



**SOPHIA COLLEGE FOR WOMEN
(AUTONOMOUS)**

Affiliated to

UNIVERSITY OF MUMBAI

Programme: B.A.

Programme Code: SBAEDU

T.Y.B.A.

2022-23

(Choice Based Credit System with effect from the year 2022-23)

Programme Outline: TYBA (SEMESTER V)

Course Code	Unit No	Name of the Unit	Credits
SBAEDU501		Educational Evaluation	4
	1	Concept of Educational Evaluation	
	2	Educational Objectives	
	3	Learning Experiences and Learning Outcomes	
	4	Assessment and Examinations	
SBAEDU502		Information and Communication Technology in Education	4
	1	ICT in Education	
	2	Dynamics of Effective Communication	
	3	Support Media in ICT in Education	
	4	Communication Modes in Education	
SBAEDU503		Indian Education System	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		Educational Evaluation	4
	1	Modes of Assessment	
	2	Differentiated Assessment Strategies	
	3	Graphical Representation of Classroom Data	
	4	Basic Statistics and Interpretation of Results	
SBAEDU602		Information and Communication Technology in Education	4
	1	Basic Instructional Design	
	2	Techniques of Teaching and Learning	
	3	Technology Mediated Instruction	
	4	Trends in Technology Mediated Communication	

SBAEDU603		Indian Education System	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

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 V

NAME OF THE COURSE	Educational Evaluation	
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	Concept of Educational Evaluation (15 LECTURES)
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	Educational Objectives (15 LECTURES)
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	Learning Experiences and Learning Outcomes (15 LECTURES)
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	Assessment and Examinations (15 LECTURES)
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	Modes of Assessment (15 LECTURES)
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	Differentiated Assessment Strategies (15 LECTURES)
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	Graphical Representation of Classroom Data (15 LECTURES)
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	Basic Statistics and Interpretation of Results (15 LECTURES)
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	ICT in Education (15 LECTURES)
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	Dynamics of Effective Communication (15 LECTURES)
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	Support Media in ICT in Education (15 LECTURES)
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) 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
UNIT 4	Communication Modes in Education (15 LECTURES)
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	Instructional Design (15 LECTURES)
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	Techniques of Teaching and Learning (15 LECTURES)
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	Technology Mediated Instruction (15 LECTURES)
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	Trends in Technology Mediated Communication (15 LECTURES)
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
2. Aggrawal D.D., Educational Technology, Sarup & Sons, N Delhi 2005
3. Bengalee Coomi, Educational Technology, Sheth Publishers, Mumbai 1986
4. Bhalla C. R., Audio visual aids in education, Atma Ram and Sons,
5. Bhatt B.D. & Sharma S.R.1992, Educational Technology, Kanishka Publishing House, Delhi,
6. Dasgupta D. N., Communication & Education, Pointer Publications
7. Dutton William H. Information & Communication Technologies – Visions & Realities
8. Goel, D. R., and Joshi, P. (1999). A Manual for INTERNET Awareness. CASE:M. S. Univ. Baroda Press.
9. Joyce Bruce & Weil Marsha, Models of teaching, Prentice Hall of India, New Delhi
10. Khan M. I. and Sharma S.R., Instructional Technology, Kanishka Publishing House
11. Khan MI, Sharma S. R., Instructional Technology, Kanishka Publishing House
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	Pre-Primary Education in India (15 LECTURES)
1.1	Concept, importance and objectives (NCERT)
1.2	Types of pre-primary institutions - crèches, play schools, anganwadis, balwadis, nursery and kindergartens schools
1.3	Teacher Training programs - ECCE, Montessori, NGOs: Mukangan and Pratham
1.4	Pioneers of pre-primary education
UNIT 2	National Policy in Indian Pre-Primary Education (15 LECTURES)
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	Primary Education in India (15 LECTURES)
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
UNIT 4	National Policy in Indian Primary Education (15 LECTURES)
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	Secondary and Higher Secondary Education in India (15 LECTURES)
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	Policies in Secondary and Higher Secondary Education in India (15 LECTURES)
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	Higher Education in India (15 LECTURES)
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	National Policy in Higher Education in India (15 LECTURES)
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:

1. Aggarwal JC, Development of Education system in India (Shipra Publications)
2. Aggarwal JC, Modern Indian Education-History, Development & Problems, Shipra Publications, New Delhi.
3. Aggarwal JC, Modern Indian Education & Problems, Arya Book Depot, N Delhi, 1987

4. Aggarwal JC, Educational Reforms in India for the 21st Century, Shipra Publns, Delhi, 2000
5. Aggarwal JC, Organization & Practice of Modern Indian Education, Shipra Publns, Delhi.
6. Bhatia RL, Ahuja B., Modern Indian Education & Problems, Surjeet Publns, Delhi, 2000
7. Bhatnagar S, Development of education system in India
8. Chauhan CPS, Modern Indian Education – Policies, Progress & Problems, Kanishka Publishers & Distributors, N Delhi, 2004
9. Chauhan CPS Modern Indian Education – Policies, Progress & Problems, Kanishka Publishers & Distributors, N Delhi, 2004
10. Dash BN, Trends & Issues in Modern Education (Dominant Publishers & Distributors.
11. Dash M, Education in India – Problems & Perspectives, Atlantic Publishers and Distributors, N Delhi, 2000
12. Ghosh SC, History of Education in India, Rawat Publications
13. Jayapalan N, Problems of Indian Education, Atlantic Publishers & Distributors
14. Krishnamacharyulu Elementary Education, Neel Kamal Publications, Hyderabad, 2012
15. Mehta PL, Punga R, Free & Compulsory Education, Deep & Deep Publications, Delhi 2002
16. Mohanty J, Education For All(3Vols), Deep & Deep Publication, N Delhi 1994
17. Mohanty J, Education in India, Deep & Deep Publications, N Delhi 1987

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.