University of Mumbai

SYLLABUS OF
T.Y.B.A. (EDUCATION)

With

Revised Scheme of Evaluation

for

Continuous Assessments and Semester End Examinations

Under Credit Based Semester and Grading System(CBSGS)

With effect from June 2015

Semester V (June-Oct)

S.No	Paper No	Code No.	Name	No of Lectures /week	Lecture Hours	Student Hours	Credit
1	IV	**UAEDU501**	Educational Evaluation	4	50	90	4
2	V	**UAEDU502**	Information & Communication Technology in Education	4	50	90	4
3	VIA	**UAEDUA503**	Indian Education System	3	45	90	3.5
4	VIB	**UAEDUB503**	Educational Research	3	45	90	3.5
5	VII	**UAEDU504**	Education for Women	4	50	90	4
6	VIII	**UAEDU505**	Challenges in Indian Education	4	50	90	4
7	IXA	**UAEDUA506**	Computers in Education	3	45	90	3.5
8	IXB	**UAEDUB506**	Educational Management	3	45	90	3.5
			TOTAL	22(+6)			23

Note: Paper VI & Paper IX are Applied Components. Students can select any one out of the two given in each paper.

Semester VI (Nov-April)

S.No	Paper No	Code No.	Name	No of Lectures /week	Lecture Hours	Student Hours	Credit
1	IV	**UAEDU601**	Educational Evaluation	4	50	90	4
2	V	**UAEDU602**	Information & Communication Technology in Education	4	50	90	4
3	VIA	**UAEDU603**	Indian Education System	3	45	90	3.5
4	VIB	**UAEDUB603**	Educational Research	3	45	90	3.5
5	VII	**UAEDU604**	Education for Women	4	50	90	4
6	VIII	**UAEDU605**	Challenges in Indian Education	4	50	90	4
7	IXA	**UAEDUA606**	Computers in Education	3	45	90	3.5
8	IXB	**UAEDUB606**	Educational Management	3	45	90	3.5
			TOTAL	22(+6)			23

Note: Paper VI & Paper IX are Applied Components. Students can select any one out of the two given in each paper.

UNIVERSITY OF MUMBAI
Syllabus for the T.Y.B.A.   Course : Education

Course Title: T.Y.B.A.   PAPER IV   EDUCATIONAL EVALUATION

4 lectures per week
200 marks (100 marks 5th Semester + 100 marks 6th Semester)
Internal Assessment 25% : [Class Test (20) + Attendance (05)]
Semester-End Exam 75% : 2.5 hours theory paper (5 questions)

Objectives:
i)   To develop an understanding of the concepts of measurement, assessment and evaluation
ii)   To develop an understanding of the taxonomy of educational objectives
iii) To compare the tools and techniques of evaluation
iv)   To develop an understanding of elementary statistical measures and interpreting results
v)   To apply the knowledge of the concepts of evaluation in practical situations

Semester V : Course Code: UAEDU501   (June to October)

Module 1: Concept of Educational Evaluation
   a. Meaning, nature, purpose of educational measurement, assessment and evaluation.
   b. Relation between measurement and evaluation
   c. Types of evaluation – formative and summative – meaning, characteristics, areas, differences.

Module 2: Assessment and Examinations
   a. Continuous and comprehensive assessment: meaning, significance, areas, merits, challenges
   b. External examinations in higher education: meaning, need, significance.
   c. Challenges related to planning and conduct of external examinations

Module 3: Educational Objectives
   a. Concept of educational aims and objectives, relationship between aims and objectives, classification of educational objectives
   b. Revised Bloom's Taxonomy of the Cognitive Domain,
   c. Krathwohl and Masia's Taxonomy of the Affective Domain
   d. Dave's Taxonomy of the Psychomotor Domain

Module 4: Learning Experiences and Outcomes
   a. Learning Experiences: meaning, types, significance of value based learning experiences
   b. Learning Outcomes: meaning, need, significance.
   c. The Relationship between Objectives, Specifications, Learning Experiences and Evaluation

Module 5: Practical work in Educational Evaluation:
Each student should construct **two** questionnaires (minimum 10 questions) to assess the opinions of **five students** and **five teachers**, analyse the data and submit a report on **any one** of the following:
   a. The challenges in Continuous and Comprehensive Evaluation Programme, faced by students and teachers (upto class XII)
   b. The challenges in the Credit based Semester and Grading System, faced by students and teachers in colleges affiliated to University of Mumbai.

Module 1: Tools of Evaluation

a. Concept of tools of evaluation (meaning, characteristics)
b. Performance tests – Oral and Practical – merits, limitations, suggestions for improvement
c. Written Tests – Essay type and objective type (in general only) questions – merits, limitations, suggestions for improvement;
d. Norm Referenced Testing, Criterion Referenced Testing
e. Online Tests – features, merits and limitations, challenges

Module 2: Observation Techniques: Meaning, characteristics, merits and limitations of: Check lists, b) Rating Scales and c) Anecdotal records

Module 3: Graphical Representation: Concept, importance. Uses, Limitations, Construction of: a) Histogram, b) Frequency Polygon and c) Pie Chart

Module 4: Interpretation of Results:

a. Organising data from classroom assessment
b. Calculating and interpreting measures of central tendency – Mean, Median, Mode. (Use of a Simple Calculator is allowed)
c. Normal Probability Curve – concept, meaning and characteristics
d. Interpretation of Percentages, Percentile Rank and Percentiles

Module 5: Practical work in Educational Evaluation:

Each student must submit a report on **any one** of the following:
a. Collect classroom assessment data, analyse it and interpret the results using computer
b. Construct a Checklist or a Rating Scale, on any one educational topic.

Reference Books

Aggrawal J.C.	Essentials of Examination System – Evaluation, Tests and Measurement, Vikas Publishing House Pvt Ltd
Agarwal R.N.	Educational & Psychological Measurement
Bloom Benjamin	Taxonomy of Educational Objectives –I & II
Chauhan C.P.S.	Emerging Trends in Educational Evaluation
Dandekar W.N.	Evaluation in Schools, Shrividya Prakasha, Poona, 1986
Garette	Educational Statistics
Gronlund N.	Measurement & Evaluation in teaching, Macmillan Publications, New York, 1981
Kubiszyn T	Educational Testing & Measurement, Harper Collins College Publs, New York, 1993
Lulla B.P.	Essentials of Evaluation & Measurement in Education
Mehrens W.A.	Measurement & Evaluation in Psychology & Education,
Lehman Irvin	Holt-Saunders International Edition
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, Hyderabad, 2013
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
दांडेकर वा ना	शैक्षणिक मूल्यमापन व संख्याशास्त्र
कदम चा प, चौधरी	शैक्षणिक मूल्यमापन

UoM TYBA Education IV [Credit Based Semester and Grading System] Educational Evaluation			
Sem V	**Course UAEDU501 Modules**	**No. of Lectures**	**Student Hours**
1	Concept of Educational Evaluation	10	15
2	Assessment and Examinations	10	15
3	Educational Objectives	10	15
4	Learning Experiences and Outcomes	10	15
5	Practical Work in Educational Evaluation	10	30
		50	90
Sem VI	**Course UAEDU601 Modules**	**No. of Lectures**	**Student Hours**
1	Tools of Evaluation	10	15
2	Observation Techniques	05	15
3	Graphical Representation	05	15
4	Interpretation of Results	20	15
5	Practical Work in Educational Evaluation	10	30
		50	90

Scheme of Examination:

(25 marks 5th Sem + 25 marks 6th Sem) **Internal Assessment**
Minimum passing: 10 marks out of 25 marks.
(75 marks 5th Sem + 75 marks 6th Sem) **Theory Examination**
2.5 hours duration (October-November and February-March)
5 Essay-type questions of 15 marks each
All questions are compulsory (with internal choices)
Minimum passing: 30 marks out of 75 marks.

TYBA Education IV
Educational Evaluation

5th Semester Assessment Record Course UAEDU501				
Internal Assessment			**5th Semester End Exam**	**TOTAL**
5th Sem Written Test	Active Participation, Overall Conduct and Leadership Qualities	**Total IA**		
20	05	**25**	**75**	**100**

6th Semester Assessment Record Course UAEDU601				
Internal Assessment			**6th Semester End Exam**	**TOTAL**
6th Sem Written Test	Active Participation, Overall Conduct and Leadership Qualities	**Total IA**		
20	05	**25**	**75**	**100**

T.Y.B.A.   Subject: Education (Course UAEDU501) October 2015
Marks: 75   Paper IV: EDUCATIONAL EVALUATION   Time: 2.5 hours

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Q1   Module 1: Concept of Educational Evaluation
          (a) or (b)   (15 marks)

Q2   Module 2: Assessment and Examinations
          (a) or (b)   (15 marks)

Q3   Module 3: Educational Objectives
          (a) or (b)   (15 marks)

Q4   Module 4: Learning Experiences and Outcomes
          (a) or (b)   (15 marks)

Q5   Module 5: Practical Work in Educational Evaluation
          (a) or (b)   (15 marks)

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T.Y.B.A.   Subject: Education (Course UAEDU601) March 2016
Marks: 75   Paper IV: EDUCATIONAL EVALUATION   Time: 2.5 hours

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Q1   Module 1: Tools of Educational Evaluation
          (a) or (b)   (15 marks)

Q2   Module 2: Observation Techniques
          (a) or (b)   (15 marks)

Q3   Module 3: Graphical Representation
          (a) or (b)   (15 marks)

Q4   Module 4: Interpretation of Results
          (a) or (b)   (15 marks)

Q5   Module 5: Practical Work in Educational Evaluation
          (a) or (b)   (15 marks)

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UNIVERSITY OF MUMBAI
Syllabus for the T.Y.B.A.   Course : Education

Course Title: T.Y.B.A. Paper V
INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

4 lectures per week
200 marks (100 marks 5th Semester + 100 marks 6th Semester)
Internal Assessment 25% : [Class Test (20) + Attendance (05)]
Semester-End Exam 75% : 2.5 hours theory paper (5 questions)

Objectives:
i)   To apply the principles of effective communication
ii) To demonstrate the use of communication modes in teaching and learning
iii) To understand the concept of ICT in education
iv) To understand the various techniques of ICT in teaching and learning
v)   To develop support media for teaching and learning
vi) To understand technology mediated communication

Semester V : Course Code: UAEDU502 (June to October)

Module 1: Communication
   a. Concept
   b. Communication Cycle
   c. Types - Verbal (Oral and Written) and Non Verbal Communication

Module 2: Effective Communication
   a. Barriers to effective communication
   b. Principles of effective communication
   c. Role of the teacher in effective communication

Module 3: Communication Modes
   a. Speaking/Listening,
   b. Narration, Explanation,
   c. Discussion, Questioning
   d. Illustrations (Verbal & Nonverbal).

Module 4: Information and Communication Technology
   a. Meaning and Characteristics
   b. Impact of ICT on Education
   c. Challenges in using ICT in education

Module 5: Practical work in ICT in Education:
   Each student is expected to submit a report on **any one** of the following:
   a. Give a 10-minute presentation to demonstrate the use of **any one**
      Communication Mode, for **any one** topic from the TYBA syllabus,
   b. To acquaint with technological tools and websites in education; to go
      through **any 5** educational websites/links and submit a report on it.

Module 1: Techniques of Teaching and Learning
   a. Self Learning – meaning and techniques (SQ4R)
   b. Small group learning - Seminar, Cooperative Learning (peer tutorial, brainstorming, jigsaw)
   c. Large group learning (Lecture, Simulation, Role Play)

Module 2: Support Media for Communication
   a. Meaning and Psychological Bases
   b. Dale's Cone of Experiences
   c. Projected (LCD Projector) and Non Projected Support Media (3-D and 2-D models - charts, maps, flashcards)

Module 3: Technology Mediated Communication
   a. E-learning-Concept
   b. On-line and off-line learning – concept and advantages
   c. Blended Learning

Module 4: Trends in Technology Mediated Communication
   a. Computer Assisted Instruction – meaning, significance and modes
   b. Computer Managed Instruction – meaning and significance
   c. Mobile Learning – meaning, characteristics and significance

Module 5: Practical work in ICT in Education: Each student is expected to give a 10-minute presentation on **one** topic from the TYBA syllabus, using any one of the following, and to submit a report of the same:
   a. Two Non-Projected Support Media (Charts, Flash Cards, Models)
   b. Power point presentation with maximum 20 slides.

Reference Books:

Aggrawal D.D.	Educational Technology, Sarup & Sons, N Delhi 2005
Aggarwal JC	Basic ideas in Educational Technology, Shipra Publisher, N Delhi
Bengalee Coomi	Educational Technology, Sheth Publishers, Mumbai 1986
Berne Eric	Transactional Analysis
Bhalla CR	Audio visual aids in education, AtmaRam & Sons,
Bhatt B.D. & Sharma S.R.	Educational Technology, Kanishka Publishing House, N Delhi, 1992
Dahiya SS	Educational Technology–toward better teacher performance, Shipra Publications, N Delhi 2004
Dasgupta DN	Communication & Education, Pointer Publications
Dutton William H	Information & Communication Technologies – Visions & Realities
Joyce Bruce & Weil Marsha	Models of teaching, Prentice Hall of India,NDelhi
Khan MI,Sharma SR	Instructional Technology, Kanishka PublishingH
Kovalchick Ann,) Dawson Kara)	Education and Technology (3Vol), ABC-CLIO.Inc., California, 2004
Krishnamoorthy RC	Educational Technology- Expanding Our Vision, Author Press, N. Delhi, 2003

Reference Books (continued):

Kumar KL	Educational Technology, New Age International Publs, N Delhi 2006
Malcom Peltu	Information & Communication Technologies, Oxford University Press,
Mamidi MR, Ravishankar S	Curriculum Development & Educational Technology, Sterling Publs,
Mohanty Jagannath	Educational Technology, Deep & Deep Publications, N Delhi 1992
Mohanty Jagannath	Educational Broadcasting- Radio & TV in Education, Sterling Publisher, N Delhi, 1986
Mohanty Jagannath	Modern Trends in Educational Technology, NeelKamal Publin, Hyderabad, 2013
Mrunalini T	Education and Electronic media, APH Publishing Corporation, N Delhi, 1997
Mukhopadhyay Murmur	Educational Technology, Shipra Publications, N Delhi 2004
Murthy SK	Educational Technology, Parkash Bros.Ludhiana
Nayak A K & Rao V K	Classroom Teaching Methods & Practices, APH Publishing Corporation, N Delhi
Nazeena C	From Blackboard to the Web, Kanishka PublHou
Sampath K.Pannirselvan) & Santhanam)	Introduction to Educational Technology, Sterling Publishers, N Delhi, 1988
Shankar T	Methods of Teaching Educational Technology, Crescent Publishing Corporation
Sharma Anuradha	Modern Educational Technology, Commonwealth Publishers
Sharma AR	Educational Technology, Vinod Pustak Mahal, Agra, 1985
Sharma R.A.	Technological Foundations of Education, R. Lall Book Depot, Meerut, 2001
Sharma SR	Media and methods of education, Sarup&Sons
Sharma Yogendra	Fundamental aspects of Educational Technology, Kanishka Publishing House, N Delhi
Sharma Yogendra	Educational Technology Vol 1-2, Kanishka Publishers & Distributors, N Delhi, 2000
Sharma Y & Sharma M	Educational Technology & Management, 2 vols, Kanishka Publishing House, N Delhi
Shelly, Cashman, Gunter	Integrating Technology in the classroom, Thomson
Singh PP, Sandhir Sharma	E-learning – New trends and innovations, Deep & Deep Publication, N Delhi
Srinivasan TM Publishers,	Use of Computers and Multimedia in education, Aavishkar N Delhi
Vanaja M, Rajasekar S	Educational Technology & Computer Education, NeelKamal Publin, Hyderabad, 2013
Vashist SR	Research in Educational Technology, Book Enclave, Jaipur
Vedanayagam E.G.	Teaching Technology for College Teachers, Sterling Publishers, N Delhi, 1989
Venkataiah N	Educational Technology, APH Publishing Corporation, N Delhi 1996
जगताप ह. ना.	शैक्षणिक तंत्रज्ञान व माहितीशास्त्र
रंसुरे विलास, जाधव केसर, जाधव जयेश	शैक्षणिक माहिती तंत्रविज्ञान

UoM TYBA Education V [Credit Based Semester and Grading System] INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION			
Sem V	**Course UAEDU502 Modules**	**No. of Lectures**	**Student Hours**
1	Communication	10	15
2	Effective Communication	10	15
3	Communication Modes	10	15
4	Information & Communication Technology	10	15
5	Practical Work in ICT in Education	10	30
		50	90
Sem VI	**Course UAEDU602 Modules**	**No. of Lectures**	**Student Hours**
1	Techniques of Teaching and Learning	10	15
2	Support Media for Communication	10	15
3	Technology Mediated Communication	10	15
4	Trends in Technology Mediated Communication	10	15
5	Practical Work in ICT in Education	10	30
		50	90

Scheme of Examination:

(25 marks 5th Sem + 25 marks 6th Sem) **Internal Assessment**
Minimum passing: 10 marks out of 25 marks.
(75 marks 5th Sem + 75 marks 6th Sem) **Theory Examination**
2.5 hours duration (October-November and February-March)
5 Essay-type questions of 15 marks each. All questions compulsory (with internal choices). Minimum passing: 30 marks out of 75 marks.

**TYBA Education V
INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION**

5th Semester Assessment Record Course UAEDU502				
Internal Assessment			**5th Semester End Exam**	**TOTAL**
5th Sem Written Test	Active Participation, Overall Conduct and Leadership Qualities	**Total IA**		
20	05	**25**	**75**	**100**

6th Semester Assessment Record Course UAEDU602				
Internal Assessment			**6th Semester End Exam**	**TOTAL**
6th Sem Written Test	Active Participation, Overall Conduct and Leadership Qualities	**Total IA**		
20	05	**25**	**75**	**100**

Education Paper V
QUESTION PAPER   FORMAT
Fifth Semester Examination (Batch 2015-2016)

T.Y.B.A.   **Subject: Education (Course UAEDU502)** October 2015
Marks: 75   **Paper V: ICT in EDUCATION**   **Time: 2.5 hours**
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Q1   Module 1: Communication
          (a) or (b)   **(15 marks)**

Q2   Module 2: Effective Communication
          (a) or (b)   **(15 marks)**

Q3   Module 3: Communication Modes
          (a) or (b)   **(15 marks)**

Q4   Module 4: Information and Communication Technology
          (a) or (b)   **(15 marks)**

Q5   Module 5: Practical Work in ICT in Education
          (a) or (b)   **(15 marks)**

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T.Y.B.A. Education V
QUESTION PAPER   FORMAT
Sixth Semester Examination (Batch 2015-2016)

T.Y.B.A.   **Subject: Education (Course UAEDU602)** March 2016
Marks: 75   **Paper V: ICT in EDUCATION**   **Time: 2.5 hours**
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Q1   Module 1: Techniques of Teaching and Learning
          (a) or (b)   **(15 marks)**

Q2   Module 2: Support Media for Communication
          (a) or (b)   **(15 marks)**

Q3   Module 3: Technology Mediated Communication
          (a) or (b)   **(15 marks)**

Q4   Module 4: Trends in Technology Mediated Communication
          (a) or (b)   **(15 marks)**

Q5   Module 5: Practical Work in ICT in Education
          (a) or (b)   **(15 marks)**

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UNIVERSITY OF MUMBAI
Syllabus for the T.Y.B.A.   Course : Education
<u>**Course Title: T.Y.B.A. (Optional paper: Applied component)**</u>
<u>**Paper VI(A) – Indian Education System**</u>

3 lectures per week
200 marks (100 marks 5th Semester + 100 marks 6th Semester)
Internal Assessment 25% : [Class Test (20) + Attendance (05)]
Semester-End Exam 75% : 2.5 hours theory paper (5 questions)

<u>**Objectives**</u>:
  i) To comprehend the current trends at different levels of education
  ii) To gain insight into the challenges faced at different levels of education
  iii) To gain insight into the need for non-formal education in the Indian context
  iv) To develop an understanding of different boards of education in India
  v) To understand the importance of the teacher's role at all levels of education
  vi) To gain insight into the Right to Education Act 2010

Semester V : Course Code: UAEDU503(A)   (June to October)

Module 1: Pre-Primary Education:
  a. Importance
  b. Types of pre-primary institutions– crèches, anganwadis, balwadis, play schools, nurseries, kindergartens
  c. Teacher Training programs (ECCE, Montessori course, NGOs – Muktangan, Pratham)
  d. Role of the teacher

Module 2: Challenges in Pre-Primary Education:
  a. Need for a national policy in pre-primary education
  b. NCF 2005 and RTE 2010
  c. Quality related issues in pre-primary education programmes

Module 3: Primary Education:
  a. Objectives (according to NCERT)
  b. Importance
  c. Types of primary schools – single teacher schools, private un-aided schools, private government aided schools, government managed schools.
  d. Teacher training and teacher eligibility test (TET)
  e. Qualifications and role of the teacher (D.Ed)

Module 4: Challenges in Primary Education:
  a. Universalization of Elementary Education – concept, significance and challenges
  b. Sarva Shiksha Abhiyan – background, scope, policies, outcomes
  c. Right To Education(RTE) 2010 – Right to Free and Compulsory Education, National Curriculum Framework 2005, Duties of Government, Local Authorities and Parents.

Module 5: Practical work in Indian Education System:
  Each student is expected to visit a pre primary/ primary education centre, interview **3 teachers** and write a detailed report on **any 2 aspects** of education.

Module 1: Secondary and Higher Secondary Education:
a. Objectives according to NCTE
b. Importance
c. Teacher training, teacher eligibility, Role of the teacher
d. Nature and functions of a) State Boards, b) National Boards (CBSE and NIOS), c) International Boards (CISCE, IB)

Module 2: Challenges in Secondary and Higher Secondary Education
a. NCFTE 2010
b. Madhyamik Shiksha Abhiyan
c. Quality issues in secondary and higher secondary educational programmes

Module 3: Higher Education:
a. Objectives (according to UGC)
b. Importance
c. Types of higher education – general and professional
d. Teacher eligibility, qualifications and role of the college/university teacher

Module 4: Challenges in Higher Education:
a. Rashtriya Uchhatar Shiksha Abhiyan
b. Accreditation of higher educational institutions
c. Quality issues in Higher Education

Module 5: Practical work in Indian Education System: Each student is expected to visit **any one** of the following, interview **five students** and **five teachers** about **two** aspects in education; and write a detailed report on it.
1. Kendriya Vidyalaya (KV) 2. NIOS
3. An International School   4. SNDT

Reference Books:

Aggarwal JC   Development of Education system in India(Shipra Publns)
Aggarwal JC   Modern Indian Education-History, Development & Problems,
                   Shipra Publications, N. Delhi.
Aggarwal JC   Modern Indian Education & its Problems, Arya Book Depot, N Delhi,
1987
Aggarwal JC   Educational Reforms in India for the 21st Century, Shipra
                   Publications, N Delhi, 2000
Aggarwal JC   Organization & Practice of Modern Indian Education,
                   Shipra Publications, N. Delhi.
Bhatia RL, AhujaB Modern Indian Education & its Problems, Surjeet Publications,
                   N Delhi, 2000
Bhatnagar S)   Development of education system in India
Chauhan CPS   Modern Indian Education – Policies, Progress & Problems,
                   Kanishka Publishers & Distributors, N Delhi, 2004
Dash BN   Trends & Issues in Modern Education (Dominant Publrs &
Distributors.

<u>Reference Books (continued)</u>:

Dash M	Education in India – Problems & Perspectives, Atlantic Publishers & Distributors, N Delhi, 2000
Ghosh SC	History of Education in India, Rawat Publications
Jayapalan N	Problems of Indian Education, Atlantic Publishers & Distributors
Khanna SD) Saxena VK) Lamba TP, Murthy V	History of Indian Education and its Contemporary, Doaba House.
Krishnamacharyulu	Elementary Education, NeelKamal Publications, Hyderabad, 2012
Madhukar Indira	Internet based Distance Learning, Author's Press.
Mehta PL, Punga R	Free & Compulsory Education, Deep & Deep Publishers, N Delhi, 2002
Mohanty J	Education For All(3Vols), Deep & Deep Publn, N Delhi 1994
Mohanty J	Education in India, Deep & Deep Publications, N Delhi 1987
Mohanty J	Primary & Elementary Education, Deep & Deep Publs, N Delhi, 2002
Mohanty J	Current Trends in Higher Education, Deep & Deep Publications, N Delhi, 2002
Mukherjee S	Contemporary Issues in Modern Indian Education, Author's Press.
Naik JP	Education Commission and After, APH Publishing Company, N Delhi, 2002
Nayak AK, Rao VK	Primary Education, APH Publishing Corp, N Delhi, 2002
Pillai Ramchandran	Non Formal Education, NeelKamal Publn, Hybd, 2013
Rao DB	Current Trends in Indian Education, Discovery Publishers, 1996
Rao DB	Education For All- achieving the goal(APH Publishing House)
Rao DB	Right To Education, NeelKamal Publn, Hyderabad, 2011
Saini SK	Development of education in India, Cosmo Publications, N Delhi, 1993
Saiyidain K G	Facts of Indian Education (NCERT)
Saxena Jyotsna, Saxena MK, Gihan S	Quality Education, APH Publishing Corporation, N Delhi, 2002
Saxena Anamika, Sanjay Kumar	)) R Lall Book Depot, Meerut, 2002
Sengar S R Singh	Childrens' Education in India, Radha Publicns, N Delhi, 1992
Sharma Yogendra	History & Problems of education – 2 vols., Kanishka Publishers
Shirur RR	Non-Formal education for development, APH Publishing House, N Delhi, 2002
Singha H.S.	School Education in India – Contemporary Issues & Trends, Sterling Publications, N Delhi, 1991
Veena DR	Educational System–Problems & Prospects, Ashish Publishing House, N Delhi, 1988
Wadhera RC	Education in Modern India, Deep & Deep Publ, N Delhi 2000
5 Authors	Indian Education System–Structure & Problems Tandon Publishers.

UoM TYBA Education VI(A) [Credit Based Semester and Grading System] Indian Education System			
Sem V	Course UAEDUA503 Modules	No. of Lectures	Student Hours
1	Pre-Primary Education	10	20
2	Challenges in Pre-Primary Education	10	15
3	Primary Education	10	20
4	Challenges in Primary Education	10	20
5	Practical work in Indian Education System	10	15
		45	90
Sem VI	Course UAEDUA603 Modules	No. of Lectures	Student Hours
1	Secondary and Higher Secondary Education	10	20
2	Challenges in Secondary and Higher Secondary Education	10	20
3	Higher Education	10	20
4	Non Formal Education	10	15
5	Practical work in Indian Education System	10	15
		45	90

Scheme of Examination:
(25 marks 5th Sem + 25 marks 6th Sem) **Internal Assessment**
Minimum passing: 10 marks out of 25 marks.
(75 marks 5th Sem + 75 marks 6th Sem) **Theory Examination**
2.5 hours duration (October-November and February-March)
5 Essay-type questions of 15 marks each
All questions are compulsory (with internal choices)
Minimum passing: 30 marks out of 75 marks.

TYBA Education VI(A)
Indian Education System

5th Semester Assessment Record
Course UAEDUA503

Internal Assessment			5th Semester End Exam	TOTAL
5th Sem Written Test	Active Participation, Overall Conduct and Leadership Qualities	Total IA		
20	05	25	75	100

6th Semester Assessment Record
Course UAEDUA603

Internal Assessment			6th Semester End Exam	TOTAL
6th Sem Written Test	Active Participation, Overall Conduct and Leadership Qualities	Total IA		
20	05	25	75	100

T.Y.B.A.   Subject: Education   (Course UAEDUA503)   October 2015
Marks: 75   Paper VI(A): Indian Education System   Time: 2.5 hours

Q1   Module 1: Pre-Primary Education
           (a) or (b)   (15 marks)

Q2   Module 2: Challenges in Pre-Primary Education
           (a) or (b)   (15 marks)

Q3   Module 3: Primary Education
           (a) or (b)   (15 marks)

Q4   Module 4: Challenges in Primary Education
           (a) or (b)   (15 marks)

Q5   Module 5: Practical Work in Indian Edn System
           (a) or (b)   (15 marks)

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T.Y.B.A.   Subject: Education   (Course UAEDUA603)   March 2016
Marks: 75   Paper VI(A): Indian Education System   Time: 2.5 hours

Q1   Module 1: Secondary and Higher Secondary Education
           (a) or (b)   (15 marks)

Q2   Module 2: Challenges in Secondary & Higher Secondary Edn

           (a) or (b)   (15 marks)

Q3   Module 3: Higher Education
           (a) or (b)   (15 marks)

Q4   Module 4: Non Formal Education
           (a) or (b)   (15 marks)

Q5   Module 5: Practical Work in Indian Edn System
           (a) or (b)   (15 marks)

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UNIVERSITY OF MUMBAI
Syllabus for the T.Y.B.A.   Course : Education

Course Title: T.Y.B.A. (Optional paper: Applied component)
PAPER VI(B)   EDUCATIONAL RESEARCH

3 lectures per week
200 marks (100 marks 5th Semester + 100 marks 6th Semester)
Internal Assessment 25% : [Class Test (20) + Attendance (05)]
Semester-End Exam 75% : 2.5 hours theory paper (5 questions)

Objectives:
i)   To develop an understanding of concepts of educational research
ii)   To develop an understanding the aspects of educational research
iii) To comprehend the process of educational research
iv)   To understand the significance of a review of related literature for educational research
v)   To develop an understanding the concept and techniques of sampling
vi)   To understand the concept and methodology of action research
vii) To develop the skill of writing an action research proposal
viii) To develop appreciation for scientific inquiry involved in research.

Semester V : Course Code: UAEDUB503   (June to October)

Module 1: Overview of Educational Research
    a) Concept - meaning and characteristics
    b) Need and Significance
    c) Types – historical, descriptive, experimental and case study
    d) Ethics in Educational research

Module 2: Paradigms of Educational Research
    a) Quantitative and Qualitative Research – concept, significance, characteristics, merits and limitations
    b) Mixed Method Research - introduction, concept, significance, characteristics, merits and limitations
    c) Steps in Educational Research – An overview : Selecting and Stating the Problem, Aims and Objectives, Review of Related Literature, Research Questions, Hypothesis, Sampling, Tools and Techniques of Data Collection, Analysis of Data, Reporting

Module 3: Action Research
    a) Meaning, principles, merits and limitations
    b) Role of Action Research in Professional Growth

Module 4: New Trends in Educational Research
    a) Participatory Research - concept, significance, merits and limitations
    b) Observational Research - concept, types, significance, merits and limitations
    c) Careers in Educational Research

Module 5: Practical work in Educational Research:
    Each student is expected to submit a report on **one** of the following:
    a) Select a topic of educational significance and submit a review of related literature
    b) Prepare at least two career profiles related to educational research
    c) Submit a research proposal from an educational setting.

Module 1: Sources of Educational Data

a) Primary and Secondary sources of educational data
b) Sampling techniques- Probability Sampling (Simple random, systematic, stratified), Non-probability (purposive, convenience, quota sampling)
c) Techniques in collecting educational data – observation and interview
d) Tools in collecting educational data – rating scale, checklist, questionnaire, interview schedule

Module 2: Data Analysis

a) Measures of central tendency and variability, normal probability curve, graphical representation of data, correlation
b) Quantitative Data Analysis - Measures of central tendency, variability
c) Qualitative Data Analysis – Immersion (get to know your data), standing back, reflecting. Analyzing (coding and categorisation) Synthesizing (emerging themes-bringing it all together); relating to other research work; disseminating and sharing.
d) Interpretation and reflection of results

Module 3: Use of Computer Applications in Educational Research

a) Review of Related Literature – Internet search, edu research websites
b) Use of computers in data analysis
c) Constructing graphs, maps and tables
d) Internet research ethics
e) Reference Work, Analysis, Report writing

Module 4: Research Report-Writing

a) Elements of writing an Educational Research Report
b) Criteria of a good research report (Comprehensibility, Authenticity, Truthfulness and Appropriateness)

Module 5: Practical work in Educational Research:

a. Each student is expected to construct a Rating Scale and an Interview Schedule, on any relevant topic in the TYBA Education syllabus, or on an educational problem
b. Prepare a rubric for evaluating an educational research project.

Reference Books:

Aggrawal J.C.   Educational Research: An Introduction
Best JW & Kahn J   Research in Education, Prentice Hall of India, 2007
Ganesan Raja   New Themes for Educational Research & Development
                      NeelKamal Publications, Hyderabad, 2013
Khan Mohd Sharif   Educational Research, Ashish Publishing House,2000
Koul Lokesh   Methodology of Educational Research, Vikas Pubg House
Lulla B.P.   Essentials of Educational Research
Mcniff Jean   Action Research: Principles & Practice
Pathak RP   Statistics in Educational Research, Kanishka Publrs
Rao Usha   Conducting Educational Research
Rao Usha   Action Research
Sharma RA   Fundamental of Educational Research, Loyal Book Depot, Meerut, 1985
Singh Yogeshkumar Research Methodology, APH Publ Corp, NDelhi,2007
Sukhia SP,)   Essentials of Educational Research, Allied Publishers, Bombay, 1989
Mehrotra PV, Mehrotra RN)
Tharayani   Action Research

Reference Websites:

Fox Nick   How To Use Observation In A Research Project,
                      Trent Focus Group, 1998
http://web.simmons.edu/~tang2/courses/CUAcourses/lsc745/sp05/observation.pdf

UoM TYBA Education VI(B) [Credit Based Semester and Grading System] EDUCATIONAL RESEARCH			
Sem V	**Course UAEDUB503 Modules**	**No. of Lectures**	**Student Hours**
1	**Overview of Educational Research**	10	20
2	**Paradigms of Educational Research**	10	20
3	**Action Research**	10	15
4	**New Trends in Educational Research**	05	20
5	**Practical Work in Educational Research**	10	15
		45	90
Sem VI	**Course UAEDUB603 Modules**	**No. of Lectures**	**Student Hours**
1	**Sources of Educational Data**	10	20
2	**Data Analysis**	10	20
3	**Use of Computer Applications in E.R.**	10	15
4	**Research Report-Writing**	05	20
5	**Practical Work in Educational Research**	10	15
		45	90

Scheme of Examination:

(25 marks 5th Sem + 25 marks 6th Sem) **Internal Assessment**
Minimum passing: 10 marks out of 25 marks.
(75 marks 5th Sem + 75 marks 6th Sem) **Theory Examination**
2.5 hours duration (October-November and February-March)
5 Essay-type questions of 15 marks each
All questions are compulsory (with internal choices)
Minimum passing: 30 marks out of 75 marks.

TYBA Education VI(B)
EDUCATIONAL RESEARCH

5th Semester Assessment Record
Course UAEDUB503

Internal Assessment			5th Semester End Exam	TOTAL
5th Sem Written Test	Active Participation, Overall Conduct and Leadership Qualities	Total IA		
20	05	25	75	100

6th Semester Assessment Record
Course UAEDUB606

Internal Assessment			6th Semester End Exam	TOTAL
6th Sem Written Test	Active Participation, Overall Conduct and Leadership Qualities	Total IA		
20	05	25	75	100

T.Y.B.A.   Subject: Education (Course UAEDUB503)   October 2015
Marks: 75 Paper VI(B): EDUCATIONAL RESEARCH   Time: 2.5 hours

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Q1   Module 1: Overview of Educational Research
        (a) or (b)   **(15 marks)**

Q2   Module 2: Paradigms of Educational Research
        (a) or (b)   **(15 marks)**

Q3   Module 3: Action Research
        (a) or (b)   **(15 marks)**

Q4   Module 4: New Trends in Educational Research
        (a) or (b)   **(15 marks)**

Q5   Module 5: Practical Work in Educational Research
        (a) or (b)   **(15 marks)**

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T.Y.B.A.   Subject: Education (Course UAEDUB603)   March 2016
Marks: 75 Paper VI(B): EDUCATIONAL RESEARCH   Time: 2.5 hours

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Q1   Module 1: Sources of Educational Data
        (a) or (b)   **(15 marks)**

Q2   Module 2: Data Analysis
        (a) or (b)   **(15 marks)**

Q3   Module 3: Use of Computer Applications in
Educational Research
        (a) or (b)   **(15 marks)**

Q4   Module 4: Research Report-Writing
        (a) or (b)   **(15 marks)**

Q5   Module 5: Practical Work in Educational Research
        (a) or (b)   **(15 marks)**

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UNIVERSITY OF MUMBAI
Syllabus for the T.Y.B.A.   Course : Education

Course Title: T.Y.B.A. PAPER VII - EDUCATION FOR WOMEN

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4 lectures per week
200 marks (100 marks 5th Semester + 100 marks 6th Semester)
Internal Assessment 25% : [Class Test (20) + Attendance (05)]
Semester-End Exam 75% : 2.5 hours theory paper (5 questions)

Objectives:
i)   To understand the development / evolution / progress of education of girls and women in post-independent India.
ii) To analyse the issues / factors affecting girls' and women education in India.
iii) To acquire the knowledge about the contribution of various social reformers for the empowerment of women in India.
iv) To understand efforts made to raise the status of women in India.

Semester V : Course Code: UAEDU504 (June to October)

Module 1: Gender Equality and Gender Sensitivity
   a. Conceptual foundations (meaning and definition of sex and gender, gender equality).
   b. Constitutional commitment to gender equality in India, NPE (1986), POA (1992).
   c. Any 5 Conventions on the Rights of the Child (1989), Role of UNICEF and UNESCO in Gender Equality and Gender Sensitivity.

Module 2: Contemporary Issues in Girls' education
   a. Social context: family, health, caste, class, child marriage.
   b. Gender inequality in schooling: organization of schooling, gender bias in text books, curriculum choices and hidden curriculum.
   c. Co-educational schools: concept, significance

Module 3: Strategies and Programmes on Girls' Education
   a. Mahila Samakshya, Kasturba Gandhi Balika Vidyalaya.
   b. Girl's education in SSA, DPEP.
   c. Role of NGOs and community for gender equality in education.

Module 4: Challenges and Opportunities in Girl's Education
   a. Governmental incentives for girls' education
   b. Corrosion of values and its impact on girls
   c. Measures to overcome problems faced by girls' schools

Module 5: Practical work in Education for Women: Every student is expected to perform **any one** of the following and submit a report on it:
Review;   i) a film based on women's issues
              ii) A street play highlighting women's issues
              iii) A book written by a female writer

Module 1: Factors affecting education of women –
   a. Socio-economic, cultural, political, religious factors
   b. Gender Bias and role of education
   c. Impact of education on women's life

Module 2: Education of women in post independence India:
   a. Women's movements in India
   b. Provisions for women's education in Indian constitution
   c. Recommendations for women's education in Kothari commission
   d. Special provisions for women in India

Module 3: Empowerment of women:
   a. Contribution of social reformers in the field of women's empowerment – Raja Ram Mohan Roy, Maharshi Karve, Savitribai Phule.
   b. Role of NCWE and the Ministry of Women and Child welfare
   c. Skill based training for economic independence
   d. Social self-help groups and NGOs working among women

Module 4: Efforts made to raise the status of women:
   a. Removal of gender discrimination; ban on sex determination tests
   b. Laws for protection of women against abuse, discrimination, domestic violence, sexual harassment and rape
   c. Measures for women empowerment – rural and urban
   d. Self defence for women.

Module 5: Practical work in Education for Women:
   Each student must submit a report on **any one** of the following:
   a. Interview **any one** women achiever, because of her education
   b. Visit a women rights' organisation or an NGO for women development
   c. Case study on problems of girls' education in a locality/block/district.

References

Bank, B.J.   Gender and Education: An Encyclopedia. Praeger, Westport, London, 2007.
Bhatt, B.D.   Women's' Education And Social Developmen, Kanishka
Sharma, S.R.   Delhi 1992
Mehrotra, S.   Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly,2006.
Ramchandran,V. Girls and women Education: Policies and implementation Mechanism. Case study: India, Bangkok, UNESCO 1998
Sharma, M.C.)   Discrimination based on Sex, caste, religion and disability:
Sharma, A.K.):   Addressing through educational interventions; A handbook for Sensitizing Teacher & Teacher educators. NCTE & NHRC 2003
Subramanyam,R. Gender Equality in Education: Definitions and Measurements. International Journal of Educational Development, July 2003

UoM TYBA Education VII [Credit based Semester and Grading System]			
EDUCATION FOR WOMEN			
Sem V	**Course UAEDU504 Modules**	**No. of Lectures**	**Student Hours**
1	**Gender Equality and Gender Sensitivity**	10	15
2	**Contemporary Issues in Girl's Education**	10	15
3	**Strategies & Programmes in Girls' Education**	10	15
4	**Challenges and Opportunities in girls' education**	10	15
5	**Practical Work in Education for Women**	10	30
		50	90
Sem VI	**Course UAEDU604 Modules**	**No. of Lectures**	**Student Hours**
1	**Factors affecting education of women**	10	15
2	**Education of women in post independence India**	10	15
3	**Empowerment of women**	10	15
4	**Efforts made to raise the status of women**	10	15
5	**Practical Work in Education for Women**	10	30
		50	90

Scheme of Examination:
(25 marks 5th Sem + 25 marks 6th Sem) **Internal Assessment**
Minimum passing: 10 marks out of 25 marks.
(75 marks 5th Sem + 75 marks 6th Sem) **Theory Examination**
2.5 hours duration (October-November and February-March)
5 Essay-type questions of 15 marks each
All questions are compulsory (with internal choices)
Minimum passing: 30 marks out of 75 marks.

**TYBA Education VII
EDUCATION FOR WOMEN**

5th Semester Assessment Record Course UAEDU504				
Internal Assessment			**5th Sem End Exam**	**TOTAL**
5th Sem Written Test	Active Participation, Overall Conduct and Leadership Qualities	**Total IA**		
20	05	**25**	**75**	**100**

6th Semester Assessment Record Course UAEDU604				
Internal Assessment			**6th Sem End Exam**	**TOTAL**
6th Sem Written Test	Active Participation, Overall Conduct and Leadership Qualities	**Total IA**		
20	05	**25**	**75**	**100**

T.Y.B.A.   Subject: Education (Course UAEDU504)   October 2015
Marks: 75   Paper VII: EDUCATION FOR WOMEN   Time: 2.5 hours

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Q1   **Module 1: Gender Equality and Gender Sensitivity**
           (a) or (b)   **(15 marks)**

Q2   **Module 2: Contemporary issues in girl's education**
           (a) or (b)   **(15 marks)**

Q3   **Module 3: Strategies and programmes on girls' education**
           (a) or (b)   **(15 marks)**

Q4   **Module 4: Challenges and Opportunities in Girls' education**
           (a) or (b)   **(15 marks)**

Q5   **Module 5: Practical Work in Education for Women**
           (a) or (b)   **(15 marks)**

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T.Y.B.A.   Subject: Education (Course UAEDU604)   March 2016
Marks: 75   Paper VII: EDUCATION FOR WOMEN   Time: 2.5 hours

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Q1   **Module 1: Factors affecting education of women**
           (a) or (b)   **(15 marks)**

Q2   **Module 2: Education of women in post independence India**
           (a) or (b)   **(15 marks)**

Q3   **Module 3: Empowerment of women**
           (a) or (b)   **(15 marks)**

Q4   **Module 4: Efforts made to raise the status of women**
           (a) or (b)   **(15 marks)**

Q5   **Module 5: Practical Work in Education for Women**
           (a) or (b)   **(15 marks)**

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Course Title: T.Y.B.A.–PAPER VIII CHALLENGES IN INDIAN EDUCATION

4 lectures per week
200 marks (100 marks 5th Semester + 100 marks 6th Semester)
Internal Assessment 25% : [Class Test (20) + Attendance (05)]
Semester-End Exam 75% : 2.5 hours theory paper (5 questions)

Objectives:
i)   To develop an understanding of important issues in Indian Education
ii) To comprehend the challenges faced in Indian education system
iii) To develop an insight into the need for inclusive education
iv) To appreciate the importance of Peace & Value education in turbulent times
v)   To familiarise with the initiatives in promoting education for human resource development

Semester V : Course Code: UAEDU505 (June to October)

Module 1: Academic Issues in Indian education
  a. Medium of instruction at pre-primary, primary, secondary and higher education levels
  b. Wastage and stagnation in primary and secondary education
  c. Teacher – pupil ratio in pre-Primary, primary, secondary and higher education levels

Module 2: Administrative Issues in Indian education
  a. Funding of educational institutions
  b. Selective admissions and Entrance examinations
  c. Educational institutional infrastructure
  d. Privatisation of education

Module 3: Social Issues in Indian Education
  a. Education for Equity (Scheduled castes, Scheduled Tribes, Economically and Socially Backward Classes)
  b. Education for mitigating social challenges (unemployment, communalism, population explosion, regionalism, terrorism, corruption)
  c. Education for Special Learners.

Module 4: Education for National Development
  a. Religious and Moral Education
  b. Education for Democracy
  c. Vocational Education

Module 5: Practical work in Challenges In Indian Education:
  Every student is expected to submit an essay of not less than 1000 words, on any one of the following -
  a) Education for Multiculturalism
  b) Education for Inclusion
  c) Accreditation of educational institutions

Module 1: Dimensions of Indian education
   a. Environmental Education - meaning, need, significance and challenges
   b. Peace Education – meaning, need, significance and challenges
   c. Value education – meaning, need, significance and challenges
   d. Human Rights Education – meaning, need, significance and challenges

Module 2: Issues in Curricular Transactions
   a. Progressive methods for teaching, learning and evaluation
   b. Technology based teaching
   c. Parallel system of education (private tuitions and mass-coaching classes)

Module 3: Research Related Issues in Education
   a. Funding of research- government, non-government, foreign
   b. Research institutions – An overview - State level, National level, Global
   c. Action Research at pre-primary and primary education levels
   d. Use of technology for research- accessibility, availability, authenticity

Module 4: Emerging Trends in Indian education
   a. Emergence of Foreign Universities-meaning, significance, challenges
   b. Twinning programs - meaning, significance, challenges
   c. Choice based programs in higher education - meaning, significance, challenges
   d. Semester based credit and grading system - meaning, significance, challenges

Module 5: Practical work in Challenges In Indian Education:
   Each student is expected to submit a report on any one of the following:
   a) Study any foreign university's undergraduate course, comment on it, compare it with a corresponding Indian undergraduate course and suggest improvements in that Indian course
   b) Study any Indian university's choice-based curriculum, comment on it, and suggest improvements in that Indian curriculum.

Reference Books:
Aggarwal JC   Organization & Practice of Modern Indian Edn,Shipra Publrs,
Aggarwal JC   Educational reforms in India for 21st century, ShipraPublshr
Aggarwal JC   Theory & Principles of Education, Vikas Publicns, 1988
Ahluwalia SP, Dias: Education – Issues & Challenges,San Park Press P.Ltd
Balan K   Education & Employment, Ashish Publg House,NDelhi1992
Bhatt BD   )   Education of the Gifted & Talented Children, Kanishka
Sharma SR)   Publishing House, N Delhi 1993
Chinara Bendhar   Education & Democracy, APH Publishing Corp, N Delhi1997
Dash BN   Education & Society, Dominant Publshr & Distr,NDelhi 2004
Dash BN   Trends & Issues in Indian Education, Dominant Publishers
Kumar Ashok   Current Trends in Indian Education, AshishPublHouse,1991
Kumar Krishna   Democracy & Education in India,SangamBooks,London1994
Lakshmaiah T,)   Education & Development, Rupa Books Pvt Ltd
Jayakumar EC   )

Reference Books (continued):

Lakshmi S   Innovations in Education, Sterling Publishers
Lakshmi S   Challenges in Indian Education, Sterling Publishers,1989
Mathew Suni   Education of Children with Hearing Impairment, Kanishka
                        Publishers, N Delhi 2006
Mathur VS   Education & the Future of India,Associatd Publ,Ambala1993
Mohanty J   Current Trends in Higher Education, Deep&Deep Publi,2000
Mohanty J   Democracy & Education in India,Deep & Deep Publications,
Mohanty J   Indian Education in the emerging society, Deep&DeepPubls,
Nair Ramachandran: Emerging Spectures – Essays on Indian Higher
                        Education, Himalaya Publishing House, Bombay 1986
Nikolopoulou A)   Education for Sustainable Development, Sage Publications,
AbrahamT,Mirbagheri F)   London 2010
Raina BL   Education & Development, The Indian Publications, Ambala
Rana Nishta Children with Special Needs, NeelKamal Publin, Hyd, 2013
Ranganathan S.   Educational Reforms & Development(v1-3), Sandarbh
                        Publishers, N Delhi, 1998
Rao Usha   Values in Education, Top Publications, Mumbai 1999
Reddy KP   Environmental Education, NeelKamal Publns, NDelhi, 2002
Russel Bertrand   Education & the Social Order, Routledge, London,2005
Saxena Jyotsna   Quality Education,APH Publishing Corporation,NDelhi 2009
Seamus Hegarty   Education &Children with special need, Sage Publ,2002
Shivarudrrappa G Vocationalization of Education, Himalaya Pub, Bombay1988
Shrivastava KK   Environmental Education: Principles, concepts &
                        Management, Kanishka Publishers, N Delhi 2004
Singh RP   Educating the Indian Elite, Sterling Publishers, NDelhi1989
Singh VijayPratapEducation of the Slow Learner, Sarup & Sons, NDelhi 2004
Taj Haseen   Current Challenges in Education, NeelKamal Pub,Hyd,2013
Taj Haseen   National Concerns in Education, NeelKamal Pub,Hyd, 2013
Talesra Hemlata   Challenges in Education, Author Press, N Delhi 2003
Thomas B   Moral & Value Education, Aavishkar Publishers
Thomas C   Best Practices in Higher Education, Christ College,Bangalore
Zakir Husain   Education and National Development, Har Anand Publicatn

UoM TYBA Education VIII [Credit, Grading and Semester System] CHALLENGES IN INDIAN EDUCATION			
Sem V	**Course UAEDU505 Modules**	**No. of Lectures**	**Student Hours**
1	**Academic issues in Indian Education**	10	15
2	**Administrative Issues in Indian education**	10	15
3	**Social Issues in Indian Education**	10	15
4	**Education for National Development**	10	15
5	**Practical Work in Challenges In Indian Education**	10	30
		50	90
Sem VI	**Course UAEDU605 Modules**	**No. of Lectures**	**Student Hours**
1	**Dimensions of Indian Education**	10	15
2	**Issues in Curricular Transactions**	10	15
3	**Research Related Issues in Education**	10	15
4	**Emerging Trends in Indian Education**	10	15
5	**Practical Work in Challenges In Indian Education**	10	30
		50	90

Scheme of Examination:
(25 marks 5th Sem + 25 marks 6th Sem) **Internal Assessment**
Minimum passing: 10 marks out of 25 marks.
(75 marks 5th Sem + 75 marks 6th Sem) **Theory Examination**
2.5 hours duration (October-November and February-March)
5 Essay-type questions of 15 marks each
All questions are compulsory (with internal choices)
Minimum passing: 30 marks out of 75 marks.

TYBA Education VIII
Challenges in Indian Education

5th Semester Assessment Record Course UAEDU505				
Internal Assessment			**5th Semester End Exam**	**TOTAL**
5th Sem Written Test	Active Participation, Overall Conduct and Leadership Qualities	**Total IA**		
20	05	**25**	**75**	**100**

6th Semester Assessment Record Course UAEDU605				
Internal Assessment			**6h Semester End Exam**	**TOTAL**
6th Sem Written Test	Active Participation, Overall Conduct and Leadership Qualities	**Total IA**		
20	05	**25**	**75**	**100**

T.Y.B.A.   Subject: Education (Course UAEDU505)   October 2015
Marks: 75   Paper VIII: CHALLENGES IN INDIAN   Time: 2.5 hours
EDUCATION

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Q1   Module 1: Academic Issues in Indian education
              (a) or (b)   (15 marks)

Q2   Module 2: Administrative Issues in Indian education
              (a) or (b)   (15 marks)

Q3   Module 3: Social Issues in Indian Education
              (a) or (b)   (15 marks)

Q4   Module 4: Education for National Development
              (a) or (b)   (15 marks)

Q5   Module 5: Practical Work in Challenges in Indian education
              (a) or (b)   (15 marks)

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T.Y.B.A.   Subject: Education (Course UAEDU605)   March 2016
Marks: 75   Paper VIII: CHALLENGES IN INDIAN   Time: 2.5 hours
EDUCATION

Q1   Module 1: Dimensions in Indian education
              (a) or (b)   (15 marks)

Q2   Module 2: Issues in Curricular Transactions
              (c) or (d)   (15 marks)

Q3   Module 3: Research Related Issues in Education
              (a) or (a)   (15 marks)

Q4   Module 4: Emerging Trends in Indian education
              (b) or (b)   (15 marks)

Q5   Module 5: Practical Work in Challenges in Indian education
              (a) or (b)   (15 marks)

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Course Title: T.Y.B.A. PAPER IX(A)   COMPUTERS IN EDUCATION
(Optional paper: Applied component)

3 lectures per week
200 marks (100 marks 5th Semester + 100 marks 6th Semester)
Internal Assessment 25% : [Class Test (20) + Attendance (05)]
Semester-End Exam 75% : 2.5 hours theory paper (5 questions)

Objectives:
i)   To understand the fundamentals of computers
ii) To apply the knowledge of software in instruction
iii) To develop a good presentation
iv) To apply the knowledge of internet technologies
v)   To understand the concept and importance of open educational resources
vi) To acquire knowledge of internet security issues

Semester V : Course Code: UAEDUA506 (June to October)

Module 1: Fundamentals of Computers:
   a. Operating software – concept and functions
   b. Application Software (its uses in education) – i) Word Processor ii) Presentation iii) Spreadsheets iv) Data base Management
   c. Virus and its management

Module 2: Multimedia in Education:
   a. Multimedia presentation – features (Text, Sound, Animation, Navigation, Graphics, Videos).
   b. Steps of preparing a multimedia presentation
   c. Criteria for an effective multimedia presentation.

Module 3: Computer Applications:
   Offline – Uses in teaching, learning, research and administration

Module 4: Learning through Internet
   e-mail, Wiki, Blogs, Google groups, You Tube, Ted Talks

Module 5: Practical Work in Computers in Education: Each student should submit a report on the preparation of a document on **any one** topic from the TYBA Education syllabus using **any one** of the following:
   a. Word Document on A4 size, 10 pages, 1.15 line-spacing, ARIAL, font size 12, with 1″ margin on all sides; with hyperlinks, visuals, tables; finally converted to PDF format.
   b. Power Point presentation with 10 slides, using animation, sound, transition
   c. Spreadsheets: Preparing a result sheet (minimum 10 entries), use SUM, AVG, MAX, MIN, Percentage (up to 2 digits after decimals), plot a chart (Bar, Pie), fill data for 10 students – sort by different options, filter, search.

Module 1: Networking
a. Search engines – concept, types and features of Google Chrome, Firefox and Internet Explorer
b. Application Software in Google Chrome for classroom teaching (Google Playstore)
c. Logic for internet search – boolean, semantic and keystring search

Module 2: Introduction to e-Learning:
a. Web-based learning
b. Virtual classroom
c. Role of EDUSAT

Module 3: Open Educational Resources:
a. Concept of OER
b. Importance of OER
c. Examples (Moodle, NetLogo, Geogebra, CamStudio)

Module 4: Introduction to Cyber Crimes & Intellectual Property Rights
a. Internet Security issues, Netiquettes
b. Legal issues – cyber crime
c. Copyright issues, Intellectual property rights

Module 5: Practical Work in Computers in Education:
Each student should submit a report on any one of the following:
    A. Prepare an oral presentation on any one topic in the TYBA Education syllabus, using CamStudio
    B. Prepare an oral presentation on any one topic in the TYBA Education syllabus, using NetLogo
    C. View a Khan's Academy/TED Talks video and write a report on it.

Reference Books:

Ahmed J, Ahmed Md,, Khan A   Computer Applications in Education, NeelKamal Publn, Hyderabad, 2012

Banerjee HR   Encyclopedia of computer terminology, JAICO Publishing House, 2006.

Elias Awad, Hassan Ghaziri   KnowledgeManagement, PearsonEducation2007

Elliott Masie   Computer training handbook: The strategies for helping people to learn technology

Hirschbuhl, John J; John Kelley)   Computers in Education, Dushkin/McGraw-Hill, 2006.

MaCain Ted DE   Windows On The Future: Education In The Age Of Technology, Corwin Press Publishers

Merrill, Paul F.; Reynolds,)   Computers in Education, Allyn &Bacon Publ1995

Peter L; Christensen, Larry B)   Net-oriented Education, Akansha Publsg House

Perkins David   Software goes to school: Teaching for Understanding New Technology, Oxford Univ.

Plomp Tjeerd   Cross National Policies And Practices On Computers In Education, Kluwer Aca Publshrs

Rajaraman V   Fundamentals of computers ,Prentice-Hall,2004

Rajasekar S   Computers in Edu, NeelKamal Pub, Hyd,2013 Rathbone,

Andy   Windows XP For Dummies

Russel Stolins   Computer Concepts And Windows

Sharma, Sita Ram   Computers in Education,Anmol Publications1998

Sinha   Computer Fundamentals-3rd Rev Ed,BPB Publns

Tata McGrawhill   Mcgraw-hill Dictionary of Computing & Communications, Tata Mcgraw-Hill Publ Co2004

Taylor Harriet G   Information And Communication Technologies In Education-The School Of The Future by,

UoM TYBA Education IX (A) [Credit Based Semester and Grading System] Computers in Education			
Sem V	Course UAEDUA506 Modules	No. of Lectures	Student Hours
1	Computer Software in Education	10	15
2	Effective Presentation of Teaching-Learning Material	10	15
3	Computer Applications	10	15
4	Internet Technology Applications in Education	05	15
5	Practical Work in Computers in Education	10	30
		45	90
Sem VI	Course UAEDUA606 Modules	No. of Lectures	Student Hours
1	Networking	10	15
2	Internet Resources	10	15
3	Open Educational Resources	10	15
4	Introduction to Cyber Crimes and Intellectual Property Rights	05	15
5	Practical Work in Computers in Education	10	30
		45	90

Scheme of Examination:
(25 marks 5th Sem + 25 marks 6th Sem) **Internal Assessment**
Minimum passing: 10 marks out of 25 marks.
(75 marks 5th Sem + 75 marks 6th Sem) **Theory Examination**
2.5 hours duration (October-November and February-March)
5 Essay-type questions of 15 marks each
All questions are compulsory (with internal choices)
Minimum passing: 30 marks out of 75 marks.

TYBA Education IX(A)
Computers in Education

5th Semester Assessment Record
Course UAEDUA506

Internal Assessment			5th Semester End Exam	TOTAL
5th Sem Written Test	Active Participation, Overall Conduct and Leadership Qualities	Total IA		
20	05	25	75	100

6th Semester Assessment Record
Course UAEDUA606

Internal Assessment			6h Semester End Exam	TOTAL
6th Sem Written Test	Active Participation, Overall Conduct and Leadership Qualities	Total IA		
20	05	25	75	100

T.Y.B.A. Education IX(A)
QUESTION PAPER   FORMAT
Fifth Semester Examination (Batch 2015-2016)

T.Y.B.A.   Subject: Education (Course UAEDUA506) October 2015
Marks: 75   Paper IX(A): COMPUTERS IN EDUCATION Time: 2.5 hours
_____

Q1   **Module 1: Computer Software in Education**
         (a) or (b)   **(15 marks)**

Q2   **Module 2: Effective Presentation of Teaching-Learning Material**
         (a) or (b)   **(15 marks)**

Q3   **Module 3: Computer Applications**
         (a) or (b)   **(15 marks)**

Q4   **Module 4: Internet Technology Applications in Education**
         (a) or (b)   **(15 marks)**

Q5   **Module 5: Practical Work in Computers in Education**
         (a) or (b)   **(15 marks)**

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T.Y.B.A. Education IX(A)
QUESTION PAPER   FORMAT
Sixth Semester Examination (Batch 2015-2016)

T.Y.B.A.   Subject: Education (Course UAEDUA606)   March 2016
Marks: 75   Paper IX(A): COMPUTERS IN EDUCATION Time: 2.5 hours
_____

Q1   **Module 1: Networking**
         (a) or (b)   **(15 marks)**

Q2   **Module 2: Internet Resources**
         (a) or (b)   **(15 marks)**

Q3   **Module 3: Open Educational Resources**
         (a) or (b)   **(15 marks)**

Q4   **Module 4: Introduction to Cyber Crimes and
           Intellectual Property Rights**
         (a) or (b)   **(15 marks)**

Q5   **Module 5: Practical Work in Computers in Education**
         (a) or (b)   **(15 marks)**

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Course Title: T.Y.B.A. PAPER IX(B)   EDUCATIONAL MANAGEMENT
(Optional paper: Applied component)

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3 lectures per week
200 marks (100 marks 5th Semester + 100 marks 6th Semester)
Internal Assessment 25% : [Class Test (20) + Attendance (05)]
Semester-End Exam 75% : 2.5 hours theory paper (5 questions)

Objectives:
   i)   To develop knowledge and understanding of the nature, scope, process and types of management.
   ii) To develop the ability to identify roles of participating members (individual/collective) & plan various institutionalized managerial activities
   iii) To enhance the ability of decision making in educational management.

Semester V : Course Code: UAEDUB506 (June to October)

Module 1: Concept of Management
   a. Meaning and Definition
   b. Principles of Management
   c. Nature, Scope and Need of Educational Management
   d. Systems Approach to Educational Management – Input-Process-Output, and Contingency Approach to Management
   e. Functions of Educational Management

Module 2: Theories of Management and Leadership
   a. Management: McGregor's theory X & Y, Vroom's expectancy motivation theory , Herzberg's theory
   b. Scientific Management
   c. Theories of Management as applicable to educational management
         i.   Modern Management theory (Peter Drucker)
         ii. Theory Z approach
         iii. The learning organization (Peter Senge)
   d. Leadership Management: Roles, Differences between leaders and managers, leadership styles

Module 3: Institutional Planning & Management
   a. Institutional climate and Institutional discipline
   b. Institutional planning – concept, need & importance
   c. Curricular and Co-curricular programs, scheduling
   d. School and College Plant including – use of ICT and MIS

Module 4: Organisational Climate
   a. Concept, Organisational Culture, Dimensions of Organisational Culture
   b. Issues of Diversity in Educational Organisations in the Indian context.

Module 5: Practical work in Educational Management:
Each student must write an essay of 1000 words on any one of the following:
   a. Application of ICT for Resource Management
   b. Use of ICT for Records-Keeping, Results-Making and Administration

Module 1: Human Resource Management
   a. Leadership Roles --- Institutional Manager (Top and Middle Level Managers)
   b. Classroom Management
   c. Decision making: meaning & steps of decision making.
   d. Controlling & Supervising: Meaning. Principles, factors influencing supervision.
   e. Stress and Conflict Management (Concept and Strategies for)

Module 2: Institutional Quality
   a. Concept
   b. Factors that affect institutional quality
   c. Institutional Discipline
   d. Appraisal Systems --- Concept of Self and Peer Appraisal

Module 3: Crisis Management
   a. Concept, phases of crisis Management (Mitigation, Prevention, preparedness, response, recovery
   b. Importance of crisis communication
   c. Organizational crisis management (concept and ways to overcome)

Module 4: Financial Management
   a. Budgeting and allocation of finance to departments and activities
   b. Event Management – need and steps
   c. Greening of the Educational institution- saving energy and expenses

Module 5: Practical work in Educational Management:
Each student must submit a report on any one of the following:
   a. Interview a middle level educational manager, about the challenges faced in managing the educational institution
   b. Interview a school or college teacher, about the challenges faced in classroom management
   c. Write an essay of approximately 1000 words on: Educational institution's working towards reducing consumption of carbon; and calculate or find the carbon audit of the Educational institution.

Reference Books:

Aggarwal J.C.	Educational Administration, Management & Supervision
Aggrawal J. C.	Education Policy in India, Shipra Publications, 1992
Aggarwal J. C.	Landmarks in the history of modem education .
Bhatnagar SS, Gupta	Educational Management
Champoux, J. E.	Organizational behavior: Essential tenets for new millennium. Southwestern College Publishing. 2000
Chopra, A. J.	Managing the people side of innovation. Kumarian Press. 1999

Reference Books (continued):

Dubrin, A.   Fundamentals of organizational behavior: An applied

                        approach. Southwestern College Publishing.1997
HerseyP, BlanchardK   Management of organizational behavior, Prentice-Hall,
                        (8th ed.), 2000
Kochhar S K   Secondary School Administration
Koontz, O Donnelly   Gibson Management
Landsale, B. M.   Cultivating inspired leaders, Kumarian Press, 2000.
Maslow, A.   Motivation and personality,2nd ed, Harper & Row,1970
Pandya S.R.   Administration and Management of Education
Prasad L.M.   Principles and Practice of Management
Sachdeva M S   A New Approach to School Organization
Sachdeva M S   School Organization, Administration and Management
Safya RN, Shaida BD   School Administration And Organization
Sharma R C   National Policy on Education, Mangal Deep Publicn, 2002
Sharma R.N.   Educational Administration and Management.
Shivavarudrappa G   Philosophical approach to Education, Himalaya Publicatn
Siddhiques M A   Management of Education in Muslim Institutions,

                        Ashish Publishing House, N Delhi, 1995
Sidhu Kulbir Singh   School Organization And Administration
Sukhia S P   Educational Administration
Tharayani D K   School Management
Walia J.K.   Foundations of school Administration And Organization

UoM TYBA Education IX(B) [Credit Based Semester and Grading System] Educational Management				
Sem V	**Course UAEDUB506 Modules**		**No. of Lectures**	**Student Hours**
1	Concept of Management		10	15
2	Theories of Management and Leadership		10	15
3	Institutional Planning & Management		10	15
4	Organisational Climate		05	15
5	Practical work in Educational Management		10	30
			45	90
Sem VI	**Course UAEDUB606 Modules**		**No. of Lectures**	**Student Hours**
1	Human Resource Management		10	15
2	Institutional Quality		10	15
3	Crisis Management		10	15
4	Financial Budgeting		05	15
5	Practical work in Educational Management		10	30
			45	90

Scheme of Examination:

(25 marks 5th Sem + 25 marks 6th Sem) **Internal Assessment**
Minimum passing: 10 marks out of 25 marks.
(75 marks 5th Sem + 75 marks 6th Sem) **Theory Examination**
2.5 hours duration (October-November and February-March)
5 Essay-type questions of 15 marks each
All questions are compulsory (with internal choices)
Minimum passing: 30 marks out of 75 marks.

TYBA Education IX(B)
Educational Management

5th Semester Assessment Record Course UAEDUB506				
Internal Assessment			**5th Semester End Exam**	**TOTAL**
5th Sem Written Test	Active Participation, Overall Conduct and Leadership Qualities	**Total IA**		
20	05	**25**	**75**	**100**

6th Semester Assessment Record Course UAEDUB606				
Internal Assessment			**6th Semester End Exam**	**TOTAL**
6th Sem Written Test	Active Participation, Overall Conduct and Leadership Qualities	**Total IA**		
20	05	**25**	**75**	**100**

T.Y.B.A. Education IX(B)
QUESTION PAPER FORMAT
Fifth Semester Examination (Batch 2015-2016)

T.Y.B.A.   Subject: Education   (Course UAEDUB506) October 2015
Marks: 75 Paper IX(B): EDUCATIONAL MANAGEMENT   Time: 2.5 hours
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Q1   Module 1: Concept of Management
          (a) or (b)   (15 marks)

Q2   Module 2: Theories of Management and Leadership

          (a) or (b)   (15 marks)

Q3   Module 3: Institutional Planning & Management
          (a) or (b)   (15 marks)

Q4   Module 4: Organisational Climate
          (a) or (b)   (15 marks)

Q5   Module 5: Practical Work in Educational Management
          (a) or (b)   (15 marks)

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T.Y.B.A. Education IX
QUESTION PAPER FORMAT
Sixth Semester Examination (Batch 2015-2016)

T.Y.B.A.   Subject: Education   (Course UAEDUB606)   March 2016
Marks: 75 Paper IX(B): EDUCATIONAL MANAGEMENT   Time: 2.5 hours
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Q1   Module 1: Human Resource Management
          (a) or (b)   (15 marks)

Q2   Module 2: Institutional Quality
          (a) or (b)   (15 marks)

Q3   Module 3: Crisis Management
          (a) or (b)   (15 marks)

Q4   Module 4: Financial Budgeting
          (a) or (b)   (15 marks)

Q5   Module 5: Practical Work in Educational Management
          (a) or (b)   (15 marks)

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