



**Sophia College (Autonomous)  
Affiliated to 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 2018-2019)

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



**SYLLABUS FOR F.Y.B.A. COURSE in EDUCATION**  
(As per the Choice Based Credit System, to be implemented with effect  
from the academic year 2018-2019)

**Ordinance:** \_\_\_\_\_

**Preamble:** As per UGC guidelines relating to 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.

Each year has two semesters each consisting of 100 marks theory paper.

**Eligibility:** Admission to the FYBA course shall open to those who have passed the HSC examination (12th standard or equivalent examination).

**Programme Objectives of the FYBA Education Course:**

Education I is placed in the Optional Group of subjects in the Social Sciences.

The main objective of this 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.

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

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

Number of Instructional Days: 90 days per semester

4 lectures per week

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

200 marks (100 marks 1<sup>st</sup> Semester + 100 marks 2<sup>nd</sup> Semester)

**Internal Assessment 25%**

**Semester-End Exam 75%**

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

1. Sophia College (Autonomous), affiliated to the University of Mumbai, follows a 75:25 Assessment Scheme, in each semester.
2. The FYBA Education Courses will have theory based courses, with compulsory practical components, in each semester.
3. Sophia College (Autonomous), will conduct the Semester I and Semester II theory examinations and internal assessment, for each course.
4. The student will have to secure a minimum of 40% marks in aggregate and a minimum of 10 marks out of 25 marks in Internal Assessment, and 30 marks out of 75 marks in the semester-end-examination of each course.
5. Each student must submit her detailed Practical Report/s(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 university examinations.

The Question paper Pattern for the Syllabus for Semester I and Semester II, Programme: B.A; Course: Education (Choice Based Credit System with effect from the Academic year 2018-2019) will be as per Mumbai University rules and 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 rule of the University of Mumbai, and the guidelines for the Faculty of Humanities.

**Sophia College (Autonomous), Mumbai.**  
**Affiliated to the UNIVERSITY OF MUMBAI**  
**Syllabus for F.Y.B.A. (Education) under CBCS in Semester I**  
**Core Course Title: INTRODUCTION TO EDUCATION**  
**Core Course Code: SBAEDU101**

4 lectures per week  
 5 Modules per course  
 100 marks in Semester I  
 Semester-End Exam 75%: 2.5 hours theory paper (75 marks)  
 Internal Assessment 25%: Written Test (20 marks) and Attendance (05 marks)  
 Theory Paper with Practical Work: 3 credits

**Semester I: Course Code: SBAEDU101 (June to October)**

**Course Objectives:**

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

- i) become aware of the educational system in India
- ii) develop an understanding of the qualifications and role of the teacher
- iii) appreciate the educational contributions of Indian thinkers.
- iv) compare different agencies of education
- v) become aware of the different boards of school education in India

<b>Module 1: Basic Concept of Education</b> <b>Module Objectives:</b> i) To develop an understanding of the concept and characteristics of education ii) To develop an understanding of the structure, functions & scope of education at different levels. iii) To develop an understanding of the educational ladder in Indian education. iv) To acquire knowledge about the different boards of school education in India	
<b>1.1</b> Meaning, Definition and Nature of Education	<b>4 lectures</b>
<b>1.2</b> Characteristics of Education	<b>2 lectures</b>
<b>1.3</b> Structure, Functions & Scope of Education at different levels (Preprimary, Primary, Secondary, Higher Secondary and Higher Education)	<b>4 lectures</b>
<b>1.4</b> Boards of School Education (State, National and International Boards)	<b>4 lectures</b>
<b>Module 2: Modes of Education</b> <b>Module Objectives:</b> i) To create an awareness of the individual and social aims of education. ii) To develop an understanding of the functions of family, school, community and media. iii) To compare different agencies of education. iv) To develop an understanding of formal, informal and non-formal education. v) To compare aspects of formal, informal and non-formal education. vi) To create an awareness of the meaning and importance of pedagogy.	
<b>2.1</b> Individual and Social Aims of Education	<b>3 lectures</b>
<b>2.2</b> Functions of Educational Agencies: Family, School, Community, Media.	<b>4 lectures</b>
<b>2.3</b> Formal, Informal and Non-Formal Education	<b>3 lectures</b>
<b>2.4</b> Pedagogy: meaning and Importance	<b>3 lectures</b>

<p><b>Module 3: Contribution of Indian Thinkers to Education</b></p> <p><b>Module Objectives:</b></p> <p>i) To develop an understanding of the social philosophy of Indian thinkers.  ii) To develop an understanding of the educational philosophy of Indian thinkers.  iii) To appreciate the educational contributions of Indian thinkers.</p>	
<b>3.1</b> Mahatma Gandhi	<b>3 lectures</b>
<b>3.2</b> Maharshi Karve	<b>3 lectures</b>
<b>3.3</b> Gurudev Rabindranath Tagore	<b>3 lectures</b>
<b>3.4</b> Pandita Ramabai	<b>3 lectures</b>
<p><b>Module 4: The Teacher:</b></p> <p><b>Module Objectives:</b></p> <p>i) To develop an understanding of the concept and characteristics of teaching.  ii) To create an awareness of teaching as a career.  iii) To develop an understanding of qualifications of teachers, at different levels.  iv) To develop an understanding of the professional growth of teachers.  v) To create an awareness of pedagogical, technological, social and global challenges faced by teachers.</p>	
<b>4.1</b> Teaching : Meaning & Characteristics, Teaching as a career	<b>2 lectures</b>
<b>4.2</b> Qualifications and Professional Growth of the Teacher (Preprimary, Primary, Secondary, Higher Secondary and Higher Education)	<b>4 lectures</b>
<b>4.3</b> Professional Ethics and Code of Conduct for Teachers	<b>3 lectures</b>
<b>4.4</b> Challenges in Teaching (Pedagogical, Technological, Social, Global)	<b>4 lectures</b>
<p><b>Module 5: Practical Work:</b></p> <p><b>Module Objectives:</b></p> <p>i) To visit a primary or a secondary school in the Mumbai district.  ii) To create awareness of the functions of schools in formal education.  iii) To meet students and teachers in the primary or a secondary school.  iv) To develop an understanding of the history, organizational structure, infrastructure and activities of the primary or a secondary school.  v) To interview students and teachers in the primary or a secondary school.  vi) To record observations, responses and conclusions in an individual report.  vii) To submit an individual report and presentation of the school visit.</p> <p>A Visit to 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 &amp; co-curricular activities; and record observations, interview responses and conclusions in an individual report.</p>	<b>8 lectures</b>
<b>Total</b>	<b>60 lectures</b>

**Sophia College (Autonomous), Mumbai**  
**Affiliated to the UNIVERSITY OF MUMBAI**  
**Syllabus for F.Y.B.A. (Education) under CBCS in Semester II**  
**Core Course Title: EDUCATION IN THE 21<sup>st</sup> CENTURY**  
**Core Course Code: SBAEDU201**

4 lectures per week 100 marks in Semester II Semester-End Exam 75%: 2.5 hours theory paper (75 marks) Internal Assessment 25%: Practical Work (20 marks) and Attendance (05 marks) Theory Examination with Practical Work: 3 credits
--

<b>FYBA Education Semester II: Course Code: SBAEDU201 (November to April)</b>
---

**Objectives:**

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

- i) develop an understanding of the role of education in sustainable development.
- ii) develop an understanding of the aspects of education for national development.
- iii) develop an understanding of the role of education in promoting peace.
- iv) develop an understanding of the changing role of education for the 21st century.
- v) develop an understanding of the role of learners in national development.
- vi) develop an understanding of the applications of educational technology.

<b>Module 1: Education for Sustainable Development</b>	
<b>Module Objectives:</b>	
i) To create an awareness of the concept and need of sustainable development, in the world.	
ii) To develop an understanding of the objectives of sustainable development.	
iii) To develop an understanding of the relationship between sustainable development and the millennium development goals.	
iv) To develop an understanding of the role of UNESCO in promoting sustainable development, in the world.	
v) To create an awareness of sustainable development in school curricula.	
vi) To create an awareness of sustainable development in college curricula.	
<b>1.1</b> Concept and Need of Sustainable Development	<b>3 lectures</b>
<b>1.2</b> Objectives of Sustainable Development	<b>3 lectures</b>
<b>1.3</b> Role of UNESCO in promoting Sustainable Development	<b>4 lectures</b>
<b>1.4</b> Place of Sustainable Development in school and college curricula	<b>4 lectures</b>
<b>Module 2: Education for Development</b>	
<b>Module Objectives:</b>	
i) To develop an understanding of the concept and importance of education for national integration.	
ii) To create an awareness of the barriers to national integration.	
iii) To develop an understanding of the concept and importance of education for international understanding.	
iv) To create an awareness of the barriers to international understanding.	
v) To develop an understanding of the concept and importance of education for citizenship.	
vi) To develop an understanding of the concept and importance of education for social change.	
vii) To develop an understanding of the concept and importance of education for skill development.	
<b>2.1</b> Education for National Integration	<b>3 lectures</b>
<b>2.2</b> Education for International Understanding	<b>3 lectures</b>
<b>2.3</b> Education for Citizenship and Social Change	<b>3 lectures</b>
<b>2.4</b> Education for Skill Development	<b>3 lectures</b>

<p><b>Module 3: Technology trends in Education</b></p> <p><b>Module Objectives:</b></p> <ul style="list-style-type: none"> <li>i) To understand the concept and approach of educational technology.</li> <li>ii) To create an awareness of the concept and applications of online learning.</li> <li>iii) To create an awareness of the concept and applications of open learning.</li> <li>iv) To create an awareness of the concept and applications of blended learning.</li> <li>v) To create an awareness of the use of ICT for admissions, administration, instruction and evaluation formal, informal and non-formal education.</li> <li>vi) To create an awareness of the concept and importance of social media in education</li> </ul>	
<b>3.1</b> Educational Technology: Concept and Approach	<b>3 lectures</b>
<b>3.2</b> Online Learning, Open Learning and Blended Learning	<b>3 lectures</b>
<b>3.3</b> ICT for admissions, administration, instruction and evaluation	<b>4 lectures</b>
<b>3.4</b> Social Media in Education	<b>3 lectures</b>
<hr/>	
<p><b>Module 4: Issues in Education</b></p> <p><b>Module Objectives:</b></p> <ul style="list-style-type: none"> <li>i) To create an awareness of the concept and importance of human rights.</li> <li>ii) To develop an understanding the role of education in promoting human rights.</li> <li>iii) To develop an understanding of the concept and importance of multicultural education.</li> <li>iv) To develop an understanding of the concept and importance of the right to education.</li> <li>v) To develop an understanding of the role of education in promoting peace.</li> </ul>	
<b>4.1</b> Human Rights Education (concept and significance)	<b>4 lectures</b>
<b>4.2</b> Multicultural Education	<b>3 lectures</b>
<b>4.3</b> Right to Education	<b>3 lectures</b>
<b>4.4</b> Peace Education	<b>3 lectures</b>
<hr/>	
<p><b>Module 5: Practical Work:</b></p> <p><b>Module Objectives:</b></p> <ul style="list-style-type: none"> <li>i) To ensure students attend at least two college events that advocate goals of development.</li> <li>ii) To create awareness of the role the college in promoting development.</li> <li>iii) To meet students and teachers in the primary or a secondary school.</li> <li>iv) To develop an understanding of barriers to development goals.</li> <li>v) To record observations, statements and conclusions in an individual report.</li> <li>vi) To submit two individual reports of two college events, that advocate goals of development.</li> </ul> <p>1. Attend any two college events that advocate the listed goals of development.</p> <p>2. Write two detailed individual reports on the college events that advocate <b>any two</b> of the following goals of development:</p> <ul style="list-style-type: none"> <li>a) Sustainable Development</li> <li>b) National Integration</li> <li>c) Citizenship</li> <li>d) International Understanding</li> <li>e) Human Rights</li> <li>f) Multiculturalism</li> <li>g) Right to Education</li> <li>h) Skill Development</li> </ul>	<b>8 lectures</b>
<b>Total Lectures</b>	<b>60 lectures</b>

## References:

1. Agarwal, A. & Narain S. (1991). The State of India's Environment – The Third Citizen's Report. New Delhi: Centre for Science and Environment.
2. Agarwal, J. C., Theory and Principles of Education (13th Edition) (2010) Vikas Publishing House, New Delhi.
3. CEE (1986). Joy of Learning, Handbook of Environmental Educational Activities. Ahmadabad: Centre for Environment Education.
4. Chhokar, K. B. (2000). Conserving Biodiversity. New Delhi, Oxford and IBH Publ'g Co. Pvt. Ltd.
5. Cortese, A. (2001). Education for a sustainable future: The next industrial revolution. Boston, MA: Second Nature, Inc.
6. Desai, Neera and Thakkar, Usha. (2001). Women in Indian Society. National Book Trust, New Delhi
7. Dunne, M. et al. (2003). Gender and Violence in Schools. UNESCO
- a. Khirwadkar, A. (2005). Information & Communication Technology in Education. New Delhi: Sarup & Sons.
8. Khirwadkar, A. (2010). E-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms. New Delhi: Sarup Book Publication Ltd.
9. Leach, Fiona. (2003). Practicing Gender Analysis in Education, Oxfam NCERT 2006 Position Paper, National Focus Group on Gender Issues in Education, New Delhi
10. Mahapatra, B.C. (2006). Education in Cybernetic Age. New Delhi: Sarup Sons.
11. Mansfield, R. (1993). The Compact Guide to Windows, World and Excel. New Delhi: BPB Publishing.
12. NCERT (2005). National Curriculum Framework. New Delhi: NCERT.
13. Report of the Indian Education Commission, 1964./166 (Kothari Commission).
14. Safaya R. N. & Shaida B. D., Development of Educational Theory and Practice, Dhanpat Rai and Sons, Jullunder, Delhi.
15. Sarabhai V.K. et al. (2007). Tbilisi to Ahmadabad – The Journey of Environmental Education–A Source book, Centre for Environment Education, Ahmadabad
16. Sharma, B. L., Maheswari, B. K. (2008). Education for Environmental and Human value. Meerut: R. Lall Books Depot.
17. Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
18. Singh, Y. K. (2009). Teaching of environmental science. New Delhi: APH Publishing Corporation.
19. UNEP (2013). Emerging issues in our global environment (year book).United Nations Environment Programme.
20. UNESCO-UNEP (1990). Basic Concepts in Environmental Education. In Environment Education Newsletter. Paris: UNESCO.



**Sophia College (Autonomous), Mumbai-26.**  
**Affiliated to the University of Mumbai**  
**Department of Education, Faculty of Humanities**  
**75:25 Assessment Scheme for FYBA Education Courses**

The Department of Education will implement the 75:25 Assessment Scheme for the FYBA, SYBA and TYBA Courses in Education (CBCS), with effect from the Academic year 2018-2019; and it will be within the rules and guidelines for the Faculty of Humanities, as regulated by the UGC guidelines and the University of Mumbai.

1. Sophia College (Autonomous), affiliated to the University of Mumbai, follows a **75:25 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) **30 marks** out of 75 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) **10 marks** out of 25 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 (25 marks)**

Each student must perform a set of practical work assignments, based on the subject content of each coursework.

- I. **20 marks for a Submission and Presentation of the Practical Work Report (outlined in Module 5)**
- II. **05 marks for regular attendance.**

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.

**Component 1: Practical Work Report Submission & Presentation (20 marks)**

1. The duration of individual presentations of Practical Work/Journal, is 10 minutes.
2. There will be two compulsory oral questions, based on the structure, the methodology applied and the outcomes of the practical work.
3. Absenteeism will not be condoned for the day allotted for the presentation of the practical work/ journal.
4. 10 marks are allocated for Oral Assessment of each student's practical work.
5. A rubric (criterion-based assessment) will be used for assessment of the practical report, by the faculty member in-charge of the course.

<b>FYBA Education, Semesters I and II</b> <b>Semester-End-Examinations (75 marks)</b>
--

1. The duration of the written theory exam is 2.5 hours.
2. There will be five compulsory questions.
3. Question I will carry a maximum of 15 marks
  - Qs 1 [A] Objective-type question items / MCQs (7 items of 1 mark each)
    - a. Fill in the Blanks.
    - b. Match the items in the columns.
    - c. State if 'True' or 'False' and correct the 'False' statements.
    - d. Answer in one or two sentences.
    - e. Other MCQ type items
    - f. A neat labeled diagram
  
  - Qs 1 [B] Two out of four Short Notes or 'Explain Each Statement': (8 marks)  
 The question items will be based on remembering, understanding, applying or analysing.  
 For SYBA and TYBA, the questions may be based on a Case study/ Tabular presentation of data (from an original or cited source) with questions based on data.
4. Question I Sub-questions will correspond to the four theory modules.
6. Questions II, III, IV and V will have essay-type questions which correspond to the four theory modules.  
 The question items will be based on cognitive and psychomotor skills of remembering, understanding, applying or analysing.  
 The question items may have a long answer question which will from a combination of any two modules (to encourage correlation of concepts and discourage rote-learning).
6. Questions II, III, IV and V will contain internal choice.
7. The standard of passing (40% of 75 marks) is 30 marks.

<b>Question Paper Pattern for Semester-End-Examination (75 marks)</b>
---

Q.1 [A] Objective-type items / MCQs (Based on all four Modules)	(07 marks)
Q.1 [B] Two out of four [Short Notes or 'Explain Each Statement'] (Based on all four Modules)	(08 marks)
Q.2 (Based on Module 1) a. OR b.	(15 marks)
Q.3 (Based on Module 2) a. OR b.	(15 marks)
Q.4 (Based on Module 3) a. OR b.	(15 marks)
Q.5 (Based on Module 4) a. OR b.	(15 marks)
* * * * *	