teacher should also give detail information about social problems related to education in India

Course Outcomes:

1. CO – 1 Student explains the meaning, nature, scope and relation between education and sociology.
2. CO – 2 Student applies role of education and mass media in social change.
3. CO – 3 Student explains meaning, nature and importance of different social groups and culture.
4. CO – 4 Student explains different current social problems in education.

Expected Skills impartation (Through theory and practical)

1. Reading skills
2. Comprehension skills
3. Interpersonal communication
4. Analytical Skill

Unit 1 - Sociology and Education

(15 Periods)

- 1.1 Meaning, nature and scope of educational sociology.
- 1.2 Need for sociological approach in education
- 1.3 Relation between education and sociology
- 1.4 Functions of educational sociology

Unit 2 - Education and Social Change

(15 Periods)

- 2.1 Education as an instrument of Social Change
- 2.2 Education as reflection of social change
- 2.3 Agencies of Social Change: School and Mass media (Newspaper, T.V, Internet)
- 2.4 Role of education in social change

Unit 3 - Social Group and Culture

(15 Periods)

- 3.1 Social Groups-Meaning, Characteristics
- 3.2 Classification of Social groups-Primary and secondary
- 3.3 Social Interactions – meaning, nature, importance and types
- 3.4 Education and Culture- meaning, characteristics and education for culture

Unit 4 - Current Social problems relating to Education in India

(15 Periods)

- 4.1 Social problems: meaning and characteristics
- 4.2 Equalization of educational opportunities
- 4.3 Specific problems of Education in Urban and Rural areas
- 4.4 Role of community in solving social problems in the field of education

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. कुंडले म बा , (2005) शैक्षणिक तत्त्वज्ञान व शैक्षणिक समाजशास्त्र ,श्री विद्या प्रकाशनपुणे,
5. दुनाखे अरविंद, प्रगत शैक्षणिक तत्त्वज्ञान,नूतन प्रकाशन ,पुणे .
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7. पारसनीस न.रा., शिक्षणाची तात्विक व समाजशास्त्रीय भूमिका, नूतन प्रकाशन, पुणे.
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10. देशमुख एल .जी., (2009) शिक्षणाचे तत्त्वज्ञान व समाजशास्त्र, फडके प्रकाशन, कोल्हापूर.
11. प्रा.धनवडे नंदकुमार, धनवडे सुरेखा, (2011) शिक्षणशास्त्र, फडके प्रकाशन, कोल्हापूर.


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Department of Education
Evaluation Pattern of Examination - (UG)
Scheme of Examination

Term End Examination Marks	Internal Examination Marks	Total
80	20	100

Pattern of Question Paper
B. A. - I, Semester I and II - Interdisciplinary Studies
Term end Examination: Total Marks: 80
Education (DSC - II)

External Evaluation (SEE): Total Marks: 80			
Q.1	A)	Choice the correct alternative from the following (Objective Type)	10
	B)	Answer in one sentence (Objective Type)	10
Q.2		Write Short Answer (Four out of Six) (Short Answer Type)	20
Q.3		Write broad answers (Two out of Three) (Essay Answer Type)	20
Q.4		Write Short Notes (Four out of Six) (Short Answer Type)	20
Internal Evaluation (CCE): Total marks : 20			
	A)	Sem. - I & II - (Home Assignment - 10 + Oral 10)	20
	B)	Sem. - III & IV- Class Test	20
	C)	Sem. - V, Seminar	20
	D)	Sem. - VI- Group Project/ Field project/ Study tour/ Case study	20


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