



# **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 2022-2023)

**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 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.

**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 21<sup>st</sup> Century. Learners will be able to understand the emerging concepts and scope of education in the social context.

**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 2ndSemester)

**Internal Assessment: 50%**

**Semester-End Exam: 50%**

## Course Titles and Course Codes in FYBA Education

### **Semester I and Semester II**

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

### **FYBA Education Syllabus Structure:**

In FYBA Semester I and Semester II, there are Core Courses I and II. Each Course will carry 3 Credits per Course per Semester.

### **Assessment Scheme for FYBA Semester I and II Courses:**

Sophia College (Autonomous) follows a 50:50 Assessment Scheme, each semester.

The FYBA Courses I and II have Theory based courses, with **compulsory practical components, in each semester.**

Sophia College (Autonomous), affiliated to the University of Mumbai, will conduct the Semester I and Semester II 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 20 out of 50 marks in Internal Assessment, and 20 out of 50 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 examinations.

The Question paper Pattern for the Revised Syllabus for Semester I and Semester II, Programme: B.A; Course: Education (CBCS, with effect from the Academic Year 2022-2023) 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.

**Semester I**  
**Core Course Title: INTRODUCTION TO EDUCATION**  
**Core Course Code: SBAEDU101**

4 lectures per week

100 marks (50% Internal Assessment and 50% Semester-End Exam)

Theory Paper with Practical Work: 3 credits

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

1. Develop an understanding of the educational system in India
2. Develop an understanding of the qualifications and role of the teacher
3. Appreciate the educational contributions of Indian thinkers.
4. Compare different agencies of education
5. Analyse the of the different boards of school education in India.

**Module 1: Basic Concept of Education**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the concept and characteristics of education
- b) Describe the structure of education at different levels.
- c) Describe the functions of education at different levels.
- d) Describe the scope of education at different levels.
- e) Describe the educational ladder in Indian education.
- f) Explain 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  
(Pre-Primary, Primary, Secondary, Higher Secondary and Higher Education)

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

**Module 2: Modes of Education**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the individual aims and social aims of education.
- b) Explain the functions of family, school, community and media.
- c) Compare the functions of different agencies of education.
- d) Describe the characteristics of formal, informal and non-formal education.
- e) Compare aspects of formal, informal and non-formal education.
- f) Describe 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 Outcomes:** At the end of this module, the student will be able to:

- a) Describe the social philosophy of the four Indian thinkers.
- b) Describe the educational philosophy of the four Indian thinkers.
- c) Explain the educational contributions of the four Indian thinkers.
- d) Describe the institutions established by the four Indian thinkers.

**3.1** Mahatma Gandhi**3.2** Maharshi Karve**3.3** Gurudev Rabindranath Tagore**3.4** Pandita Ramabai**Module 4: The Teacher****Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the concept and characteristics of teaching.
- b) Explain teaching as a career.
- c) Describe the qualifications of teachers, at different levels.
- d) Explain the professional growth of teachers.
- e) Enumerate the technological and social challenges faced by teachers.

**4.1** Teaching : Meaning & Characteristics, Teaching as a career**4.2** Qualifications and Professional Growth of the Teacher

(Pre-primary, 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 Outcomes:** At the end of this module, the student will be able to:

- a) Visit a primary or a secondary school in the Mumbai district.
- b) Meet students and teachers in the primary or a secondary school.
- c) Explain the history, organizational structure, infrastructure and activities of the primary or a secondary school.
- d) Interview students OR teachers in the primary or a secondary school.
- e) Record observations and responses in an individual report.
- f) Analyse the collected data
- g) Present findings in graphs and paragraphs.
- h) Submit an individual practical report.

Each student must visit 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; collect the responses of five students OR five teachers, and record observations, interview responses and conclusions in an individual report. analyse data and submit a detailed report.

**Semester II**  
**Core Course Title: EDUCATION IN THE 21<sup>st</sup> CENTURY**  
**Core Course Code: SBAEDU201**

4 lectures per week

100 marks (50% Internal Assessment and 50% Semester-End Exam)

Theory Paper with Practical Work: 3 credits

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

1. Develop an understanding of the role of education in sustainable development.
2. Develop an understanding of the aspects of education for national development.
3. Appreciate the role of education in promoting peace.
4. Develop an understanding of the changing role of education for the 21st century.
5. Appreciate the role of education in promoting Human Rights
6. Acknowledge the role of learners in contributing to national development.
7. Develop an understanding of the applications of educational technology.

**Module 1: Education for Sustainable Development**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Explain the concept and need of sustainable development, in the world.
- b) Describe the objectives of sustainable development.
- c) Compare sustainable development with millennium development goals.
- d) Explain the role of UNESCO in promoting sustainable development.
- e) Explain the importance of sustainable development in school curricula.
- f) Explain the importance 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 Outcomes:** At the end of this module, the student will be able to:

- a) Explain the concept and importance of education for national integration.
- b) Describe the barriers to national integration.
- c) Explain the importance of education for international understanding.
- d) Explain the barriers to international understanding.
- e) Describe the concept and importance of education for citizenship.
- f) Explain the concept and importance of education for social change.
- g) Describe 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 Outcomes:** At the end of this module, the student will be able to:

- a) Describe the concept and approach of educational technology.
- b) Explain the concept and applications of online learning.
- c) Describe the concept and applications of open learning.
- d) Explain the concept and applications of blended learning.
- e) Describe ICT used in admissions, administration, instruction and evaluation.
- f) Explain 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 Outcomes:** At the end of this module, the student will be able to:

- a) Explain the concept and importance of human rights.
- b) Explain the role of education in promoting human rights.
- c) Describe the concept and importance of multicultural education.
- d) Explain the concept and importance of the right to education.
- e) Describe 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 Outcomes:** At the end of this module, the student will be able to:

- a) Prepare a PPT presentation on a topic the Semester-2 syllabus
- b) Write an essay on a topic from the Semester-2 syllabus
- c) Attend at least two college events that advocate goals of development.
- d) Explain the role of the college in promoting development.
- e) Describe the barriers to development goals.
- f) Submit an individual report of college events that promote development goals.

Each student must give a 10-minute PPT group demonstration and design instructional material on content from a FYBA Semester-2 Education sub-unit; with procedure, original images, a self-recorded audio file and a video file. The student must submit a detailed report (an introduction, significance, data, results, conclusions and complete bibliography), on any one of the following:

1. Sustainable Development
2. Human Rights
3. National Integration
4. Multiculturalism
5. Citizenship
6. Right to Education
7. International Understanding
8. 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**

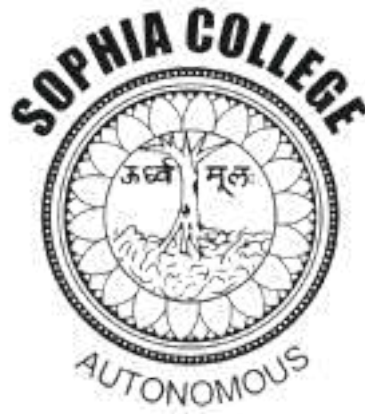
The Department of Education, Sophia College (Autonomous) implements the 50:50 Assessment Scheme for the FYBA, SYBA and TYBA Courses in Education, with effect from the Academic year 2020-2021; and it is within the rules and guidelines for the Faculty of Arts, as regulated by the UGC guidelines and the 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 **written 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.

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# **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 2022-20223

**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 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 Education courses is open to students who passed the FYBA Education examination, and who have cleared the requisite minimum ATKT courses.

**Program Objectives of the SYBA Education 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 objectives of the SYBA Education courses are to introduce the learners to the fundamental concepts and theories in Educational Psychology, Educational Guidance, Vocational Guidance, Personal Guidance and Counseling.

**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 3<sup>rd</sup> Semester + 100 marks in the 4<sup>th</sup> Semester)

**Internal Assessment: 50%**

**Semester-End Exam: 50%**

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



**Course Titles and Course Codes in SYBA Education**

**Semester III**

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

**Semester IV**

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

**SYBA Education Syllabus Structure:**

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

**Assessment Scheme for SYBA Semester III and IV Courses:**

Sophia College (Autonomous) follows a 50:50 Assessment Scheme, each semester.  
The SYBA Courses II and III have Theory based courses, with **compulsory practical components, in each semester.**

Sophia College (Autonomous), affiliated to the University of Mumbai, will conduct the Semester III and Semester IV 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 20 out of 50 marks in Internal Assessment, and 20 out of 50 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 examinations.

The Question paper Pattern for the Revised Syllabus for Semester III and Semester IV, Programme: B.A; Course: Education (CBCS, with effect from the Academic Year 2022- 2023) 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.

**Semester III**  
**Core Course Title: EDUCATIONAL PSYCHOLOGY**  
**Core Course Code: SBAEDU301**

3 lectures per week

100 marks (50% Internal Assessment and 50% Semester-End Exam)

Theory Paper with Practical Work: 3 credits

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

1. Develop an understanding of the nature, scope and relevance of educational psychology.
2. Apply the knowledge of the methods of educational psychology.
3. Analyse the trends in the growth and development during childhood & adolescence.
4. Develop an understanding of characteristics of growth and development during childhood
5. Develop an understanding of characteristics of growth and development during adolescence.

**Module 1: Fundamentals of Educational Psychology**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the concept and nature of psychology.
- b) Describe the functions of psychology.
- c) Describe the concept of educational psychology.
- d) Describe the nature of educational psychology.
- e) Evaluate the functions of educational psychology.
- f) Evaluate the scope of educational psychology.
- g) Describe the relevance of educational psychology to teachers.
- h) Evaluate the relevance of educational psychology to learners.

**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 (Concept, Types and Merits)**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the concept and types of the observation method.
- b) Describe the applications of the observation method.
- c) Describe the concept of the introspection method.
- d) Describe the applications of the introspection method.
- e) Describe the concept and types of the experimental method.
- f) Describe the applications of the experimental method.
- g) Describe the concept of the case study method.
- h) Describe the 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 Outcomes:** At the end of this module, the student will be able to:

- a) Describe the concept of human growth and development.
- b) Differentiate between human growth and development.
- c) Explain the principles of human development.
- d) Describe the factors influencing human development.
- e) Describe the physical, mental, emotional, social development during childhood.
- f) Describe the physical, mental, emotional, social development during 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

### **Module 4: Factors Affecting Growth and Development**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the concept, types and significance of individual differences.
- b) Describe the heredity influences on growth and development.
- c) Describe the environmental influences on growth & development.
- d) Differentiate between heredity & environmental impact on growth & development.
- e) Describe the relevance of heredity and environment.
- f) Describe the concept and importance of maturation.
- g) Describe the relevance of maturation in growth & development.

**4.1** Individual differences - concept and types, significance 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 Outcomes:** At the end of this module, the student will be able to:

- a) Perform the experiment of Transfer Of Learning, using the 'cup and ball' method.
- b) List the educational implications of Transfer Of Learning.
- c) Perform the experiment of the Learning Curve.
- d) List the educational implications of the Learning Curve
- e) Perform the experiment of Division of Attention.
- f) List the educational implications of Division of Attention.
- g) Perform the experiment of Auditory Distraction.
- h) List the educational implications of Auditory Distraction.
- i) Perform the experiment of Extrinsic Motivation.
- j) List the educational implications of Extrinsic Motivation.
- k) Perform the experiment of Perception.
- l) List the educational implications of Perception.

These experiments will be performed by each student, and recorded in a journal.

**5.1** Learning Curve OR Transfer of Learning

**5.2** Division of Attention

**5.3** Auditory Distraction

**5.4** Extrinsic Motivation

**5.5** Perception

**Semester IV**  
**Core Course Title: EDUCATIONAL PSYCHOLOGY**  
**Core Course Code: SBAEDU401**

3 lectures per week

100 marks (50% Internal Assessment and 50% Semester-End Exam)

Theory Paper with Practical Work: 3 credits

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

1. Develop an understanding of learning approaches
2. Acquire knowledge of learning theories and their relevance.
3. Develop an understanding of the process of learning and higher mental processes.
4. Acquire knowledge of mental processes and techniques to facilitate learning.

**Module 1: Mental Processes in Learning (Concept, Process, Types, Relevance)**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the concepts, types & differences between divergent & convergent thinking.
- b) Describe the concepts of critical, reflective and lateral thinking.
- c) Describe the concepts, types, causes and educational implications of memorisation.
- d) Describe the concept, types, causes and educational implications of forgetting.
- e) Compare the factors affecting memorisation & forgetting.
- f) Describe 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 Outcomes:** At the end of this module, the student will be able to:

- a) Describe the concept and process of creativity.
- b) Describe the teachers' role in nurturing creativity.
- c) Describe the concept and process of problem solving.
- d) Describe the educational implications of problem solving.
- e) Describe the concept of metacognition.
- f) Describe 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 Outcomes:** At the end of this module, the student will be able to:

- a) Describe Jean Piaget's cognitive development theory.
- b) Describe Jerome Bruner's cognitive development theory.
- c) Describe Lev Vygotsky's social development theory.
- d) Describe the concept and educational implications of learning styles.
- e) Describe Howard Gardner's Theory Multiple Intelligences.
- f) List 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 Outcomes:** At the end of this module, the student will be able to:

- a) Describe the constructivist approaches to learning.
- b) Describe the 7Es Model of constructivist learning.
- c) Describe the concept and process of collaborative learning.
- d) Describe the concept and process of inquiry – based learning.
- e) List the implications of collaborative learning.
- f) List 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 Outcomes:** At the end of this module, the student will be able to:

- a) Perform the experiment of concept formation.
- b) List the educational implications of concept formation.
- c) Identify your thinking style, using the Thinking Style Inventory
- d) List the educational implications of Thinking Styles
- e) Perform the experiment of recall and recognition memory.
- f) List the educational implications of recall and recognition memory.
- g) Perform the experiment of rote and logical memory.
- h) List the educational implications of rote and logical memory.
- i) Identify your dominant Intelligence, using the Multiple Intelligence Test by Gardner
- j) List the educational implications of multiple intelligences.
- k) Identify the dominant Learning Style, using the Learning Style Inventory by Kolb
- l) List the educational implications of Learning Styles.

These experiments will be performed by each student, and recorded in a journal.

**5.1** Concept Formation OR Thinking Styles

**5.2** Memory: Rote and Logical

**5.3** Memory: Recall and Recognition

**5.4** Learning Styles

**5.5** Multiple Intelligences



## References:

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**Semester III**  
**Core Course Title: GUIDANCE AND COUNSELING**  
**Core Course Codes: SBAEDU302**

3 lectures per week

100 marks (50% Internal Assessment and 50% Semester-End Exam)

Theory Paper with Practical Work: 3 credits

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

1. Develop an understanding of the basic concepts of guidance and counseling.
2. Develop an understanding of types of guidance.
3. Develop an understanding of types and approaches of counseling.
4. Acquire knowledge of the process and skills of counseling.
5. Interact with a counselor, during a guest lecture.
6. Analyse the trends in guidance and counseling.

**Module 1: Concept of Guidance**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the concept and nature of guidance.
- b) Explain the principles of guidance.
- c) Write the need and significance of guidance.
- d) Describe the functions of the home as an agency for guidance.
- e) Describe the functions of the school as an agency for guidance.
- f) Explain the college as an agency for guidance.
- g) Describe 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; Role of Teachers)**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the concept and need of educational guidance.
- b) Describe educational guidance at different levels.
- c) Explain the concept and need of vocational guidance.
- d) Describe vocational guidance at different levels.
- e) Explain the concept and need of personal guidance.
- f) Explain the 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 Outcomes:** At the end of this module, the student will be able to:

- a) Describe the concept and purpose of counseling.
- b) Explain the scope and relevance of counseling.
- c) Describe the concept and need of directive counseling.
- d) Describe the concept and need of nondirective counseling.
- e) Describe the concept and need of eclectic counseling.
- f) Describe the concept of individualised counseling.
- g) Describe the concept and need of group counseling.
- h) Differentiate between individualised and group counseling.
- i) Explain the concept of the role of the counselor.
- j) Explain 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 Outcomes:** At the end of this module, the student will be able to:

- a) Describe the concept and need of job analysis.
- b) Describe the concept of affecting job satisfaction
- c) Explain the factors affecting job satisfaction
- d) Describe the concept of occupational information.
- e) Explain 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 Outcomes:** At the end of this module, the student will be able to:

- a) Select a place of work/occupation, in the Mumbai district for online job analysis.
- b) Conduct an online job analysis of one person's job.
- c) Record responses and conclusions in an individual report.
- d) Submit an individual report of the online job analysis.
- e) Attend a session by a counselor, on her/his contribution to society.
- f) Submit an individual report of the group counseling session.

Each Student will individually complete the following practicals, record them in a journal and submit a detailed individual report in the google classroom.

**5.1** To select a place of work/occupation, conduct a detailed Job Analysis and submit an individual report.

**5.2** To attend a session by a Counselor on her/his contribution to society, the different challenges faced, and the need for more school and college counselors.

**Semester IV**  
**Core Course Title: GUIDANCE AND COUNSELING**  
**Core Course Codes: SBAEDU402**

3 lectures per week

100 marks (50% Internal Assessment and 50% Semester-End Exam)

Theory Paper with Practical Work: 3 credits

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

1. Develop an understanding of the testing devices of guidance and counseling
2. Develop an understanding of the non-testing devices of guidance and counseling
3. Develop an understanding of the counseling process
4. Acquire knowledge of the areas and benefits of guidance and counseling.
5. Interact with a special teacher, during a guest lecture
6. Analyse the trends in guidance and counseling.

**Module 1: Testing devices for Guidance and Counseling**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the meaning and purpose of psychological testing
- b) Describe the concept, types and purpose of Intelligence tests
- c) Describe the concept, types and purpose of Aptitude tests
- d) Describe the concept and purpose of Attitude tests
- e) Differentiate between Aptitude tests and Attitude tests
- f) Describe the concept and purpose of Interest Inventories
- g) Describe the concept and purpose of Achievement tests
- h) Differentiate between Intelligence tests and Achievement tests
- i) Describe the concept, types and purpose of Personality tests

**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 Outcomes:** At the end of this module, the student will be able to:

- a) Describe the concept, uses and procedure of interviews.
- b) Explain the concept, uses and procedure of case studies.
- c) Compare the elements of interviews with case studies.
- d) Describe the concept, uses and procedure of cumulative records.
- e) Explain the concept, uses and procedure of anecdotal records.
- f) Differentiate between cumulative records and anecdotal records.
- g) Describe the concept, uses and procedure of a reflective diary.
- h) Explain the concept, 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 Counseling Process**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the initial disclosure stage of counseling
- b) Describe the in-depth exploration stage of counseling
- c) Differentiate between stages of initial disclosure and the in-depth exploration
- d) Explain the element of commitment to action stage of counseling
- e) Describe the rapport building skill of counseling
- f) Describe the listening skill of counseling
- g) Describe the questioning skill of counseling
- h) Describe the responding skill of counseling
- i) Explain 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, Characteristics)**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the special needs of students with problems like muscular dystrophy, multiple sclerosis, chronic asthma and epilepsy.
- b) Explain special needs of students with developmental problems: Down's Syndrome, Cerebral Palsy, Autism, Slow Learners, Learning Disabilities, gifted students.
- c) Explain the special behavioral/emotional needs of students with ADD, ADHD, oppositional defiance disorder, academic stress, bullying and addiction.
- d) Explain the special learning needs of sensory impaired students that are blind, visually impaired, deaf, and have limited hearing.

**4.1** Physical: Muscular Dystrophy, Multiple Sclerosis, Chronic Asthma, Epilepsy.

**4.2** Developmental: Down's Syndrome, Cerebral Palsy, Autism, Slow Learners, Students with Learning Disabilities, and Gifted Students.

**4.3** Behavioral/Emotional: ADD, ADHD, ODD, Academic Stress, Bullying, Addiction.

**4.4** Sensory Impaired: Blind, Visually Impaired, Deaf, Limited Hearing.

### **Module 5: Practical Work in Guidance and Counseling:**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Respond to question items of a Standardized Intelligence Test.
- b) Respond to question items of a Big-5 Personality test.
- c) Respond to question items of an Attitudinal Scale.
- d) Respond to question items of an Interest Inventory.
- e) Attend a guest lecture by a special teacher on her/his contribution to society.
- f) Submit an individual report of the guest lecture by the special teacher.

Each Student will individually complete these practicals, record them in a journal and submit a detailed individual report in the google classroom.

**5.1** To be familiarized with the administration of a Standardized Intelligence Test, Big-5 Personality test, an Attitudinal Scale, and an Interest Inventory.

**5.2** To attend a guest lecture by a Special Education Teacher on her/his contribution to society, the challenges faced, and the need for more special teachers.

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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 **written tests** and perform **practical work** and submit **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 and assignments, by the faculty in-charge of the course.



**Sophia College (Autonomous)**  
**University of Mumbai**

**Faculty of Humanities**

**Syllabus for T.Y.B.A. Education**  
**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 2022-2023)



**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 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 Education courses is open to students who passed the SYBA Education examinations, and who have cleared the requisite minimum ATKT courses.

**Program Objectives of the TYBA Education 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 objectives of the TYBA Education courses are 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 5<sup>th</sup> Semester + 100 marks 6<sup>th</sup> Semester)

**Internal Assessment 50%**

**Semester-End Exam 50%**

## Course Titles and Course Codes in TYBA Education

### **Semester V**

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

### **Semester VI**

<b>Courses</b>	<b>COURSE TITLES</b>	<b>COURSE CODES</b>	<b>Credits</b>
Core Course IV	<b>Educational Evaluation</b>	SBAEDU601	3
Core Course V	<b>Information and Communication Technology in Education</b>	SBAEDU602	3
Core Course VI	<b>Indian Education System</b>	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:**

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 20 out of 50 marks in Internal Assessment, and 20 out of 50 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 examinations.

The 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 2022- 2023) 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.

**Semester V**  
**Core Course Title: T.Y.B.A. Paper IV: EDUCATIONAL EVALUATION**  
**Core Course Code: SBAEDU501**

4 Lectures per week

100 marks (50% Internal Assessment and 50% Semester-End Exam)

Theory Paper with Practical Work: 3 credits

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

1. Develop an understanding of concepts of measurement, assessment, evaluation
2. Develop an understanding of the taxonomy of educational objectives
3. Develop an understanding of learning experiences and learning outcomes
4. Analyse the trends in evaluation of school and college students
5. Apply the knowledge of the concepts of evaluation in practical situations

**Module 1: Concept of Educational Evaluation**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe the concept and characteristics of educational evaluation.
- b) Differentiate between test, assessment and evaluation.
- c) Compare the types of educational evaluation.
- d) Evaluate the functions and applications of educational evaluation.
- e) Describe the relationship between test, measurement, assessment and 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 Outcomes:** At the end of this module, the student will be able to:

- a) Describe the relationship between educational aims and educational objectives
- b) Compare the educational aims and educational objectives.
- c) Describe the educational taxonomies by Benjamin Bloom, Krathwhol, Masia and Dave.
- d) Compare the educational taxonomies by Benjamin Bloom, Krathwhol, Masia and Dave.
- e) Differentiate and examine the levels within each domain of learning.
- f) Analyse the 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 Outcomes:** At the end of this module, the student will be able to:

- a) Explain the concept and need for learning outcomes.
- b) Describe value-based learning experiences.
- c) Differentiate between learning experiences and learning outcomes.
- d) Differentiate between learning experiences and learning outcomes.
- e) Differentiate between direct learning experiences and indirect learning experiences
- f) Explain the relationship between 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 Outcomes:** At the end of this module, the student will be able to:

- a) Explain the concept of continuous assessment
- b) Explain the concept of comprehensive assessment
- c) Describe the process of internal assessment in higher educational institutions
- d) Explain the concept of external examinations in higher educational institutions
- e) Describe the process of external examinations in higher educational institutions

**4.1** Continuous and comprehensive assessment (significance, areas, merits, 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 Outcomes:** At the end of this module, the student will be able to:

- a) Write a conceptual framework of the topic selected for practical work.
- b) Construct an opinionnaire for data collection, using Google forms.
- c) Collect online data, using Google forms and Google docs
- d) Analyse the collected data using simple mathematical processes
- e) Present conclusions using paragraphs and graphical representation.
- f) List the skills developed in a practical report submission.

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** Opinions of ten students of secondary school (Classes IX and X) or ten students of junior college (Classes XII); regarding challenges faced in the online internal assessment process, (affiliated to CBSE, CISCE, State Boards, NIOS & IB).
- 5.2** Opinions of ten students regarding internal assessment patterns (50:50, 40:60, 30:70, 25:75) in undergraduate colleges, affiliated to the University of Mumbai.
- 5.3** Opinions of ten students (Second and Third Year), regarding challenges faced in online semester-end-exams, in undergraduate colleges, affiliated to Mumbai University.

**Semester VI**  
**Core Course Title: T.Y.B.A. Paper IV: EDUCATIONAL EVALUATION**  
**Core Course Code: SBAEDU601**

4 Lectures per week

100 marks (50% Internal Assessment and 50% Semester-End Exam)

Theory Paper with Practical Work: 3 credits

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

1. Develop an understanding of the tools of evaluation
2. Develop an understanding of the techniques of evaluation
3. Develop an understanding of graphical representation of assessment results.
4. Develop an understanding of elementary statistical measures and interpretation of assessment results.
5. Apply the knowledge of the concepts of evaluation in practical situations

**Module 1: Modes of Assessment**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Describe different types of performance tests.
- b) Explain different types of written tests.
- c) Differentiate between criterion-referenced and norm-referenced tests.
- d) Explain the merits of open book examinations
- e) Explain 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 Outcomes:** At the end of this module, the student will be able to:

- a) Describe teacher assessment.
- b) Differentiate between self-assessment and peer assessment.
- c) Differentiate between types of assessment strategies.
- d) Describe assessment rubrics
- e) Explain student portfolios and reflective journals.
- f) Explain the credit-based system and grading in the CBCS.
- g) Describe checklists and rating scales, as observation techniques.

**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 Outcomes:** At the end of this module, the student will be able to:

- a) Describe methods of graphical representation of classroom data.
- b) Organise and analyse data from classroom assessment data
- c) Draw Bar Charts and Histograms as graphical representations of classroom data.
- d) Draw Line Graphs as graphical representations of classroom data.
- e) Draw Pie Charts as graphical representations of classroom data.
- f) Draw Frequency Polygons as graphical representations of classroom data.
- g) Use 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 Outcomes:** At the end of this module, the student will be able to:

- a) Use basic statistical methods in educational evaluation
- b) Describe the Normal Probability Curve.
- c) Calculate the mean, median, mode of data that is provided.
- d) Describe the percentage, percentile and percentile rank of data that is provided.
- e) Interpret the mean, median, mode of data that is provided.
- f) Interpret the percentage, percentile and percentile rank of 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 Outcomes:** At the end of this module, the student will be able to:

- a) Write a conceptual framework of the topic selected for practical work.
- b) Construct an opinionnaire for data collection, using Google forms.
- c) Collect online data, using Google forms and Google docs
- d) Analyse the collected data using simple mathematical processes
- e) Present conclusions using paragraphs and graphical representation.
- f) List the skills developed in a practical report submission.

Each student must construct and administer an assessment tool, collect data of college students; analyse data and submit a detailed report (introduction, significance, methodology, data, results, conclusions and complete bibliography), on one of these:

**5.1** A 20-mark MCQ-type (15 items), question paper, using Google Forms, on one TYBA Semester-6 Education module, conduct the test, assess the answer-scripts, analyse and interpret the results, with graphical representation.

**5.2** A Checklist (with 15 items), using Google Forms, on any aspect of college education; analyse data and interpret the results, with graphical representation.

**5.3** A 5-point Likert Rating Scale, (with 15 items), using Google Forms, on any aspect of college education; analyse data, interpret results, with graphical Representation.

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**Semester V**  
**Core Course Title: T.Y.B.A. Paper V**  
**INFORMATION and COMMUNICATION TECHNOLOGY in EDUCATION**  
**Core Course Code: SBAEDU502**

4 Lectures per week

100 marks (50% Internal Assessment and 50% Semester-End Exam)

Theory Paper with Practical Work: 3 credits

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

1. Develop an understanding of basic ICTs in teaching and learning
2. Apply the principles of effective communication
3. Demonstrate the use of communication modes in teaching and learning
4. Develop an understanding of psychological basis of using ICTs in education
5. Develop support media for teaching and learning
6. Use technology mediated communication

**Module 1: ICT in Education**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Explain the concept of educational technology.
- b) Describe the historical development of educational technology.
- c) Explain the concept, need and characteristics of ICT in Education.
- d) Explain the principles of ICT in Education.
- e) Explain 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 Outcomes:** At the end of this module, the student will be able to:

- a) Explain the concept of communication.
- b) Draw the elements of the communication cycle.
- c) Describe the principles of effective communication.
- d) Describe the barriers of effective communication.
- e) Explain the teacher's role in 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 Outcomes:** At the end of this module, the student will be able to:

- a) Explain the concept of the psychological bases of using support media
- b) Draw the modified Edgar Dale's Cone of Experiences
- c) Describe the significance of Edgar Dale's cone of experiences
- d) Explain the principles of multisensory instruction.
- e) Compare the projected and non-projected 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)

1. Projected Support Media: OHP, Slide Projector and LCD Projector
2. 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 Outcomes:** At the end of this module, the student will be able to:

- a) Explain the concept and techniques of narrating.
- b) Analyse the concept and techniques of explaining.
- c) Describe the concept and techniques of discussing.
- d) Demonstrate the concept and techniques of questioning.
- e) Describe the concept and techniques of verbal-visual representation.

**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)

### **Module 5: Practical work in ICT in Education:**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Construct audio-visual instructional material, using educational apps and tools.
- b) Demonstrate the concept and techniques of one communication mode,
- c) Demonstrate the concept and features of an infographic tool.
- d) Demonstrate the concept and features of a padlet tool.
- e) Demonstrate the concept and techniques of an H5P tool.
- f) Demonstrate the concept and features of mindmapping tools.
- g) List the skills developed in a practical report submission.

Each student must give a 10-minute PPT demonstration and design instructional material on content from a TYBA Semester-5 Education sub-unit; with procedure, original images, a self-recorded audio file and a video file. The student must submit a detailed report (an introduction, significance, methodology, data, results, conclusions and complete bibliography), on any one of the following:

- 5.1** A Communication mode: Narration, Discussion, Questioning, Visual Representation.
- 5.2** Five instructional features and functions of an infographic, OR a padlet OR an H5P tool, or similar application.
- 5.3** A comparison of two mind mapping tools.

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

4 Lectures per week

100 marks (50% Internal Assessment and 50% Semester-End Exam)

Theory Paper with Practical Work: 3 credits

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

1. Develop an understanding of the principles of basic instructional design
2. Apply the principles of various techniques of ICT in teaching and learning
3. Demonstrate the use of various teaching and learning techniques
4. Develop an understanding of trends in technology mediated communication
5. Use technology mediated communication

**Module 1: Basic Instructional Design**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Explain the concept, characteristics and techniques of instructional design
- b) Explain the principles of instructional design
- c) Describe the concept and phases of the addie model of instructional design.
- d) Describe 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 Outcomes:** At the end of this module, the student will be able to:

- a) Explain the concept of self-learning and self-paced learning
- b) Explain the concept and techniques of SQ4R
- c) Describe various techniques of small group learning
- d) Describe various techniques of large group learning
- e) Explain the concept and techniques 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 Outcomes:** At the end of this module, the student will be able to:

- a) Explain the concept and need of e-learning
- b) Describe the concept of synchronous & asynchronous online learning
- c) Compare the features of synchronous & asynchronous online learning
- d) Analyse the concept, significance and types of blended learning
- e) Describe the concept, significance and types of flipped classrooms
- f) Explain 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 Outcomes:** At the end of this module, the student will be able to:

- a) Explain the concept of computer assisted instruction
- b) Describe the concept of computer managed instruction
- c) Explain the concept of learning management systems
- d) Describe the types of learning management systems
- e) Analyse the concept 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 Outcomes:** At the end of this module, the student will be able to:

- a) Construct instructional material, using the ADDIE model.
- b) Demonstrate the use of ICT tools that support learning disabled students
- c) Demonstrate the concept and features of a small-group learning technique
- d) List the skills developed in a practical report submission.

Each student must give a 10-minute PPT demonstration and design instructional material on content from a TYBA Semester-6 Education sub-unit; with procedure, original images, a self-recorded audio file and a video file. The student must submit a detailed report (an introduction, significance, methodology, data, results, conclusions and complete bibliography), on any one of the following:

**5.1** An Instructional Design based on the ADDIE model.

**5.2** ICT tools for learners with learning disabilities OR with hearing-or-visual handicaps.

**5.3** One Small-Group Learning Technique: Workshop, Lec-Dem, Think-Pair-Share (CL).

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**Semester V**  
**Core Course Title: T.Y.B.A. Paper VI: INDIAN EDUCATION SYSTEM**  
**Course Code: SBAEDU503**

3 Lectures per week

100 marks (50% Internal Assessment and 50% Semester-End Exam)

Theory Paper with Practical Work: 3 credits

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

1. Gain an insight into the trends and challenges in pre-school education
2. Develop an understanding of different boards of education in India
3. Develop an understanding of teacher education institutions.
4. Develop an understanding of the teacher's role in pre-primary and primary education
5. Appreciate the significance of the Right to Education Act 2009
6. Study pre-primary and primary educational institutions

**Module 1: Pre-Primary Education in India**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Explain the concept and objectives of pre-primary education in india
- b) Describe the various types of pre-primary education institutions
- c) Describe the types of pre-primary teacher training programs
- d) Explain the contributions of the pioneers of pre-primary education
- e) Analyse the contributions of non-governmental-organisations in 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 Outcomes:** At the end of this module, the student will be able to:

- a) Explain the NCF 2005 as a national policy in pre-primary education
- b) Explain the RTE 2010 as a national policy in pre-primary education
- c) Describe the issues related to quality in pre-primary education programs
- d) Describe the issues related to accessibility in pre-primary education programs
- e) Explain the role of the government in providing pre-primary education
- f) Explain the role of the government in providing pre-primary teacher training
- g) Explain the recommendations of the NEP 2020 for pre-primary education

**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 Outcomes:** At the end of this module, the student will be able to:

- a) Explain the concept and objectives of primary education in india
- b) Describe the various types of primary education institutions
- c) Describe the concept of primary teacher training training and eligibility
- d) Describe the primary teacher education institutions
- e) Explain the role of NCERT, 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 Outcomes:** At the end of this module, the student will be able to:

- a) Explain the concept and objectives of universalization of elementary education
- b) Explain the NCFTE as a national policy in primary education
- c) Explain the benefits of RTE 2010 as a national policy in primary education
- d) Describe the issues related to quality in primary education programs
- e) Describe the issues related to accessibility in primary education programs
- f) Explain the role of the government in sarva shiksha abhiyan
- g) Explain the issues related to primary teacher training
- h) Explain the recommendations of the NEP 2020 for 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** NEP 2020 recommendations for primary education

### **Module 5: Practical work in Indian Education System:**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Write a conceptual framework of the topic selected for practical work.
- b) Construct an opinionnaire for data collection.
- c) Collect online data, using Google forms and Google docs
- d) Analyse the collected data and present findings in graphical representation.
- e) Submit a practical report based on the study undertaken.
- f) Describe the challenges faced by teachers, in implementing RTE 2010

Each student must collect opinions from five students OR five 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** Opinions of five teachers (pre-primary or primary school), regarding the NEP 2020 recommendations for the quality development of pre-primary/primary education.

**5.2** Opinions of five primary school teachers (Std VII and VIII), regarding the hybrid instruction and online assessment during the pandemic period 2021-2022.

**5.3** Opinions of five primary school teachers (Std V to VIII), regarding the challenges faced in implementing RTE 2010, during 2020-2021.

**Semester VI**  
**Core Course Title: T.Y.B.A. Paper VI INDIAN EDUCATION SYSTEM**  
**Course Code: SBAEDU603**

3 Lectures per week

100 marks (50% Internal Assessment and 50% Semester-End Exam)

Theory Paper with Practical Work: 3 credits

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

1. Gain an insight into the trends and challenges in secondary education
2. Understand formal and non-formal education
3. Understand secondary teacher education and their institutions.
4. Understand teacher's role in secondary and higher education
5. Gain an insight into the government policies for secondary education
6. Appreciate the significance of the Right to Education Act 2009
7. Gain an insight into the government policies for higher education
8. Study higher educational institutions

**Module 1: Secondary and Higher Secondary Education in India**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Explain the concept and objectives of secondary education
- b) Explain the concept and objectives of higher secondary education
- c) Describe the nature and functions of boards of education
- d) Explain the nature and functions of Jawahar Navodaya Sanghatana schools
- e) Explain the nature and functions of Kendriya Vidyalaya Sanghatana schools
- f) Describe 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 Outcomes:** At the end of this module, the student will be able to:

- a) Explain the concept of universalization of secondary education
- b) Analyse the issues related to secondary education
- c) Analyse the issues related to higher secondary education
- d) Describe the recommendations of Rastriya Madhyamik Shiksha Abhiyan
- e) Explain the recommendations of the NCFTE 2010
- f) Explain the recommendations 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 Outcomes:** At the end of this module, the student will be able to:

- a) Explain the concept and objectives of higher education
- b) Explain the concept, types, nature and functions of Universities.
- c) Describe the teacher training for higher education.
- d) Explain teacher eligibility for higher education.
- e) Describe the professional development of teachers in higher education.
- f) Describe the 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 Outcomes:** At the end of this module, the student will be able to:

- a) Explain issues related to access in higher education
- b) Explain issues related to quality in higher education
- c) Explain the scope and functions of RUSA
- d) Analyse the purpose of accreditation and quality assurance
- e) Explain the significance of UGC, NAAC and NIRF
- f) Describe the recommendations of NEP 2020 in higher education

**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** NPE 2020 recommendations for higher education

### **Module 5: Practical work in Indian Education System:**

**Module Outcomes:** At the end of this module, the student will be able to:

- a) Write a conceptual framework of the topic selected for practical work.
- b) Construct an opinionnaire for data collection, using Google forms and Google docs.
- c) Collect online data, using Google forms and Google docs.
- d) Analyse the collected data and present findings in graphical representation.
- e) 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** Opinions of 20 College Students about recommendations in NEP 2020.

**5.2** Opinions of 20 Parents of College Students about recommendations in NEP 2020.

**5.3** Opinions of 20 College Teachers about recommendations 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 must 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 must 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 **written 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.