



Sophia College (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 2020-2021)

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



SYLLABUS FOR T.Y.B.A. COURSE in EDUCATION

(As per the Choice Based Credit System, to be implemented with effect from the Academic Year 2020-2021)

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 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 the requisite minimum ATKT courses.

Programme Objectives for 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 objective of these 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 elective course

No. of credits per course per semester: 3 credits

200 marks (100 marks 5th Semester + 100 marks 6th Semester)

Internal Assessment 25%

Semester-End Exam 75%

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
Elective Course VI-A	Indian Education System	SBAEDU503A	3
Elective Course VI-B	Educational Management	SBAEDU503B	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
Elective Course VI-A	Indian Education System	SBAEDU603A	3
Elective Course VI-B	Educational Management	SBAEDU603B	3
TOTAL CREDITS			9

TYBA Education Syllabus Structure:

1. In TYBA Semester V and Semester VI, there are Core Courses IV and V and Elective Courses VI-A and VI-B.
2. Choices for Electives may be offered by the Board of Studies. Students may select any course out of the two given courses, in Elective Courses VI-A and VI-B.
3. Each Course will carry 3 Credits per Course per Semester.

Assessment Scheme for TYBA Semester V and VI Courses:

1. Sophia College (Autonomous) follows a 75:25 Assessment Scheme, each semester.
2. The TYBA Courses IV, V and VI will have Theory based courses, with compulsory practical components, in each semester.
3. 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.
4. 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.
5. 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 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 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, as per Mumbai University rules and guidelines for the Faculty of Humanities.

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 lectures per week
 100 marks in Semester V and Semester VI
 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

Course Objectives:

- i) To develop an understanding of concepts of measurement, assessment, evaluation
- ii) To develop an understanding of the taxonomy of educational objectives
- iii) To develop an understanding of learning experiences and learning outcomes
- iv) To study the trends in evaluation of school and college students
- v) To apply the knowledge of the concepts of evaluation in practical situations

Semester V: Core Course Code: SBAEDU501

Module 1: Concept of Educational Evaluation	
<i>Module Objectives:</i>	
<i>i. To develop an understanding of the concept and characteristics of educational evaluation.</i>	
<i>ii. To differentiate between test, assessment and evaluation.</i>	
<i>iii. To compare the types of educational evaluation.</i>	
<i>iv. To evaluate the functions and applications of educational evaluation.</i>	
1.1 Educational measurement, test, assessment, evaluation (meaning,nature)	3 lectures
1.2 Types of educational evaluation – formative and summative (meaning, areas, characteristics and differences)	3 lectures
1.3 Functions and applications of educational evaluation	3 lectures
1.4 Relationship between test, measurement, assessment and evaluation	3 lectures
Module 2: Educational Objectives	
<i>Module Objectives:</i>	
<i>i. To compare educational aims and educational objectives.</i>	
<i>ii. To develop an understanding of Educational Taxonomies given by Bloom, Krathwhol, Masia and Dave.</i>	
<i>iii. To differentiate and examine the levels within each domain of learning.</i>	
<i>iv. To analyse question items based on Bloom’s revised taxonomy.</i>	
2.1 Educational aims and educational objectives (concept and types), Relationship between educational aims and educational objectives	3 lectures
2.2 Revised Bloom’s Taxonomy of the Cognitive Domain	3 lectures
2.3 Krathwhol and Masia’s Taxonomy of the Affective Domain	3 lectures
2.4 Dave’s Taxonomy of the Psychomotor Domain	3 lectures
Module 3: Learning Experiences and Learning Outcomes	
<i>Module Objectives:</i>	
<i>i. To differentiate between learning experiences and learning outcomes.</i>	
<i>ii. To appreciate the significance of value-based learning experiences.</i>	
<i>iii. To explain the concept and need for learning outcomes.</i>	
<i>iv. To deduct the relationship between learning objectives, learning experiences and evaluation.</i>	
3.1 Learning Experiences (meaning, types, significance)	3 lectures
3.2 Value based learning experiences (meaning and significance)	3 lectures
3.3 Learning Outcomes (meaning, types, need and significance)	3 lectures
3.4 Relationship between Objectives, Specifications, Learning Experiences and	3 lectures

Module 4: Assessment and Examinations	
<u>Module Objectives:</u>	
<ul style="list-style-type: none"> <i>i. To develop an understanding of continuous and comprehensive assessment.</i> <i>ii. To critically evaluate internal assessment and external examinations.</i> <i>iii. To identify challenges of external examinations.</i> 	
4.1 Continuous and comprehensive assessment(significance, areas, merits & challenges)	3 lectures
4.2 Internal assessment in higher education (significance, areas, merits and challenges)	3 lectures
4.3 External examinations (meaning, types, need, significance, merits and limitations)	3 lectures
4.4 Challenges related to the planning and conduct of external examinations	3 lectures
Module 5: Practical work in Educational Evaluation:	
<u>Module Objectives:</u>	
<ul style="list-style-type: none"> <i>i. To write a conceptual framework of the topic selected for practical work.</i> <i>ii. To construct an opinionnaire for data collection.</i> <i>iii. To analyse the collected data and present findings in graphical representation.</i> <i>iv. To submit a practical report based on the study undertaken.</i> 	
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 internal assessment, faced by students in secondary education (upto class XII).	
5.2 Opinions regarding internal assessment patterns in UG colleges in Mumbai.	
5.3 Challenges in the CBCS System, faced by students and teachers in colleges (affiliated to University of Mumbai).	
Total Lectures:	
	60 lectures

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:

- i) To compare the tools of evaluation
- ii) To compare the techniques of evaluation
- iii) To develop an understanding graphical representation of assessment results.
- iv) To develop an understanding of elementary statistical measures and interpretation of assessment results.
- v) To apply the knowledge of the concepts of evaluation in practical situations

Semester VI: Core Course Code: SBAEDU601

Module 1: Modes of Assessment	
<i>Module Objectives:</i>	
<ol style="list-style-type: none"> i. To develop an understanding of different types of performance tests. ii. To develop an understanding of different types of written tests. iii. To differentiate between criterion-referenced and norm-referenced tests. iv. To develop an understanding of the merits of open book examinations v. To develop an understanding of the merits of online examinations 	
1.1 Performance tests – Oral and Practical tests (merits, suggestions for improvement)	3 lectures
1.2 Written Tests – Essay type questions and Objective type questions [in general only] (merits, limitations and suggestions for improvement)	3 lectures
1.3 Open Book Examinations and Online Examinations (features, merits and challenges)	3 lectures
1.4 Criterion Referenced Tests and Norm Referenced tests (meaning, characteristics, merits and differences)	3 lectures
Module 2: Differentiated Assessment Strategies	
<i>Module Objectives:</i>	
<ol style="list-style-type: none"> i. To develop an understanding of teacher assessment. ii. To develop an understanding of self-assessment and peer assessment. iii. To differentiate between types of assessment strategies. iv. To develop an understanding of assessment rubrics. v. To develop an understanding of student portfolios. vi. To develop an understanding of a reflective journal. vii. To develop an understanding of credit-based system. viii. To develop an understanding of grading in the CBCS. ix. To develop an understanding of checklists, anecdotal records and rating scales, as observation techniques. 	
2.1 Teacher assessment, Self-assessment, Peer assessment (meaning, purpose)	3 lectures
2.2 Assessment Rubrics, Student Portfolios, Reflective Journal (meaning, purpose and guidelines of development)	3 lectures
2.3 Credit based system, CBCS and Grading (meaning and advantages)	3 lectures
2.4 Observation Techniques: i) Checklists, ii) Rating Scales, iii) Anecdotal records (meaning, purpose, characteristics, merits and limitations)	3 lectures
Module 3: Graphical Representation of Classroom Data	
<i>Module Objectives:</i>	
<ol style="list-style-type: none"> i. To develop an understanding of methods of graphical representation of classroom data. ii. To organize, classify and analyse classroom data. iii. To show an understanding of different kinds of graphical presentation of classroom data. iv. To make use of computers to present and analyse classroom data 	

3.1 Organising classroom assessment data –marks & grades (procedure & use)	3 lectures
3.2 Tabular representation, analysis & interpretation of data (procedure, use)	3 lectures
3.3 Graphical Representation of Classroom Data - Bar Charts, Histogram, Line Graphs, Pie Chart, Frequency Polygon (concept, uses, merits, limitations and construction)	3 lectures
3.4 Use of computers in graphical representation of classroom test data.	3 lectures
Module 4: Basic Statistics and Interpretation of Results	
<u>Module Objectives:</u>	
<i>i. To appreciate the use of statistics in educational evaluation</i> <i>ii. To develop an understanding of the Normal Probability Curve.</i> <i>iii. To develop an understanding of the concept and uses of the mean, median and mode.</i> <i>iv. To calculate the mean, median, mode of data that is provided.</i> <i>v. To develop an understanding of the percentage, percentile and percentile rank of data that is provided.</i> <i>vi. To interpret the mean, median, mode of data that is provided.</i> <i>vii. To interpret the percentage, percentile and percentile rank of data provided.</i> <i>viii. To interpret data that is provided.</i>	
4.1 Statistics in Educational Evaluation (need and importance)	3 lectures
4.2 Normal Probability Curve (concept, meaning and characteristics)	3 lectures
4.3 Measures of Central Tendency - Mean, Median and Mode (concept, uses, computation, interpretation). Use of a simple non-programmable calculator is allowed.	3 lectures
4.4 Percentages, Percentile Rank and Percentiles (concept and interpretation)	3 lectures
Module 5: Practical work in Educational Evaluation:	
<u>Module Objectives:</u>	
<i>i. To write a conceptual framework of the topic selected for practical work.</i> <i>ii. To construct an opinionnaire for data collection.</i> <i>iii. To analyse the collected data and present findings in graphical representation.</i> <i>iv. To submit a practical report based on the study undertaken.</i>	
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:	12 lectures
5.1 Construct and administer a 20-mark objective type question paper, using Google Forms, on any TYBA 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, use it to collect data; analyse and interpret the results, with Graphical Representation.	
Total Lectures	60 lectures

Reference Books

1. Agarwal R.N., Educational & Psychological Measurement
2. Aggrawal J.C., Essentials of Examination System – Evaluation, Tests and Measurement, Vikas Publishing House Private Ltd.
3. Bloom Benjamin, Taxonomy of Educational Objectives –I & II
4. Chauhan C.P.S., Emerging Trends in Educational Evaluation
5. Dandekar W.N. Evaluation in Schools, Shri VidyaPrakasha, Poona, 1986
6. Gronlund N., Measurement & Evaluation in Teaching, Macmillan, New York, 1981
Holt-Saunders International Edition, Hyderabad, 2013
7. Kubiczyn T. Educational Testing and Measurement, Harper Collins College Publications

8. Lulla B.P., Essentials of Evaluation & Measurement in Education
9. Mehrens W.A., Measurement & Evaluation in Psychology & Education, Lehman Irvin,
10. Mrunalini T., Educational Evaluation, Neel Kamal Publications, Hyderabad, 2013
11. Noll V. H., Introduction to Educational Measurement
12. Patel R.N., Educational Evaluation, Himalaya Publications House, Bombay 1985.
13. Philips R.C., Evaluation in Education
14. Rao Narasimha, Explorations in Educational Evaluation, Neel Kamal Publications,
15. Theodore & Adams, Measurement & Evaluation
16. Thorndike & Hagan, Measurement and Evaluation in Psychology and Education
17. Upasani N.K., Evaluation in Higher Education
18. Wandt E. & Brown, Essentials of Educational Evaluation
19. Wrightstone W., Evaluation in Modern Education

* * * * *

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 Codes: SBAEDU502

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

Course Objectives:

- i) To develop an understanding of basic ICTs in teaching and learning
- ii) To apply the principles of effective communication
- iii) To demonstrate the use of communication modes in teaching and learning
- iv) To develop an understanding of psychological basis of using ICTs in education
- v) To develop support media for teaching and learning
- vi) To use technology mediated communication

Semester V: Core Course Code: SBAEDU502
--

Module 1: ICT in Education <u>Module Objectives:</u> <ol style="list-style-type: none"> i. To develop an understanding of the definitions and historical development educational technology. ii. To acquire knowledge of concepts, need & characteristics of ICT in Education iii. To develop an understanding of the principles of ICT in Education iv. To develop an understanding of the Scope of ICT in Education 	
1.1 Educational Technology (definitions and historical development)	3 lectures
1.2 Concept of ICT in Education (meaning, definition, need and characteristics)	3 lectures
1.3 Principles of ICT in Education	3 lectures
1.4 Scope of ICT in Education: Instruction, Evaluation, Research, Administration	3 lectures
Module 2: Dynamics of Effective Communication <u>Module objectives:</u> <ol style="list-style-type: none"> i. To develop an understanding of the meaning and types of communication. ii. To acquire knowledge of the principles and barriers of effective communication. iii. To develop an understanding of the meaning, elements and process of the communication cycle. iv. To appreciate the teacher's role providing effective communication. 	
2.1 Communication (meaning, process and types)	3 lectures
2.2 The Communication Cycle (meaning, elements and process)	3 lectures
2.3 Effective Communication - principles and barriers (types and implications)	3 lectures
2.4 Role of the teacher in providing effective communication	3 lectures
Module 3: Support Media in ICT in Education <u>Module Objectives:</u> <ol style="list-style-type: none"> i. To develop an understanding of psychological bases of using support media. ii. To acquire knowledge of the concept of Edgar Dale's cone of experiences iii. To develop an understanding of the principles of multisensory instruction. iv. To develop an understanding of the uses of support media in education. 	
3.1 Psychological Bases of using support media	3 lectures
3.2 Edgar Dale's Cone of Experiences (modified)	3 lectures
3.3 Multisensory Instruction: principles and advantages	3 lectures
3.4 Support Media in Education (Uses, Advantages & Limitations)	3 lectures
<ol style="list-style-type: none"> i. Projected Support Media: OHP, Slide Projector and LCD Projector ii. Non-projected Support Media: 2-D & 3-D models, charts, maps & flashboards 	

Module 4: Communication Modes in Education	
<i>Module Objectives:</i>	
<ul style="list-style-type: none"> <i>i. To develop an understanding of the concept and techniques of speaking.</i> <i>ii. To develop an understanding of the concept and techniques of listening.</i> <i>iii. To develop an understanding of the concept and techniques of narrating.</i> <i>iv. To develop an understanding of the concept and techniques of explaining.</i> <i>v. To develop an understanding of the concept and techniques of discussing.</i> <i>vi. To develop an understanding of the concept and techniques of questioning.</i> <i>vii. To acquire knowledge of the verbal visually representation and viewing.</i> <i>viii. To acquire knowledge of the nonverbal visually representation and viewing.</i> 	
4.1 Speaking and Listening (concept, advantages, techniques and skills)	3 lectures
4.2 Narration and Explanation (concept, advantages, techniques and skills)	3 lectures
4.3 Discussion and Questioning (concept, advantages, techniques and skills)	3 lectures
4.4 Visually Representing and Viewing -Verbal and Nonverbal (concept, advantages, techniques and skills)	3 lectures
Module 5: Practical work in ICT in Education:	
<i>Module Objectives:</i>	
<ul style="list-style-type: none"> <i>i. To develop an understanding of audiovisual instructional material</i> <i>ii. To develop learning material, using one communication mode</i> <i>iii. To develop an understanding of educational tools and websites in education.</i> <i>iv. To construct audiovisual instructional material, using educational tools.</i> 	
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:	12 lectures
5.1 A 10-minute presentation to demonstrate one communication mode, on a TYBA sub-unit, using any projected OR any non-projected support media.	
5.2 A 10-minute PPT-enabled presentation (15 slides) or an H5P or similar app, containing images, audio & video files, based on a TYBA sub-unit.	
5.3 A 10-minute PPT-enabled presentation (15 slides) to show the detailed use of one educational tool or application.	
Total Lectures	60 lectures

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 Codes: SBAEDU602

Course Objectives:

- i) To develop an understanding of the principles of basic instructional design
- ii) To understand the various techniques of ICT in teaching and learning
- iii) To compare various teaching and learning techniques
- iv) To understand the trends in technology mediated communication
- v) To apply the principles of basic instructional design for teaching and learning

Semester VI: Core Course Code: SBAEDU602

Module 1: Basic Instructional Design	
<i>Module Objectives:</i>	
<ol style="list-style-type: none"> i. To develop an understanding of meaning and characteristics of instructional design ii. To acquire knowledge of the principles of instructional design iii. To develop an understanding of the concept and phases of addie model of instructional design. iv. To develop an understanding of the concept and significance of open educational resources 	
1.1 Instructional Design (meaning and characteristics)	3 lectures
1.2 Principles of Instructional Design	3 lectures
1.3 ADDIE Model of Instructional Design (concept, phases, advantages)	3 lectures
1.4 Integrating Digital instructional resources: Open Educational Resources (OERs)	3 lectures
Module 2: Techniques of Teaching and Learning	
<i>Module Objectives:</i>	
<ol style="list-style-type: none"> i. To develop an understanding of self-learning and self-paced learning ii. To acquire knowledge of the concept and techniques of SQ4R iii. To develop an understanding of various techniques of small group learning iv. To develop an understanding of various techniques of large group learning v. To develop an understanding of virtual learning 	
2.1 Self-Learning and Self-Paced Learning - SQ4R (concept, advantages, and techniques)	3 lectures
2.2 Small group learning (concept, techniques and advantages) of Workshops, Discussions, Lecture-Demonstration, Seminar/Webinar, Role-Play, Simulation, Cooperative Learning [Think-Pair-Share and Jigsaw]	3 lectures
2.3 Large group learning - Lecture and Conferences (concept, advantages and techniques)	3 lectures
2.4 Virtual Learning - Videoconferences, Webinars, Simulation, Educational Apps, TeacherTube, TEDEx, YouTube, Blogs, Social Media (concept, advantages, techniques)	3 lectures
Module 3: Technology Mediated Instruction	
<i>Module Objectives:</i>	
<ol style="list-style-type: none"> i. To develop an understanding of concept and need of e-learning ii. To acquire knowledge of the concept of synchronous & asynchronous online learning iii. To develop an understanding of the concept, significance and types of blended learning iv. To develop an understanding the concept, need and significance of e-inclusion 	
3.1 E-learning (concept, need and advantages)	3 lectures
3.2 Synchronous & Asynchronous Online learning (concept and advantages)	3 lectures
3.3 Blended Learning and Flipped Classrooms (concept, types and advantages)	3 lectures
3.4 E-Inclusion - ICT integration for learners with learning disabilities and for physically challenged learners (concept, types, advantages and techniques)	3 lectures

Module 4: Trends in Technology Mediated Communication	
<i>Module objectives:</i>	
i. To develop an understanding of computer assisted instruction	
ii. To acquire knowledge of computer managed instruction	
iii. To develop an understanding of learning management systems	
iv. To develop an understanding of mobile learning	
4.1 Computer Assisted Instruction (meaning, significance and modes)	3 lectures
4.2 Computer Managed Instruction (meaning and significance)	3 lectures
4.3 Learning Management Systems (meaning, types and advantages)	3 lectures
4.4 Mobile Learning (meaning, characteristics and significance)	3 lectures
Module 5: Practical work in ICT in Education:	
<i>Module objectives:</i>	
i. To develop an understanding of the addie model	
ii. To acquire knowledge of ict tools that support learning disabled students	
iii. To develop an understanding of the small-group learning technique	
iv. To demonstrate a small-group learning technique	
Each student must construct instructional material, conduct an individual 10-minute (20 slides) PPT-enabled presentation and submit a detailed report (with an introduction, significance, methodology, data, results, conclusions and complete bibliography), on one of the following:	
5.1 Develop an ID based on the ADDIE model, on the learner's choice of a sub-unit in the TYBA syllabus.	
5.2 Show the detailed use of one ICT tool each, for learners with learning disabilities and for physically challenged learners.	
5.3 Demonstrate one small-group learning technique, from Module 2, based on the learner's choice of a sub-unit in the TYBA syllabus.	
Total Lectures	60 lectures

Reference Books:

1. Aggarwal J. C., Basic ideas in Educational Technology, Shipra Publisher, N Delhi
2. Aggrawal D.D., Educational Technology, Sarup & Sons, N Delhi 2005
3. Bengalee Coomi, Educational Technology, Sheth Publishers, Mumbai 1986
4. Bhalla C. R., Audio visual aids in education, Atma Ram and Sons,
5. Bhatt B.D. & Sharma S.R.1992, Educational Technology, Kanishka Publishing House, Delhi,
6. Dahiya S. S., Educational Technology-toward better teacher performance, Shipra Publishers, New Delhi, 2000
7. Dasgupta D. N., Communication & Education, Pointer Publications
8. Dutton William H. Information & Communication Technologies – Visions & Realities
9. Goel, D. R., and Joshi, P. (1999). A Manual for INTERNET Awareness. CASE:M. S. University of Baroda Press.
10. Joyce Bruce & Weil Marsha, Models of teaching, Prentice Hall of India, New Delhi
11. Khan M. I. and Sharma S.R., Instructional Technology, Kanishka Publishing House
12. Khan MI, Sharma S. R., Instructional Technology, Kanishka Publishing House
13. Khirwadkar, A. (2005). Information & Communication Technology in Education. New Delhi: Sarup & Sons.
14. Khirwadkar, A. (2010). e-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms. New Delhi: Sarup Book Publication Ltd.
15. Kovalchick Ann and Dawson Kara, Education and Technology (3Vol), ABC-CLIO. Inc., California, 2004
16. Kovalchick Ann, Dawson Kara, Education and Technology (3Vol), ABC-CLIO. Inc., CA, 2004
17. Krishnamoorthy R. C., Educational Technology- Expanding Our Vision, Author Press, New Delhi, 2003
18. Kumar K. L., Educational Technology, New Age International Publs, N Delhi 2006
19. Mahapatra, B.C. (2006). Education in Cybernetic Age. New Delhi: Sarup Sons.
20. MalcomPeltu, Information & Communication Technologies, Oxford University Press,
21. Mamidi M. R., Ravishankar S, Curriculum Development & Educational Technology,
22. Mohanty Jagannath, Educational Broadcasting- Radio & TV in Education, Sterling Publications, New Delhi 2004
23. Mohanty Jagannath, Educational Technology, Deep & Deep Publns, N Delhi 1992
24. Mohantv Jaannath. Trends in Educational Technoloav. Neel Kamal Publs. Hvderabad. 2013

26. Murthy S. K., Educational Technology, Parkash Brothers, Ludhiana
27. Nayak A. K. & Rao V. K., Classroom Teaching Methods & Practices, APH Publishing Corporation, N Delhi
28. Nazeena C, From Blackboard to the Web, Kanishka Publishing House
29. SampathK. Pannirselvan and Santhanam, Introduction to Educational Technology, Sterling Publishers, New Delhi, 1988
30. Saxena, S. (1999). A first course in computers. New Delhi: Vikas Publishing House.
31. Shankar T., Methods of Teaching Educational Technology, Crescent Publishing Corporation.
32. Sharma Anuradha, Modern Educational Technology, Commonwealth Publishers
33. Sharma R. A., Technology Foundations of Education, R. Lall Book Depot, Meerut, 2001
34. Sharma Y.& Sharma M., Educational Technology & Management, 2 vols, Kanishka Publishing House, New Delhi
35. Sharma Yogendra, Educational Technology Vol 1-2, Kanishka Publishers & Distributors, New Delhi, 2000
36. Sharma Yogendra, Fundamental aspects of Educational Technology, Kanishka Publishing House, New Delhi
37. Shelly Cashman and Gunter, Integrating Technology in the classroom, Thomson Publishers, New Delhi, 2002
38. Singh P. P., Sandhir Sharma, E-learning – New trends and innovations, Deep & Deep Publication, N Delhi
39. Srinivasan T. M., Use of Computers and Multimedia in education, Aavishkar Publishers, Delhi
40. Tanenbaum, A. S. (1996). Computer Networks. New Delhi: Prentice Hall of India.
41. Vanaja M., Rajasekar S, Educational Technology & Computer Education, NeelKamal Publ, Hyderabad, 2013
42. Vashist S. R., Research in Educational Technology, Book Enclave, Jaipur
43. Venkataiah N., Educational Technology, APH Publishing Corporation, N. Delhi 1996

* * * * *

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

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

Course Objectives:

- i) To gain insight into the trends and challenges in pre-school education
- ii) To develop an understanding of different boards of education in India
- iii) To gain insight into the challenges faced in primary education
- iv) To develop an understanding of teacher education and their institutions.
- v) To develop an understanding of teacher's role in pre-primary and primary education
- vi) To gain insight into the Right to Education Act 2009
- vii) To study institutions of pre-primary and primary education

Semester V: Elective Course Code: SBAEDU603A

Module 1: Pre-Primary Education in India	
<i>Module objectives:</i>	
<i>i. To develop an understanding of concept and objectives of pre-primary education in india</i>	
<i>ii. To acquire knowledge of pre-primary education institutions</i>	
<i>iii. To develop an understanding of pre-primary teacher training programs</i>	
<i>iv. To develop an understanding of the pioneers of pre-primary education</i>	
1.1 Concept, Importance and Objectives (NCERT)	3 lectures
1.2 Types of pre-primary institutions - crèches, play schools, anganwadis, balwadis, nursery and kindergartens schools	3 lectures
1.3 Teacher Training programs - ECCE, PGDCE, Montessorie and NGOs: Mukangan and Pratham	3 lectures
1.4 Pioneers of Pre-Primary Education	3 lectures
Module 2: National Policy in Indian Pre-Primary Education	
<i>Module objectives:</i>	
<i>i. To develop an understanding of NCF 2005 and RTE 2010 as a national policies in pre-primary education</i>	
<i>ii. To acquire knowledge of the issues related to quality in pre-primary education</i>	
<i>iii. To acquire knowledge of the issues related to accessibility in pre-primary education</i>	
<i>iv. To develop an understanding of government's role in providing pre-primary education</i>	
<i>v. To develop an understanding of the government's role in providing pre-primary teacher training</i>	
2.1 Need for a national policy in pre-primary education	3 lectures
2.2 NCF 2005 and RTE 2010 (background, scope, functions and outcomes)	3 lectures
2.3 Issues related to Accessibility and Quality in pre-primary education	3 lectures
2.4 Role of the government: Provision of pre-primary education and teacher training	3 lectures
Module 3: Primary Education in India	
<i>Module Objectives:</i>	
<i>i. To develop an understanding of the concept and objectives of primary education</i>	
<i>ii. To acquire knowledge of pre-primary education institutions</i>	
<i>iii. To develop an understanding of the types of primary schools</i>	
<i>iv. To develop an understanding of primary teacher training and eligibility</i>	
<i>v. To acquire knowledge of the</i>	
<i>vi. To develop an understanding of the role of SCERT and DIET in ensuring quality primary education.</i>	

3.1 Concept, Importance and Objectives (NCERT)	3 lectures
3.2 Types of primary schools: single teacher schools, private un-aided schools, private government aided schools and government managed schools.	3 lectures
3.3 Teacher training, Qualifications and Teacher Eligibility, Teacher Education Institutions.	3 lectures
3.4 Role of NCERT, SCERT and DIET in maintaining quality in Primary Education.	3 lectures
Module 4: National Policy in Indian Primary Education	
<i>Module Objectives:</i>	
<i>i. To develop an understanding of universalization of elementary education</i>	
<i>ii. To acquire knowledge of the NCFTE</i>	
<i>iii. To acquire knowledge of the RTE 2010</i>	
<i>iv. To develop an understanding of the sarva shiksha abhiyan</i>	
<i>v. To develop an understanding of the issues related to primary teacher training</i>	
4.1 Universalization of Elementary Education (concept, significance, challenges)	3 lectures
4.2 Sarva Shiksha Abhiyan (background, scope, functions and outcomes)	3 lectures
4.3 NCFTE and RTE 2010 (background, scope, functions and outcomes)	3 lectures
4.4 Issues related to primary teacher training - Diploma in Elementary Education	3 lectures
Module 5: Practical work in Indian Education System:	
<i>Module objectives:</i>	
<i>i. To visit pre-primary institutions in Mumbai.</i>	
<i>ii. To visit primary schools in Mumbai.</i>	
<i>iii. To compare pre-primary institutions in Mumbai.</i>	
<i>iv. To compare primary schools in Mumbai.</i>	
<i>v. To visit and develop an understanding of pre-primary institutions</i>	
<i>vi. To acquire knowledge of the challenges faced by teachers, in Mumbai, in implementing RTE 2010</i>	
Each student must secure permission for the visit to pre-primary centres and primary schools, collect data from observations and interviews of students and teachers, analyse collected data and submit a detailed report (an introduction, significance, methodology, data, results, interpretations, conclusions and complete bibliography), on any one of the following:	12 lectures
5.1 A comparison of two pre-primary centres / primary schools, in Mumbai.	
5.2 Challenges faced by teachers, in Mumbai, in implementing RTE 2010.	
5.3 A visit to an experimental school in Pre-Primary or Primary Education.	
Total Lectures	60 lectures

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

Course Objectives:

- i) To comprehend current trends in formal and non-formal education
- ii) To gain an insight into the trends and challenges in secondary education
- iii) To develop an understanding of secondary teacher education and their institutions.
- iv) To develop an understanding of teacher's role in secondary and higher education
- v) To gain an insight into the government policies for secondary education
- vi) To gain an insight into the trends and challenges in secondary education
- vii) To gain an insight into the trends and challenges in higher education
- viii) To study institutions of secondary education
- ix) To gain an insight into the government policies for higher education
- x) To study institutions of higher education

Semester VI: Elective Course Code: SBAEDU603A
--

Module 1: Secondary and Higher Secondary Education in India	
<i>Module Objectives:</i>	
i. To develop an understanding of concept and objectives of secondary education	
ii. To develop an understanding of concept and objectives of higher secondary education	
iii. To acquire knowledge of nature and functions of boards of education	
iv. To develop an understanding of jawahar navodaya sanghatana schools	
v. To develop an understanding of kendriya vidyalaya sanghatana schools	
vi. To develop an understanding of teacher training and teacher eligibility for secondary education.	
1.1 Concept, Importance and Objectives (NCTE)	3 lectures
1.2 Nature and functions of a) State Boards, b) National Boards (CBSE and NIOS), and c) International Boards (CISCE and IGCSE, IB)	3 lectures
1.3 Jawahar Navodaya Sanghatana and Kendriya Vidyalaya Sanghatana Schools	3 lectures
1.4 Teacher training, Qualifications and Teacher Eligibility, Role of the teacher and administrator in secondary and higher secondary education	3 lectures
Module 2: Policies in Indian Secondary and Higher Secondary Education	
<i>Module Objectives:</i>	
i. To develop an understanding of universalization of secondary education	
ii. To acquire knowledge of the NCFTE 2010	
iii. To acquire knowledge of the NPE 2016	
iv. To develop an understanding of the Rastriya Madhyamik Shiksha Abhiyan	
v. To develop an understanding of the issues related to secondary education	
vi. To develop an understanding of issues related to higher secondary education	
2.1 Universalisation of Secondary Education – concept, significance, challenges	3 lectures
2.2 NCFTE 2010 and NPE 2016 (background, scope, functions and outcomes)	3 lectures
2.3 Rashtriya Madhyamik Shiksha Abhiyan (background, scope, functions and outcomes)	3 lectures
2.4 Issues related to Access and Quality in secondary and higher secondary education.	3 lectures
Module 3: Higher Education in India	
<i>Module Objectives:</i>	
i. To develop an understanding of concept and objectives of higher education	
ii. To acquire knowledge of the concept, types, nature and functions of Universities.	
iii. To develop an understanding of teacher training for higher education.	
iv. To develop an understanding of teacher eligibility for higher education.	
v. To develop an understanding of teacher professional development in higher education.	
vi. To develop an understanding of linkages of universities with industry.	
3.1 Concept (general and professional), Importance and Objectives (UGC)	3 lectures
3.2 Universities (concept, types, nature and functions)	3 lectures
3.3 Teacher qualifications, eligibility, recruitment and professional development	3 lectures

Module 4: National Policy in Higher Education in India	
<i>Module Objectives:</i>	
i. to develop an understanding of issues related to access in higher education	
ii. to develop an understanding of issues related to quality in higher education	
iii. to acquire knowledge of the scope and functions of RUSA	
iv. to develop an understanding of accreditation and quality assurance	
v. to develop an understanding of the significance of UGC, NAAC and NIRF	
vi. to develop an understanding of Maharashtra Public Universities Act 2016.	
4.1 Issues related to Access and Quality in higher education	3 lectures
4.2 Rashtriya Uchchar Shiksha Abhiyan (background, scope, functions, outcomes)	3 lectures
4.3 UGC, NAAC, NIRF (Accreditation and Quality Assurance: meaning and significance)	3 lectures
4.4 Maharashtra Public Universities Act 2016 and the NPE 2019	3 lectures
Module 5: Practical work in Indian Education System:	
<i>Module Objectives:</i>	
i. To visit secondary schools in Mumbai.	
ii. To visit junior colleges in Mumbai.	
iii. To visit IDOL in Mumbai University.	
iv. To visit SNDT Women's University in Mumbai.	
v. To interview five SNDT Women's University students, in Mumbai.	
vi. To compare primary schools in Mumbai.	
vii. To interview five IDOL students in Mumbai University.	
viii. To acquire knowledge of challenges faced by students in SNTWU.	
Each student must secure permission for the visit to secondary schools or junior colleges or higher educational institutions, collect data through observations and interviews of students and teachers, analyse data and submit a detailed report (an introduction, significance, methodology, data, results, conclusions and complete bibliography), on any one of the following:	12 lectures
5.1 Interview five teachers of two secondary schools or junior colleges, affiliated to different boards (State, CBSE, NIOS, IB, CISCE Boards), to understand challenges faced by teachers in implementing government policies.	
5.2 Interview five students in distance courses, IDOL, Mumbai University, to understand new trends and challenges faced by students in distance-mode higher education.	
5.3 Interview five students from online open university courses, or other online courses, to understand new trends and challenges in online higher education.	
Total Lectures	60 lectures

Reference Books:

1. Aggarwal JC, Development of Education system in India (Shipra Publications)
2. Aggarwal JC, Modern Indian Education-History, Development & Problems,
3. Shipra Publications, New Delhi.
4. Aggarwal JC, Modern Indian Education & Problems, Arya Book Depot, N Delhi, 1987
5. Aggarwal JC, Educational Reforms in India for the 21st Century, Shipra
6. Publications, N Delhi, 2000
7. Aggarwal JC, Organization & Practice of Modern Indian Education, Shipra Publications, Delhi.
8. Bhatia RL, Ahuja B., Modern Indian Education & Problems, Surjeet Publications, Delhi, 2000
9. Bhatnagar S, Development of education system in India
10. Chauhan CPS, Modern Indian Education – Policies, Progress & Problems, Kanishka Publishers & Distributors, N Delhi, 2004
11. Chauhan CPS Modern Indian Education – Policies, Progress & Problems,
1. Kanishka Publishers & Distributors, N Delhi, 2004
12. Dash BN, Trends & Issues in Modern Education (Dominant Publishers & Distributors.
13. Dash M, Education in India – Problems & Perspectives, Atlantic Publishers &
14. Distributors, N Delhi, 2000

16. Jayapalan N, Problems of Indian Education, Atlantic Publishers & Distributors
17. Krishnamacharyulu Elementary Education, NeelKamal Publications, Hyderabad, 2012
18. Mehta PL, Punga R, Free & Compulsory Education, Deep & Deep Publications, N Delhi 2002
19. Mohanty J, Education For All(3Vols), Deep & Deep Publication, N Delhi 1994
20. Mohanty J, Education in India, Deep & Deep Publications, N Delhi 1987
21. Mohanty J, Primary & Elementary Education, Deep & Deep Publications, N Delhi, 2002
22. Mohanty J, Current Trends in Higher Edn, Deep & Deep Publications, N. Delhi, 2002
23. Mukherjee S, Contemporary Issues in Modern Indian Education, Author's Press.
24. Naik JP, Education Commission and After, APH Publishing Company, N Delhi, 2002
25. Nayak AK, Rao VK Primary Education, APH Publishing Corp, N Delhi, 2002
26. Pillai Ramchandran Non Formal Education, NeelKamal Publications, Hyderabad, 2013
27. Rao DB, Current Trends in Indian Education, Discovery Publishers, 1996
28. Rao DB, Education For All- achieving the goal(APH Publishing House)
29. Rao DB, Right To Education, NeelKamal Publications, Hyderabad, 2011
30. Saini SK, Development of education in India, Cosmo Publications, New Delhi, 1993
31. Saiyidain K G., Facts of Indian Education (NCERT)
32. Saxena Jyotsna, Quality Education, APH Publishing Corporation, N Delhi, 2002
33. Saxena MK, Gihan S and Saxena Anamika, R. Lall Book Depot, Meerut, 2002
34. Sengar K S and Singh S, Children's Education in India, Radha Publications, Delhi, 1992
35. Sharma Yogendra, History & Problems of education - 2 vols., Kanishka Publishers
36. Shirur R.R., Non-Formal Education for Development, APH Publishing House, N. Delhi, 2002
37. Singha H.S., School Education in India - Contemporary Issues & Trends, Sterling Publications, N Delhi, 1991
38. Veena DR, Educational System-Problems & Prospects, Ashish Publishing House, Delhi, 1988
39. Wadhera RC., Education in Modern India, Deep & Deep Publication, N Delhi 2000
40. 5 Authors, Indian Education System-Structure & Problems, Tandon Publishers.

* * * * *

Sophia College (Autonomous), Mumbai-26.
Affiliated to the University of Mumbai
Department of Education, Faculty of Humanities
75:25 Assessment Scheme for TYBA 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 Arts, 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 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/Experimental 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.

TYBA Education, Semesters V and VI
Semester-End-Examinations (75 marks)

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.
5. 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.

Question Paper Pattern for Semester-End-Examination (75 marks)

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']	(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)

* * * * *