



# **Sophia College for Women (Autonomous)**

**University of Mumbai**

**Faculty of Humanities**

**Syllabus for F.Y.B.A.**

**Semesters I and II**

**Program: B.A.**

**Course: EDUCATION**

(As per the Choice Based Credit System,  
to be implemented with effect from the  
Academic Year 2022-2023)

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



**SYLLABUS FOR S.Y.B.A. COURSE in EDUCATION**

(As per the Choice Based Credit System, implemented since 2018-2019)

**Preamble:** As per UGC guidelines relating to the Choice Based Credit and Grading Semester System, in Autonomous Colleges, this Discipline Specific Core course (DSC) in the subject of Education, for **the First Year Bachelor of Arts in Education** course, is designed.

**Eligibility:** Admission to the FYBA course is open to students who have cleared the HSC (or equivalent) examination, from an accredited Board of Higher Secondary Education.

**Program Objectives of the FYBA Course:**

Sophia College offers the BA in Education comprising three years. Education I is placed in the Optional Group of subjects in the Social Sciences.

The main objective of the FYBA Education Course is to introduce the learners to the fundamental concepts of Education; and the formal preparation of citizens for the 21<sup>st</sup> Century. Learners will be able to understand the emerging concepts and scope of education in the social context.

**Total No. of lectures per semester: 60 +60 lectures**

Number of Instructional Days: 90 days per semester

4 lectures per week in this core course

**No. of credits per course per semester: 3 credits**

200 marks (100 marks in the 1st Semester + 100 marks in the 2ndSemester)

**Internal Assessment: 50%**

**Semester-End Exam: 50%**

## **Course Titles and Course Codes in FYBA Education**

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

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

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

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

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

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

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

Sophia College (Autonomous), affiliated to the University of Mumbai, will conduct the Semester I and Semester II theory examinations and internal assessment, for each course, in each semester.

The student will have to secure a minimum of 40% marks in aggregate and a minimum of 20 out of 50 marks in Internal Assessment, and 20 out of 50 marks in the semester end-examination of each course.

Each student must submit her detailed Practical Report (with an introduction, significance, methodology, data, results, conclusions and complete bibliography) to the Faculty member in-charge of the course, for assessment; before appearing for the semester-end examinations.

The Question paper Pattern for the Revised Syllabus for Semester I and Semester II, Programme: B.A; Course: Education (CBCS, with effect from the Academic Year 2022-2023) will be as per University of Mumbai guidelines for the Faculty of Humanities. All other rules, regarding Standards of Passing, Additional and ATKT exams, will be as per rules decided by the Academic Council and the Board of Studies (Education) of Sophia College (Autonomous), as per the rules and guidelines for the Faculty of Humanities, University of Mumbai.

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

4 lectures per week

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

Theory Paper with Practical Work: 3 credits

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

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

**Module 1: Basic Concept of Education**

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

- a) Describe the concept and characteristics of education
- b) Describe the structure of education at different levels.
- c) Describe the functions of education at different levels.
- d) Describe the scope of education at different levels.
- e) Describe the educational ladder in Indian education.
- f) Explain the different boards of school education in India

**1.1** Meaning, Definition and Nature of Education

**1.2** Characteristics of Education

**1.3** Structure, Functions & Scope of Education at different levels  
(Pre-Primary, Primary, Secondary, Higher Secondary and Higher Education)

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

**Module 2: Modes of Education**

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

- a) Describe the individual aims and social aims of education.
- b) Explain the functions of family, school, community and media.
- c) Compare the functions of different agencies of education.
- d) Describe the characteristics of formal, informal and non-formal education.
- e) Compare aspects of formal, informal and non-formal education.
- f) Describe the meaning and importance of pedagogy.

**2.1** Individual and Social Aims of Education

**2.2** Functions of Educational Agencies: Family, School, Community, Media.

**2.3** Formal, Informal and Non-Formal Education

**2.4** Pedagogy: meaning and Importance

**Module 3: Contribution of Indian Thinkers to Education****Module Outcomes:** At the end of this module, the student will be able to:

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

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

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

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

(Pre-primary, Primary, Secondary, Higher Secondary and Higher Education)

**4.3** Professional Ethics and Code of Conduct for Teachers**4.4** Challenges in Teaching (Pedagogical, Technological, Social, Global)**Module 5: Practical Work:****Module Outcomes:** At the end of this module, the student will be able to:

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

Each student must visit a Primary School OR a Secondary School; to study its functioning and describe the history of the institution, its organizational hierarchy, vision-mission-goals, infrastructure, curricular & co-curricular activities; collect the responses of five students OR five teachers, and record observations, interview responses and conclusions in an individual report. analyse data and submit a detailed report.

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

4 lectures per week

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

Theory Paper with Practical Work: 3 credits

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

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

**Module 1: Education for Sustainable Development**

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

- a) Explain the concept and need of sustainable development, in the world.
- b) Describe the objectives of sustainable development.
- c) Compare sustainable development with millennium development goals.
- d) Explain the role of UNESCO in promoting sustainable development.
- e) Explain the importance of sustainable development in school curricula.
- f) Explain the importance of sustainable development in college curricula.

**1.1** Concept and Need of Sustainable Development

**1.2** Objectives of Sustainable Development

**1.3** Role of UNESCO in promoting Sustainable Development

**1.4** Place of Sustainable Development in school and college curricula

**Module 2: Education for Development**

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

- a) Explain the concept and importance of education for national integration.
- b) Describe the barriers to national integration.
- c) Explain the importance of education for international understanding.
- d) Explain the barriers to international understanding.
- e) Describe the concept and importance of education for citizenship.
- f) Explain the concept and importance of education for social change.
- g) Describe the concept and importance of education for skill development.

**2.1** Education for National Integration

**2.2** Education for International Understanding

**2.3** Education for Citizenship and Social Change

**2.4** Education for Skill Development

### **Module 3: Technology trends in Education**

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

- a) Describe the concept and approach of educational technology.
- b) Explain the concept and applications of online learning.
- c) Describe the concept and applications of open learning.
- d) Explain the concept and applications of blended learning.
- e) Describe ICT used in admissions, administration, instruction and evaluation.
- f) Explain the concept and importance of social media in education

**3.1** Educational Technology: Concept and Approach

**3.2** Online Learning, Open Learning and Blended Learning

**3.3** ICT for admissions, administration, instruction and evaluation

**3.4** Social Media in Education

### **Module 4: Issues in Education**

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

- a) Explain the concept and importance of human rights.
- b) Explain the role of education in promoting human rights.
- c) Describe the concept and importance of multicultural education.
- d) Explain the concept and importance of the right to education.
- e) Describe the role of education in promoting peace.

**4.1** Human Rights Education (concept and significance)

**4.2** Multicultural Education

**4.3** Right to Education

**4.4** Peace Education

### **Module 5: Practical Work:**

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

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

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

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

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**Sophia College (Autonomous), Mumbai-26.**  
**Affiliated to the University of Mumbai**  
**Department of Education, Faculty of Humanities**  
**50:50 Assessment Scheme for Undergraduate Courses in BA Education**

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

1. Sophia College (Autonomous), affiliated to the University of Mumbai, follows a **50:50 Assessment Scheme, in each semester.**
2. The FYBA, SYBA and TYBA Education Courses will have theory based courses, with compulsory practical components, in each semester.
3. In each course, there will be four theory modules and the fifth module will outline the practical work to be completed by the student.
4. **Semester-End-Examinations:**
  - a) Sophia College (Autonomous), will conduct the Semester End theory examinations and internal assessment, for each course, in each semester.
  - b) The student will have to secure a minimum of (40% marks in aggregate) **20 marks** out of 50 marks in the Semester-End-Examination, to be declared successful in the course.
5. **Internal Assessment:**
  - a) The Faculty member in-charge of the course, will facilitate the practical work, and assess the practical work report.
  - b) The student will have to secure a minimum of (40% marks in aggregate) **20 marks** out of 50 marks in the Internal Assessment, to be declared successful in the course.
6. All other rules, regarding Standards of Passing, Additional and ATKT exams, will be as per rules decided by the Academic Council and the Board of Studies (Education) of Sophia College (Autonomous), as per Mumbai University rules and guidelines for the Faculty of Humanities.

**Internal Assessment (50 marks)**

Each student must appear for the **written tests and perform a set of practical work assignments**, based on the subject content of each coursework (outlined in Module 5). Each student must submit her detailed **Practical Report** (with an introduction, significance, methodology, data, results, conclusions and complete bibliography), and present herself for oral assessment, to the Faculty member in-charge of the course; before appearing for the semester-end-examinations. **A Rubric (criterion-based assessment)** will be used for Assessment of the Practical Report, by the Faculty member in-charge of the course.

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