Sophia College (Autonomous)

Education

Program: FYBA

Economics (Semester I)

Course Title: Introduction to Education

Subject Code – SBAEDU101

<u>Course Objectives:</u>

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.

<u>Course Outcomes:</u>

1. 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

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.

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.

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.

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.

Sophia College (Autonomous)

Program: FYBA

Economics (Semester II)

Course Title: Education in the 21st Century

Subject Code – SBAEDU201

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.

Course Outcomes:

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.

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.

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

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.

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.

Sophia College (Autonomous)

Program: SYBA

Economics (Semester III)

Course Title: Educational Psychology

Subject Code – SBAEDU301

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.

Course Outcomes:

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.

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.

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.

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.

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.

Sophia College (Autonomous)

Program: SYBA

Economics (Semester IV)

Course Title: Educational Psychology

Subject Code – SBAEDU401

<u>Course Objectives:</u>

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.

<u>Course Outcomes:</u>

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.

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.

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.

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.

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) Identity 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.

Sophia College (Autonomous)

Program: SYBA

Economics (Semester III)

Course Title: Guidance and Counseling

Subject Code – SBAEDU302

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.

Course Outcomes:

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.

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

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.

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.

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.

Sophia College (Autonomous)

Program: SYBA

Economics (Semester IV)

Course Title: Guidance and Counseling

Subject Code – SBAEDU402

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.

Course Outcomes:

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

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.

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.

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.

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.

Sophia College (Autonomous)

Program: TYBA

Economics (Semester V)

Course Title: Educational Evaluation

Subject Code – SBAEDU501

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

Course Outcomes:

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.

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.

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.

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.

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.

Sophia College (Autonomous)

Program: TYBA

Economics (Semester VI)

Course Title: Educational Evaluation

Subject Code – SBAEDU601

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

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Course Outcomes:

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

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.

Sophia College (Autonomous)

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.

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.

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.

Sophia College (Autonomous)

Program: TYBA

Economics (Semester VI)

Course Title: Information and Communication Technology in Education

Subject Code – SBAEDU502

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

Course Outcomes:

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

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.

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.

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.

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.

Program: TYBA

Economics (Semester VI)

Course Title: Information and Communication Technology in Education

Subject Code – SBAEDU602

<u>**Course Objectives:**</u>

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

<u>**Course Outcomes:**</u>

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

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

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

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

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.

Sophia College (Autonomous)

Program: TYBA

Economics (Semester V)

Course Title: Indian Education System

Subject Code – SBAEDU503

Course Objectives:

At the end of this course, the 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

Course Outcomes:

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

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

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.

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

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

Program: TYBA

Economics (Semester VI)

Course Title: Indian Education System

Subject Code – SBAEDU603

<u>**Course Objectives:**</u>

At the end of this course, the 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

<u>**Course Outcomes:**</u>

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.

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

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.

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

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.