



SAVITRIBAI PHULE PUNE UNIVERSITY

(Formerly University of Pune)

Revised Syllabus for S.Y.B.A. EDUCATION (SEMESTER – III & IV)

(Credit and Semester System under NEP-2020)

**Revised syllabus will be implemented with
effect from the Academic Year 2025 -2026**

Credit Distribution Structure and Subject Titles
SYBA Education – Semester III & IV

Level/ Year/ Sem.	Course Type	Course Code	Course Title	Credit	Theory / Practical
L-5.0 Year-II Sem. III	MNT	EDU-241-MN	Practices in Education I	02	Theory
	MNP	EDU-242-MNP	Inclusive Education	02	Practical
	GE/OE	OE-201-EDU	Guidance and Counseling I	02	Theory
L-5.0 Year-II Sem. IV	MNT	EDU-291-MN	Practices in Education II	02	Theory
	MNP	EDU-292-MNP	Curriculum Construction	02	Practical
	GE/OE	OE-251-EDU	Guidance and Counseling II	02	Practical
	SEC	SEC-251-EDU	Mass Communication Media	02	Practical

EVALUATION PATTERN

A. Examination Pattern For 2 credit Courses -Theory Paper

Marks Distribution

Sr. No	Type of Assessment	Total Marks
1	External Assessment	35
2	Internal Assessment	15
Total		50

1. Guideline for External Assessment:

Question Paper Pattern, Time 2 Hours.

Q.N.	Nature of Question	Maximum Marks
Q.1	Answer the following questions in 200 words any one out of two	10
Q.2	Answer the following questions in 200 words any one out of two	10
Q.3	Answer the following questions in 200 words any one out of two	10
Q.4	Short notes any one out of two	05
Total		35

2. Guideline for Internal Assessment

Sr. No	Type of Assessment	Marks
1.	Written Test	10
2.	Assignment/ Oral/ Students Seminar/ PPT presentation. (any One)	05
Total		15

Total Marks: 50 Marks

Scheme of Examination:

- Internal Assessment 15 Marks (Minimum Marks 6 for passing)
- External Assessment 35 Marks (Minimum Marks 14 for passing)

B. Examination Pattern For 2 credit Courses -Practical Paper

Marks Distribution

Sr. No	Assessment Type	Total Marks
1	Practical Assessment	35
2	Internal Assessment	15
Total		50

1. Guideline for Practical Assessment:

Practical Assessment Pattern

Sr. No	Assessment Pattern	Marks
1	Project / Report / Practical Workbook (any one)	20
2	Oral /Viva/ Presentation (any One)	15
Total		35

2. Guideline for Internal Assessment.

Sr. No	Assessment Pattern	Marks
1	Project /Proposal/Home Assignment/Seminar / Tutorials (any one)	10
2	Oral /Viva/ Group Discussion/ Presentation (any one)	05
Total		15

Total Marks: 50 Marks

Scheme of Examination

- Internal Assessment 15 Marks (Minimum Marks 6 for passing)
- Practical Assessment 35 Marks (Minimum Marks 14 for passing)

Class – SYBA- Education, Semester: III

Course Type: Minor Theory

Course Name: Practices in Education I

Course Code: EDU-241-MN

No. of Credits: 2 Credits [Theory]

No. of Hours: 30 Hours

Total Marks: 50 Marks

Course Outcomes:

After completion of this course student will able to:

1. Explain the meaning, concept and importance of Secondary education.
2. Explain the educational objectives of Mudliyar Commission.
3. Explain the role and functions of school in developing National Integration.
4. Explain the role and functions of school in developing Democratic citizenship.

Learning Objectives:

To enable the student -

1. To acquaint with the meaning, concept and importance Secondary of education.
2. To acquaint with the objectives of secondary education
3. To understand problems in secondary education.
4. To understand the role of School in developing Character of student, national integration and Democratic citizenship.

SEMESTER III
PRACTICES IN EDUCATION -I
(EDU-241-MN)

Unit: 1 SECONDARY EDUCATION (15)

- 1.1 Secondary Education – meaning and importance
- 1.2 Aims of Secondary Education – Mudliyar Commission, National Education policy
- 1.3 Secondary Education – Problems and remedial measures to overcome these problems

Unit: 2 SCHOOL AND EDUCATION (15)

- 2.1 School as a social Institution
- 2.2 Role and function of school in developing:
 - 2.2.1 Character of students
 - 2.2.2 National Integration
 - 2.2.3 Democratic citizenship

References

- 1. Bhatia, B.D., Theory and Principles of Education, Doab House Booksellers and Publishers, Delhi.
- 2. Mohanty, Indian Education in the Emerging Society, Sterling Publishers
- 3. Chaube, S.P., Problems of India Education, Agra, Pustak Mandir
- 4. Gaind, D.N. and Sharma R. P. - Education Theories and Modern Trends.
- 5. Gupta. S. Education in Emerging India. Teachers' role in Society. New Delhi , Shipra Prakashan.

6. कुंडले, म. बा., शैक्षणिक तत्त्वज्ञान आणि शैक्षणिक समाजशास्त्र, पुणे, श्री विद्या प्रकाशन.
7. आहेर, हिरा., उदयोन्मुख भारतीय समाजातील शिक्षण व शिक्षक, नागपूर, विद्या प्रकाशन.
8. पाटील, ली. व कुलकर्णी, वि., आजचे शिक्षण व आजच्या समस्या, पुणे, श्री विद्या प्रकाशन.
9. तांबोळी, शमसुद्दीन, - महाराष्ट्राचा शैक्षणिक विकास, पुणे: डायमंड पब्लिकेशन.
10. वीरकर, प्रतिभा - नवोदित काळासाठी शिक्षण व शिक्षक, पुणे : विद्यार्थीगृह प्रकाशन.

Class – SYBA-Education Semester:III
Course Type: Minor Practical
Course Name: Inclusive Education
Course Code: EDU-242-MNP
No. of Credits: 2 Credits [Practical]
No. of Hours: 60 Hours
Total Marks: 50 Marks

Course Outcomes:

After completion of this course student will able to:

1. Explain the meaning and concept of Inclusive Education.
2. Explain the need and importance of Inclusive Education
3. Explain the benefits of Inclusive Education.
4. Explain the inclusive education policies in India.

Learning Objectives:

To enable the student -

1. To understand the meaning and concept of inclusive education.
2. To understand the need and importance of Inclusive education.
3. To understand the Inclusive Education policies in India.
4. To understand the problems of special need students.

SEMESTER III
INCLUSIVE EDUCATION
(EDU-242-MNP)

Course Content: INCLUSIVE EDUCATION

(60)

- 1.1 Meaning and concept of Inclusive Education.
- 1.2 Need and importance of Inclusive Education.
- 1.3 Benefits of Inclusion.

1.4 Education for special educational needs students.

1.5 Inclusive Education policies in India.

Course Related Practical Work –

Visit any special school and write a report.

or

Prepare the report on inclusive education policies in India.

References

1. Chaube, S.P. Problems of Indian Education, Agra,: Pustak Mandir,
2. Mohanty, Indian Education in the Emerging Society , Sterling Publishers.
3. Gupta. S. Education in Emerging India. Teachers' role in Society. New Delhi , Shipra Prakashan.
4. Gaing, D.N. and Sharma R. P. - Education Theories and Modern Trends
5. तांबोळी, शमसुद्दीन, - महाराष्ट्राचा शैक्षणिक विकास, पुणे: डायमंड पब्लिकेशन.
6. आहरे,हिरा., उदयोन्मुख भारतीय समाजातील शिक्षण व शिक्षक, नागपूर, विद्या प्रकाशन.
7. वीरकर, प्रतिभा., - नवोदित काळासाठी शिक्षण व शिक्षक, पुणे : विद्यार्थीगृह प्रकाशन.
8. कुंडले, म. बा. शैक्षणिक तत्त्वज्ञान आणि शैक्षणिक समाजशास्त्र, पुणे : श्री विद्या प्रकाशन
9. पाटील, ली. व कुलकर्णी, वि. आजचे शिक्षण व आजच्या समस्या, पुणे: श्रीविद्याप्रकाशन

Syllabus

Class: SYBA Education

Semester: III

Course Type: Open Elective (OE)

Course Name: Educational Guidance and Counseling I

Course Code: OE-201-EDU

No. of Credits: 2 Credits [Theory]

No. of Hours: 30 Hours

Total Marks: 50 Marks

Course Outcomes:

After completion of this course student will able to:

1. Explain the meaning, concept and nature of Educational and Vocational guidance.
2. Explain the need and importance of educational and Vocational Guidance.
3. Explain the various types of Guidance.
4. Explain the characteristics and benefits of Counseling
5. Explain the relation between educational and Vocational Guidance

Learning Objectives:

To enable the student -

1. To acquaint with the meaning, concept and nature of Educational and Vocational guidance and Counseling
2. To acquaint with the Characteristics and Benefits of Counseling
3. To understand various types of Guidance.
4. To understand the relation between educational and vocational Guidance.

SEMISTER III
Open Elective (OE)
EDUCATIONAL GUIDANCE AND COUNSELING - I
(OE-201-EDU)

UNIT : 1 EDUCATIONAL AND VOCATIONAL GUIDANCE (15)

- 1.1. Meaning, concept and nature of Educational and Vocational guidance
- 1.2. Need and importance of Educational and Vocational Guidance.
- 1.3. Types of Guidance - a) Personal guidance: b) Educational guidance c) Vocational Guidance:
- 1.4. Relation between educational and vocational guidance

UNIT: 2. INTRODUCTION OF COUNSELING (15)

- 1.1. Meaning, concept and nature of counseling
- 1.2. Objectives of counseling
- 1.3. Need, Importance and principle of counseling.
- 1.4. Characteristics and benefits of counseling

References

- 1. Agrawal, J.C. (1985) Educational guidance and counseling Delhi: Darba House,
- 2. Chibber S. K. (1999) Guidance and Counseling, common wealth publishers, New Delhi.
- 3. Kochhar S. K (1992) Educational and Vocational guidance in Secondary Schools
- 4. Narayan R. Prem s. (2013) Counseling and guidance. McGraw Hill Education, new Delhi
- 5. Mathur, S.S. - A Sociological approach to Indian Education.
- 6. दुनाखे , अरविंद., शैक्षणिक व व्यावसायिक मार्गदर्शन व समुपदेशन, पुणे; नित्यनूतन प्रकाशन.

7. पिंगळखरे, मो. ह., शैक्षणिक मार्गदर्शन व व्यावसायिक मार्गदर्शन, पुणे; विद्यार्थीगृह प्रकाशन.
8. पत्की, श्री., शैक्षणिक मार्गदर्शन आणि सल्ला कार्य, मिलिंद प्रकाशन.
9. गुळवणी, मेघा - मार्गदर्शन व समुपदेशन, पुणे; नित्यनूतन प्रकाशन.
10. सरवदे, शशी - शैक्षणिक मार्गदर्शन आणि समुपदेशन, पुणे; डायमंड पब्लिकेशन.

Class – S.Y.B.A. Education, Semester: IV

Course Type: Minor Theory

Course Name: Practices in Education - II

Course Code: EDU-291-MN

No. of Credits: 2 Credits [Theory]

No. of Hours: 30 Hours

Total Marks: 50 Marks

Course Outcomes:

After completion of this course student will able to:

1. Explain the role of education in economical and social development.
2. Explain the role of education in political development
3. Explain the role of education in international understanding
4. Explain the concept, need and importance of Information and Communication Technology in Education.
5. Explain the application of ICT in teaching learning process, education research and educational evaluation.

Learning Objectives

To enable the student -

1. To understand the role of education in development.
2. To understand concept, need and importance of Information and Communication Technology in education..
3. Realize the application of ICT in teaching-learning process.
4. Understand the skills and qualities of ICT teacher.

SEMESTER: IV
PRACTICES IN EDUCATION - II
(EDU-291-MN)

Unit 1 ROLE OF EDUCATION IN DEVELOPMENT (15)

- 1.1. Economical development
- 1.2. Social development
- 1.3. Political development
- 1.4. International understanding

Unit 2 ICT IN EDUCATION (15)

- 1.1 ICT in Education – concept, need and importance
- 1.2 Application of ICT including multimedia in education-
 - a) Teaching-Learning b) Education Research c) Educational Administration d) Educational Evaluation
- 1.3 ICT teacher – skills and qualities

References

- 1. Multimedia Technology and Applications – HILLMAN, David (1998), New York: Delmar Publisher.
- 2. Computer Fundamentals – NAGPAL D.P. (2001) – New Delhi: Wheeler Publishing.
- 3. Mohanty, Indian Education in the Emerging Society , Sterling Publishers.
- 4. Mohanty, Jagannath., Educational Technology— Deep & Deep Publications.
- 5. Sunder,I., Teaching and Learning through information and communication technology, Sarup Book Publishers Pvt. Ltd..
- 6. Arulsamy, S., Sivakumar P- Application of ICT in Education- Neelkamal Publication.

7. जगताप, ह. ना., - शिक्षणातील नवप्रवाह व नवप्रवर्तने , पुणे; नूतन प्रकाशन
8. चव्हाण , किशोर. माहिती व संप्रेषण तंत्रज्ञान, नाशिक; इनसाईट प्रकाशन.
9. वीरकर प्रतिभा - नवोदित काळासाठी शिक्षण व शिक्षक, पुणे ; विद्यार्थीगृह प्रकाशन.

Class – SYBA- Education
Semester: IV
Course Type: Minor Practical
Course Name: Curriculum Construction
Course Code: EDU-192-MNP
No. of Credits: 2 Credits [Practical]
No. of Hours: 60 Hours
Total Marks: 50 Marks

Course Outcomes:

After completion of this course student will able to:

1. Explain the meaning, nature and scope of curriculum.
2. Explain the curriculum and co-curricular activities.
3. Explain the principles of curriculum construction.

Learning Objectives

To enable the student to

1. Understand the meaning, nature and scope of curriculum.
2. help to understand the different types of curriculums.
3. Acquaint with various approaches of curriculum.
4. Understand the process of curriculum development.
5. Understand the principles of curriculum construction

SEMISTER IV
CURRICULUM CONSTRUCTION
(EDU-192-MNP)

Course Content

:

(60)

- 1.1 Curriculum- Meaning, nature and scope
- 1.2 Curriculum and co-curricular activities
- 1.3 Concept of balanced curriculum
- 1.4 Principles of curriculum construction
- 1.5 Types and approaches of curriculum

Course Related Practical Work –

Prepare a report based on the characteristics of the curriculum of any one grade at the secondary level.

or

Prepare the report on Constructivist approach of Curriculum.

References

1. Agarwal, J.C. & Gupta, S.(2005). Curriculum Development. Shipra Publisher.
2. Balrara, M. (1999). Principles of Curriculum Renewal. Kanishka Publishers.
3. Candra, A. (1977). Curriculum Development and Evaluation in education. Sterling Publishers.
4. Khan, M.I. and Nigam, B.K. (2007). Curriculum reform change and continuity. Kanishka publication.
5. Malla Ready Mamidi, S, Rauishanker (1986) Curriculum Development and Educational Technology, New Delhi: Sterling Publishing Pvt.Ltd.
6. Panday,M.(2007). Principles of Curriculum Development. Rajat Publications
7. आहरे,हिरा., उदयोन्मुख भारतीय समाजातील शिक्षण व शिक्षक, नागपूर; विद्या प्रकाशन.
8. वीरकर प्रतिभा - नवोदित काळासाठी शिक्षण व शिक्षक,पुणे ; विद्यार्थीगृह प्रकाशन.
9. कुंडले, म. बा. शैक्षणिक तत्त्वज्ञान आणि शैक्षणिक समाजशास्त्र, पुणे; श्री विद्या प्रकाशन.

Class: SYBA Education
Semester: IV
Course Type: Open Elective (OE)
Course Name: Educational Guidance and Counseling II
Course Code: OE-251-EDU
No. of Credits: 2 Credits [Practical]
No. of Hours: 60 Hours
Total Marks: 50 Marks

Course Outcomes:

After completion of this course student will able to:

1. Explain the approaches of counseling
2. Explain the tools and techniques of Guidance and Counseling
3. Explain the meaning, definition and objectives of Group Guidance.
4. Explain the meaning, definition and objectives of Group Counseling

Learning Objectives

To enable the student

1. To acquaint with the approaches of counseling
2. To understand the tools and techniques of Guidance and Counseling.
3. To acquaint with the meaning, definition and objectives of Group Guidance.
4. To understand the meaning, definition and objectives of Group Counseling.

SEMISTER - IV
Open Elective (OE)
EDUCATIONAL GUIDANCE AND COUNSELING- II
(OE-251-EDU)

Course Content - Tools and techniques of Guidance and Counseling. (60)

1. Approaches of counseling - Directive counseling, non-directive counselling, Eclectic counselling
2. Tools and techniques of Guidance and Counselling- Case study, Rating scale, Sociometry, Interview, Anecdotal Record, Questionnaire.
3. Group Guidance and Group counseling
 - a) Group Guidance – meaning, Definitions, objectives, Techniques, use.
 - b) Group Counseling – meaning, concept, stages, techniques and benefits

Course Related Practical Work

Visit to a guidance / counselling center and write a report.

or

Preparation of a tool for identifying the educational needs of Students.

References

1. Agrawal, J.C.(1985) Educational guidance and counseling Delhi: Darba House,
2. Chibber S. K. (1999) Guidance and Counseling, common wealth publishers, New Delhi
3. Kochhar S. K (1992) Educational and Vocational guidance in Secondary Schools
4. Narayan R. Prem s. (2013) Counseling and guidance. McGraw Hill Education, new Delhi
5. Mathur, S.S. - A Sociological approach to Indian Education.

6. दुनाखे, अरविंद., शैक्षणिक व व्यावसायिक मार्गदर्शन व समुपदेशन, पुणे; नित्यनूतन प्रकाशन.
7. पिंपळखरे, मो. ह., शैक्षणिक मार्गदर्शन व व्यावसायिक मार्गदर्शन, पुणे; विद्यार्थीगृह प्रकाशन.
8. पत्की, श्री. शैक्षणिक मार्गदर्शन आणि सल्ला कार्य, मिलिंद प्रकाशन.
9. गुळवणी, मेघा., मार्गदर्शन व समुपदेशन, पुणे; नित्यनूतन प्रकाशन.
10. सरवदे, शशी., शैक्षणिक मार्गदर्शन आणि समुपदेशन, पुणे; डायमंड पब्लिकेशन .

Class: SYBA Education Semester: IV
Course Type: Skill Enhancement Course (SEC)
Course Name – Mass Communication Media
Course Code: SEC-251-EDU
No. of Credits: 2 Credits
No. of Hours: 60 Hours
Total Marks: 50 Marks

Course Outcomes:

After completion of this course student will able to:

1. Explain the concept of Mass Communication Media.
2. Explain the nature and importance of Mass Media
3. Explain the types of Mass Communication Media.
4. Explain the role of Mass Media in education

Learning Objectives:

To enable the student –

1. To acquaint with the concept of mass communication media.
2. To acquaint with the nature and importance of mass communication media.
3. To acquaint with the role of mass media in education.
4. To explain the types and nature of social networking.

SEMISTER - IV

MASS COMMUNICATION MEDIA

(SEC-251-EDU)

Course Content

(60)

1. Concept of Mass Communication Media
2. Nature and Importance of Mass Media.
3. Types of Mass Media -
 - a) Press
 - b) Radio

- c) Internet
- d) Television
- 4. Role of Mass Media in Education
- 5. Social Networking: types and nature

Course Related Practical Work

Prepare a report on the impact of social media on children's.

or

Prepare a report on the role of mass media in educational and social development.

References

1. Sharma, A.R. (2004) Educational Technology, Agra: Vinod Pustak Mandir.
2. Rawat S.C. (2004) Essentials of Educational Technology, Meerut: R. Lall Book Depot
3. Mohanty, Indian Education in the Emerging Society , Sterling Publishers
4. Gaind, D.N. and Sharma R. P. - Education Theories and Modern Trends
5. Gupta. S. Education in Emerging India. Teachers' role in Society. New Delhi, Shipra Prakashan.
6. कुंडले, म. बा., शैक्षणिक तत्त्वज्ञान आणि शैक्षणिक समाजशास्त्र, पुणे; श्री विद्या प्रकाशन.
7. आहरे, हिरा. उदयोन्मुख भारतीय समाजातील शिक्षण व शिक्षक, नागपूर: विद्या प्रकाशन.
8. पाटील, ली. व कुलकर्णी, वि., आजचे शिक्षण व आजच्या समस्या, पुणे: श्रीविद्याप्रकाशन.