SOPHIA COLLEGE FOR WOMEN (AUTONOMOUS)

Affiliated to

UNIVERSITY OF MUMBAI

Programme: **B.A.**

Programme Code: SBAEDU

F.Y.B.A.

2020-21

(Choice Based Credit System with effect from the year 2020-21)

Programme Outline: FYBA (SEMESTER I)

Course Code	Unit No	Name of the Unit	Credits
SBAEDU101		INTRODUCTION TO EDUCATION	4
	1	Basic Concept of Education	
	2	Modes of Education	
	3	Contribution of Indian Thinkers to Education	
	4	The Teacher	

Programme Outline: FYBA (SEMESTER II)

Course Code	Unit No	Name of the Unit	Credits
SBAEDU201		EDUCATION IN THE 21st CENTURY	4
	1	Education for Sustainable Development	
	2	Education for Development	
	3	Technology trends in Education	
	4	Issues in Education	

Preamble: Our commitment is to foster a holistic approach to education, one that recognizes the interconnectedness of cultural, social, psychological, and historical factors that shape learning and development. As such, students will explore a range of interdisciplinary perspectives, drawing from fields such as psychology, sociology, philosophy, languages, and history, to enrich their understanding of education and its impact on individuals, communities, and societies.

We, at Sophia College, provide students with a comprehensive understanding of the principles, theories, and practices that underpin the field of education. Through a combination of rigorous coursework, and critical reflection, students will engage deeply with the multifaceted dimensions of education, preparing them to become informed and effective educators, advocates, and leaders in diverse educational settings.

Throughout their studies, students will have the opportunity to critically examine educational policies, practices, and systems, considering issues of equity, diversity, inclusion, and social justice. By engaging with real-world challenges, presentations and group discussions and orientation events, students will develop the analytical skills, ethical awareness, and cultural competence needed to navigate complex educational landscapes and effect positive change.

PROGRAMME OBJECTIVES

PO 1	To equip the students with comprehensive knowledge and understanding of educational theory, educational psychology, educational systems, educational institutions, issues and policies.
PO 2	To introduce students to knowledge and skills for lifelong learning, identify appropriate resources and learn how to complete tasks through self-paced, self-directed and continuous learning.
PO 3	To enable the students to demonstrate critical thinking skills in education by analyzing, synthesizing, evaluating factual and conceptual information from qualitative and quantitative data sources.

PROGRAMME SPECIFIC OUTCOMES

PSO 1	Students will be able to demonstrate individual and collaborative academic group work, by effectively expressing ideas, observations and data in oral, written and presentation form using the appropriate ICT and conventional support media
PSO 2	Students will be able to integrate knowledge from various disciplines such as sociology, psychology, philosophy into their understanding and practice of education, fostering a holistic approach to teaching and learning.
PSO 3	Students will be able to analyze personal and social issues related to environment and human rights and respond constructively through various online and offline platforms for educational equity, social justice and inclusive practices.

SEMESTER 1

NAME OF THE COURSE	INTRODUCTION TO EDUCATION	
CLASS	FYBA	
COURSE CODE	SBAEDU101	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	To describe the concept, scope, functions and characteristics of education
CO 2.	To compare and contrast the characteristics of different modes of education
CO 3.	To describe the teaching profession as a professional career

COURSE LEARNING OUTCOMES:

CLO 1.	Analyze different boards of school education in India
CLO 2.	Understand the different modes of education
CLO 3.	Evaluate the educational contributions of Indian and Western Thinkers
CLO 4.	Justify the qualifications, professional development and ethics of teachers.

SYLLABUS:

UNIT 1	**Basic Concept of Education (15 LECTURES)**
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)
UNIT 2	**Modes of Education (15 LECTURES)**
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
UNIT 3	**Contribution of Indian Thinkers to Education (15 LECTURES)**
3.1	Mahatma Gandhi
3.2	Maharshi Karve
3.3	Gurudev Rabindranath Tagore
3.4	Pandita Ramabai
UNIT 4	**The Teacher (15 LECTURES)**
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)

SEMESTER II

NAME OF THE COURSE	EDUCATION IN THE 21st CENTURY	
CLASS	FYBA	
COURSE CODE	SBAEDU201	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	To develop an understanding of the role of education in sustainable development.
CO 2.	To develop an understanding of the aspects of education for national development.
CO 3.	To develop an understanding of the changing role of education for the 21st century

COURSE LEARNING OUTCOMES:

CLO 1.	Appreciate the role of education in promoting peace
CLO 2.	Evaluate the role of education in promoting Human Rights
CLO 3.	Acknowledge the role of learners in contributing to national development
CLO 4.	Acquire an understanding of 21st century skills in education

SYLLABUS:

UNIT 1	**Education for Sustainable Development (15 LECTURES)**
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
UNIT 2	**Education for Development (15 LECTURES)**
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
UNIT 3	**Technology trends in Education (15 LECTURES)**
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
UNIT 4	**Issues in Education (15 LECTURES)**
4.1	Human Rights Education (concept and significance)
4.2	Multicultural Education
4.3	Right to Education
4.4	Peace Education

REFERENCES:

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2. Agarwal, J. C., Theory and Principles of Education (13th Edition) (2010) Vikas Publishing House, New Delhi.

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ASSESSMENT DETAILS:

Internal Assessment (25 marks)

Part 1: Project Work (**20 Marks**)
- At the beginning of the semester, students should be assigned project topics drawn from Unit 1 to Unit 4.

- Students can work in groups of not more than 8 per topic.
- Project Marks will be divided as written submission: 10 Marks & Presentation & Viva: 10 marks)

- The Project/Assignment can take the form of Street-Plays/Power-Point Presentations/Poster Exhibitions and similar other modes of presentation appropriate to

the topic.

- Students must submit a hard copy of the Project before the last teaching day of the semester.

Part 2: Attendance –**05 marks**

Semester End Examination –External Assessment (75 marks)
- The duration of the paper will be two hours.
- There shall be four compulsory questions
- Q1-3 shall correspond to the three units. Q1-3 shall contain an internal choice (attempt any 2 of 3). Q1-3 shall carry a maximum of 20 marks
- Q4 shall be a short note from Unit 1 to 3. Q4 shall carry a maximum of 15 marks (3x5 marks) (attempt any 3 of 6)

Practical Assessment (for papers with practicals)
- The duration of the practical exam will be two hours.
- The students are allowed to write the paper if the attendance for practicals is more than 75%
- To appear in the practical exam, students must bring a properly certified journal.