Sophia College (Autonomous)

University of Mumbai

Faculty of Humanities

Syllabus for T.Y.B.A. Education

Semesters V and VI

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 T.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 **Third Year Bachelor of Arts in Education** course, is designed.

Eligibility: Admission to the TYBA Education courses is open to students who passed the SYBA Education examinations, and who have cleared the requisite minimum ATKT courses.

Program Objectives of the TYBA Education Courses:

Sophia College offers the BA in Education with a Double Major comprising three papers. Education IV, V and VI are placed in the Optional Group of subjects in the Social Sciences.

The main objectives of the TYBA Education courses are to introduce the learners to the fundamental concepts and skill development in Educational Evaluation, Educational Technology, as well as to understand the structure, challenges and trends in the modern Indian Education System.

Total No. of lectures per semester: 165 [60 + 60 + 45] lectures
Number of Instructional Days: 90 days per semester
4 lectures per week in two core courses
3 lectures per week in the third core course

No. of credits per course per semester: 3 credits
200 marks (100 marks 5th Semester + 100 marks 6th Semester)

Internal Assessment 50%
Semester-End Exam 50%

Course Titles and Course Codes in TYBA Education

Semester V

Courses	COURSE TITLES	COURSE CODES	Credits
Core Course IV	**Educational Evaluation**	SBAEDU501	3
Core Course V	**Information and Communication Technology in Education**	SBAEDU502	3
Core Course VI	**Indian Education System**	SBAEDU503	3
		TOTAL CREDITS	9

Semester VI

Courses	COURSE TITLES	COURSE CODES	Credits
Core Course IV	**Educational Evaluation**	SBAEDU601	3
Core Course V	**Information and Communication Technology in Education**	SBAEDU602	3
Core Course VI	**Indian Education System**	SBAEDU603	3
		TOTAL CREDITS	9

TYBA Education Syllabus Structure:
In TYBA Semester V and Semester VI, there are Core Courses IV, V and VI.
Each Course will carry 3 Credits per Course per Semester.

Assessment Scheme for TYBA Semester V and VI Courses:
Sophia College (Autonomous) follows a 50:50 Assessment Scheme, each semester.
The TYBA Courses IV, V and VI will have Theory based courses, with **compulsory practical components, in each semester.**

Sophia College (Autonomous), affiliated to the University of Mumbai, will conduct the Semester V and Semester VI 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 V and Semester VI, 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.

Core Course Title: <u>T.Y.B.A. Paper IV: EDUCATIONAL EVALUATION</u>
Core Course Code: SBAEDU501

4 Lectures per week
100 marks (50% Internal Assessment and 50% Semester-End Exam)
Theory Paper with Practical Work: 3 credits

<u>Course Objectives:</u> 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

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.
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
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.
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

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.

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

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

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

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.

Each student must assess opinions of five students and five teachers, analyse data and submit a detailed report (an introduction, significance, methodology, data, results, conclusions and complete bibliography), on one of the following:
5.1 Opinions of ten students of secondary school (Classes IX and X) or ten students of junior college (Classes XII); regarding challenges faced in the online internal assessment process, (affiliated to CBSE, CISCE, State Boards, NIOS & IB).
5.2 Opinions of ten students regarding internal assessment patterns (50:50, 40:60, 30:70, 25:75) in undergraduate colleges, affiliated to the University of Mumbai.
5.3 Opinions of ten students (Second and Third Year), regarding challenges faced in online semester-end-exams, in undergraduate colleges, affiliated to Mumbai University.

Semester VI
Core Course Title: T.Y.B.A. Paper IV: EDUCATIONAL EVALUATION
Core Course Code: SBAEDU601

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 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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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

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)

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.

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)

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.

3.1 Organising data from classroom assessment – marks, grades (procedure and use)

3.2 Tabular representation, analysis and interpretation of data (procedure and use)

3.4 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.

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.

4.1 Statistics in Educational Evaluation (need and importance)

4.2 Normal Probability Curve (concept, meaning and characteristics)

4.2 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)

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.
Each student must construct and administer an assessment tool, collect data of college students; analyse data and submit a detailed report (introduction, significance, methodology, data, results, conclusions and complete bibliography), on one of these:
5.1 A 20-mark MCQ-type (15 items), question paper, using Google Forms, on one TYBA Semester-6 Education module, conduct the test, assess the answer-scripts, analyse and interpret the results, with graphical representation.
5.2 A Checklist (with 15 items), using Google Forms, on any aspect of college education; analyse data and interpret the results, with graphical representation.
5.3 A 5-point Likert Rating Scale, (with 15 items), using Google Forms, on any aspect of college education; analyse data, interpret results, with graphical Representation.

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17. Upasani N.K., Evaluation in Higher Education
18. Wandt E. & Brown, Essentials of Educational Evaluation
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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 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

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
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
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.
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

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.

3.1 Psychological Bases of using support media

3.2 Edgar Dale's Cone of Experiences (modified)

3.3 Multisensory Instruction: principles and advantages

3.5 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

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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.

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)

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.

Each student must give a 10-minute PPT demonstration and design instructional material on content from a TYBA Semester-5 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, methodology, data, results, conclusions and complete bibliography), on any one of the following:
5.1 A Communication mode: Narration, Discussion, Questioning, Visual Representation.
5.2 Five instructional features and functions of an infographic, OR a padlet OR an H5P tool, or similar application.
5.3 A comparison of two mind mapping tools.

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 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

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

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)

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

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)

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

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)

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

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)

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.

Each student must give a 10-minute PPT demonstration and design instructional material on content from a TYBA Semester-6 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, methodology, data, results, conclusions and complete bibliography), on any one of the following:
5.1 An Instructional Design based on the ADDIE model.
5.2 ICT tools for learners with learning disabilities OR with hearing-or-visual handicaps.
5.3 One Small-Group Learning Technique: Workshop, Lec-Dem, Think-Pair-Share (CL).

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3 Lectures per week
100 marks (50% Internal Assessment and 50% Semester-End Exam)
Theory Paper with Practical Work: 3 credits

<u>Course Objectives</u>: At the end of this course, 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

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

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1.1 Concept, importance and objectives (NCERT)

1.2 Types of pre-primary institutions - crèches, play schools, anganwadis, balwadis, nursery and kindergartens schools

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1.3 Teacher Training programs - ECCE, Montessorie, NGOs: Muktangan and Pratham

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1.4 Pioneers of 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

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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

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2.3 Need for monitoring the development of pre-primary education

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2.4 NEP 2020 recommendations 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.

 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.

 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

 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

 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

 Each student must collect opinions from five students OR five teachers, analyse the
 data, and submit a detailed report (an introduction, significance, methodology, data,
 results, conclusions and complete bibliography), on one of the following:
 5.1 Opinions of five teachers (pre-primary or primary school), regarding the NEP 2020
     recommendations for the quality development of pre-primary/primary education.
 5.2 Opinions of five primary school teachers (Std VII and VIII), regarding the hybrid
     instruction and online assessment during the pandemic period 2021-2022.
 5.3 Opinions of five primary school teachers (Std V to VIII), regarding the challenges faced
     in implementing RTE 2010, during 2020-2021.

Core Course Title: <u>T.Y.B.A. Paper VI INDIAN EDUCATION SYSTEM</u>
Course Code: SBAEDU603

3 Lectures per week
100 marks (50% Internal Assessment and 50% Semester-End Exam)
Theory Paper with Practical Work: 3 credits

<u>Course Objectives</u>: At the end of this course, 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

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.

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

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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

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)

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.

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

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

4.1 Issues related to Access and Quality in higher education

4.2 Rashtriya Uchchatar 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

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.

Each student must collect opinions from students or parents or teachers, analyse the data and submit a detailed report (an introduction, significance, methodology, data, results, conclusions and complete bibliography), on one of the following:
5.1 Opinions of 20 College Students about recommendations in NEP 2020.
5.2 Opinions of 20 Parents of College Students about recommendations in NEP 2020.
5.3 Opinions of 20 College Teachers about recommendations in NEP 2020.

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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 must 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 must 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.