

Sophia College (Autonomous)
Affiliated to University of Mumbai

Faculty of Humanities

Syllabus for F.Y.B.A.
Semesters I and II

Program: B.A.

Course: EDUCATION

(As per the Choice Based Credit System, to
be implemented with effect from the
academic year 2019-2020)

**SOPHIA COLLEGE (AUTONOMOUS)
UNIVERSITY OF MUMBAI**



SYLLABUS FOR F.Y.B.A. COURSE in EDUCATION

(As per the Choice Based Credit System, to be implemented with effect
from the academic year 2019-2020)

Preamble: As per UGC guidelines relating to Choice Based Credit and Grading Semester System, in Autonomous Colleges, this Discipline Specific Core course (DSC) in the subject of Education for **the First Year Bachelor of Arts in Education** course is designed.

Each year has two semesters each consisting of 100 marks theory paper.

Eligibility: Admission to the FYBA course shall open to those who have passed the HSC examination (12th standard or equivalent examination).

Objectives of the FYBA Courses:

Education I is placed in the Optional Group of subjects in the Social Sciences.

The main objective of this course is to introduce the learners to the fundamental concepts of Education; and the formal preparation of citizens for the 21st Century. Learners will be able to understand the emerging concepts and scope of education in the social context.

Semester	Course Title	Course Code	Credits	Marks
One	Introduction To Education	SBAEDU101	3	100
Two	Education for the 21st Century	SBAEDU201	3	100

Total No. of lectures per semester: 60 lectures

Number of Instructional Days: 90 days per semester

4 lectures per week

No. of credits per course per semester: 3 credits

200 marks (100 marks 1st Semester + 100 marks 2nd Semester)

Internal Assessment 25%

Semester-End Exam 75%

Assessment Scheme for FYBA Education Semester I and II Courses:

1. Sophia College (Autonomous), affiliated to the University of Mumbai, follows a 75:25 Assessment Scheme, in each semester.
2. The FYBA Education Courses will have theory based courses, with compulsory practical components, in each semester.
3. Sophia College (Autonomous), will conduct the Semester I and Semester II theory examinations and internal assessment, for each course.
4. The student will have to secure a minimum of 40% marks in aggregate and a minimum of 10 marks out of 25 marks in Internal Assessment, and 30 marks out of 75 marks in the semester-end-examination of each course.
5. Each student must submit her detailed Practical Report/s(with an introduction, significance, methodology, data, results, conclusions and complete bibliography) to the Faculty member in-charge of the course, for assessment; before appearing for the semester-end university examinations.

The Question paper Pattern for the Syllabus for Semester I and Semester II, Programme: B.A; Course: Education (Choice Based Credit System with effect from the Academic year 2019-2020) will be as per Mumbai University rules and guidelines for the Faculty of Humanities.

All other rules, regarding Standards of Passing, Additional and ATKT exams, will be as per rules decided by the Academic Council and the Board of Studies (Education) of Sophia College (Autonomous), as per the rule of the University of Mumbai, and the guidelines for the Faculty of Humanities.

Sophia College (Autonomous), Mumbai.
Affiliated to the UNIVERSITY OF MUMBAI
Syllabus for F.Y.B.A. (Education) under CBCS in Semester I
Core Course Title: INTRODUCTION TO EDUCATION
Core Course Code: SBAEDU101

4 lectures per week
 5 Modules per course
 100 marks in Semester I
 Semester-End Exam 75%: 2.5 hours theory paper (75 marks)
 Internal Assessment 25%: Written Test (20 marks) and Attendance (05 marks)
 Theory Paper with Practical Work: 3 credits

Semester I: Course Code: SBAEDU101 (June to October)

Course Objectives:

At the end of this course, the student will be able to:

- i) become aware of the educational system in India
- ii) develop an understanding of the qualifications and role of the teacher
- iii) appreciate the educational contributions of Indian thinkers.
- iv) compare different agencies of education
- v) become aware of the different boards of school education in India

Module 1: Basic Concept of Education	
Module Objectives:	
i) To develop an understanding of the concept and characteristics of education	
ii) To develop an understanding of the structure, functions & scope of education at different levels.	
iii) To develop an understanding of the educational ladder in Indian education.	
iv) To acquire knowledge about the different boards of school education in India	
1.1 Meaning, Definition and Nature of Education	4 lectures
1.2 Characteristics of Education	2 lectures
1.3 Structure, Functions & Scope of Education at different levels (Preprimary, Primary, Secondary, Higher Secondary and Higher Education)	4 lectures
1.4 Boards of School Education (State, National and International Boards)	4 lectures
Module 2: Modes of Education	
Module Objectives:	
i) To create an awareness of the individual and social aims of education.	
ii) To develop an understanding of the functions of family, school, community and media.	
iii) To compare different agencies of education.	
iv) To develop an understanding of formal, informal and non-formal education.	
v) To compare aspects of formal, informal and non-formal education.	
vi) To create an awareness of the meaning and importance of pedagogy.	
2.1 Individual and Social Aims of Education	3 lectures
2.2 Functions of Educational Agencies: Family, School, Community, Media.	4 lectures
2.3 Formal, Informal and Non-Formal Education	3 lectures
2.4 Pedagogy: meaning and Importance	3 lectures

Module 3: Contribution of Indian Thinkers to Education	
Module Objectives:	
i) To develop an understanding of the social philosophy of Indian thinkers.	
ii) To develop an understanding of the educational philosophy of Indian thinkers.	
iii) To appreciate the educational contributions of Indian thinkers.	
3.1 Mahatma Gandhi	3 lectures
3.2 Maharshi Karve	3 lectures
3.3 Gurudev Rabindranath Tagore	3 lectures
3.4 Pandita Ramabai	3 lectures
Module 4: The Teacher:	
Module Objectives:	
i) To develop an understanding of the concept and characteristics of teaching.	
ii) To create an awareness of teaching as a career.	
iii) To develop an understanding of qualifications of teachers, at different levels.	
iv) To develop an understanding of the professional growth of teachers.	
v) To create an awareness of pedagogical, technological, social and global challenges faced by teachers.	
4.1 Teaching : Meaning & Characteristics, Teaching as a career	2 lectures
4.2 Qualifications and Professional Growth of the Teacher (Preprimary, Primary, Secondary, Higher Secondary and Higher Education)	4 lectures
4.3 Professional Ethics and Code of Conduct for Teachers	3 lectures
4.4 Challenges in Teaching (Pedagogical, Technological, Social, Global)	4 lectures
Module 5: Practical Work:	
Module Objectives:	
i) To visit a primary or a secondary school in the Mumbai district.	
ii) To create awareness of the functions of schools in formal education.	
iii) To meet students and teachers in the primary or a secondary school.	
iv) To develop an understanding of the history, organizational structure, infrastructure and activities of the primary or a secondary school.	
v) To interview students and teachers in the primary or a secondary school.	
vi) To record observations, responses and conclusions in an individual report.	
vii) To submit an individual report and presentation of the school visit.	
A Visit to a Primary School OR a Secondary School; to study its functioning and describe the history of the institution, its organizational hierarchy, vision-mission-goals, infrastructure, curricular & co-curricular activities; and record observations, interview responses and conclusions in an individual report.	8 lectures
Total	60 lectures

Sophia College (Autonomous), Mumbai
Affiliated to the UNIVERSITY OF MUMBAI
Syllabus for F.Y.B.A. (Education) under CBCS in Semester II
Core Course Title: EDUCATION IN THE 21st CENTURY
Core Course Code: SBAEDU201

<p>4 lectures per week 100 marks in Semester II Semester-End Exam 75%: 2.5 hours theory paper (75 marks) Internal Assessment 25%: Practical Work (20 marks) and Attendance (05 marks) Theory Examination with Practical Work: 3 credits</p>

FYBA Education Semester II: Course Code: SBAEDU201 (November to April)

Course Objectives:

At the end of this course, the student will be able to:

- i) develop an understanding of the role of education in sustainable development.
- ii) develop an understanding of the aspects of education for national development.
- iii) develop an understanding of the role of education in promoting peace.
- iv) develop an understanding of the changing role of education for the 21st century.
- v) develop an understanding of the role of learners in national development.
- vi) develop an understanding of the applications of educational technology.

<p>Module 1: Education for Sustainable Development Module Objectives: i) To create an awareness of the concept and need of sustainable development, in the world. ii) To develop an understanding of the objectives of sustainable development. iii) To develop an understanding of the relationship between sustainable development and the millennium development goals. iv) To develop an understanding of the role of UNESCO in promoting sustainable development, in the world. v) To create an awareness of sustainable development in school curricula. vi) To create an awareness of sustainable development in college curricula.</p>	
1.1 Concept and Need of Sustainable Development	3 lectures
1.2 Objectives of Sustainable Development	3 lectures
1.3 Role of UNESCO in promoting Sustainable Development	4 lectures
1.4 Place of Sustainable Development in school and college curricula	4 lectures
<p>Module 2: Education for Development Module Objectives: i) To develop an understanding of the concept and importance of education for national integration. ii) To create an awareness of the barriers to national integration. iii) To develop an understanding of the concept and importance of education for international understanding. iv) To create an awareness of the barriers to international understanding. v) To develop an understanding of the concept and importance of education for citizenship. vi) To develop an understanding of the concept and importance of education for social change. vii) To develop an understanding of the concept and importance of education for skill development.</p>	
2.1 Education for National Integration	3 lectures
2.2 Education for International Understanding	3 lectures
2.3 Education for Citizenship and Social Change	3 lectures
2.4 Education for Skill Development	3 lectures

Module 3: Technology trends in Education	
Module Objectives:	
i) To understand the concept and approach of educational technology. ii) To create an awareness of the concept and applications of online learning. iii) To create an awareness of the concept and applications of open learning. iv) To create an awareness of the concept and applications of blended learning. v) To create an awareness of the use of ICT for admissions, administration, instruction and evaluation formal, informal and non-formal education. vi) To create an awareness of the concept and importance of social media in education	
3.1 Educational Technology: Concept and Approach	3 lectures
3.2 Online Learning, Open Learning and Blended Learning	3 lectures
3.3 ICT for admissions, administration, instruction and evaluation	4 lectures
3.4 Social Media in Education	3 lectures
Module 4: Issues in Education	
Module Objectives:	
i) To create an awareness of the concept and importance of human rights. ii) To develop an understanding the role of education in promoting human rights. iii) To develop an understanding of the concept and importance of multicultural education. iv) To develop an understanding of the concept and importance of the right to education. v) To develop an understanding of the role of education in promoting peace.	
4.1 Human Rights Education (concept and significance)	4 lectures
4.2 Multicultural Education	3 lectures
4.3 Right to Education	3 lectures
4.4 Peace Education	3 lectures
Module 5: Practical Work:	
Module Objectives:	
i) To ensure students attend at least two college events that advocate goals of development. ii) To create awareness of the role the college in promoting development. iii) To meet students and teachers in the primary or a secondary school. iv) To develop an understanding of barriers to development goals. v) To record observations, statements and conclusions in an individual report. vi) To submit two individual reports of two college events, that advocate goals of development.	
1. Attend any two college events that advocate the listed goals of development. 2. Write two detailed individual reports on the college events that advocate any two of the following goals of development:	
a) Sustainable Development b) National Integration c) Citizenship d) International Understanding	e) Human Rights f) Multiculturalism g) Right to Education h) Skill Development
Total Lectures	
60 lectures	

* * * * *

References:

1. Agarwal, A. & Narain S. (1991). The State of India's Environment – The Third Citizen's Report. New Delhi: Centre for Science and Environment.
2. Agarwal, J. C., Theory and Principles of Education (13th Edition) (2010) Vikas Publishing House, New Delhi.
3. CEE (1986). Joy of Learning, Handbook of Environmental Educational Activities. Ahmadabad: Centre for Environment Education.
4. Chhokar, K. B. (2000). Conserving Biodiversity. New Delhi, Oxford and IBH Publ'g Co. Pvt. Ltd.
5. Cortese, A. (2001). Education for a sustainable future: The next industrial revolution. Boston, MA: Second Nature, Inc.
6. Desai, Neera and Thakkar, Usha. (2001). Women in Indian Society. National Book Trust, New Delhi
7. Dunne, M. et al. (2003). Gender and Violence in Schools. UNESCO
- a. Khirwadkar, A. (2005). Information & Communication Technology in Education. New Delhi: Sarup & Sons.
8. Khirwadkar, A. (2010). E-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms. New Delhi: Sarup Book Publication Ltd.
9. Leach, Fiona. (2003). Practicing Gender Analysis in Education, Oxfam NCERT 2006 Position Paper, National Focus Group on Gender Issues in Education, New Delhi
10. Mahapatra, B.C. (2006). Education in the Cybernetic Age. New Delhi: Sarup Sons.
11. Mansfield, R. (1993). The Compact Guide to Windows, World and Excel. New Delhi: BPB Publishing.
12. NCERT (2005). National Curriculum Framework. New Delhi: NCERT.
13. Report of the Indian Education Commission, 1964./166 (Kothari Commission).
14. Safaya R. N. & Shaida B. D., Development of Educational Theory and Practice, Dhanpat Rai and Sons, Jullunder, Delhi.
15. Sarabhai V.K. et al. (2007). Tbilisi to Ahmedabad – The Journey of Environmental Education–A Source book, Centre for Environment Education, Ahmadabad
16. Sharma, B. L., Maheswari, B. K. (2008). Education for Environmental and Human value. Meerut: R. Lall Books Depot.
17. Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
18. Singh, Y. K. (2009). Teaching of environmental science. New Delhi: APH Publishing Corporation.
19. UNEP (2013). Emerging issues in our global environment (year book). United Nations Environment Programme.
20. UNESCO-UNEP (1990). Basic Concepts in Environmental Education. In the Environment Education Newsletter. Paris: UNESCO.

Sophia College (Autonomous), Mumbai-26.
Affiliated to the University of Mumbai
Department of Education, Faculty of Humanities
75:25 Assessment Scheme for FYBA Education Courses

The Department of Education will implement the 75:25 Assessment Scheme for the FYBA, SYBA and TYBA Courses in Education (CBCS), with effect from the Academic year 2019-2020; and it will be within the rules and guidelines for the Faculty of Humanities, as regulated by the UGC guidelines and the University of Mumbai.

1. Sophia College (Autonomous), affiliated to the University of Mumbai, follows a **75:25 Assessment Scheme, in each semester.**
2. The FYBA, SYBA and TYBA Education Courses will have theory based courses, with compulsory practical components, in each semester.
3. In each course, there will be four theory modules and the fifth module will outline the practical work to be completed by the student.
4. **Semester-End-Examinations:**
 - a. Sophia College (Autonomous), will conduct the Semester End theory examinations and internal assessment, for each course, in each semester.
 - b. The student will have to secure a minimum of (40% marks in aggregate) **30 marks** out of 75 marks in the Semester-End-Examination, to be declared successful in the course.
5. **Internal Assessment:**
 - a. The Faculty member in-charge of the course, will facilitate the practical work, and assess the practical work report.
 - b. The student will have to secure a minimum of (40% marks in aggregate) **10 marks** out of 25 marks in the Internal Assessment, to be declared successful in the course.
6. All other rules, regarding Standards of Passing, Additional and ATKT exams, will be as per rules decided by the Academic Council and the Board of Studies (Education) of Sophia College (Autonomous), as per Mumbai University rules and guidelines for the Faculty of Humanities.

Internal Assessment (25 marks)

Each student must perform a set of practical work assignments, based on the subject content of each coursework.

- I. **20 marks for a Submission and Presentation of the Practical Work Report (outlined in Module 5)**
- II. **05 marks for regular attendance.**

Each student must submit her detailed Practical Report (with an introduction, significance, methodology, data, results, conclusions and complete bibliography), and present herself for oral assessment, to the Faculty member in-charge of the course; before appearing for the semester-end-examinations.

Component 1: Practical Work Report Submission & Presentation (20 marks)

1. The duration of individual presentations of Practical Work/Journal, is 10 minutes.
2. There will be two compulsory oral questions, based on the structure, the methodology applied and the outcomes of the practical work.
3. Absenteeism will not be condoned for the day allotted for the presentation of the practical work/ journal.
4. 10 marks are allocated for Oral Assessment of each student's practical work.
5. A rubric (criterion-based assessment) will be used for assessment of the practical report, by the faculty member in-charge of the course.

FYBA Education, Semesters I and II Semester-End-Examinations (75 marks)
--

1. The duration of the written theory exam is 2.5 hours.
2. There will be five compulsory questions.
3. Question I will carry a maximum of 15 marks
 - Qs 1 [A] Objective-type question items / MCQs (7 items of 1 mark each)
 - a. Fill in the Blanks.
 - b. Match the items in the columns.
 - c. State if 'True' or 'False' and correct the 'False' statements.
 - d. Answer in one or two sentences.
 - e. Other MCQ type items
 - f. A neat labeled diagram

 - Qs 1 [B] Two out of four Short Notes or 'Explain Each Statement': (8 marks)
 The question items will be based on remembering, understanding, applying or analysing.
 For SYBA and TYBA, the questions may be based on a Case study/ Tabular presentation of data (from an original or cited source) with questions based on data.
4. Question I Sub-questions will correspond to the four theory modules.
6. Questions II, III, IV and V will have essay-type questions which correspond to the four theory modules.
 The question items will be based on cognitive and psychomotor skills of remembering, understanding, applying or analysing.
 The question items may have a long answer question which will from a combination of any two modules (to encourage correlation of concepts and discourage rote-learning).
6. Questions II, III, IV and V will contain internal choice.
7. The standard of passing (40% of 75 marks) is 30 marks.

Question Paper Pattern for Semester-End-Examination (75 marks)

Q.1 [A] Objective-type items / MCQs (Based on all four Modules)	(07 marks)
Q.1 [B] Two out of four [Short Notes or 'Explain Each Statement'] (Based on all four Modules)	(08 marks)
Q.2 (Based on Module 1) a. OR b.	(15 marks)
Q.3 (Based on Module 2) a. OR b.	(15 marks)
Q.4 (Based on Module 3) a. OR b.	(15 marks)
Q.5 (Based on Module 4) a. OR b.	(15 marks)
* * * * *	

**Sophia College for Women
(Autonomous)**

University of Mumbai

Faculty of Humanities

**Syllabus for S.Y.B.A.
Semesters III and IV**

Program: B.A.

Course: EDUCATION

(As per the Choice Based Credit System,
to be implemented with effect from the
academic year 2019-2020)

**SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)
UNIVERSITY OF MUMBAI**



SYLLABUS FOR S.Y.B.A. COURSE in EDUCATION

(As per the Choice Based Credit System, to be implemented with effect from the academic year 2019-2020)

Preamble: As per UGC guidelines relating to Choice Based Credit and Grading Semester System, in Autonomous Colleges, this Discipline Specific Core course (DSC) in the subject of Education for **the Second Year Bachelor of Arts in Education** course is designed.

Eligibility: Admission to the SYBA course is open to students who passed the FYBA examination, and who have the requisite minimum ATKT courses.

Objectives of the SYBA Courses:

Education II and III are placed in the Optional Group of subjects in the Social Sciences. The main objective of these courses is to introduce the learners to the fundamental concepts of Educational Psychology, Guidance and Counseling. Learners will be able to understand the emerging concepts and scope of psychology, guidance and counseling in the academic context.

Total No. of lectures per semester: 90 (45 + 45) lectures

Number of Instructional Days: 90 days per semester

3 lectures per week, per course

No. of credits per course per semester: 3 credits

200 marks (100 marks 3rdSemester + 100 marks 4thSemester)

Internal Assessment 25%

Semester-End Exam 75%

Course Titles and Course Codes in SYBA Education

Semester III

Courses	COURSE TITLES	COURSE CODES	Credits	Marks
Core Course II	EDUCATIONAL PSYCHOLOGY	SBAEDU301	3	100
Core Course III	GUIDANCE AND COUNSELING	SBAEDU302	3	100
TOTAL CREDITS			6	200

SemesterIV

Courses	COURSE TITLES	COURSE CODES	Credits	Marks
Core Course II	EDUCATIONAL PSYCHOLOGY	SBAEDU401	3	100
Core Course III	GUIDANCE AND COUNSELING	SBAEDU402	3	100
TOTAL CREDITS			6	200

SYBA Education Syllabus Structure:

1. In SYBA Semester III and SemesterIV, there are Core Courses II and III.
2. Each Course will carry 3 Credits per Course per Semester.

Assessment Scheme for TYBA Semester V and VI Courses:

1. Sophia College (Autonomous),affiliated to the University of Mumbai, followsa 75:25 Assessment Scheme, in each semester.
2. The SYBA Education Courses III and IV willhavetheory based courses, with compulsory practical components, in each semester.
3. Sophia College (Autonomous), will conduct the Semester III and Semester IV theory examinations and internal assessment, for each course, in each semester.
4. The student will have to secure a minimum of 40% marks in aggregate and a minimum of 10 marks out of 25 marks in Internal Assessment, and 30 marks out of 75 marks in the semester-end-examination of each course.
5. Each student must submit herdetailedPractical Report (with an introduction, significance, methodology, data, results, conclusions and complete bibliography)to the Faculty member in-charge of the course, for assessment; before appearing for the semester-end university examinations.

The Question paper Pattern for the Syllabus for Semester III and Semester IV, Programme: B.A; Course: Education (Choice Based Credit System with effect from the Academic year 2018-2019) will be as per Mumbai University rules and guidelines for the Faculty of Humanities.

All other rules, regarding Standards of Passing, Additional and ATKT exams, will be as per rules decided by the Academic Council and the Board of Studies (Education) of Sophia College (Autonomous), as per Mumbai University rules and guidelines for the Faculty of Humanities.

Sophia College(Autonomous), Mumbai.
Affiliated to the UNIVERSITY OF MUMBAI
Syllabus for S.Y.B.A. (Education) under CBCS in Semester III
Core Course Title: EDUCATIONAL PSYCHOLOGY
Core Course Code: SBAEDU301

3 lectures per week 100 marks in Semester III Semester-End Exam 75%: 2.5 hours theory paper (75 marks) Internal Assessment 25%: Written Test (20 marks) and Attendance (05 marks) Theory Paper with Practical Work: 3 credits

Semester III: Course Code: SBAEDU301 (June 2019 to October 2019)

Course Objectives:

At the end of this course, the student will be able to:

- i) develop an understanding of the nature, scope and relevance of educational psychology.
- ii) develop an understanding of the methods of educational psychology.
- iii) develop an understanding of growth and development during childhood & adolescence.
- iv) develop an understanding of the characteristics of growth and development during childhood and adolescence.

Module 1: Fundamentals of Educational Psychology	
Module Objectives:	
<i>i) To develop an understanding of the concept and nature of psychology.</i> <i>ii) To develop an understanding of the functions of psychology.</i> <i>iii) To develop an understanding of the concept and nature of educational psychology.</i> <i>iv) To develop an understanding of the scope of educational psychology.</i> <i>v) To acquire knowledge of the relevance of educational psychology to teachers.</i> <i>vi) To acquire knowledge of the relevance of educational psychology to learners and teaching-learning.</i>	
1.1 Psychology - Meaning, Nature and Functions	4 lectures
1.2 Educational Psychology - Nature and scope	4lectures
1.3 Relevance of educational psychology to teachers, learners, teaching-learning	4 lectures
Module 2: Methods of Educational Psychology (Meaning, Types, Merits and Demerits)	
Module Objectives:	
<i>i) To develop an understanding of the concept, types and applications of the observation method.</i> <i>ii) To develop an understanding of the concept and applications of the introspection method.</i> <i>iii) To develop an understanding of the concept, types and applications of the experimental method.</i> <i>iv) To acquire knowledge of the concept and applications of the case study method.</i>	
2.1 Observation and Introspection method	4 lectures
2.2 Experimental Method	4 lectures
2.3 Clinical method (Case Study method) - meaning and merits and demerits	4 lectures

<p>Module 3: Understanding Human Development</p> <p>Module Objectives:</p> <p>i) To develop an understanding of the concept of human growth & development.</p> <p>ii) To develop an understanding of the differences between human growth and human development.</p> <p>iii) To acquire knowledge of the principles of human development.</p> <p>iv) To acquire knowledge of the factors influencing human development.</p> <p>v) To develop an understanding of the physical, mental, emotional and social development during the stage of childhood.</p> <p>vi) To develop an understanding of the physical, mental, emotional and social development during the stage of adolescence.</p>	
3.1 Growth and development - Meaning and differences	4 lectures
3.2 Principles of development and Factors influencing development	4 lectures
3.3 Stages of growth and development - Childhood and Adolescence (Physical, Mental, Emotional and Social development)	4 lectures
<p>Module 4: Factors Affecting Growth and Development</p> <p>Module Objectives:</p> <p>i) To understand the concept, types and significance of individual differences.</p> <p>ii) To acquire knowledge of the heredity influences on growth and development.</p> <p>iii) To acquire knowledge of environmental influences on growth & development.</p> <p>iv) To acquire knowledge of the differences between the heredity and environmental influences on human growth and development.</p> <p>v) To develop an understanding of relevance of heredity and environment.</p> <p>vi) To develop an understanding of the concept and importance of maturation.</p> <p>vii) To acquire knowledge of the relevance of maturation in growth & development.</p>	
4.1 Individual differences - concept and types, significance of study of individual Differences	4 lectures
4.2 Heredity and Environment - meaning and difference, Relevance in Education	4 lectures
4.3 Maturation - meaning and importance, Relevance in Education	4 lectures
<p>Module 5: Practical Work in Educational Psychology:</p> <p>Module Objectives:</p> <p>i) To acquire knowledge of the educational implications of transfer of learning.</p> <p>ii) To perform the experiment of transfer of learning, using 'cup and ball' method.</p> <p>iii) To acquire knowledge of the educational implications of the learning curve</p> <p>iv) To perform the experiment of the learning curve.</p> <p>v) To acquire knowledge of the educational implications of auditory distraction.</p> <p>vi) To perform the experiment of auditory distraction.</p> <p>vii) To acquire knowledge of the educational implications of division of attention.</p> <p>viii) To perform the experiment of division of attention.</p> <p>ix) To acquire knowledge of the educational implications of extrinsic motivation.</p> <p>x) To perform the experiment of extrinsic motivation.</p>	
<p>The following experiments in Educational Psychology will be performed by each student and recorded in a journal.</p> <p>5.1 Transfer of Training</p> <p>5.2 Learning Curve</p> <p>5.3 Auditory Distraction</p> <p>5.4 Division of Attention</p> <p>5.5 Extrinsic Motivation</p>	12 lectures
Total	60 lectures

Sophia College (Autonomous), Mumbai.
Affiliated to the UNIVERSITY OF MUMBAI
Syllabus for S.Y.B.A. (Education) under CBCS in Semester IV
Core Course Title: EDUCATIONAL PSYCHOLOGY
Core Course Code: SBAEDU401

3 lectures per week
 100 marks in Semester IV
 Semester-End Exam 75%: 2.5 hours theory paper (75 marks)
 Internal Assessment 25%: Written Test (20 marks) and Attendance (05 marks)
 Theory Paper with Practical Work: 3 credits

Semester IV: Course Code: SBAEDU401 (November 2019 to April 2020)

Course Objectives:

At the end of this course, the student will be able to:

- i) develop an understanding of learning approaches
- ii) acquire knowledge of learning theories and their relevance.
- iii) develop an understanding of the process of learning and higher mental processes.
- iv) acquire knowledge of mental processes and techniques to facilitate learning.

<p>Module 1: Mental Processes in Learning (Concept, Process, Types, and Relevance) Module Objectives: i) To develop an understanding of the concept, types and differences between divergent and convergent thinking. ii) To acquire knowledge of the concept of critical, reflective & lateral thinking. iii) To acquire knowledge of the concept, types, causes and educational implications of memorisation. iv) To acquire knowledge of the concept, types, causes and educational implications of forgetting. v) To develop an understanding of factors affecting memorisation & forgetting. vi) To acquire knowledge of the concept, types and importance of attention.</p>	
1.1 Thinking - concept, types – divergent, convergent, critical, reflective, lateral	4 lectures
1.2 Memory and Forgetting - concept, types, causes, factors affecting memory, educational implications.	4 lectures
1.3 Attention: concept, types and educational importance.	4 lectures
<p>Module 2: Techniques of Learning Module Objectives: i) To develop an understanding of the concept and process of creativity. ii) To acquire knowledge of the teachers' role in nurturing creativity. iii) To acquire knowledge of the concept and process of problem solving. iv) To acquire knowledge of the educational implications of problem solving. v) To acquire knowledge of the concept of metacognition. vi) To acquire knowledge of the educational implications of metacognition.</p>	
2.1 Creativity: Meaning, process, teachers' role and educational implications	4 lectures
2.2 Problem solving: Meaning, steps and educational implications	4 lectures
2.3 Metacognition: Meaning and educational implications	4 lectures

Module 3: Developmental Learning Theories	
Module Objectives:	
<ul style="list-style-type: none"> i) To develop an understanding of Jean Piaget's cognitive development theory. ii) To develop an understanding of Jerome Bruner's cognitive development theory. iii) To develop an understanding of Lev Vygotsky's social development theory. iv) To develop an understanding of the concept of learning styles. v) To develop an understanding of educational implications of learning styles. vi) To develop an understanding of Howard Gardner's multiple intelligences. vii) To develop an understanding of the educational implications of Howard Gardner's multiple intelligences. 	
3.1 Cognitive development theories- Jean Piaget and Jerome Bruner	4 lectures
3.2 Social Development theory - Lev Vygotsky	4 lectures
3.3 Learning Styles and Multiple Intelligence theory - Howard Gardner	4 lectures
Module 4: Approaches and Theories of Learning	
Module Objectives:	
<ul style="list-style-type: none"> i) To develop an understanding of constructivist approaches to learning. ii) To acquire knowledge of the 7Es Model of constructivist learning. iii) To acquire knowledge of the concept of collaborative learning. iii) To acquire knowledge of the process of collaborative learning. iv) To acquire knowledge of the concept of inquiry – based learning. v) To acquire knowledge of the process of inquiry – based learning. vi) To develop an understanding of the implications of constructivist learning. vii) To develop an understanding of the implications of collaborative learning. viii) To develop an understanding of the implications of inquiry-based learning. 	
4.1 Constructivist Approaches to Learning (7Es Model)	4 lectures
4.2 Collaborative Approaches to Learning	4 lectures
4.3 Inquiry – Based Approaches to Learning	4 lectures
Module 5: Practical Work in Educational Psychology:	
Module Objectives:	
<ul style="list-style-type: none"> i) To acquire knowledge of the educational implications of concept formation. ii) To perform the experiment of concept formation. iii) To acquire knowledge of the implications of recall and recognition memory. iv) To perform the experiment of the recall and recognition memory. v) To acquire knowledge of the implications of rote and logical memory. vi) To perform the experiment of rote and logical memory. vii) To acquire knowledge of the the implications of multiple intelligences. viii) To perform the experiment of multiple intelligences. ix) To acquire knowledge of the educational implications of creativity. x) To perform the experiment of creativity. 	
The following experiments in Educational Psychology will be performed by each student and recorded in a journal.	
5.1 Concept Formation	12 lectures
5.2 Recall and Recognition memory	
5.3 Rote and Logical memory	
5.4 Multiple Intelligences	
5.5 Creativity	
Total	60 lectures

Book References:

1. Agarwal J. C., Essentials of Educational Psychology, Vikas Publishing House
2. Agarwal J.C. (2007) "Basic Ideas in Educational Psychology", Shipra Publications, New Delhi
3. Aggarwal J. C., (2001) Basic Ideas in Educational Psychology, Shipra Publishers, Delhi.
4. Aggarwal J. C., (2004) Psychology of Learning & Development, Shipra Publishers, Delhi.
5. Baumrind, D. (1967). Child-Care Practices Antecedent Three Patterns of Preschool Behaviour. Genetic Psychology Monographs, 75, 43-88.
6. Baumrind, D. (1991) The Influence Of Parenting Style On Adolescent Competence And Substance Use. Journal of Early Adolescence, 11(1), 56-95.
7. Berk Laura (2007), "Child Development", Prentice Hall of India, New Delhi
8. Bernstein, D. A. (2011).Essentials of psychology. Belmont, CA: Wadsworth.
9. Bhatia H. R. (1997) A Textbook of Educational Psychology, MacMillan, New Delhi.
10. Bhatia, H. R. (1973). Elements of Educational Psychology, 5th edition, Orient Longman.
11. Chase-Lansdale, P.L., and Brooks-Gunn, J., eds. Escape From Poverty: What Makes A Difference For Children? New York: Cambridge University Press, 1995.
12. Chatterjee S. K. (2000) Advanced Educational Psychology Books & Allied Pvt. Ltd., Delhi.
13. Chauhan S. S. (1990) Advanced Educational Psychology, Vikas Publication House, Delhi.
14. Chauhan, S.S. (1978) Advanced Educational Psychology, VikasPublg house Pvt. Ltd., Delhi.
15. Crow L.D. & Crow Educational Psychology
16. Dandapani, S. (2001) A textbook of Advanced Educational Psychology. Delhi: AnmolPubls.
17. Dandekar W.N. (1995) Fundamentals of Educational Psychology, M. Prakashan, Poona.
18. Horton D.L. and Turnage T.W. (1976) "Human Learning", Prentice Hall, Englewood Cliffs, N.J.
19. Hurlock B. Elizabeth (1978) "Child Development", Tata McGraw Hill, New Delhi
20. Lahey R.B., Graham J.E., & others (2000) An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, New Delhi.
21. Mangal S. K. (2000) An Introduction to Psychology. Prakash Brothers, Ludhiana
22. Mangal S.K. (2000) Advanced Educational Psychology, Prentice Hall of India, New Delhi.
23. Mangal S.K. (2008) "Advanced Educational Psychology" PHI Learning Private Limited, Delhi
24. Mangal, S. K. (2004) Educational Psychology, Tandon Publications, Ludhiana.
Mathur S.S. Advanced Educational Psychology, Vikas Publishing House, New Delhi.
25. Santrock John W. (2010) Educational Psychology, Irwin Professional Publishers, Delhi.
26. Sharma R.N. & Sharma R.K. (2003) Advanced Educational Psychology, Atlantic Pubs&
27. Woolfolk Anita & Woolfolk Hoy Anita (2008) Educational Psychology, Pearson, New Delhi.
28. Woolfolk Anita (2004) Educational Psychology, 9th Edition, Allyn and Bacon, Boston.

Weblinks:

1. <https://www.boundless.com/psychology/textbooks/boundless-psychology-textbook/human-development-14/infancy-and-childhood-72/influence-of-parenting-style-on-child-development-280-12815/>
2. [courses.ed.asu.edu/Clark/Coop Learn/](http://courses.ed.asu.edu/Clark/Coop%20Learn/)
3. <http://www.kolar.org/vygotsky>
4. <http://www.marxists.org/archive/vygotsky>
5. http://en.wikipedia.org/wiki/Blended_learning
6. http://en.wikipedia.org/wiki/Out-of-school_learning
7. http://kellogg.nd.edu/learning/Blum_0.pdf
8. <http://www.edutopia.org/multiple-intelligences-learning-styles-quiz>
9. <http://www.ibparticipation.org/pdf/LearningInDiverseEnvironments.pdf>
10. http://www.ntuaft.com/TISE/IRS%20manual/innovative/cognitive_learning_styles.htm
11. <http://www.thelearningweb.net/personalthink.html>
12. <http://www.wright.edu/~carole.endres/learnstyles.htm>

Sophia College (Autonomous), Mumbai.
Affiliated to the UNIVERSITY OF MUMBAI
Syllabus for S.Y.B.A. (Education) under CBCS in Semester III
Core Course Title: FUNDAENTALS IN GUIDANCE AND COUNSELING
Core Course Codes: SBAEDU302

3 lectures per week 100 marks in Semester III Semester-End Exam 75%: 2.5 hours theory paper (75 marks) Internal Assessment 25%: Written Test (20 marks) and Attendance (05 marks) Theory Paper with Practical Work: 3 credits

Semester III: Course Code: SBAEDU302 (June 2019 to October 2020)

Course Objectives:

At the end of this course, the student will be able to:

- i. develop an understanding of the basic concepts of guidance and counseling.
- ii. develop an understanding of types of guidance.
- iii. develop an understanding of types and approaches of counseling.
- iv. acquire knowledge of the process and skills of counseling.

Module 1: Concept of Guidance Module Objectives: <i>i) To develop an understanding of the concept and nature of guidance.</i> <i>ii) To develop an understanding of the principles of guidance.</i> <i>iii) To develop an understanding of the need and significance of guidance.</i> <i>iv) To develop an understanding of the home as an agency for guidance.</i> <i>v) To develop an understanding of the school as an agency for guidance.</i> <i>vi) To develop an understanding of the college as an agency for guidance.</i> <i>vii) To develop an understanding of the government as an agency for guidance.</i>	
1.1 Meaning, Nature and Principles of Guidance	4 lectures
1.2 Need and Significance of Guidance	4 lectures
1.3 Agencies for Guidance - Home, School, College and Government.	4 lectures
Module 2: Types of Guidance: (Concept, Need, Importance and Role of Teachers) Module Objectives: <i>i) To develop an understanding of concept and need of educational guidance.</i> <i>ii) To develop an understanding of educational guidance at different levels.</i> <i>iii) To develop an understanding of concept and need of vocational guidance.</i> <i>iv) To develop an understanding of vocational guidance at different levels.</i> <i>v) To develop an understanding of concept and need of personal guidance.</i> <i>vi) To develop an understanding of personal guidance for various problems.</i>	
2.1 Educational Guidance	4 lectures
2.2 Vocational Guidance	4 lectures
2.3 Personal Guidance (current mental health issues, internet and mobile phone addiction, cybercrime, substance abuse, body image, peer pressure, LGBTQIA students and queries related to sexual orientation, stress management, time management, goal setting).	4 lectures

<p>Module 3: Concept of Counseling Module Objectives: i) To develop an understanding of the concept and purpose of counseling. ii) To develop an understanding of the scope and relevance of counseling. iii) To develop an understanding of concept and need of directive counseling. iv) To develop an understanding of concept and need of nondirective counseling. v) To develop an understanding of concept and need of eclectic counseling. vi) To develop an understanding of concept of individualised counseling. vii) To develop an understanding of concept and need of group counseling. viii) To develop an understanding of the differences between individualised and group counseling. ix) To develop an understanding of concept of the role of the counselor. x) To develop an understanding of the role of the teacher as a counselor.</p>	
3.1 Counseling: Meaning, Purpose, Scope and Relevance	3 lectures
3.2 Approaches of Counseling: Directive, Non-directive and Eclectic Counseling.	4 lectures
3.3 Types of Counseling: Individual Counseling and Group Counseling.	3 lectures
3.4 Role of the Counselor, Role of the Teacher as a Counselor.	3 lectures
<p>Module 4: Career Guidance Module Objectives: i) To develop an understanding of concept and need of job analysis. ii) To develop an understanding of concept of affecting job satisfaction iii) To develop an understanding of factors affecting job satisfaction iv) To develop an understanding of concept of occupational information. v) To develop an understanding of the organisation of occupational information.</p>	
4.1 Job Analysis: concept and need	3 lectures
4.2 Job Satisfaction: concept and factors affecting job satisfaction	4 lectures
4.3 Occupational Information: concept, need and organisation	4 lectures
<p>Module 5: Practical Work in Guidance and Counseling Module Objectives: i) To visit a place of work/occupation, in the Mumbai district. ii) To conduct an on-site job analysis of one person's job. iii) To record observations, responses and conclusions in an individual report. iv) To submit an individual report and presentation of the job analysis. v) To attend a talk by a counselor on her/his contribution to society, the challenges faced as a counselor, and the future prospects in counseling. vi) To submit an individual report of the counselor's lecture. vii) To attend a career counseling session and write a detailed account of one's own career decisions making process viii) To submit an individual report of the career counseling session, and the outcomes of career planning and decision making.</p>	
<p>Each Student will individually complete the following practicals, record them in a file and submit a detailed individual report.</p> <p>5.1 To visit a place of work/occupation and to conduct a Job Analysis.</p> <p>5.2 To attend a talk by a Counselor on her/his contribution to society, the challenges faced as a counselor, and the future prospects in counseling.</p> <p>5.3 To attend a career counseling session and following it, write a detailed account of one's own career decisions making process</p>	12 lectures
Total	60 lectures

Sophia College (Autonomous), Mumbai.
Affiliated to the UNIVERSITY OF MUMBAI
Syllabus for S.Y.B.A. (Education) under CBCS in Semester IV
Core Course Title: GUIDANCE AND COUNSELING
Core Course Codes: SBAEDU402

3 lectures per week 100 marks in Semester IV Semester-End Exam 75%: 2.5 hours theory paper (75 marks) Internal Assessment 25%: Written Test (20 marks) and Attendance (05 marks) Theory Paper with Practical Work: 3 credits
--

Semester IV: Course Code: SBAEDU402 (November to April)
--

Course Objectives:

At the end of this course, the student will be able to:

- i. develop understanding of the testing devices of guidance and counseling
- ii. develop understanding of the non-testing devices of guidance and counseling
- iii. develop understanding of the counseling process
- iv. acquire knowledge of the areas and benefits of guidance and counseling.

Module 1: Testing devices for Guidance and Counseling	
Module Objectives:	
<i>i) To develop an understanding of the concept and nature of guidance.</i> <i>ii) To develop an understanding of the principles of guidance.</i> <i>iii) To develop an understanding of the need and significance of guidance.</i> <i>iv) To develop an understanding of the home as an agency for guidance.</i> <i>v) To develop an understanding of the school as an agency for guidance.</i> <i>vi) To develop an understanding of the college as an agency for guidance.</i> <i>vii) To develop an understanding of the government as an agency for guidance.</i>	
1.1 Psychological Testing: Meaning, purpose, need, limitations	4 lectures
1.2 Intelligence test, Aptitude test, Attitude test (purpose and uses)	4 lectures
1.3 Interest test, Achievement test, Personality test (purpose and uses)	4 lectures
Module 2: Non-testing Techniques: Uses and Procedure	
Module Objectives:	
<i>i) To acquire knowledge of the concept, uses and procedure of interviews.</i> <i>ii) To acquire knowledge of the concept, uses and procedure of case studies.</i> <i>iii) To acquire knowledge of concept, uses and procedure of cumulative records.</i> <i>iv) To acquire knowledge of concept, uses and procedure of anecdotal records.</i> <i>v) To acquire knowledge of the concept, uses and procedure of a diary.</i> <i>vi) To acquire knowledge of concept, uses and procedure of student portfolios.</i>	
2.1 Interviews and Case Studies	3 lectures
2.2 Cumulative Records and Anecdotal Records	3 lectures
2.3 Diary and Student Portfolios	3 lectures

Module 3: The Counseling Process	
Module Objectives:	
<ul style="list-style-type: none"> i) To develop an understanding of the initial disclosure stage of counseling ii) To develop an understanding of the in-depth exploration stage of counseling iii) To develop an understanding of commitment to action stage of counseling iv) To develop an understanding of the rapport building skill of counseling v) To develop an understanding of the listening skill of counseling vi) To develop an understanding of the questioning skill of counseling vii) To develop an understanding of the responding skill of counseling viii) To acquire knowledge of the ethics of counseling. 	
3.1 Stages of Counseling (Initial Disclosure, In-Depth Exploration, Commitment to Action)	4 lectures
3.2 Skills of Counseling: (Rapport building, Listening, Questioning, Responding)	4 lectures
3.3 Ethics of Counseling	2 lectures
Module 4: Understanding Students with Special Needs(Concept and Characteristics)	
Module Objectives:	
<ul style="list-style-type: none"> i) To develop an understanding of the special needs of students with problems like muscular dystrophy, multiple sclerosis, chronic asthma and epilepsy. ii) To develop an understanding of the special needs of students with developmental problems like down syndrome, cerebral palsy and autism. iii) To develop an understanding of the special behavioral/emotional needs of students who are slow learners, learning disabled and gifted students. iv) To develop an understanding of special behavioral/emotional needs of students with ADD, ADHD, oppositional defiant disorder, academic stress, bullying and addiction. v) To develop an understanding of special learning needs of sensory impaired students that are blind, visually impaired, deaf, have limited hearing. 	
4.1 Physical – Muscular Dystrophy, Multiple Sclerosis, Chronic Asthma, Epilepsy.	4 lectures
4.2 Developmental – Down Syndrome, Cerebral Palsy, Autism, Slow Learners, Learning Disabled and Gifted Students.	4 lectures
4.3 Behavioral/Emotional – ADD, ADHD, Oppositional Defiance Disorder, Academic Stress, Bullying, Addiction.	5 lectures
4.4 Sensory Impaired – Blind, Visually Impaired, Deaf, Limited Hearing	4 lectures
Module 5: Practical Work in Guidance and Counseling:	
Module Objectives:	
<ul style="list-style-type: none"> i) To acquire knowledge of verbal and non-verbal, group intelligence tests. ii) To respond to question items of a standardized intelligence test. iii) To acquire knowledge of the personality test, attitudinal scale, interest inventory and an achievement test. iv) To respond to question items of a personality test, attitudinal scale, interest inventory and an achievement test. v) To prepare a case study of a school or college student with special needs vi) To submit an individual report of the case study of a school or college student with special needs. 	
Each Student will individually complete the following practicals, record them in a file and submit a detailed individual report.	12 lectures
5.1 To be familiarized with administration of a Standardized Intelligence Test.	
5.2 To be familiarized with the administration of a Personality test, Attitudinal Scale, Interest Inventory and an Achievement test.	
5.3 To prepare a Case Study of a Student with Special Needs (School or College Student).	
Total	60 lectures

Book References:

1. Bangalee, M. (1984): Guidance and counselling, Seth publishers. Bombay
2. Bhatia, K.K. (2002). Principles of Guidance & Counseling. Ludhiana: Kalyani Publishers
3. Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. I – A Theoretical Perspective. New Delhi: Vikas Publishing House, 1999.
4. Chauhan, S. S. (2008). Principles & Techniques Of Guidance, UP: VikasPublg House Pvt Ltd.
5. Crow, L. and Crow, A.: Introduction to Guidance. New Delhi: Eurasia, 1962.
6. Deshprabhu, Suchitra (2014) Inclusive education in India. New Delhi: Kaniksha Publishers
7. Geldard, K.: Counselling Children: A Practical Introduction, New Delhi: Sage, 1997.
8. Gupta, Manju: Effective Guidance and Counselling Modern Methods and Techniques. Jaipur: Mangal Deep Publication, 2003
9. Karant, P. & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.
10. Kochhar, S.K.: Guidance in Indian Education. New Delhi: Sterling Publishers, 1984.
11. Kochhar. Educational & Vocational Guidance in secondary schools.
12. Koshy, Johns: Guidance and Counselling. New Delhi: Dominant Publisher, 2004.
13. Manivannan, M. (2013) Perspectives on Special Education. Hyderabad: Neelkamal Publishers
14. Mathew, S. (2004) Education Children with Hearing Impairment. RCI, Delhi: Kanishka Pubs.
15. McCormick, Sandra (1999) Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson
16. Mittal, M.L.: KariyarNirdeshanAvemRojgarSuchana. Meerut: International Pub Hs, 2004.
17. Mohapatra, Damodar. (2006) Impact of Family Environment On Early Childhood Education. Hyderabad: Neelkamal Pub.
18. Myers, G.E.: Principles and Techniques of Vocational Guidance. London: McGraw Hill, 1941.
19. Naomi, G Victoria, 2014 Optical Devices for Low Vision Reading, Hyderabad, NeelkamalPubl
20. Nayak, A. K. (2007). Guidance and counselling. New Delhi: APH Publishing
21. NCERT, Manual for a Guidance Counsellor, NCERT, New Delhi
22. Pal, H.R. & Sharma, M.: Education of Gifted. New Delhi: Kshipra Publication, 2007.
23. Pal, H.R. and Pal, A.: Education of Learning Disabled. New Delhi: Kshipra Publication, 2007.
24. Rana, Nishta. (2013) Children With Special Needs. Hyderabad: Neelkamal Publishers.
25. Ranganathan, Snehlata. (2014) Guidelines for Children With Special Educational Needs. New Delhi: Kaniksha Publishers
26. Rangasayee, R. & Gathoo, V. (2007). Towards Inclusive Education of Children with Hearing Impairment, A Hand Book For Regular School Teachers. AYJNIHH Publishers.
27. Rao, Alla Appa, (2010) Learning Disabilities. Neelkamal Publishers. Hyderabad
28. Rao, S. N.: Counselling and Guidance in Elementary School. Delhi: AnmolPrakashan, 2002.
29. Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.
30. RCI (2013) Status of disability in India 2012. New Delhi: RCI Publishers
31. Renuka, P. (2014) Children with Disabilities Hyderabad. Neelkamal Publishers
32. Sharma, R. N. (2008). Vocational guidance & counseling. Delhi: Surjeet Publications
33. Sharma, R.A.: Fundamentals of Guidance and Counselling. Meerut: R. Lall Book Depot, 2001.
34. Sharma, T.: Modern Methods of Guidance and Counselling. New Delhi: Swarup & Sons, 2002.
35. Sharma, Yogendra K. (2014) Inclusive education. New Delhi: Kaniksha Publishers
36. Shrivastava, K.K.: Principles of Guidance and Counselling. Delhi: Kaniska Publication, 2003.
37. Sidhu, H.S. (2005). Guidance and Counseling. Patiala: Twenty First Century.
38. Singh, R.: Educational and Vocational Guidance. New Delhi: Commonwealth Pubs, 1994.
39. Umadevi, M R. (2010) Special education. Hyderabad: Neelkamal Publishers
40. Vashist, S.R.: Vocational Guidance and Elementary School. New Delhi:

Weblinks:

1. RTE and disadvantaged children
<http://www.ncert.nic.in/departments/nie/dee/publication/pdf/StatusreportRTE2013.pdf>
2. THE REHABILITATION COUNCIL OF INDIA ACT, 1992
http://www.svayam.com/pdf/the_rci_act-1992&amendment_act_2000.pdf

* * * * *

Sophia College (Autonomous), Mumbai-26.
Affiliated to the University of Mumbai
Department of Education, Faculty of Humanities
75:25 Assessment Scheme for SYBA Education Courses

The Department of Education will implement the 75:25 Assessment Scheme for the FYBA, SYBA and TYBA Courses in Education (CBCS), with effect from the Academic year 2018-2019; and it will be within the rules and guidelines for the Faculty of Arts, as regulated by the UGC guidelines and the University of Mumbai.

- 1. Sophia College (Autonomous), affiliated to the University of Mumbai, follows a 75:25 Assessment Scheme, in each semester.**
2. The FYBA, SYBA and TYBA Education Courses will have theory based courses, with compulsory practical components, in each semester.
3. In each course, there will be four theory modules and the fifth module will outline the practical work to be completed by the student.
- 4. Semester-End-Examinations:**
 - a. Sophia College (Autonomous), will conduct the Semester End theory examinations and internal assessment, for each course, in each semester.
 - b. The student will have to secure a minimum of (40% marks in aggregate) **30 marks** out of 75 marks in the Semester-End-Examination, to be declared successful in the course.
- 5. Internal Assessment: Based on Module 5**
 - a. The Faculty member in-charge of the course, will facilitate the practical work, and assess the practical work report.
 - b. The student will have to secure a minimum of (40% marks in aggregate) **10 marks** out of 25 marks in the Internal Assessment, to be declared successful in the course.
6. All other rules, regarding Standards of Passing, Additional and ATKT exams, will be as per rules decided by the Academic Council and the Board of Studies (Education) of Sophia College (Autonomous), as per Mumbai University rules and guidelines for the Faculty of Humanities.

Internal Assessment (25 marks)

Each student must perform a set of practical work assignments, based on the subject the coursework in Module 5.

- I. 20 marks for a Submission and Presentation of the Practical Work Report (outlined in Module 5)**
- II. 05 marks for regular attendance.**

Each student must submit her detailed Practical Report (with an introduction, significance, methodology, data, results, conclusions and complete bibliography), and present herself for oral assessment, to the Faculty member in-charge of the course; before appearing for the semester-end-examinations.

Component 1: Practical Work Report Submission & Presentation (20 marks)

1. The duration of individual presentations of Practical Work/Journal, is 10 minutes.
2. There will be two compulsory questions, based on the structure, the methodology applied and the outcomes of the practical work.
3. Absenteeism will not be condoned for the day allotted for the Presentation of the Practical Work/Experimental Journal.
4. 10 marks are allocated for Oral Assessment of each student's practical work.
5. A Rubric (criterion-based assessment) will be used for Assessment of the Practical Report, by the Faculty member in-charge of the course.

SYBA Education, Semesters III and IV Semester-End-Examinations (75 marks)
--

1. The duration of the written theory exam is 2.5 hours.
 2. There will be five compulsory questions.
 3. Question I will carry a maximum of 15 marks
- Qs1[A] Objective-type question items / MCQs (7 items of 1 mark each)
- a. Fill in the Blanks.
 - b. Match the items in the columns.
 - c. State if 'True' or 'False' and correct the 'False' statements.
 - d. Answer in one or two sentences.
 - e. Other MCQ type items
 - f. A neat labeled diagram

Qs 1 [B] Two out of four Short Notes or 'Explain Each Statement': (8 marks)
 The question items will be based on remembering, understanding, applying or analysing.

For SYBA, the questions may be based on a Case study/ Tabular presentation of data (from an original or cited source) with questions based on data.

4. Question I Sub-questions will correspond to the four theory modules.
5. Questions II, III, IV and V will have essay-type questions which correspond to the four theory modules. The question items will be based on cognitive and psychomotor skills of remembering, understanding, applying or analysing.
 The question items may have a long answer question which will from a combination of any two modules (to encourage correlation of concepts and discourage rote-learning).
6. Questions II, III, IV and V will contain internal choice.
7. The standard of passing (40% of 75 marks) is 30 marks.

Question Paper Pattern for Semester-End-Examination (75 marks)

Q.1 [A] Objective-type items / MCQs (Based on all four Modules)	(07 marks)
Q.1 [B] Two out of four [Short Notes or 'Explain Each Statement']	(08 marks)
Q.2 (Based on Module 1) a. OR b.	(15 marks)
Q.3 (Based on Module 2) a. OR b.	(15 marks)
Q.4 (Based on Module 3) a. OR b.	(15 marks)
Q.5 (Based on Module 4) a. OR b.	(15 marks)

* * * * *

**Sophia College for Women
(Autonomous)**

University of Mumbai

Faculty of Humanities

**Syllabus for T.Y.B.A.
Semesters V and VI**

Program: B.A.

Course: EDUCATION

(As per the Choice Based Credit System,
to be implemented with effect from the
academic year 2019-2020)

**SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)
UNIVERSITY OF MUMBAI**



SYLLABUS FOR T.Y.B.A. COURSE in EDUCATION

(As per the Choice Based Credit System, to be implemented with effect
from the academic year 2019-2020)

Preamble: As per UGC guidelines relating to Choice Based Credit and Grading Semester System, in Autonomous Colleges, this Discipline Specific Core course (DSC) in the subject of Education for **the Third Year Bachelor of Arts in Education** course is designed.

Eligibility: Admission to the TYBA course is open to students who passed the SYBA examination, and who have the requisite minimum ATKT courses.

Objectives of the TYBA Courses:

Education IV, V and VI are placed in the Optional Group of subjects in the Social Sciences. The main objective of these courses is to introduce the learners to the fundamental concepts of Educational Evaluation, Technology and the Indian Education System. Learners will be able to understand the emerging scope and developments of Evaluation, Technology and the Indian Education System in the academic context.

Total No. of lectures per semester: 90 (45 + 45) lectures

Number of Instructional Days: 90 days per semester

3 lectures per week, per course

No. of credits per course per semester: 3 credits

200 marks (100 marks 5th Semester + 100 marks 6th Semester)

Internal Assessment 25%

Semester-End Exam 75%

TYBA Education Syllabus Structure:

COURSE TITLES	COURSE CODES		Credits
	Semester V	Semester VI	
Educational Evaluation	SBAEDU501	SBAEDU601	3
Information and Communication Technology in Education	SBAEDU502	SBAEDU602	3
Indian Education System	SBAEDU503	SBAEDU603	3
TOTAL CREDITS			9

Sophia College (Autonomous), Mumbai
Affiliated to the UNIVERSITY OF MUMBAI
Syllabus for T.Y.B.A. (Education) under CBCS in Semester V
Core Course Title: T.Y.B.A. Paper IV: EDUCATIONAL EVALUATION
Core Course Code: SBAEDU501

4 lectures per week 100 marks in Semester V and 100 marks in Semester VI Semester-End Exam 75%: 2.5 hours theory paper (75 marks) Internal Assessment 25%: Practical Work Report (20 marks) and Attendance (05 marks) Internal Assessment and Theory Paper: 4 credits
--

Course Objectives:

- i) To develop an understanding of concepts of measurement, assessment, evaluation
- ii) To develop an understanding of the taxonomy of educational objectives
- iii) To develop an understanding of learning experiences and learning outcomes
- iv) To study the trends in evaluation of school and college students
- v) To apply the knowledge of the concepts of evaluation in practical situations

Semester V: Core Course Code: SBAEDU501
--

Module 1: Concept of Educational Evaluation

- 1.1 Educational measurement, test, assessment, evaluation (meaning and nature)
- 1.2 Types of educational evaluation – formative and summative (meaning, areas, characteristics and differences)
- 1.3 Functions and applications of educational evaluation
- 1.4 Relationship between measurement, assessment and evaluation

Module 2: Educational Objectives

- 2.1 Educational aims and educational objectives (concept and types), Relationship between educational aims and educational objectives
- 2.2 Anderson and Krathwhol's Taxonomy of the Cognitive Domain
- 2.3 Krathwhol and Masia's Taxonomy of the Affective Domain
- 2.4 Dave's Taxonomy of the Psychomotor Domain

Module 3: Learning Experiences and Learning Outcomes

- 3.1 Learning Experiences (meaning, types, significance)
- 3.2 Value based learning experiences (meaning and significance)
- 3.3 Learning Outcomes (meaning, types, need and significance)
- 3.4 Relationship between Objectives, Specifications, Learning Experiences and Evaluation

Module 4: Assessment and Examinations

- 4.1 Continuous Comprehensive Assessment (significance, areas, merits and challenges)
- 4.2 Internal assessment (significance, areas, merits and challenges)
- 4.3 External examinations (meaning, types, need, significance, merits and limitations)
- 4.4 Challenges related to the planning and conduct of external examinations

Module 5: Practical work in Educational Evaluation:

Each student must assess opinions of five students and five teachers, analyse data and submit a detailed report (an introduction, significance, methodology, data, results, conclusions and complete bibliography), on one of the following:

- 5.1 Challenges in the Continuous and Comprehensive Evaluation Programme, faced by students and teachers (upto class XII).
- 5.2 Challenges in the CBCS System, faced by students and teachers in colleges (affiliated to Mumbai University).

Sophia College (Autonomous), Mumbai
Syllabus for T.Y.B.A. (Education) under CBCS in Semester V
Core Course Title: T.Y.B.A. Paper V Core Course Code: SBAEDU502
INFORMATION and COMMUNICATION TECHNOLOGY in EDUCATION

4 lectures per week
100 marks in Semester V and 100 marks in Semester VI
Semester-End Exam 75%: 2.5 hours theory paper (75 marks)
Internal Assessment 25%: Practical Work Report (20 marks) and Attendance (05 marks)
Internal Assessment and Theory Paper: 4 credits

Course Objectives:

- i) To develop an understanding of basic ICTs in teaching and learning
- ii) To apply the principles of effective communication
- iii) To demonstrate the use of communication modes in teaching and learning
- iv) To develop an understanding of psychological basis of using ICTs in education
- v) To develop support media for teaching and learning
- vi) To use technology mediated communication

Semester V: Core Course Code: SBAEDU502

Module 1: Fundamentals of ICT in Education

- 1.1 Educational Technology (definitions and historical development)
- 1.2 Concept of ICT in Education (meaning, definition, need and characteristics)
- 1.3 Principles of ICT in Education
- 1.4 Scope of ICT in Education - Instruction, Evaluation, Research and Administration

Module 2: Dynamics of Effective Communication

- 2.1 Communication - meaning, process and types
- 2.2 The Communication Cycle (Shannon Weaver Cycle) -meaning, elements and process
- 2.3 Effective Communication - principles and barriers (types and implications)
- 2.4 Role of the teacher in providing effective communication

Module 3: Support Media in ICT in Education

- 3.1 Psychological Bases of using support media
- 3.2 Edgar Dale's Cone of Experiences (modified)
- 3.3 Multisensory Instruction: principles and advantages
- 3.4 Support Media in Education (Uses, Advantages & Limitations)
 - i. Projected Support Media: OHP, Slide Projector and LCD Projector
 - ii. Non-projected Support Media: 2-D & 3-D models, charts, maps and flashcards

Module 4: Communication Modes in Education

- 4.1 Speaking and Listening (concept, advantages, techniques and skills)
- 4.2 Narration and Explanation (concept, advantages, techniques and skills)
- 4.3 Discussion and Questioning (concept, advantages, techniques and skills)
- 4.4 Visually Representation: Verbal and Nonverbal (concept, advantages, techniques and skills)

Module 5: Practical work in ICT in Education:

Each student must construct instructional material, and submit a detailed report (an introduction, significance, methodology, data, conclusions and bibliography), on one of the following:

- 5.1 A 10-minute presentation (15 slides) to demonstrate one communication mode, on a TYBA sub-unit, using any projected OR any non-projected support media.
- 5.2 A 10-minute PPT-enabled presentation (15 slides) to show the application of five educational tools and websites in education.

Sophia College (Autonomous), Mumbai
Syllabus for T.Y.B.A. (Education) under CBCS in Semester V
Course Title: T.Y.B.A. Paper VI-A INDIAN EDUCATION SYSTEM
Course Code: SBAEDU503

3 lectures per week
100 marks in Semester V and 100 marks in Semester VI
Semester-End Exam 75%: 2.5 hours theory paper (75 marks)
Internal Assessment 25%: Practical Work Report (20 marks) and Attendance (05 marks)
Internal Assessment and Theory Paper: 3.5 credits

Course Objectives:

- i) To gain insight into the trends and challenges in pre-school education
- ii) To develop an understanding of different boards of education in India
- iii) To gain insight into the challenges faced in primary education
- iv) To develop an understanding of teacher's role in pre-primary and primary education
- v) To gain insight into the Right to Education Act 2009
- vi) To study institutions of pre-primary and primary education

Semester V: Course Code: SBAEDU503

Module 1: Pre-Primary Education in India (12 lectures)

- 1.1 Concept, Importance and Objectives (NCERT)
- 1.2 Types of Pre-Primary Institutions - Crèches, Play Schools, Anganwadis, Balwadis, Nursery and Kindergartens Schools
- 1.3 Teacher Training programs - ECCE, Montessorie, NGOs: Muktangan and Pratham
- 1.4 Pioneers of Pre-Primary Education in India: Gijubai Badheka, Tarabai Modak Anutai Wagh

Module 2: National Policy in Indian Pre-Primary Education

- 2.1 Need for a national policy in pre-primary education
- 2.2 NCF 2005 and RTE 2010 (background, scope, functions and outcomes)
- 2.3 Issues related to Access and Quality in pre-primary education programmes
- 2.4 Role of the government: Provision of pre-primary education and teacher training

Module 3: Primary Education in India

- 3.1 Concept, Importance and Objectives (NCERT)
- 3.2 Types of primary schools: single teacher schools, private un-aided schools, private government aided schools and government managed schools.
- 3.3 Teacher training, Qualifications and Teacher Eligibility
- 3.4 Role of SCERT and DIET in maintaining quality in primary education

Module 4: National Policy in Indian Primary Education

- 4.1 Universalization of Elementary Education (concept, significance and challenges)
- 4.2 Sarva Shiksha Abhiyan (background, scope, functions and outcomes)
- 4.3 NCFTE and RTE 2010 (background, scope, functions and outcomes)
- 4.4 Issues related to access and quality in primary education

Module 5: Practical work in Indian Education System:

Each student must visit institutions, analyse data from observations and interviews of students and teachers, and submit a detailed report (an introduction, significance, methodology, data, results, conclusions and complete bibliography), on any one:

- 5.1 A comparison of two pre-primary centres, in Mumbai.
- 5.2 A comparison of two primary schools in Mumbai.

Sophia College (Autonomous), Mumbai
Syllabus for T.Y.B.A. (Education) under CBCS in Semester VI
Core Course Title: T.Y.B.A. Paper IV: EDUCATIONAL EVALUATION
Core Course Code: SBAEDU601

Course Objectives:

- i) To compare the tools of evaluation
- ii) To compare the techniques of evaluation
- iii) To develop an understanding graphical representation of assessment results.
- iv) To develop an understanding of elementary statistical measures and interpretation
- v) To apply the knowledge of the concepts of evaluation in practical situations

Semester VI: Core Course Code: SBAEDU601

Module 1: Modes of Assessment

Module Objectives:

- i. To develop an understanding of different types of performance tests.*
- ii. To develop an understanding of different types of written tests.*
- iii. To critically evaluate the merits and weaknesses of different types of tests.*
- iv. To develop an understanding of criterion-referenced tests.*
- v. To develop an understanding of norm-referenced tests.*
- vi. To differentiate between criterion-referenced and norm-referenced tests.*
- vii. To develop an understanding of the merits of open book examinations*
- viii. To develop an understanding of the merits of online examinations*

1.1 Performance tests – Oral and Practical tests (merits, suggestions for improvement)

1.2 Written Tests – Essay type questions and Objective type questions
[in general only] (merits, limitations and suggestions for improvement)

1.3 Open Book Examinations and Online Examinations (features, merits and challenges)

1.4 Criterion Referenced Tests and Norm Referenced tests (meaning, characteristics, merits and differences)

Module 2: Differentiated Assessment Strategies

Module Objectives:

- i. To develop an understanding of teacher assessment.*
- ii. To develop an understanding of self-assessment.*
- iii. To develop an understanding of peer assessment.*
- iv. To differentiate between types of assessment strategies.*
- v. To develop an understanding of assessment rubrics.*
- vi. To develop an understanding of student portfolios.*
- vii. To develop an understanding of a reflective journal.*
- viii. To develop an understanding of credit-based systems. and the advantages of CBCS.*
- ix. To develop an understanding of grading.*
- x. To develop an understanding of checklists, as an observation technique.*
- xi. To develop an understanding of rating scales, as observation techniques.*
- xii. To develop an understanding of anecdotal records, as an observation technique.*

2.1 Teacher assessment, Self-assessment, Peer assessment (meaning and purpose)

2.2 Assessment Rubrics, Student Portfolios, Reflective Journal (meaning, purpose and guidelines of development)

2.3 Credit based system, CBCS and Grading (meaning and advantages)

2.4 Observation Techniques: i) Checklists, ii) Rating Scales, iii) Anecdotal records (meaning, purpose, characteristics, merits and limitations)

Module 3: Graphical Representation of Classroom Data

Module Objectives:

- i. To develop an understanding of methods of graphical representation of classroom data.*
- ii. To organize, classify and analyse classroom data.*
- iii. To show an understanding of the merits and demerits of different kinds of graphical presentation of classroom data.*
- iv. To make use of computers to present and analyse classroom data.*

3.1 Organising data from classroom assessment – marks, grades (procedure and use)

3.2 Tabular representation, analysis and interpretation of data (procedure and use)

3.3 Graphical Representation of Classroom Data - Bar Charts, Histogram, Line Graphs, Pie Chart, Frequency Polygon (concept, uses, merits, limitations and construction)

3.4 Use of computers in graphical representation of classroom test data.

Module 4: Basic Statistics and Interpretation of Results

Module Objectives:

- i. To appreciate the use of statistics in educational evaluation*
- ii. To develop an understanding of the Normal Probability Curve.*
- iii. To develop an understanding of the concept and uses of the mean, median and mode.*
- iv. To calculate the mean, median, mode of data that is provided.*
- v. To develop an understanding of the percentage, percentile and percentile rank of data provided.*
- vi. To interpret the mean, median, mode of data that is provided.*
- vii. To interpret the percentage, percentile and percentile rank of data that is provided.*
- viii. To interpret data that is provided.*

4.1 Statistics in Educational Evaluation (need and importance)

4.2 Normal Probability Curve (concept, meaning and characteristics)

4.3 Measures of Central Tendency: Mean, Median and Mode (concept, uses, computation, and interpretation). Use of a simple non-programmable calculator is allowed.

4.4 Percentages, Percentile Rank and Percentiles (concept and interpretation)

Module 5: Practical work in Educational Evaluation:

Module Objectives:

- i. To develop a tool for data collection.*
- ii. To acquire skills for data analysis.*
- iii. To present a research report based on the study undertaken.*

Each student must collect data of five students and five teachers, analyse data and submit a detailed report (an introduction, significance, methodology, data, results, conclusions and complete bibliography), on one of the following:

5.1 Construct and administer a 20-mark objective type question paper, on any TYBA module, conduct the test and assess the answer-scripts, analyse and interpret the results, with Graphical Representation.

5.2 Construct a Checklist (with 15 items), on any aspect of College Education, use it to collect data; analyse and interpret the results, with Graphical Representation.

5.3 Construct a Rating Scale (with a 5-point Likert Scale), (with 15 items), on any aspect of College Education, use it to collect data; analyse and interpret the results, with Graphical Representation.

Reference Books

1. Agarwal R.N., Educational & Psychological Measurement
2. Aggrawal J.C., Essentials of Examination System – Evaluation, Tests and Measurement, Vikas Publishing House Private Ltd.
3. Bloom Benjamin, Taxonomy of Educational Objectives –I & II
4. Chauhan C.P.S., Emerging Trends in Educational Evaluation
5. Dandekar W.N. Evaluation in Schools, Shri VidyaPrakasha, Poona, 1986
6. Gronlund N., Measurement & Evaluation in Teaching, Macmillan, NYork, 1981
Holt-Saunders International Edition, Hyderabad, 2013
7. Kubiszyn T., Educational Testing and Measurement, Harper Collins College Pubs, NYork, 1993
8. Lulla B.P., Essentials of Evaluation & Measurement in Education
9. Mehrens W.A., Measurement & Evaluation in Psychology & Education, Lehman Irvin,
10. Mrunalini T., Educational Evaluation, NeelKamal Publications, Hyderabad, 2013
11. Noll V. H., Introduction to Educational Measurement
12. Patel R.N., Educational Evaluation, Himalaya Pubns House, Bombay 1985.
13. Philips R.C., Evaluation in Education
14. Rao Narasimha, Explorations in Educational Evaluation, NeelKamal Publns,
15. Theodore & Adams, Measurement & Evaluation
16. Thorndike & Hagan, Measurement & Evaluation in Psychology and Education
17. Upasani N.K., Evaluation in Higher Education
18. Wandt E. & Brown, Essentials of Educational Evaluation
19. Wrightstone W., Evaluation in Modern Education

Sophia College (Autonomous), Mumbai
Syllabus for T.Y.B.A. (Education) under CBCS in Semester VI

Core Course Title: T.Y.B.A. Paper V
INFORMATION and COMMUNICATION TECHNOLOGY in EDUCATION
Core Course Code: SBAEDU602

Course Objectives:

- i) To develop an understanding of the principles of basic instructional design
- ii) To understand the various techniques of ICT in teaching and learning
- iii) To compare various teaching and learning techniques
- iv) To understand the trends in technology mediated communication
- v) To apply the principles of basic instructional design for teaching and learning

Semester VI: Core Course Code: SBAEDU602

Module 1: Basic Instructional Design

Module Objectives:

- i. To develop an understanding of meaning and characteristics of instructional design*
- ii. To acquire knowledge of the principles of instructional design*
- iii. To develop an understanding of the concept and phases of ADDIE model of instructional design.*
- iv. To develop an understanding of the open educational resources*

1.1 Instructional Design (meaning and characteristics)

1.2 Principles of Instructional Design

1.3 ADDIE Model of Instructional Design (concept, phases and advantages)

1.4 Integrating Digital instructional resources: Open Educational Resources (OER)

Module 2: Techniques of Teaching and Learning

Module Objectives:

- i. To develop an understanding of self-learning and self-paced learning*
- ii. To acquire knowledge of the concept and techniques of SQ4R*
- iii. To develop an understanding of various techniques of small group learning*
- iv. To develop an understanding of various techniques of large group learning*
- v. To develop an understanding of virtual learning*

2.1 Self-Learning and Self-Paced Learning - SQ4R (concept, advantages, techniques)

2.2 Small group learning (concept, procedure, techniques, advantages) of Discussions, Workshop, Lecture-Demonstration, Seminar, Simulation-Role-Play, Cooperative Learning [TPS & Jigsaw]

2.3 Large group learning - Lecture and Conference (concept, advantages, techniques)

2.4 Virtual Learning - Videoconference, Webinar, Simulation, Educational Apps, TeacherTube, YouTube, Blogs, Social Media (concept, advantages, techniques)

Module 3: Technology Mediated Instruction

Module Objectives:

- i. To develop an understanding of concept and need of e-learning*
- ii. To acquire knowledge of the concept of synchronous & asynchronous online learning*
- iii. To develop an understanding of the concept and types of blended learning*
- iv. To develop an understanding of e-inclusion*

3.1 E-learning (concept, need and advantages)

3.2 Synchronous and Asynchronous Online learning (concept and advantages)

3.3 Blended Learning (concept, types and advantages)

3.4 E-Inclusion - ICT integration for learners with learning disabilities and for physically challenged learners (concept, types, advantages and techniques)

Module 4: Trends in Technology Mediated Communication

Module objectives:

- i. To develop an understanding of computer assisted instruction*
- ii. To acquire knowledge of computer managed instruction*
- iii. To develop an understanding of learning management systems*
- iv. To develop an understanding of mobile learning*

4.1 Computer Assisted Instruction (meaning, significance and modes)

4.2 Computer Managed Instruction (meaning and significance)

4.3 Learning Management Systems (meaning, types and advantages)

4.4 Mobile Learning (meaning, characteristics and significance)

Module 5: Practical work in ICT in Education:

Module objectives:

- i. To develop an understanding of the addie model*
- ii. To acquire knowledge of ict tools that support learning disabled students*
- iii. To develop an understanding of the small-group learning technique*
- iv. To demonstrate a small-group learning technique*

Each student must construct instructional material, and submit a detailed report (an introduction, significance, methodology, data, results, conclusions and complete bibliography), on any one of the following:

- 5.1** Develop an ID based on the ADDIE Model, on any topic of your (learner) choice.
- 5.2** A 10-minute PPT-enabled presentation (20 slides) on five ICT tools that support learning, for learners with learning disabilities and for physically challenged learners.
- 5.3** A 10-minute demonstration of any one small-group learning technique, based on a TYBA sub-unit.

Reference Books:

1. Aggarwal J. C., Basic ideas in Educational Technology, Shipra Publisher, N Delhi
2. Aggrawal D.D., Educational Technology, Sarup and Sons, N Delhi 2005
3. Bengalee Coomi, Educational Technology, Sheth Publishers, Mumbai 1986
4. Bhalla C. R., Audio visual aids in education, AtmaRam and Sons,
5. Bhatt B.D. & Sharma S.R.1992, Educational Technology, Kanishka Publishing House, Delhi,
6. Dahiya S. S., Educational Technology–toward better teacher performance, ShipraPublishers, New Delhi, 2000
7. Dasgupta D. N., Communication & Education, Pointer Publications
8. Dutton William H. Information & Communication Technologies – Visions & Realities
9. Goel, D. R., and Joshi, P. (1999). A Manual for INTERNET Awareness. CASE:M. S. University of Baroda Press.
10. Joyce Bruce & Weil Marsha, Models of teaching, Prentice Hall of India,New Delhi
- 11.Khan M. I. and Sharma S.R., Instructional Technology, KanishkaPublishingHouse
- 12.Khan MI,Sharma S. R., Instructional Technology, KanishkaPublishingHouse
- 13.Khirwadkar, A. (2005). Information & Communication Technology inEducation. New Delhi: Sarup & Sons.
- 14.Khirwadkar, A. (2010). e-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms. New Delhi: Sarup Book Publication Ltd.
- 15.Kovalchick Ann and Dawson Kara, Education and Technology (3Vol), ABC-CLIO.Inc., California, 2004
- 16.Kovalchick Ann, Dawson Kara, Education and Technology (3Vol), ABC-CLIO.Inc., CA, 2004
- 17.Krishnamoorthy R. C., Educational Technology- Expanding Our Vision, Author Press, N Delhi, 2003
- 18.Kumar K. L., Educational Technology, New Age International Publs, N Delhi 2006
19. Mahapatra, B.C. (2006). Education in the Cybernetic Age. New Delhi: Sarup Sons.
20. Malcolm Peltu, Information & Communication Technologies, Oxford University Press,
21. Mamidi M. R., Ravishankar S, Curriculum Development & Educational Technology,
22. MohantyJagannath, Educational Broadcasting in Education, Sterling Publications, New Delhi 2004
23. MohantyJagannath, Educational Technology, Deep & Deep Publns, N Delhi 1992
24. MohantyJagannath,Trends in Educational Technology, NeelKamalPubls, Hyderabad, 2013
25. Mukhopadhyay Murmur, Educational Technology, Shipra Publications, N. Delhi 2004
26. Murthy S. K., Educational Technology, Parkash Brothers, Ludhiana
27. Nayak A. K. & Rao V. K., Classroom Teaching Methods & Practices, APH Publishing Corporation, N Delhi
28. Nazeena C, From Blackboard to the Web, Kanishka Publishing House
- 29.SampathK.Pannirselvan and Santhanam,Introduction to Educational Technology, Sterling Publishers, New Delhi, 1988
- 30.Saxena, S. (1999). A first course in computers. New Delhi: VikasPublishingHouse.
- 31.Shankar T., Methods of Teaching Educational Technology, Crescent Publishing Corporation.
- 32.Sharma Anuradha, Modern Educational Technology, Commonwealth Publishers
- 33.Sharma R. A., Technology Foundations of Education, R. Lall Book Depot, Meerut, 2001
- 34.Sharma Y.& Sharma M., Educational Technology & Management, 2 vols, Kanishka Publishing House, New Delhi
- 35.Sharma Yogendra, Educational Technology Vol 1-2, Kanishka Publishers & Distributors, New Delhi, 2000
- 36.Sharma Yogendra, Fundamental aspects of Educational Technology, Kanishka Publishing House, New Delhi
- 37.Shelly Cashman and Gunter, Integrating Technology in the classroom, Thomson Publishers, New Delhi, 2002
- 38.Singh P. P., Sandhir Sharma, E-learning – New trends and innovations, Deep & Deep Publication, N Delhi
- 39.Srinivasan T. M., Use of Computers and Multimedia in education, Aavishkar Publishers, Delhi
40. Tanenbaum, A. S. (1996). Computer Networks. New Delhi: Prentice Hall ofIndia.
- 41.Vanaja M., Rajasekar S, Educational Technology & Computer Education, NeelKamal Publ, Hyderabad, 2013
- 42.Vashist S. R., Research in Educational Technology, Book Enclave, Jaipur
- 43.Venkataiah N., Educational Technology, APH Publishing Corporation, N. Delhi 1996

Syllabus for T.Y.B.A. (Education) under CBCS in Semester VI

Elective Course Title: T.Y.B.A. Paper VI INDIAN EDUCATION SYSTEM

Elective Course Code: SBAEDU603

Course Objectives:

- i) To comprehend current trends in formal and non-formal education
- ii) To gain an insight into the trends and challenges in secondary education
- iii) To develop an understanding of teacher's role in secondary and higher education
- iv) To gain an insight into the government policies for secondary education
- v) To gain an insight into the trends and challenges in higher education
- vi) To study institutions of secondary and higher education.

Semester VI: Elective Course Code: SBAEDU603

Module 1: Secondary and Higher Secondary Education

Module Objectives:

- i. To develop an understanding of concept and objectives of secondary education*
- ii. To develop an understanding of concepts and objectives of higher secondary education*
- iii. To acquire knowledge of nature and functions of boards of education*
- iv. To develop an understanding of jawahar navodaya sanghatana schools*
- v. To develop an understanding of kendriya vidyalaya sanghatana schools*
- vi. To develop an understanding of teacher training and teacher eligibility for secondary education.*

1.1 Concept, Importance and Objectives (NCTE)

1.2 Nature and functions of a) State Boards, b) National Boards (CBSE and NIOS), and c) International Boards (CISCE and IGCSE, IB)

1.3 Jawahar Navodaya Sanghatana and Kendriya Vidyalaya Sanghatana Schools

1.4 Teacher training, Qualifications and Teacher Eligibility, Role of the teacher and administrator in secondary and higher secondary education

Module 2: Policies in Secondary and Higher Secondary Education

Module Objectives:

- i. To develop an understanding of universalization of secondary education*
- ii. To acquire knowledge of the NCFTE 2010*
- iii. To acquire knowledge of the NPE 2016*
- iv. To develop an understanding of the Rashtriya Madhyamik Shiksha Abhiyan*
- v. To develop an understanding of the issues related to secondary education*
- vi. To develop an understanding of issues related to higher secondary education*

2.1 Universalisation of Secondary Education – concept, significance and challenges

2.2 NCFTE 2010 and NPE 2016 (background, scope, functions and outcomes)

2.3 Rashtriya Madhyamik Shiksha Abhiyan (background, scope, functions and outcomes)

2.4 Issues related to Access and Quality in secondary and higher secondary education.

Module 3: Higher Education

Module Objectives:

- i. To develop an understanding of concepts and objectives of higher education*
- ii. To acquire knowledge of the concept, types, nature, functions of Universities.*
- iii. To develop an understanding of teacher training for higher education.*
- iv. To develop an understanding of teacher eligibility for higher education.*
- v. To develop an understanding of linkages of universities with industry.*

3.1 Concept (general and professional), Importance and Objectives (UGC)

3.2 Universities (concept, types, nature and functions)

3.3 Teacher qualifications, eligibility, recruitment and professional development

3.4 Linkages of Colleges and Universities with Industry

Module 4: National Policy in Higher Education

Module Objectives:

- i. to develop an understanding of issues related to access in higher education*
- ii. to develop an understanding of issues related to quality in higher education*
- iii. to acquire knowledge of the scope and functions of RUSA*
- iv. to develop an understanding of accreditation and quality assurance*
- v. to develop an understanding of the significance of UGC, NAAC and NIRF*
- vi. to develop an understanding of Maharashtra Public Universities Act 2016.*

4.1 Issues related to Access and Quality in higher education

4.2 Rashtriya Uchchar Shiksha Abhiyan (background, scope, functions and outcomes)

4.3 UGC, NAAC, NIRF (Accreditation and Quality Assurance: meaning and significance)

4.4 Maharashtra Public Universities Act 2016

Module 5: Practical work in Indian Education System:

Module Objectives:

- i. To visit secondary schools in Mumbai.*
- ii. To visit junior colleges in Mumbai.*
- iii. To visit IDOL in Mumbai University.*
- iv. To visit SNDT Women's University in Mumbai.*
- v. To interview five SNDT Women's University students, in Mumbai.*
- vi. To compare primary schools in Mumbai.*
- vii. To interview five IDOL students in Mumbai University.*
- viii. To acquire knowledge of challenges faced by students in SNDTWU.*

Each student must visit institutions, collect data from observations and interviews of students and teachers, analyse data and submit a detailed report (an introduction, significance, methodology, data, results, conclusions and complete bibliography), on any one of the following:

- 5.1** Interview five teachers of two secondary schools or junior colleges, affiliated to different boards (State, CBSE, NIOS, IB, CISCE Boards).
- 5.2** Interview five students from Distance Education courses, in IDOL, Mumbai University, to understand challenges in higher education.
- 5.3** Interview five students from Distance Education courses, in SNDT Women's University, to understand challenges in higher education.

Reference Books:

1. Aggarwal JC, Development of Education system in India(ShipraPublications)
2. Aggarwal JC, Modern Indian Education-History, Development & Problems,
3. Shipra Publications, New Delhi.
4. Aggarwal JC, Modern Indian Education & Problems, Arya Book Depot, N Delhi, 1987
5. Aggarwal JC, Educational Reforms in India for the 21st Century, Shipra
6. Publications, N Delhi, 2000
7. Aggarwal JC, Organization & Practice of Modern Indian Education, Shipra Publications, Delhi.
8. Bhatia RL, AhujaB., Modern Indian Education & Problems, Surjeet Publications, Delhi, 2000
9. Bhatnagar S, Development of education system in India
10. Chauhan CPS, Modern Indian Education – Policies, Progress & Problems, Kanishka Publishers and Distributors, N Delhi, 2004
11. Chauhan CPS Modern Indian Education – Policies, Progress & Problems, Kanishka Publishers and Distributors, N Delhi, 2004
12. Dash BN, Trends & Issues in Modern Education (Dominant Publishers & Distributors.
13. Dash M, Education in India – Problems & Perspectives, Atlantic Publishers. N Delhi, 2000
15. Ghosh SC , History of Education in India, Rawat Publications
16. Jayapalan N, Problems of Indian Education, Atlantic Publishers & Distributors
17. Krishnamacharyulu Elementary Education, NeelKamalPublicns, Hyderabad, 2012
18. Mehta PL, Punga R, Free & Compulsory Education, Deep & Deep Publs, N Delhi 2002
19. Mohanty J, Education For All(3Vols), Deep & Deep Publications, N Delhi 1994
20. Mohanty J, Education in India, Deep & Deep Publications, N Delhi 1987
21. Mohanty J, Primary & Elementary Education, Deep & Deep Publs, N Delhi, 2002
22. Mohanty J, Current Trends in Higher Edn, Deep & Deep Publications, N. Delhi, 2002
23. Mukherjee S, Contemporary Issues in Modern Indian Education, Author's Press.
24. Naik JP, Education Commission and After, APH Publishing Company, N Delhi, 2002
25. Nayak AK, Rao VK Primary Education, APH Publishing Corp, N Delhi, 2002
26. Pillai Ramachandran Non Formal Education, NeelKamalPublin, Hyderabad, 2013
27. Rao DB, Current Trends in Indian Education, Discovery Publishers, 1996
28. Rao DB, Education For All- achieving the goal(APH Publishing House)
29. Rao DB, Right To Education, NeelKamalPublin, Hyderabad, 2011
30. Saini SK, Development of education in India, Cosmo Publications, New Delhi, 1993
31. Saiyidain K G., Facts of Indian Education (NCERT)
32. SaxenaJyotsna, Quality Education, APH Publishing Corporation, N Delhi, 2002
33. Saxena MK, Gihan S and SaxenaAnamika, RLall Book Depot, Meerut, 2002
34. Sengar K S and Singh S, Children's Education in India, RadhaPublications, Delhi, 1992
35. Sharma Yogendra, History & Problems of education – 2 vols., Kanishka Publishers
36. Shirur RR , Non-Formal Education for Development, APH Publg House, N. Delhi, 2002
37. Singha H.S., School Edu in India: Contemporary Issues & Trends, Sterling Publns, Delhi, 1991
38. Veena DR, Educational System–Problems & Prospects, Ashish Publishing House, Delhi, 1988
39. Wadhwa RC., Education in Modern India, Deep & Deep Publication, N Delhi 2000
40. 5 Authors, Indian Education System–Structure & Problems, Tandon Publishers.

Sophia College (Autonomous), Mumbai-26.
Affiliated to the University of Mumbai
Department of Education, Faculty of Humanities

75:25 Assessment Scheme for TYBA Education Courses

Assessment Scheme for TYBA Semester V and VI Courses:

1. Sophia College (Autonomous) follows a 75:25 Assessment Scheme, each semester.
2. The TYBA Courses IV, V and VI will have Theory based courses, with compulsory practical components, in each semester.
3. Sophia College (Autonomous), affiliated to the University of Mumbai, will conduct the Semester V and Semester VI theory examinations and internal assessment, for each course, in each semester.
4. The student will have to secure a minimum of 40% marks in aggregate and a minimum of 08 out of 25 marks in Internal Assessment, and 30 out of 75 marks in the semester-end-examination of each course.
5. Each student must submit her detailed Practical Report (with an introduction, significance, methodology, data, results, conclusions and complete bibliography) to the Faculty member in-charge of the course, for assessment; before appearing for the semester-end university examinations.

The Question Paper Pattern for the Revised Syllabus for Semester V and Semester VI, B.A. Programme: Course: Education (CBCS, with effect from the Academic year 2019 - 2020) will be as per Mumbai University rules and guidelines for the Faculty of Humanities. All other rules, regarding Standards of Passing, Additional and ATKT exams, will be as per rules decided by the Academic Council and the Board of Studies (Education) of Sophia College, as per Mumbai University rules and guidelines for the Faculty of Humanities.

The Department of Education will implement the 75:25 Assessment Scheme for the TYBA Courses in Education (CBCS), with effect from the Academic year 2019 - 2020; and it will be within the rules and guidelines for the Faculty of Arts, as regulated by UGC guidelines and the Mumbai University.

1. Sophia College (Autonomous), affiliated to the University of Mumbai, follows a **75:25 Assessment Scheme, in each semester.**
2. The FYBA, SYBA and TYBA Education Courses will have theory based courses, with compulsory practical components, in each semester.
3. In each course, there will be four theory modules and the fifth module will outline the practical work to be completed by the student.
4. **Semester-End-Examinations:**
 - a. Sophia College (Autonomous), will conduct the Semester End theory examinations and internal assessment, for each course, in each semester.
 - b. The student will have to secure a minimum of (40% marks in aggregate) **30 marks** out of 75 marks in the Semester-End-Examination, to be declared successful in the course.
5. **Internal Assessment:**
 - a. The Faculty member in-charge of the course, will facilitate the practical work, and assess the practical work report.
 - b. The student will have to secure a minimum of (40% marks in aggregate) **10 marks** out of 25 marks in the Internal Assessment, to be declared successful in the course.
6. All other rules, regarding Standards of Passing, Additional and ATKT exams, will be as per rules decided by the Academic Council and the Board of Studies (Education) of Sophia College (Autonomous), as per Mumbai University rules and guidelines for the Faculty of Humanities.

Internal Assessment (25 marks)

Each student must perform a set of practical work assignments, based on the subject content of each coursework.

I. 20 marks for a Submission and Presentation of the Practical Work Report (outlined in Module 5)

II. 05 marks for regular attendance.

Each student must submit her detailed Practical Report (with an introduction, significance, methodology, data, results, conclusions and complete bibliography), and present herself for oral assessment, to the Faculty member in-charge of the course; before appearing for the semester-end-examinations.

Component 1: Practical Work Report Submission & Presentation (20 marks)

1. The duration of individual presentations of Practical Work/Journal is 10 minutes.
2. There will be two compulsory questions, based on the structure, the methodology applied and the outcomes of the practical work.
3. Absenteeism will not be condoned for the day allotted for the Presentation of the Practical Work.
4. 10 marks are allocated for Oral Assessment of each student's practical work.
5. A Rubric (criterion-based assessment) will be used for Assessment of the Practical Report, by the Faculty member in-charge of the course.

TYBA Education, Semesters V and VI Semester-End-Examinations (75 marks)

1. The duration of the written theory exam is 2.5 hours.
 2. There will be five compulsory questions.
 3. Question I will carry a maximum of 15 marks
- Qs 1 [A] Objective-type question items / MCQs (7 items of 1 mark each)
- a. Fill in the Blanks.
 - b. Match the items in the columns.
 - c. State if 'True' or 'False' and correct the 'False' statements.
 - d. Answer in one or two sentences.
 - e. Other MCQ type items
 - f. A neat labeled diagram

Qs 1 [B] Two out of four Short Notes or 'Explain Each Statement': (8 marks)

The question items will be based on remembering, understanding, applying or analysing.

For SYBA and TYBA, the questions may be based on a Case study/ Tabular presentation of data (from an original or cited source) with questions based on data.

4. Question I Sub-questions will correspond to the four theory modules.
5. Questions II, III, IV and V will have essay-type questions which correspond to the four theory modules. The question items will be based on cognitive and psychomotor skills of remembering, understanding, applying or analysing. The question items may have a long answer question which will form a combination of any two modules (to encourage correlation of concepts and discourage rote-learning).
6. Questions II, III, IV and V will contain internal choice.
7. The standard of passing (40% of 75 marks) is 30 marks.

Question Paper Pattern for Semester-End-Examination (75 marks)

- Q.1 [A] Objective-type items / MCQs (Based on all four Modules) (07 marks)
- Q.1 [B] Two out of four [Short Notes or 'Explain Each Statement'] (08 marks)
- Q.2 (Based on Module 1) (15 marks) a. OR b.
- Q.3 (Based on Module 2) (15 marks) a. OR b.
- Q.4 (Based on Module 3) (15 marks) a. OR b.
- Q.5 (Based on Module 4) (15 marks) a. OR b.