



**SOPHIA COLLEGE FOR WOMEN  
(AUTONOMOUS)**

Affiliated to

**UNIVERSITY OF MUMBAI**

**Programme: B.A.**

**Programme Code: SBAEDU**

**T.Y.B.A.**

**2019-20**

(Choice Based Credit System with effect from the year 2018-19)

**Programme Outline: TYBA (SEMESTER V)**

| Course Code | Unit No | Name of the Unit   | Credits |
|-------------|---------|--|---------|
| SBAEDU501   |         | <b>Educational Evaluation</b>                                | 4       |
|             | 1       | Concept of Educational Evaluation                            |         |
|             | 2       | Educational Objectives                                       |         |
|             | 3       | Learning Experiences and Learning Outcomes                   |         |
|             | 4       | Assessment and Examinations                                  |         |
| SBAEDU502   |         | <b>Information and Communication Technology in Education</b> | 4       |
|             | 1       | ICT in Education   |         |
|             | 2       | Dynamics of Effective Communication                          |         |
|             | 3       | Support Media in ICT in Education                            |         |
|             | 4       | Communication Modes in Education                             |         |
| SBAEDU502   |         | <b>Indian Education System</b>                               | 4       |
|             | 1       | Pre-Primary Education in India                               |         |
|             | 2       | National Policy in Indian Pre-Primary Education              |         |
|             | 3       | Primary Education in India                                   |         |
|             | 4       | National Policy in Indian Primary Education                  |         |

**Programme Outline: TYBA (SEMESTER VI)**

| Course Code | Unit No | Name of the Unit   | Credits |
|-------------|---------|--|---------|
| SBAEDU601   |         | <b>Educational Evaluation</b>                                | 4       |
|             | 1       | Modes of Assessment  |         |
|             | 2       | Differentiated Assessment Strategies                         |         |
|             | 3       | Graphical Representation of Classroom Data                   |         |
|             | 4       | Basic Statistics and Interpretation of Results               |         |
| SBAEDU602   |         | <b>Information and Communication Technology in Education</b> | 4       |
|             | 1       | Basic Instructional Design                                   |         |
|             | 2       | Techniques of Teaching and Learning                          |         |
|             | 3       | Technology Mediated Instruction                              |         |
|             | 4       | Trends in Technology Mediated Communication                  |         |

|           |   |   |   |
|-----------|---|---|---|
| SBAEDU603 |   | <b>Indian Education System</b>                                | 4 |
|           | 1 | Secondary and Higher Secondary Education in India             |   |
|           | 2 | Policies in Secondary and Higher Secondary Education in India |   |
|           | 3 | Higher Education in India                                     |   |
|           | 4 | National Policy in Higher Education in India                  |   |

**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

|             |   |
|-------------|---|
| <b>PO 1</b> | To equip the students with comprehensive knowledge and understanding of educational theory, educational psychology, educational systems, educational institutions, issues and policies.               |
| <b>PO 2</b> | 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.        |
| <b>PO 3</b> | 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

|              |   |
|--------------|---|
| <b>PSO 1</b> | 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 |
| <b>PSO 2</b> | 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.                   |
| <b>PSO 3</b> | 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 V

|                                       |                               |                          |
|---------------------------------------|-------------------------------|--------------------------|
| NAME OF THE COURSE                    | <b>Educational Evaluation</b> |                          |
| CLASS                                 | TYBA                          |                          |
| COURSE CODE                           | SBAEDU501                     |                          |
| 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 concepts of measurement, assessment, evaluation |
| CO 2. | To develop an understanding of the taxonomy of educational objectives          |
| CO 3. | To develop an understanding of learning experiences and learning outcomes      |
| CO 4. | To analyze the trends in evaluation of school and college students             |
| CO 5. | To apply the knowledge of the concepts of evaluation in practical situations   |

### COURSE LEARNING OUTCOMES

|        |  |
|--------|--|
| CLO 1. | Differentiate between test, assessment and evaluation                                |
| CLO 2. | Analyze the question items based on Blooms Revised Taxonomy                          |
| CLO 3. | Explain the relationship between objectives, specifications and learning experiences |
| CLO 4. | Outline the challenges related to planning and conduct of examinations               |

### SYLLABUS

|        |   |
|--------|---|
| UNIT 1 | <b>Concept of Educational Evaluation (15 LECTURES)</b>  |
| 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   |
| UNIT 2 | <b>Educational Objectives (15 LECTURES)</b>   |
| 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  |
| UNIT 3 | <b>Learning Experiences and Learning Outcomes (15 LECTURES)</b>                      |
| 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 |
| UNIT 4 | <b>Assessment and Examinations (15 LECTURES)</b>                                     |
| 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              |

### SEMESTER VI

|                                       |                        |                          |
|---------------------------------------|------------------------|--------------------------|
| NAME OF THE COURSE                    | Educational Evaluation |                          |
| CLASS                                 | TYBA                   |                          |
| COURSE CODE                           | SBAEDU601              |                          |
| 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 learning approaches                                 |
| CO 2. | To acquire knowledge of learning theories and their relevance                      |
| CO 3. | To develop an understanding of the process of learning and higher mental processes |
| CO 4. | To acquire knowledge of mental processes and techniques to facilitate learning     |

### COURSE LEARNING OUTCOMES

|        |  |
|--------|--|
| CLO 1. | Describe different types of tests and examinations                               |
| CLO 2. | Differentiate between teacher, self and peer assessment                          |
| CLO 3. | Organize data for classroom assessment in tabular and graphical forms            |
| CLO 4. | Calculate mean, median, mode, percentage, percentile and percentile rank of data |

## SYLLABUS

|        |  |
|--------|--|
| UNIT 1 | <b>Modes of Assessment (15 LECTURES)</b>   |
| 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)  |
| UNIT 2 | <b>Differentiated Assessment Strategies (15 LECTURES)</b>  |
| 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)                           |
| UNIT 3 | <b>Graphical Representation of Classroom Data (15 LECTURES)</b>  |
| 3.1    | Organising data from classroom assessment – marks, grades (procedure and use)  |
| 3.2    | Tabular representation, analysis and interpretation of data (procedure and use)  |
| 3.3    | Graphical Representation of Classroom Data - Bar Charts, 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  |
| UNIT 4 | <b>Basic Statistics and Interpretation of Results (15 LECTURES)</b>  |
| 4.1    | Statistics in Educational Evaluation (need and importance)   |
| 4.2    | Normal Probability Curve (concept, meaning and characteristics)  |
| 4.3    | Measures of Central Tendency - Mean, Median and Mode (concept, uses, identification and interpretation). Use of a simple non-programmable calculator is allowed        |
| 4.4    | Percentages, Percentile Rank and Percentiles (concept and interpretation)  |

### REFERENCES:

1. Agarwal R.N., Educational & Psychological Measurement
2. Aggrawal J.C., Essentials of Examination System – Evaluation, Tests and Measurement, Vikas Publishing House Private Ltd.
3. Bloom Benjamin, Taxonomy of Educational Objectives – I & II

4. Chauhan C.P.S., Emerging Trends in Educational Evaluation
5. Dandekar W.N. Evaluation in Schools, Shri VidyaPrakasha, Poona, 1986
6. Gronlund N., Measurement & Evaluation in Teaching, Macmillan, New York, 1981 Holt-Saunders International Edition, Hyderabad, 2013
7. Kubiszyn T., Educational Testing and Measurement, Harper Collins College Publications, New York, 1993
8. Lulla B.P., Essentials of Evaluation & Measurement in Education
9. Mehrens W.A., Measurement & Evaluation in Psychology & Education, Lehman Irvin,
10. Mrunalini T., Educational Evaluation, Neel Kamal Publications, Hyderabad, 2013
11. Noll V. H., Introduction to Educational Measurement
12. Patel R.N., Educational Evaluation, Himalaya Publications House, Bombay 1985.

### **SEMESTER V**

|                                       |   |                          |
|---------------------------------------|---|--------------------------|
| NAME OF THE COURSE                    | INFORMATION and COMMUNICATION TECHNOLOGY in EDUCATION |                          |
| CLASS                                 | TYBA  |                          |
| COURSE CODE                           | SBAEDU502   |                          |
| 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 basic ICTs in teaching and learning            |
| CO 2. | To apply the principles of effective communication                            |
| CO 3. | To demonstrate the use of communication modes in teaching and learning        |
| CO 4. | To develop an understanding of psychological basis of using ICTs in education |
| CO 5. | To develop support media for teaching and learning                            |
| CO 6. | To use technology mediated communication                                      |

### **COURSE LEARNING OUTCOMES**

|        |  |
|--------|--|
| CLO 1. | Explain the concept, need, scope and characteristics of ICT in education |
| CLO 2. | Illustrate the elements of effective communication cycle                 |

|        |   |
|--------|---|
| CLO 3. | Describe the psychological basis of using support media         |
| CLO 4. | Analyze the different types of communication modes in education |

## SYLLABUS

|        |  |
|--------|--|
| UNIT 1 | <b>ICT in Education (15 LECTURES)</b>  |
| 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 |
| UNIT 2 | <b>Dynamics of Effective Communication (15 LECTURES)</b>                         |
| 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                         |

|        |   |
|--------|---|
| UNIT 3 | <b>Support Media in ICT in Education (15 LECTURES)</b>  |
| 3.1    | Psychological Bases of using support media  |
| 3.2    | Edgar Dale's Cone of Experiences (modified)   |
| 3.3    | Multisensory Instruction: principles and advantages   |
| 3.4    | Support Media in Education (Uses, Advantages & Limitations)<br>1. Projected Support Media: OHP, Slide Projector and LCD Projector<br>2. Non-projected Support Media: 2-D & 3-D models, charts, maps & flashcards<br>Educational Apps: assessment, infographics, mindmapping, collaboration apps |
| UNIT 4 | <b>Communication Modes in Education (15 LECTURES)</b>   |
| 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)  |

## SEMESTER VI

|                             |   |
|-----------------------------|---|
| NAME OF THE COURSE          | INFORMATION and COMMUNICATION TECHNOLOGY in EDUCATION |
| CLASS                       | TYBA  |
| COURSE CODE                 | SBAEDU602   |
| 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 principles of basic instructional design   |
| CO 2. | To apply the principles of various techniques of ICT in teaching and learning |
| CO 3. | To demonstrate the use of various teaching and learning techniques            |
| CO 4. | To develop an understanding of trends in technology mediated communication    |
| CO 5. | To use technology mediated communication                                      |

## COURSE LEARNING OUTCOMES

|        |  |
|--------|--|
| CLO 1. | Explain the concept, characteristics and techniques of instructional design    |
| CLO 2. | Describe the various techniques of teaching and learning                       |
| CLO 3. | Analyze the concept, significance and types of technology mediated instruction |
| CLO 4. | Illustrate the trends in technology mediated communication                     |

## SYLLABUS

|        |   |
|--------|---|
| UNIT 1 | <b>Instructional Design (15 LECTURES)</b>   |
| 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)  |
| UNIT 2 | <b>Techniques of Teaching and Learning (15 LECTURES)</b>  |
| 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)   |
| UNIT 3 | <b>Technology Mediated Instruction (15 LECTURES)</b>  |
| 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) |
| UNIT 4 | <b>Trends in Technology Mediated Communication (15 LECTURES)</b>   |
| 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)  |

## REFERENCES:

1. Aggarwal J. C., Basic ideas in Educational Technology, Shipra Publisher, N Delhi
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3. Bengalee Coomi, Educational Technology, Sheth Publishers, Mumbai 1986
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12. Khirwadkar, A. (2005). Information & Communication Technology in Education. Delhi: Sarup & Sons.

## SEMESTER V

|                                       |                         |              |
|---------------------------------------|-------------------------|--------------|
| NAME OF THE COURSE                    | INDIAN EDUCATION SYSTEM |              |
| CLASS                                 | TYBA                    |              |
| COURSE CODE                           | SBAEDU503               |              |
| NUMBER OF CREDITS                     | 4                       |              |
| NUMBER OF LECTURES PER WEEK           | 4                       |              |
| TOTAL NUMBER OF LECTURES PER SEMESTER | 60                      |              |
| EVALUATION METHOD                     | INTERNAL                | SEMESTER END |

|               | ASSESSMENT | EXAMINATION |
|---------------|------------|-------------|
| TOTAL MARKS   | 50         | 50          |
| PASSING MARKS | 20         | 20          |

## COURSE OBJECTIVES

|       |  |
|-------|--|
| CO 1. | To gain an insight into the trends and challenges in pre-school education              |
| CO 2. | To develop an understanding of different boards of education in India                  |
| CO 3. | To develop an understanding of teacher education institutions                          |
| CO 4. | To develop an understanding of the teacher's role in pre-primary and primary education |
| CO 5. | To appreciate the significance of the Right to Education Act 2009                      |
| CO 6. | To study pre-primary and primary educational institutions                              |

## COURSE LEARNING OUTCOMES

|        |  |
|--------|--|
| CLO 1. | Explain the concept, objectives and structure of pre-primary education in India                    |
| CLO 2. | Summarize the various National policies in Indian pre-primary education                            |
| CLO 3. | Describe concept, objectives, types and role of Government agencies for primary education in India |
| CLO 4. | Outline the various National policies in Indian primary education                                  |

## SYLLABUS

|        |  |
|--------|--|
| UNIT 1 | <b>Pre-Primary Education in India (15 LECTURES)</b>  |
| 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, Montessori, NGOs: Mukangan and Pratham   |
| 1.4    | Pioneers of pre-primary education  |
| UNIT 2 | <b>National Policy in Indian Pre-Primary Education (15 LECTURES)</b>   |
| 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   |
| UNIT 3 | <b>Primary Education in India (15 LECTURES)</b>  |
| 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   |
| <b>UNIT 4</b> | <b>National Policy in Indian Primary Education (15 LECTURES)</b>  |
| 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  |

### SEMESTER VI

|                                       |                         |                          |
|---------------------------------------|-------------------------|--------------------------|
| NAME OF THE COURSE                    | INDIAN EDUCATION SYSTEM |                          |
| CLASS                                 | TYBA                    |                          |
| COURSE CODE                           | SBAEDU603               |                          |
| 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 gain an insight into the trends and challenges in secondary education |
| CO 2. | To understand formal and non-formal education                            |
| CO 3. | To understand secondary teacher education and their institutions.        |
| CO 4. | To understand teacher's role in secondary and higher education           |
| CO 5. | To gain an insight into the government policies for secondary education  |
| CO 6. | To appreciate the significance of the Right to Education Act 2009        |
| CO 7. | To gain an insight into the government policies for higher education     |
| CO 8. | To study higher educational institutions                                 |

### COURSE LEARNING OUTCOMES

|        |  |
|--------|--|
| CLO 1. | Explain the concept, objectives and functions of secondary and higher secondary education in India |
| CLO 2. | Summarize the various policies related to secondary and higher secondary education in India        |
| CLO 3. | Establish the linkages of universities with industries   |

|        |  |
|--------|--|
| CLO 4. | Analyze the purpose of accreditation and quality assurance by Government agencies for education in India |
|--------|--|

## SYLLABUS

|        |   |
|--------|---|
| UNIT 1 | <b>Secondary and Higher Secondary Education in India (15 LECTURES)</b>  |
| 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 |
| UNIT 2 | <b>Policies in Secondary and Higher Secondary Education in India (15 LECTURES)</b>  |
| 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)   |
| UNIT 3 | <b>Higher Education in India (15 LECTURES)</b>  |
| 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   |
| UNIT 4 | <b>National Policy in Higher Education in India (15 LECTURES)</b>   |
| 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   |

## REFERENCES:

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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.