



**Sophia College for Women  
(Autonomous)**

**University of Mumbai**

**Faculty of Humanities**

**Syllabus for T.Y.B.A.  
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 2021-2022)

**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 Choose 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 course is open to students who passed the SYBA examination, and who have cleared the requisite minimum ATKT courses.

**Program Objectives of the TYBA 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 objective of the YBTA Education courses is 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 5<sup>th</sup> Semester + 100 marks 6<sup>th</sup> Semester)

**Internal Assessment 50%**

**Semester-End Exam 50%**

## Course Titles and Course Codes in TYBA Education

### **Semester V**

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

### **Semester VI**

<b>Courses</b>	<b>COURSE TITLES</b>	<b>COURSE CODES</b>	<b>Credits</b>
Core Course IV	<b>Educational Evaluation</b>	SBAEDU601	3
Core Course V	<b>Information and Communication Technology in Education</b>	SBAEDU602	3
Core Course VI	<b>Indian Education System</b>	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:**

- During the pandemic period, 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 08 out of 25 marks in Internal Assessment, and 30 out of 75 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 university examinations.

The Online 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 2020-2021) 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.

**Syllabus for T.Y.B.A. (Education) under CBCS in Semester V**  
**Core Course Title: T.Y.B.A. Paper IV: EDUCATIONAL EVALUATION**  
**Core Course Code: SBAEDU501**

4 Online or Blended Mode lectures per week

100 marks in Semester V and Semester VI

Semester-End Exam 50%: One-hour Online theory paper (50 marks)

Internal Assessment 50%: Online or Blended Mode Practical Work-Assignments (50 marks)

Theory Paper with Practical Work: 3 credits

**Course Objectives:**

- a) To develop an understanding of concepts of measurement, assessment, evaluation
- b) To develop an understanding of the taxonomy of educational objectives
- c) To develop an understanding of learning experiences and learning outcomes
- d) To study the trends in evaluation of school and college students
- e) To apply the knowledge of the concepts of evaluation in practical situations

**Semester V: Core Course Code: SBAEDU501**

**Module 1: Concept of Educational Evaluation**

Module Objectives:

- To develop an understanding of the concept and characteristics of educational evaluation.
- To differentiate between test, assessment and evaluation.
- To compare the types of educational evaluation.
- To evaluate the functions and applications of educational 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 Objectives:

- To compare educational aims and educational objectives.
- To develop an understanding of the Educational Taxonomies given by Benjamin Bloom, Krathwhol, Masia and Dave.
- To differentiate and examine the levels within each domain of learning.
- To analyse 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 Objectives:

- To differentiate between learning experiences and learning outcomes.
- To appreciate the significance of value-based learning experiences.
- To explain the concept and need for learning outcomes.
- To understand the relationship between learning 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 Objectives:

- *To develop an understanding of continuous and comprehensive assessment.*
- *To critically evaluate internal assessment and external examinations.*
- *To identify challenges of external examinations.*

**4.1** Continuous and comprehensive assessment (significance, areas, merits and 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 Objectives:

- *To write a conceptual framework of the topic selected for practical work.*
- *To construct an opinionnaire for data collection, using Google forms and Google docs.*
- *To collect online data, using Google forms and Google docs*
- *To analyse the collected data and present findings in graphical representation.*
- *To submit a practical report based on the study undertaken.*

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** Challenges in the **online internal assessment**, faced by students in **secondary education** (upto class XII).

**5.2** Opinions regarding **internal assessment patterns** in **undergraduate colleges**, in Mumbai.

**5.3** Challenges in the **online semester-end-examinations**, faced by students and teachers in colleges (affiliated to University of Mumbai).

**Syllabus for T.Y.B.A. (Education) under CBCS in Semester VI**  
**Core Course Title: T.Y.B.A. Paper IV: EDUCATIONAL EVALUATION**  
**Core Course Code: SBAEDU601**

**Course Objectives:**

- a) To compare the tools of evaluation
- b) To compare the techniques of evaluation
- c) To develop an understanding graphical representation of assessment results.
- d) To develop an understanding of elementary statistical measures and interpretation of assessment results.
- e) To apply the knowledge of the concepts of evaluation in practical situations

**Semester VI: Core Course Code: SBAEDU601**

**Module 1: Modes of Assessment**

Module Objectives:

- To develop an understanding of different types of performance tests.
- To develop an understanding of different types of written tests.
- To differentiate between criterion-referenced and norm-referenced tests.
- To develop an understanding of the merits of open book examinations
- To develop an understanding of 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 Objectives:

- To develop an understanding of teacher assessment.
- To develop an understanding of self-assessment and peer assessment.
- To differentiate between types of assessment strategies.
- To develop an understanding of assessment rubrics
- To develop an understanding of student portfolios and reflective journals.
- To develop an understanding of credit-based system.
- To develop an understanding of grading in the CBCS.
- To develop an understanding of checklists and rating scales, as observation techniques.
- To develop an understanding of anecdotal records, as an observation technique.

**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 Objectives:

- To develop an understanding of methods of graphical representation of classroom data.
- To organize, classify and analyse classroom data.
- To develop an understanding of different graphical presentation of classroom data.
- To make use of 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 Objectives:

- To appreciate the use of statistics in educational evaluation
- To develop an understanding of the Normal Probability Curve.
- To develop an understanding of the concept and uses of the mean, median and mode.
- To calculate the mean, median, mode of data that is provided.
- To develop an understanding of the percentage, percentile and percentile rank of data that is provided.
- To interpret the mean, median, mode of data that is provided.
- To interpret the percentage, percentile and percentile rank of data that is provided.
- To interpret 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 Objectives:

- To write a conceptual framework of the topic selected for practical work.
- To construct an opinionnaire for data collection, using Google forms and Google docs.
- To collect online data, using Google forms and Google docs
- To analyse the collected data and present findings in graphical representation.
- To submit a practical report based on the study undertaken.

Each student must collect data 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** Challenges in the **online internal assessment**, faced by students in **secondary education** (upto class XII).

**5.2** Opinions regarding **internal assessment patterns** in **undergraduate colleges**, in Mumbai.

**5.3** Challenges in the **online semester-end-examinations**, faced by students and teachers in colleges (affiliated to University of Mumbai).

**5.1** Construct and administer a **20-mark MCQ-type (15 items), question paper**, using Google Forms, on any TYBA Sem-6 Education module, conduct the test and assess the answer-scripts, analyse and interpret the results, with graphical representation.

**5.2** Construct a **Checklist (with 15 items)**, using Google Forms, on any aspect of college education, use it to collect data; analyse and interpret the results, with graphical representation.

**5.3** Construct a **5-point Likert Rating Scale, (with 15 items)**, using Google Forms, on any aspect of College Education, collect data; analyse interpret the results, with graphical Representation.

## **Reference Books**

- Agarwal R.N., Educational & Psychological Measurement
- Aggrawal J.C., Essentials of Examination System – Evaluation, Tests and Measurement, Vikas Publishing House Private Ltd.
- Bloom Benjamin, Taxonomy of Educational Objectives –I & II
- Chauhan C.P.S., Emerging Trends in Educational Evaluation
- Dandekar W.N. Evaluation in Schools, Shri VidyaPrakasha, Poona, 1986
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- Lulla B.P., Essentials of Evaluation & Measurement in Education
- Mehrens W.A., Measurement & Evaluation in Psychology & Education, Lehman Irvin,
- Mrunalini T., Educational Evaluation, NeelKamal Publications, Hyderabad, 2013
- Noll V. H., Introduction to Educational Measurement
- Patel R.N., Educational Evaluation, Himalaya Publications House, Bombay 1985.
- Philips R.C., Evaluation in Education
- Rao Narasimha, Explorations in Educational Evaluation, NeelKamal Publications,
- Theodore & Adams, Measurement & Evaluation
- Thorndike & Hagan, Measurement and Evaluation in Psychology and Education
- Upasani N.K., Evaluation in Higher Education
- Wandt E. & Brown, Essentials of Educational Evaluation
- Wrightstone W., Evaluation in Modern Education

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**Syllabus for T.Y.B.A. (Education) under CBCS in Semester V**  
**Core Course Title: T.Y.B.A. Paper V**  
**INFORMATION and COMMUNICATION TECHNOLOGY in EDUCATION**  
**Core Course Code: SBAEDU502**

4 Online or Blended Mode lectures per week

100 marks in Semester V and Semester VI

Semester-End Exam 50%: One-hour Online theory paper (50 marks)

Internal Assessment 50%: Online or Blended Mode Practical Work-Assignments (50 marks)

Theory Paper with Practical Work: 3 credits

**Course Objectives:**

- a) To develop an understanding of basic ICTs in teaching and learning
- b) To apply the principles of effective communication
- c) To demonstrate the use of communication modes in teaching and learning
- d) To develop an understanding of psychological basis of using ICTs in education
- e) To develop support media for teaching and learning
- f) To use technology mediated communication

**Semester V: Core Course Code: SBAEDU502**

**Module 1: ICT in Education**

Module Objectives:

- To develop an understanding of the definitions and historical development of educational technology.
- To acquire knowledge of the concept, need and characteristics of ICT in Education.
- To develop an understanding of the principles of ICT in Education.
- To develop an understanding of 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 objectives:

- To develop an understanding of the meaning, process and types of communication.
- To acquire knowledge of the principles and barriers of effective communication.
- To develop an understanding of the meaning, elements and process of the communication cycle.
- To develop an understanding of the teacher role providing 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 Objectives:

- To develop an understanding of psychological bases of using support media.
- To acquire knowledge of the concept of Edgar Dale's cone of experiences
- To develop an understanding of the principles of multisensory instruction.
- To develop an understanding of the uses of 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)

Projected Support Media: OHP, Slide Projector and LCD Projector

Non-projected Support Media: 2-D & 3-D models, charts, maps & flashcards

Educational Apps: assessment, infographics, mindmapping, collaboration apps

## **Module 4: Communication Modes in Education**

### Module Objectives:

- *To develop an understanding of the concept and techniques of speaking.*
- *To develop an understanding of the concept and techniques of listening.*
- *To develop an understanding of the concept and techniques of narrating.*
- *To develop an understanding of the concept and techniques of explaining.*
- *To develop an understanding of the concept and techniques of discussing.*
- *To develop an understanding of the concept and techniques of questioning.*
- *To acquire knowledge of the verbal visually representation and viewing.*
- *To acquire knowledge of the nonverbal visually representation and viewing.*

**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 and skills)

## **Module 5: Practical work in ICT in Education:**

### Module Objectives:

- *To develop an understanding of audiovisual instructional material*
- *To develop learning material, using one communication mode*
- *To develop an understanding of educational tools and websites in education.*
- *To construct audiovisual instructional material, using educational apps and tools.*

Each student must construct instructional material, and submit a detailed report (an introduction, significance, methodology, data, results, conclusions and complete bibliography), on one of the following:

**5.1** A 10-minute PPT presentation, to demonstrate one **communication mode**, on a TYBA Sem-5 Education sub-unit; with procedure, images, a self-recorded audio file and a video file.

**5.2** A 10-minute PPT-enabled presentation, to demonstrate three features of an **infographic, or a padlet or an H5P tool**, or similar application, based on a TYBA Sem-5 Education sub-unit; with procedure, images, a self-recorded audio file and a video file.

**5.3** A 10-minute PPT-enabled presentation to show a comparison of two **mind mapping tools**, on a TYBA Sem-5 Education sub-unit with procedure, images, a self-recorded audio file and a video file.

**Syllabus for T.Y.B.A. (Education) under CBCS in Semester VI**  
**Core Course Title: T.Y.B.A. Paper V**  
**INFORMATION and COMMUNICATION TECHNOLOGY in EDUCATION**  
**Core Course Code: SBAEDU602**

**Course Objectives:**

- a) To develop an understanding of the principles of basic instructional design
- b) To understand the various techniques of ICT in teaching and learning
- c) To compare various teaching and learning techniques
- d) To understand the trends in technology mediated communication
- e) To apply the principles of basic instructional design for teaching and learning

**Semester VI: Core Course Code: SBAEDU602**

**Module 1: Basic Instructional Design**

*Module Objectives:*

- To develop an understanding of meaning and characteristics of instructional design
- To acquire knowledge of the principles of instructional design
- To develop an understanding of the concept and phases of addie model of instructional design.
- To develop an understanding of 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 Objectives:*

- To develop an understanding of self-learning and self-paced learning
- To acquire knowledge of the concept and techniques of SQ4R
- To develop an understanding of various techniques of small group learning
- To develop an understanding of various techniques of large group learning
- To develop an understanding 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 Objectives:*

- To develop an understanding of concept and need of e-learning
- To acquire knowledge of the concept of synchronous & asynchronous online learning
- To develop an understanding of the concept, significance and types of blended learning
- To develop an understanding 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 objectives:

- To develop an understanding of computer assisted instruction
- To acquire knowledge of computer managed instruction
- To develop an understanding of learning management systems
- To develop an understanding 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 objectives:

- To develop an understanding of the ADDIE model
- To acquire knowledge of ICT tools that support learning disabled students
- To develop an understanding of the small-group learning technique
- To demonstrate a small-group learning technique

Each student must construct instructional material, and submit a detailed report (with an introduction, significance, methodology, data, results, conclusions and complete bibliography), on one of the following:

**5.1** A 10-minute PPT presentation, to demonstrate one **communication mode**, on a TYBA Sem-5 Education sub-unit; with procedure, images, a self-recorded audio file and a video file.

**5.2** A 10-minute PPT-enabled presentation, to demonstrate three features of an **infographic, or a padlet or an H5P tool**, or similar application, based on a TYBA Sem-5 Education sub-unit; with procedure, images, a self-recorded audio file and a video file.

**5.3** A 10-minute PPT-enabled presentation to show a comparison of two **mind mapping tools**, on a TYBA Sem-5 Education sub-unit with procedure, images, a self-recorded audio file and a video file.

**5.1** A 10-minute PPT-enabled explanation of **the structure of an ID, based on the ADDIE model**, of content from a sub-unit in the TYBA Sem-6 Education syllabus.

**5.2** A 10-minute PPT-enabled demonstration of the detailed use of **one ICT tool each**, for learners with learning disabilities and for learners with hearing-or-visual handicaps.

**5.3** A 10-minute demonstration of **one small-group learning technique**, from Module 2, based on content from a sub-unit in the TYBA Sem-6 Education syllabus.

## Reference Books:

- Aggarwal J. C., Basic ideas in Educational Technology, Shipra Publisher, N Delhi
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- Venkataiah N., Educational Technology, APH Publishing Corporation, N. Delhi 1996

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**Syllabus for T.Y.B.A. (Education) under CBCS in Semester V**  
**Core Course Title: T.Y.B.A. Paper VI INDIAN EDUCATION SYSTEM**  
**Course Code: SBAEDU603**

3 Online or Blended Mode lectures per week

100 marks in Semester V and Semester VI

Semester-End Exam 50%: One-hour Online theory paper (50 marks)

Internal Assessment 50%: Online or Blended Mode Practical Work-Assignments (50 marks)

Theory Paper with Practical Work: 3 credits

**Course Objectives:**

- a) To gain insight into the trends and challenges in pre-school education
- b) To develop an understanding of different boards of education in India
- c) To gain insight into the challenges faced in primary education
- d) To develop an understanding of teacher education and their institutions.
- e) To develop an understanding of teacher's role in pre-primary and primary education
- f) To gain insight into the Right to Education Act 2009
- g) To study institutions of pre-primary and primary education

**Semester V: Course Code: SBAEDU603**

**Module 1: Pre-Primary Education in India**

Module objectives:

- To develop an understanding of concept and objectives of pre-primary education in india
- To acquire knowledge of pre-primary education institutions
- To develop an understanding of pre-primary teacher training programs
- To develop an understanding of the pioneers of pre-primary education

**1.1** Concept, importance and objectives (NCERT)

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

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

**1.4** Pioneers of pre-primary education

**Module 2: National Policy in Indian Pre-Primary Education**

Module objectives:

- To develop an understanding of NCF 2005 as a national policy in pre-primary education
- To develop an understanding of RTE 2010 as a national policy in pre-primary education
- To acquire knowledge of the issues related to quality in pre-primary education programs
- To acquire knowledge of the issues related to accessibility in pre-primary education programs
- To develop an understanding of the role of the government in providing pre-primary education
- To develop an understanding of the government's role in providing pre-primary teacher training

**2.1** Issues related to universal access, quality and teacher-training in pre-school education.

**2.2** NCF 2005 and RTE 2010 in context with pre-primary education

**2.3** Need for monitoring the development of pre-primary education

**2.4** NEP 2020 recommendations for pre-primary education

**Module 3: Primary Education in India**

Module Objectives:

- To develop an understanding of the concept and objectives of primary education in india
- To acquire knowledge of pre-primary education institutions
- To develop an understanding of the types of primary schools
- To develop an understanding of primary teacher training and eligibility
- To acquire knowledge of the
- To develop an understanding of the role of 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 Objectives:

- *To develop an understanding of universalization of elementary education*
- *To acquire knowledge of the NCFTE*
- *To acquire knowledge of the RTE 2010*
- *To develop an understanding of the sarva shiksha abhiyan*
- *To develop an understanding of the issues related to primary teacher training*

**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 objectives:

- *To write a conceptual framework of the topic selected for practical work.*
- *To construct an opinionnaire for data collection, using Google forms and Google docs.*
- *To collect online data, using Google forms and Google docs*
- *To analyse the collected data and present findings in graphical representation.*
- *To submit a practical report based on the study undertaken.*
- *To acquire knowledge of the challenges faced by teachers, in implementing RTE 2010*

Each student must collect **opinions from 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** Online instruction in primary schools, during the pandemic period.

**5.2** Online assessment in primary schools, during the pandemic period.

**5.3** Challenges faced by teachers, in implementing RTE 2010.

**Syllabus for T.Y.B.A. (Education) under CBCS in Semester VI**  
**Core Course Title: T.Y.B.A. Paper VI INDIAN EDUCATION SYSTEM**  
**Course Code: SBAEDU603**

**Course Objectives:**

- a) To comprehend current trends in formal and non-formal education
- b) To gain an insight into the trends and challenges in secondary education
- c) To develop an understanding of secondary teacher education and their institutions.
- d) To develop an understanding of teacher's role in secondary and higher education
- e) To gain an insight into the government policies for secondary education
- f) To gain an insight into the trends and challenges in secondary education
- g) To gain an insight into the trends and challenges in higher education
- h) To study institutions of secondary education
- i) To gain an insight into the government policies for higher education
- j) To study institutions of higher education

**Semester VI: Elective Course Code: SBAEDU603**

**Module 1: Secondary and Higher Secondary Education in India**

Module Objectives:

- To develop an understanding of concept and objectives of secondary education
- To develop an understanding of concept and objectives of higher secondary education
- To acquire knowledge of nature and functions of boards of education
- To develop an understanding of Jawahar Navodaya Sanghatana schools
- To develop an understanding of Kendriya Vidyalaya Sanghatana schools
- To develop an understanding of 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

**Module 2: Policies in Secondary and Higher Secondary Education in India**

Module Objectives:

- To develop an understanding of universalization of secondary education
- To develop an understanding of the issues related to secondary education
- To develop an understanding of issues related to higher secondary education
- To develop an understanding of the Rastriya Madhyamik Shiksha Abhiyan
- To acquire knowledge of the NCFTE 2010
- To acquire knowledge 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 Objectives:

- To develop an understanding of concept and objectives of higher education
- To acquire knowledge of the concept, types, nature and functions of Universities.
- To develop an understanding of teacher training for higher education.
- To develop an understanding of teacher eligibility for higher education.
- To develop an understanding of professional development of teachers in higher education.
- To develop an understanding of 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 Objectives:

- to develop an understanding of issues related to access in higher education
- to develop an understanding of issues related to quality in higher education
- to acquire knowledge of the scope and functions of RUSA
- to develop an understanding of accreditation and quality assurance
- to develop an understanding of the significance of UGC, NAAC and NIRF
- To acquire knowledge of the NEP 2020

### **4.1** Issues related to Access and Quality in higher education

**4.2** Rashtriya Uchchar Shiksha Abhiyan (background, scope, functions and outcomes)

**4.3** UGC, NAAC, NIRF (Accreditation and Quality Assurance: meaning and significance)

**4.4** NPE 2020 recommendations for higher education

## **Module 5: Practical work in Indian Education System:**

### Module Objectives:

- To write a conceptual framework of the topic selected for practical work.
- To construct an opinionnaire for data collection, using Google forms and Google docs.
- To collect online data, using Google forms and Google docs
- To analyse the collected data and present findings in graphical representation.
- To 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** Online instruction in primary schools, during the pandemic period.

**5.3** Online assessment in primary schools, during the pandemic period.

**5.3** Challenges faced by teachers, in implementing RTE 2010.

**5.1** Opinions of 20 College Students about the educational structure and quality indicators in NEP 2020.

**5.2** Opinions of 20 Parents of College Students about the educational structure and quality indicators in NEP 2020.

**5.3** Opinions of 20 College Teachers about the educational structure and quality indicators in NEP 2020.

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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 online 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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