Sophia College for Women (Autonomous)

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 2021-2022)

SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)
UNIVERSITY OF MUMBAI

SYLLABUS FOR F.Y.B.A. COURSE in EDUCATION
(As per the Choice Based Credit System, implemented since 2018-2019)

Preamble: As per UGC guidelines relating to the Choose 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.

Eligibility: Admission to the FYBA course is open to students who have cleared the HSC (or equivalent) examination, from an accredited Board of Higher Secondary Education.

Program Objectives of the FYBA Course:
Sophia College offers the BA in Education comprising three years.
Education I is placed in the Optional Group of subjects in the Social Sciences.
The main objective of the FYBA Education 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.

Course Titles and Course Codes in SYBA Education

Semester I and Semester II

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 +60 lectures
Number of Instructional Days: 90 days per semester
4 lectures per week in this core course

No. of credits per course per semester: 3 credits
200 marks (100 marks in the 1st Semester + 100 marks in the 2nd Semester)

Internal Assessment: 50%
Semester-End Exam: 50%

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: <u>INTRODUCTION TO EDUCATION</u>
Core Course Code: SBAEDU101

4 Online or Blended Mode lectures per week
100 marks in Semester II
Semester-End Exam 50%: One-hour Online theory paper (50 marks)
Internal Assessment 50%: Online/Blended Mode Practical Work-Assignments (50 marks)
Theory Paper with Practical Work: 3 credits

Semester I: Course Code: SBAEDU101

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

1.2 Characteristics of Education

1.3 Structure, Functions & Scope of Education at different levels

   (Preprimary, Primary, Secondary, Higher Secondary and Higher Education)

1.4 Boards of School Education (State, National and International Boards)

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

2.2 Functions of Educational Agencies: Family, School, Community, Media.

2.3 Formal, Informal and Non-Formal Education

2.4 Pedagogy: meaning and Importance

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.
• Mahatma Gandhi
3.2 Maharshi Karve
3.3 Gurudev Rabindranath Tagore
3.4 Pandita Ramabai
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
4.2 Qualifications and Professional Growth of the Teacher (Preprimary, Primary, Secondary, Higher Secondary and Higher Education)
4.3 Professional Ethics and Code of Conduct for Teachers **4.4** Challenges in Teaching (Pedagogical, Technological, Social, Global)
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.

Syllabus for F.Y.B.A. (Education) under CBCS in Semester II
Core Course Title: <u>EDUCATION IN THE 21st CENTURY</u>

Core Course Code: SBAEDU201

4 Online or Blended Mode lectures per week
100 marks in Semester II
Semester-End Exam 50%: One-hour Online theory paper (50 marks)
Internal Assessment 50%: Online/Blended Mode Practical Work-Assignments (50 marks)
Theory Paper with Practical Work: 3 credits

FYBA Education   Semester II: Course Code: SBAEDU201

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.

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.
1.1 Concept and Need of Sustainable Development
1.2 Objectives of Sustainable Development
1.3 Role of UNESCO in promoting Sustainable Development
1.4 Place of Sustainable Development in school and college curricula
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.
2.1 Education for National Integration
2.2 Education for International Understanding
2.3 Education for Citizenship and Social Change
2.4 Education for Skill Development

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

3.2 Online Learning, Open Learning and Blended Learning

3.3 ICT for admissions, administration, instruction and evaluation

3.4 Social Media in Education

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)

4.2 Multicultural Education

4.3 Right to Education

4.4 Peace Education

Module 5: Practical Work:
Module Objectives:
i)   To 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 develop an understanding of barriers to development goals.
iv) To submit two individual reports of two college events, that advocate goals of development.
1. Submit a PPT Class Presentation and report of the assignment allocated.
2. Write two detailed individual reports on the college events that advocate
   any two of the following goals of development:

• Sustainable Development	• Human Rights
• National Integration	• Multiculturalism
• Citizenship	• Right to Education
• International Understanding	• Skill Development

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Sophia College (Autonomous), Mumbai–26.
Affiliated to the University of Mumbai
Department of Education, Faculty of Humanities
50:50 Assessment Scheme for Undergraduate Courses in BA Education

The Department of Education, Sophia College (Autonomous) implements the 50:50 Assessment Scheme for the FYBA, SYBA and TYBA Courses in Education, with effect from the Academic year 2020-2021; and it is 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 **50:50 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) **20 marks** out of 50 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) **20 marks** out of 50 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 (50 marks)

Each student must appear for the online tests and perform a set of practical work assignments, based on the subject content of each coursework (outlined in Module 5).

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. A Rubric (criterion-based assessment) will be used for Assessment of the Practical Report, by the Faculty member in-charge of the course.

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 2021-2022)

SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)
UNIVERSITY OF MUMBAI

SYLLABUS FOR S.Y.B.A. COURSE in EDUCATION
(As per the Choice Based Credit System, implemented since 2018-2019)

Preamble: As per UGC guidelines relating to the Choose 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 cleared the requisite minimum ATKT courses.

Program Objectives of the SYBA Courses:
Sophia College offers the BA in Education comprising three years.
Education II and III are placed in the Optional Group of subjects in Social Sciences.
The main objective of the SYBA Education courses is to introduce the learners to the fundamental concepts and theories in Educational Psychology, Educational Guidance, Vocational Guidance; and Personal Guidance and Counseling.

Course Titles and Course Codes in SYBA Education
Semester III

Courses	COURSE TITLES	COURSE CODES	Credits
Core Course II	**Educational Psychology**	SBAEDU301	3
Core Course III	**Guidance and Counseling**	SBAEDU302	3
		TOTAL CREDITS	6

Semester IV

Courses	COURSE TITLES	COURSE CODES	Credits
Core Course II	**Educational Psychology**	SBAEDU401	3
Core Course III	**Guidance and Counseling**	SBAEDU402	3
		TOTAL CREDITS	6

Total No. of lectures per semester: 90 [45 + 45] lectures
Number of Instructional Days: 90 days per semester
3 lectures per week in two core courses

No. of credits per course per semester: 3 credits
200 marks (100 marks in the 3rd Semester + 100 marks in the 4th Semester)

Internal Assessment: 50%
Semester-End Exam: 50%

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: <u>EDUCATIONAL PSYCHOLOGY</u>
Core Course Code: SBAEDU301

3 ONLINE or BLENDED MODE lectures per week
100 marks in Semester III
Semester-End Exam 50%: 2 hours theory paper (50 marks)
Internal Assessment 50%: Continuous Assessment (50 marks)
Theory Paper with Practical Work: 3 credits

Semester III   Course Code: SBAEDU301 (June to October)
<u>EDUCATIONAL PSYCHOLOGY</u>

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

Module 3: Understanding Human Development
Module Objectives:
i)   *To develop an understanding of the concept of human growth &development.*
ii) *To develop an understanding of the differences between human growth and development.*
iii) *To acquire knowledge of the principles of human development.*
iv) *To acquire knowledge of the factors influencing human development.*
v)   *To develop an understanding of the physical, mental, emotional and social development during the stage of childhood.*
vi) *To develop an understanding of the physical, mental, emotional and social development during the stage of adolescence.*

3.1 Growth and development - Meaning and differences

3.2 Principles of development and Factors influencing development

3.3 Stages of growth and development - Childhood and Adolescence (Physical,

Mental, Emotional and Social development)

Module 4: Factors Affecting Growth and Development
Module Objectives:
i)   *To understand the concept, types and significance of individual differences.*
ii) *To acquire knowledge of the heredity influences on growth and development.*
iii) *To acquire knowledge of environmental influences on growth & development.*
iv) *To acquire knowledge of the differences between the heredity and environmental influences on human growth and development.*
v)   *To develop an understanding of relevance of heredity and environment.*
vi) *To develop an understanding of the concept and importance of maturation.*
vii) *To acquire knowledge of the relevance of maturation in growth & development.*

4.1 Individual differences - concept and types, significance of study of individual
Differences

4.2 Heredity and Environment - meaning and difference, Relevance in Education

4.3 Maturation - meaning and importance, Relevance in Education

Module 5: Practical Work in Educational Psychology:
Module Objectives:
i)   *To acquire knowledge of the educational implications of transfer of learning.*
ii)   *To perform the experiment of transfer of learning, using 'cup and ball' method.*
iii) *To acquire knowledge of the educational implications of the learning curve*
iv)   *To perform the experiment of the learning curve.*
v)   *To acquire knowledge of the educational implications of auditory distraction.*
vi)   *To perform the experiment of auditory distraction.*
vii) *To acquire knowledge of the educational implications of division of attention.*
viii) *To perform the experiment of division of attention.*
ix)   *To acquire knowledge of the educational implications of extrinsic motivation.*
x)   *To perform the experiment of extrinsic motivation.*
The following experiments in Educational Psychology will be performed by each student.

5.1 Extrinsic Motivation

5.2 Learning Curve

5.3 Auditory Distraction

5.4 Division of Attention

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: <u>EDUCATIONAL PSYCHOLOGY</u>
Core Course Code: SBAEDU301

3 ONLINE or BLENDED MODE lectures per week
100 marks in Semester IV
Semester-End Exam 50%: 2 hours theory paper (50 marks)
Internal Assessment 50%: Continuous Assessment (50 marks)
Theory Paper with Practical Work: 3 credits

Semester IV: Course Code: SBAEDU401

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.

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 and lateral thinking.*
iii) *To acquire knowledgeof 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.*

1.1 Thinking - concept, types – divergent, convergent, critical, reflective, lateral

1.2 Memory and Forgetting - concept, types, causes, factors affecting memory, educational implications.

1.3 Attention: concept, types and educational importance.

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.*

2.1 Creativity: Meaning, process, teachers' role and educational implications

2.2 Problem solving: Meaning, steps and educational implications

2.3 Metacognition: Meaning and educational implications

Module 3: Developmental Learning Theories
Module Objectives:
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 Theory 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

3.2 Social Development theory - Lev Vygotsky

3.3 Learning Styles and Multiple Intelligence theory - Howard Gardner

Module 4: Approaches and Theories of Learning
Module Objectives:
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 implications of constructivist learning.
vii) To develop an understanding of implications of collaborative learning.
viii) To develop an understanding of the implications of inquiry-based learning.

4.1 Constructivist Approaches to Learning (7Es Model)

4.2 Collaborative Approaches to Learning

4.3 Inquiry – Based Approaches to Learning

Module 5: Practical Work in Educational Psychology:
Module Objectives:
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 educational implications of multiple intelligences.
viii) To perform the experiment ofmultiple 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

5.2 Perception

5.3 Memory: Recall and Recognition

5.4 Memory: Rote and Logical

5.5 Multiple Intelligences

Book References:

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3. http//www.kolar.org/vygotsky
4. http//www.marxists.org/archive/vygotsky
5. http://en.wikipedia.org/wiki/Blended_learning
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10. http://www.ntuaft.com/TISE/IRS%20manual/innovative/cognitive_learning_styles.htm
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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: <u>GUIDANCE AND COUNSELING</u>
Core Course Codes: SBAEDU302

3 ONLINE or BLENDED MODE lectures per week
100 marks in Semester III
Semester-End Exam 50%: 2 hours theory paper (50 marks)
Internal Assessment 50%: Online or Blended Mode Practical Work-Assignments (50 marks)
Theory Paper with Practical Work: 3 credits

Semester III   Course Code: SBAEDU301 (June to October)
<u>GUIDANCE AND COUNSELING</u>

<u>Course Objectives</u>:
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) To develop an understanding of the concept and nature of guidance.*   *ii) To develop an understanding of the principles of guidance.*   *iii) To develop an understanding of the need and significance of guidance.*   *iv) To develop an understanding of the home as an agency for guidance.*   *v) To develop an understanding of the school as an agency for guidance.*   *vi) To develop an understanding of the college as an agency for guidance.*   *vii) To develop an understanding of the government as an agency for guidance.*
1.1 Meaning, Nature and Principles of Guidance
1.2 Need and Significance of Guidance
1.3 Agencies for Guidance - Home, School, College and Government.
Module 2: Types of Guidance: (Concept, Need, Importance and Role of Teachers)   *Module Objectives:*   *i) To develop an understanding of concept and need of educational guidance.*   *ii) To develop an understanding of educational guidance at different levels.*   *iii) To develop an understanding of concept and need of vocational guidance.*   *iv) To develop an understanding of vocational guidance at different levels.*   *v) To develop an understanding of concept and need of personal guidance.*   *vi) To develop an understanding of personal guidance for various problems.*
2.1 Educational Guidance (concept, nature, need, functions and areas)
2.2 Vocational Guidance (concept, nature, need, functions and areas)
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).

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 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.

3.1 Counseling: Meaning, Purpose, Scope and Relevance

3.2 Approaches of Counseling: Directive, Non-directive and Eclectic Counseling.

3.3 Types of Counseling: Individual Counseling and Group Counseling.

3.4 Role of the Counselor, Role of the Teacher as a Counselor.

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.

4.1 Job Analysis: concept and need

4.2 Job Satisfaction: concept and factors affecting job satisfaction

4.3 Occupational Information: concept, need and organisation

Module 5: Practical Work in Guidance and Counseling
Module Objectives:
i) To select a place of work/occupation, in the Mumbai district for online job analysis.
ii) To conduct an online job analysis of one person's job.
iii) To record responses and conclusions in an individual report.
iv) To submit an individual report of the online job analysis.
v) To attend a webinar by a counselor on her/his contribution to society, the challenges faced by a counselor, and the future prospects in counseling.
vi) To submit an individual report of the counselor's webinar.

Each Student will individually complete the following practicals, record them in an online folder and submit a detailed online individual report.

5.1 To select a place of work/occupation and to conduct a Job Analysis, in online mode

(Group work by 3 students, group submission and group oral assessment)

5.2 To attend a webinar by a Counselor on her/his contribution to society, the challenges faced as a counselor, and the future prospects in counseling.

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: <u>GUIDANCE AND COUNSELING</u>
Core Course Codes: SBAEDU302

3 ONLINE or BLENDED MODE lectures per week
100 marks in Semester IV
Semester-End Exam 50%: 2 hours theory paper (50 marks)
Internal Assessment 50%: Online or Blended Mode Practical Work-Assignments (50 marks)
Theory Paper with Practical Work: 3 credits

Semester IV: Course Code: SBAEDU402

Course Objectives:
At the end of this course, the student will be able to:
i. develop an understanding of the testing devices of guidance and counseling
ii. develop an understanding of the non-testing devices of guidance and counseling
iii. develop an understanding of the counseling process
iv. acquire knowledge of theareas and benefits of guidance and counseling.

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

Module 3: The Counselling Process

Module Objectives:
i) To develop an understanding of the initial disclosure stage of counseling
ii) To develop an understanding of the in-depth explorationstage of counseling
iii) To develop an understanding ofcommitment 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 respondingskill of counseling
viii) To acquire knowledge of the ethics of counseling.

3.1 Stages of Counseling (Initial Disclosure, In-Depth Exploration, Commitment to Action)

3.2 Skills of Counseling: (Rapport building, Listening, Questioning, Responding)

3.3 Ethics of Counseling

Module 4: Understanding Students with Special Needs (Concept and Characteristics)

Module Objectives:
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 ofspecial behavioral/emotional needs of students with ADD, ADHD, oppositional defiance disorder, academic stress, bullying and addiction.
v) To develop an understanding ofspecial 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.

4.2 Developmental – Down Syndrome, Cerebral Palsy, Autism, Slow Learners,
    Learning Disabled Students and Gifted Students.

4.3 Behavioral/Emotional – ADD, ADHD, Oppositional Defiance Disorder, Academic Stress,
    Bullying, Addiction.

4.4 Sensory Impaired – Blind, Visually Impaired, Deaf, Limited Hearing.

Module 5: Practical Work in Guidance and Counseling:

Module Objectives:
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 a case study of a school/college student with special needs.

Each Student will individually complete the following practicals, record them in a file and submit

a detailed individual report.

5.1 To be familiarized with the administration of a Big-5 Personality test, an Attitudinal Scale,

    an Interest Inventory and an Achievement test.

5.3 To prepare a Case Study of a Student with Special Needs (a Peer Student).

5.4 To analyse opinions of 10 senior college students towards online Guidance and Counseling.

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Sophia College (Autonomous), Mumbai-26.
Affiliated to the University of Mumbai
Department of Education, Faculty of Humanities
50:50 Assessment Scheme for Undergraduate Courses in BA Education

The Department of Education, Sophia College (Autonomous) implements the 50:50 Assessment Scheme for the FYBA, SYBA and TYBA Courses in Education, with effect from the Academic year 2020-2021; and it is 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 **50:50 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) **20 marks** out of 50 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) **20 marks** out of 50 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.

<div align="center">**Internal Assessment (50 marks)**</div>

Each student must appear for the online tests and perform a set of practical work assignments, based on the subject content of each coursework (outlined in Module 5).

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. A Rubric (criterion-based assessment) will be used for Assessment of the Practical Report, by the Faculty member in-charge of the course.

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 2021-2022)

SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)
UNIVERSITY OF MUMBAI

SYLLABUS FOR T.Y.B.A. COURSE in EDUCATION
(As per the Choice Based Credit System, implemented since 2018-2019)

Preamble: As per UGC guidelines relating to the Choose 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 cleared the requisite minimum ATKT courses.

Program Objectives of the TYBA Courses:

Sophia College offers the BA in Education with a Double Major comprising three papers. Education IV, V and VI are placed in the Optional Group of subjects in the Social Sciences.

The main objective of the YBTA Education courses is to introduce the learners to the fundamental concepts and skill development in Educational Evaluation, Educational Technology, as well as to understand the structure, challenges and trends in the modern Indian Education System.

Total No. of lectures per semester: 165 [60 + 60 + 45] lectures

Number of Instructional Days: 90 days per semester

4 lectures per week in two core courses

3 lectures per week in the third core course

No. of credits per course per semester: 3 credits

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

Internal Assessment 50%

Semester-End Exam 50%

Course Titles and Course Codes in TYBA Education

Semester V

Courses	COURSE TITLES	COURSE CODES	Credits
Core Course IV	**Educational Evaluation**	SBAEDU501	3
Core Course V	**Information and Communication Technology in Education**	SBAEDU502	3
Core Course VI	**Indian Education System**	SBAEDU503	3
		TOTAL CREDITS	9

Semester VI

Courses	COURSE TITLES	COURSE CODES	Credits
Core Course IV	**Educational Evaluation**	SBAEDU601	3
Core Course V	**Information and Communication Technology in Education**	SBAEDU602	3
Core Course VI	**Indian Education System**	SBAEDU603	3
		TOTAL CREDITS	9

TYBA Education Syllabus Structure:
- In TYBA Semester V and Semester VI, there are Core Courses IV, V and VI.
- Each Course will carry 3 Credits per Course per Semester.

Assessment Scheme for TYBA Semester V and VI Courses:
- During the pandemic period, Sophia College (Autonomous) follows a 50:50 Assessment Scheme, each semester.
- The TYBA Courses IV, V and VI will have Theory based courses, with compulsory practical components, in each semester.
- 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.
- 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.
- 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 Online Question paper Pattern for the Revised Syllabus for Semester V and Semester VI, Programme: B.A; Course: Education (CBCS, with effect from the Academic year 2020-2021) will be as per University of Mumbai 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 rules and guidelines for the Faculty of Humanities, University of Mumbai.

Syllabus for T.Y.B.A. (Education) under CBCS in Semester V
Core Course Title: <u>T.Y.B.A. Paper IV: EDUCATIONAL EVALUATION</u>
Core Course Code: SBAEDU501

4 Online or Blended Mode lectures per week
100 marks in Semester V and Semester VI
Semester-End Exam 50%: One-hour Online theory paper (50 marks)
Internal Assessment 50%: Online or Blended Mode Practical Work-Assignments (50 marks)
Theory Paper with Practical Work: 3 credits

<u>Course Objectives</u>:
a) To develop an understanding of concepts of measurement, assessment, evaluation
b) To develop an understanding of the taxonomy of educational objectives
c) To develop an understanding of learning experiences and learning outcomes
d) To study the trends in evaluation of school and college students
e) To apply the knowledge of the concepts of evaluation in practical situations

Semester V: Core Course Code: SBAEDU501
Module 1: Concept of Educational Evaluation
Module Objectives:
* *To develop an understanding of the concept and characteristics of educational evaluation.*
* *To differentiate between test, assessment and evaluation.*
* *To compare the types of educational evaluation.*
* *To evaluate the functions and applications 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 test, measurement, assessment and evaluation

Module 2: Educational Objectives
Module Objectives:
* *To compare educational aims and educational objectives.*
* *To develop an understanding of the Educational Taxonomies given by Benjamin Bloom, Krathwhol, Masia and Dave.*
* *To differentiate and examine the levels within each domain of learning.*
* *To analyse question items based on Bloom's revised taxonomy.*

2.1 Educational aims and educational objectives (concept and types), Relationship between educational aims and educational objectives

2.2 Revised Bloom'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
Module Objectives:
* *To differentiate between learning experiences and learning outcomes.*
* *To appreciate the significance of value-based learning experiences.*
* *To explain the concept and need for learning outcomes.*
* *To understand the relationship between learning objectives, learning experiences and evaluation.*

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

Module Objectives:
- *To develop an understanding of continuous and comprehensive assessment.*
- *To critically evaluate internal assessment and external examinations.*
- *To identify challenges of external examinations.*

4.1 Continuous and comprehensive assessment (significance, areas, merits and challenges)

4.2 Internal assessment in higher education (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:

Module Objectives:
- *To write a conceptual framework of the topic selected for practical work.*
- *To construct an opinionnaire for data collection, using Google forms and Google docs.*
- *To collect online data, using Google forms and Google docs*
- *To analyse the collected data and present findings in graphical representation.*
- *To submit a practical report based on the study undertaken.*

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 **online internal assessment**, faced by students in **secondary education** (upto class XII).

5.2 Opinions regarding **internal assessment patterns** in **undergraduate colleges,** in Mumbai.

5.3 Challenges in the **online semester-end-examinations**, faced by students and teachers in colleges (affiliated to University of 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:
a) To compare the tools of evaluation
b) To compare the techniques of evaluation
c) To develop an understanding graphical representation of assessment results.
d) To develop an understanding of elementary statistical measures and interpretation of assessment results.
e) 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:
- *To develop an understanding of different types of performance tests.*
- *To develop an understanding of different types of written tests.*
- *To differentiate between criterion-referenced and norm-referenced tests.*
- *To develop an understanding of the merits of open book examinations*
- *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:
- *To develop an understanding of teacher assessment.*
- *To develop an understanding of self-assessment and peer assessment.*
- *To differentiate between types of assessment strategies.*
- *To develop an understanding of assessment rubrics*
- *To develop an understanding of student portfolios and reflective journals.*
- *To develop an understanding of credit-based system.*
- *To develop an understanding of grading in the CBCS.*
- *To develop an understanding of checklists and rating scales, as observation techniques.*
- *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:
- *To develop an understanding of methods of graphical representation of classroom data.*
- *To organize, classify and analyse classroom data.*
- *To develop an understanding of different graphical presentation of classroom data.*
- *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) **3.4** Graphical Representation of Classroom Data - Bar Charts, Histograms, Line Graphs, Pie Charts, Frequency Polygons (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:
- *To appreciate the use of statistics in educational evaluation*
- *To develop an understanding of the* Normal Probability Curve.
- *To develop an understanding of the concept and uses of the mean, median and mode.*
- *To calculate the mean, median, mode of data that is provided.*
- *To develop an understanding of the percentage, percentile and percentile rank of data that is provided.*
- *To interpret the mean, median, mode of data that is provided.*
- *To interpret the percentage, percentile and percentile rank of data that is provided.*
- *To interpret data that is provided.*

4.1 Statistics in Educational Evaluation (need and importance)

4.2 Normal Probability Curve (concept, meaning and characteristics)

4.2 Measures of Central Tendency - Mean, Median and Mode (concept, uses, identification 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:
- *To write a conceptual framework of the topic selected for practical work.*
- *To construct an opinionnaire for data collection, using Google forms and Google docs.*
- *To collect online data, using Google forms and Google docs*
- *To analyse the collected data and present findings in graphical representation.*
- *To submit a practical 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 Challenges in the **online internal assessment**, faced by students in **secondary education** (upto class XII).

5.2 Opinions regarding **internal assessment patterns** in **undergraduate colleges,** in Mumbai.

5.3 Challenges in the **online semester-end-examinations**, faced by students and teachers in colleges (affiliated to University of Mumbai).

5.1 Construct and administer **a 20-mark MCQ-type (15 items)**, **question paper**, using Google Forms, on any TYBA Sem-6 Education 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)**, using Google Forms, on any aspect of college education, use it to collect data; analyse and interpret the results, with graphical representation.

5.3 Construct **a 5-point Likert Rating Scale, (with 15 items),** using Google Forms, on any aspect of College Education, collect data; analyse interpret the results, with graphical Representation.

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- Upasani N.K., Evaluation in Higher Education
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Core Course Title: T.Y.B.A. Paper V
INFORMATION and COMMUNICATION TECHNOLOGY in EDUCATION
Core Course Code: SBAEDU502

4 Online or Blended Mode lectures per week
100 marks in Semester V and Semester VI
Semester-End Exam 50%: One-hour Online theory paper (50 marks)
Internal Assessment 50%: Online or Blended Mode Practical Work-Assignments (50 marks)
Theory Paper with Practical Work: 3 credits

Course Objectives:
a) To develop an understanding of basic ICTs in teaching and learning
b) To apply the principles of effective communication
c) To demonstrate the use of communication modes in teaching and learning
d) To develop an understanding of psychological basis of using ICTs in education
e) To develop support media for teaching and learning
f) To use technology mediated communication

Semester V: Core Course Code: SBAEDU502

Module 1: ICT in Education

Module Objectives:
- *To develop an understanding of the definitions and historical development*
- *educational technology.*
- *To acquire knowledge of the concept, need and characteristics of ICT in Education.*
- *To develop an understanding of the principles of ICT in Education.*
- *To develop an understanding of the Scope 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

Module objectives:
- *To develop an understanding of the meaning, process and types of communication.*
- *To acquire knowledge of the principles and barriers of effective communication.*
- *To develop an understanding of the meaning, elements and process of the communication cycle.*
- *To develop an understanding of the teacher role providing effective communication.*

2.1 Communication (meaning, process and types)
2.2 The Communication 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

Module Objectives:
- *To develop an understanding of psychological bases of using support media.*
- *To acquire knowledge of the concept of Edgar Dale's cone of experiences*
- *To develop an understanding of the principles of multisensory instruction.*
- *To develop an understanding of the uses of support media 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
3.5 Support Media in Education (Uses, Advantages & Limitations)
    Projected Support Media: OHP, Slide Projector and LCD Projector
    Non-projected Support Media: 2-D & 3-D models, charts, maps & flashcards
    Educational Apps: assessment, infographics, mindmapping, collaboration apps

Module 4: Communication Modes in Education

Module Objectives:
- *To develop an understanding of the concept and techniques of speaking.*
- *To develop an understanding of the concept and techniques of listening.*
- *To develop an understanding of the concept and techniques of narrating.*
- *To develop an understanding of the concept and techniques of explaining.*
- *To develop an understanding of the concept and techniques of discussing.*
- *To develop an understanding of the concept and techniques of questioning.*
- *To acquire knowledge of the verbal visually representation and viewing.*
- *To acquire knowledge of the nonverbal visually representation and viewing*.

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 Representing and Viewing -Verbal and Nonverbal (concept, advantages, techniques and skills)

Module 5: Practical work in ICT in Education:

Module Objectives:
- *To develop an understanding of audiovisual instructional material*
- *To develop learning material, using one communication mode*
- *To develop an understanding of educational tools and websites in education.*
- *To construct audiovisual instructional material, using educational apps and tools.*

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

5.1 A 10-minute PPT presentation, to demonstrate one **communication mode**, on a TYBA Sem-5 Education sub-unit; with procedure, images, a self-recorded audio file and a video file.

5.2 A 10-minute PPT-enabled presentation, to demonstrate three features of an **infographic, or a padlet or an H5P tool**, or similar application, based on a TYBA Sem-5 Education sub-unit; with procedure, images, a self-recorded audio file and a video file.

5.3 A 10-minute PPT-enabled presentation to show a comparison of two **mind mapping tools**, on a TYBA Sem-5 Education sub-unit with procedure, images, a self-recorded audio file and a video file.

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:
a) To develop an understanding of the principles of basic instructional design
b) To understand the various techniques of ICT in teaching and learning
c) To compare various teaching and learning techniques
d) To understand the trends in technology mediated communication
e) 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:
- *To develop an understanding of meaning and characteristics of instructional design*
- *To acquire knowledge of the principles of instructional design*
- *To develop an understanding of the concept and phases of addie model of instructional design.*
- *To develop an understanding of the concept and significance of 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 (OERs)

Module 2: Techniques of Teaching and Learning

Module Objectives:
- *To develop an understanding of self-learning and self-paced learning*
- *To acquire knowledge of the concept and techniques of SQ4R*
- *To develop an understanding of various techniques of small group learning*
- *To develop an understanding of various techniques of large group learning*
- *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, Workshops, Lecture-Demonstrations, Seminars and Simulation-Role-Play and Cooperative Learning [Think-Pair-Share and Jigsaw]

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

2.4 Virtual Learning - Webinars, Simulation, TeacherTube, TEDx, YouTube, Blogs, Social Media, (concept, advantages, techniques)

Module 3: Technology Mediated Instruction

Module Objectives:
- *To develop an understanding of concept and need of e-learning*
- *To acquire knowledge of the concept of synchronous & asynchronous online learning*
- *To develop an understanding of the concept, significance and types of blended learning*
- *To develop an understanding the concept, need and significance of e-inclusion*

3.1 E-learning (concept, need and advantages)

3.2 Synchronous & Asynchronous Online learning (concept and advantages)

3.3 Blended Learning and Flipped Classrooms (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:
- *To develop an understanding of computer assisted instruction*
- *To acquire knowledge of computer managed instruction*
- *To develop an understanding of learning management systems*
- *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:
- *To develop an understanding of the ADDIE model*
- *To acquire knowledge of ICT tools that support learning disabled students*
- *To develop an understanding of the small-group learning technique*
- *To demonstrate a small-group learning technique*

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

5.1 A 10-minute PPT presentation, to demonstrate one **communication mode**, on a TYBA Sem-5 Education sub-unit; with procedure, images, a self-recorded audio file and a video file.

5.2 A 10-minute PPT-enabled presentation, to demonstrate three features of an **infographic, or a padlet or an H5P tool**, or similar application, based on a TYBA Sem-5 Education sub-unit; with procedure, images, a self-recorded audio file and a video file.

5.3 A 10-minute PPT-enabled presentation to show a comparison of two **mind mapping tools**, on a TYBA Sem-5 Education sub-unit with procedure, images, a self-recorded audio file and a video file.

5.1 A 10-minute PPT-enabled explanation of **the structure of an ID, based on the ADDIE model**, of content from a sub-unit in the TYBA Sem-6 Education syllabus.

5.2 A 10-minute PPT-enabled demonstration of the detailed use of **one ICT tool each**, for learners with learning disabilities and for learners with hearing-or-visual handicaps.

5.3 A 10-minute demonstration of **one small-group learning technique**, from Module 2, based on content from a sub-unit in the TYBA Sem-6 Education syllabus.

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Syllabus for T.Y.B.A. (Education) under CBCS in Semester V
Core Course Title: <u>T.Y.B.A. Paper VI INDIAN EDUCATION SYSTEM</u>
Course Code: SBAEDU603

3 Online or Blended Mode lectures per week
100 marks in Semester V and Semester VI
Semester-End Exam 50%: One-hour Online theory paper (50 marks)
Internal Assessment 50%: Online or Blended Mode Practical Work-Assignments (50 marks)
Theory Paper with Practical Work: 3 credits

<u>Course Objectives</u>:
a) To gain insight into the trends and challenges in pre-school education
b) To develop an understanding of different boards of education in India
c) To gain insight into the challenges faced in primary education
d) To develop an understanding of teacher education and their institutions.
e) To develop an understanding of teacher's role in pre-primary and primary education
f) To gain insight into the Right to Education Act 2009
g) To study institutions of pre-primary and primary education

Semester V: Course Code: SBAEDU603
Module 1: Pre-Primary Education in India
Module objectives:
* *To develop an understanding of concept and objectives of pre-primary education in india*
* *To acquire knowledge of pre-primary education institutions*
* *To develop an understanding of pre-primary teacher training programs*
* *To develop an understanding of the pioneers of pre-primary education*

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

Module 2: National Policy in Indian Pre-Primary Education
Module objectives:
* *To develop an understanding of NCF 2005 as a national policy in pre-primary education*
* *To develop an understanding of RTE 2010 as a national policy in pre-primary education*
* *To acquire knowledge of the issues related to quality in pre-primary education programs*
* *To acquire knowledge of the issues related to accessibility in pre-primary education programs*
* *To develop an understanding of the role of the government in providing pre-primary education*
* *To develop an understanding of the government's role in providing pre-primary teacher training*

2.1 Issues related to universal access, quality and teacher-training in pre-school education.
2.2 NCF 2005 and RTE 2010 in context with pre-primary education
2.3 Need for monitoring the development of pre-primary education
2.4 NEP 2020 recommendations for pre-primary education

Module 3: Primary Education in India
Module Objectives:
* *To develop an understanding of the concept and objectives of primary education in india*
* *To acquire knowledge of pre-primary education institutions*
* *To develop an understanding of the types of primary schools*
* *To develop an understanding of primary teacher training and eligibility*
* *To acquire knowledge of the*
* *To develop an understanding of the role of SCERT and DIET in ensuring quality primary education.*

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, teacher education institutions.
3.4 Role of NCERT, SCERT and DIET in maintaining quality in Primary Education.

Module 4: National Policy in Indian Primary Education

Module Objectives:
- *To develop an understanding of universalization of elementary education*
- *To acquire knowledge of the NCFTE*
- *To acquire knowledge of the RTE 2010*
- *To develop an understanding of the sarva shiksha abhiyan*
- *To develop an understanding of the issues related to primary teacher training*

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 NEP 2020 recommendations for primary education

Module 5: Practical work in Indian Education System:

Module objectives:
- *To write a conceptual framework of the topic selected for practical work.*
- *To construct an opinionnaire for data collection, using Google forms and Google docs.*
- *To collect online data, using Google forms and Google docs*
- *To analyse the collected data and present findings in graphical representation.*
- *To submit a practical report based on the study undertaken.*
- *To acquire knowledge of the challenges faced by teachers, in implementing RTE 2010*

Each student must collect **opinions from 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 Online instruction in primary schools, during the pandemic period.

5.2 Online assessment in primary schools, during the pandemic period.

5.3 Challenges faced by teachers, in implementing RTE 2010.

Syllabus for T.Y.B.A. (Education) under CBCS in Semester VI
Core Course Title: <u>T.Y.B.A. Paper VI   INDIAN EDUCATION SYSTEM</u>
Course Code: SBAEDU603

Course Objectives:
a) To comprehend current trends in formal and non-formal education
b) To gain an insight into the trends and challenges in secondary education
c) To develop an understanding of secondary teacher education and their institutions.
d) To develop an understanding of teacher's role in secondary and higher education
e) To gain an insight into the government policies for secondary education
f) To gain an insight into the trends and challenges in secondary education
g) To gain an insight into the trends and challenges in higher education
h) To study institutions of secondary education
i) To gain an insight into the government policies for higher education
j) To study institutions of higher education

Semester VI: Elective Course Code: SBAEDU603

Module 1: Secondary and Higher Secondary Education in India

Module Objectives:
- *To develop an understanding of concept and objectives of secondary education*
- *To develop an understanding of concept and objectives of higher secondary education*
- *To acquire knowledge of nature and functions of boards of education*
- *To develop an understanding of Jawahar Navodaya Sanghatana schools*
- *To develop an understanding of Kendriya Vidyalaya Sanghatana schools*
- *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 in India

Module Objectives:
- *To develop an understanding of universalization of secondary education*
- *To develop an understanding of the issues related to secondary education*
- *To develop an understanding of issues related to higher secondary education*
- *To develop an understanding of the Rastriya Madhyamik Shiksha Abhiyan*
- *To acquire knowledge of the NCFTE 2010*
- *To acquire knowledge of the NEP 2020*

2.1 Universalisation of Secondary Education – concept, significance and challenges

2.2 Issues related to Access and Quality in secondary and higher secondary education.
2.3 Rashtriya Madhyamik Shiksha Abhiyan (background, scope, functions and outcomes)

2.4 NCFTE 2010 and NEP 2020 (recommendations for secondary education)

Module 3: Higher Education in India

Module Objectives:
- *To develop an understanding of concept and objectives of higher education*
- *To acquire knowledge of the concept, types, nature and functions of Universities.*
- *To develop an understanding of teacher training for higher education.*
- *To develop an understanding of teacher eligibility for higher education.*
- *To develop an understanding of professional development of teachers in higher education.*
- *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 in India
Module Objectives:
- _to develop an understanding of issues related to access in higher education_
- _to develop an understanding of issues related to quality in higher education_
- _to acquire knowledge of the scope and functions of RUSA_
- _to develop an understanding of accreditation and quality assurance_
- _to develop an understanding of the significance of UGC, NAAC and NIRF_
- _To acquire knowledge of the NEP 2020_

4.1 Issues related to Access and Quality in higher education

4.2 Rashtriya Uchchatar Shiksha Abhiyan (background, scope, functions and outcomes)
4.3 UGC, NAAC, NIRF (Accreditation and Quality Assurance: meaning and significance)
4.4 NPE 2020 recommendations for higher education

Module 5: Practical work in Indian Education System:
Module Objectives:
- _To write a conceptual framework of the topic selected for practical work._
- _To construct an opinionnaire for data collection, using Google forms and Google docs._
- _To collect online data, using Google forms and Google docs_
- _To analyse the collected data and present findings in graphical representation._
- _To submit a practical report based on the study undertaken._

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

5.1 Online instruction in primary schools, during the pandemic period.
5.3 Online assessment in primary schools, during the pandemic period.
5.3 Challenges faced by teachers, in implementing RTE 2010.

5.1 Opinions of 20 College Students about the educational structure and quality indicators in NEP 2020.
5.2 Opinions of 20 Parents of College Students about the educational structure and quality indicators in NEP 2020.
5.3 Opinions of 20 College Teachers about the educational structure and quality indicators in NEP 2020.

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Sophia College (Autonomous), Mumbai-26.
Affiliated to the University of Mumbai
Department of Education, Faculty of Humanities
50:50 Assessment Scheme for Undergraduate Courses in BA Education

The Department of Education, Sophia College (Autonomous) implements the 50:50 Assessment Scheme for the FYBA, SYBA and TYBA Courses in Education, with effect from the Academic year 2020-2021; and it is 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 **50:50 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) **20 marks** out of 50 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) **20 marks** out of 50 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 (50 marks)

Each student must appear for the online tests and perform a set of practical work assignments, based on the subject content of each coursework (outlined in Module 5).

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. A Rubric (criterion-based assessment) will be used for Assessment of the Practical Report, by the Faculty member in-charge of the course.