

UNIVERSITY OF MUMBAI

No. UG/129 of 2018-19

CIRCULAR:-

Attention of the Principals of the Affiliated Colleges and Directors of the recognized Institutions in Interdisciplinary Studies Faculty is invited to this office circular No. UG/72 of 2015-16, dated 8th September, 2015 relating to Revised Syllabus as per (CBSGS) for T.Y.B.A. Education.

Their attention is also invited to 1) University Circular No. UG/177 of 2016-17 dated 22nd November, 2016 regarding syllabus for the (CBCS) for F.Y.B.A. in Education (Sem I & II) and 2) Circular No. UG/54 of 2017-18 dated 18th July, 2017 regarding syllabus as per the (CBCS) for the F.Y.B.A. & S.Y.B.A. Education (Sem - I to IV) respectively.

They are hereby informed that the recommendations made by the Board of Studies in Education at its meeting held on 3rd July, 2018 have been accepted by the Academic Council at its meeting held on 10th July, 2018 vide item No. 4.1 and that in accordance therewith, the revised syllabus as per (CBCS) for the T.Y.B.A. in Education—Sem. V & VI has been brought into force with effect from the academic year 2018-19, accordingly. (The same is available on the University's website www.mu.ac.in).

MUMBAI-400 032

12th December, 2018

To

(Prof. Sunil Bhirud)
I/c REGISTRAR

The Principals of the affiliated Colleges and Directors of the recognized Institutions in Interdisciplinary Studies Faculty. (Circular No. UG/334 of 2017-18 dated 9th January, 2018.)

A.C/4.1/10/07/2018

No. UG/129 -A of 2018

MUMBAI-400 032 12th December, 2018

Copy forwarded with Compliments for information to:-

- 1) The I/c Dean, Faculty of Interdisciplinary Studies
- 2) The Chairman, Board of Studies in Education,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL)
- 6) The Co-ordinator, University Computerization Centre,

(Prof. Sunil Bhirud)
I/c REGISTRAR



University of Mumbai

Faculty of Humanities

**Revised Syllabus
for 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 2018-2019)

Course Titles and Course Codes in TYBA Education

Semester V

Courses	COURSE TITLES	COURSE CODES	Credits
Core Course IV	Educational Evaluation	UAEDU-501	4
Core Course V	Information and Communication Technology in Education	UAEDU-502	4
Elective Course VI-A	Indian Education System	UAEDU-A-503	4
Elective Course VI-B	Educational Research	UAEDU-B-503	4
Core Course VII	Education for Women	UAEDU-504	4
Core Course VIII	Challenges in Indian Education	UAEDU-505	4
Elective Course IX-A	Computers in Education	UAEDU-A-506	4
Elective Course IX-B	Educational Management	UAEDU-B-506	4
TOTAL CREDITS			24

Semester VI

Courses	COURSE TITLES	COURSE CODES	Credits
Core Course IV	Educational Evaluation	UAEDU-601	4
Core Course V	Information and Communication Technology in Education	UAEDU-602	4
Elective Course VI-A	Indian Education System	UAEDU-A-603	4
Elective Course VI-B	Educational Research	UAEDU-B-603	4
Core Course VII	Education for Women	UAEDU-604	4
Core Course VIII	Challenges in Indian Education	UAEDU-605	4
Elective Course IX-A	Computers in Education	UAEDU-A-606	4
Elective Course IX-B	Educational Management	UAEDU-B-606	4
TOTAL CREDITS			24

TYBA Courses as per Mumbai University guidelines for the Faculty of Humanities

TYBA Syllabus Structure:

1. In TYBA Semester V and Semester VI, there are Core Courses IV, V, VII and VIII and Elective Courses VI and IX.
2. Each Course namely Core Courses IV, V, VII and VIII and Elective Courses VI and IX, will carry 4 Credits per Course per Semester.

TYBA Semester V and VI Core Courses:

1. The Core Courses IV, V, VII and VIII, will be Theory based Core Courses. The University of Mumbai will conduct the Sem V and Sem VI theory examinations for each Core Course.
2. The student will have to secure a minimum of 40% marks (i.e. 40 out of 100 marks) in each Core Course.

TYBA Semester V and VI Elective Courses:

1. The Elective Courses VI and IX will be Electives and 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 and IX. The Elective Courses VI and IX will be partially Theory based (80 marks) and Project Based (20 marks) Courses.
2. The University of Mumbai will conduct the Sem V and Sem VI examination for Elective Courses VI and IX of 80 marks for each Elective Course.
3. In Sem V and VI, for Elective Courses VI and IX, the Colleges will conduct the evaluation of a Project of 20 marks each and will send the marks to the University of Mumbai as per University of Mumbai guidelines.
4. The total marks of the Elective Course VI and Elective Course IX will be 100 marks each, that is, 80 marks for the Theory Examination conducted by University of Mumbai, and 20 marks for the Research Project work evaluated by the concerned college subject Faculty.
5. The student will have to secure a minimum of 40% marks in aggregate and a minimum of 40% in each component of assessment i.e. 08 out of 20 marks in Internal Evaluation of Project work; and 32 out of 80 marks in the University Examination of the Elective Course VI and Elective Course IX.
6. The student may select a project topic, based on the syllabus of the respective Elective Courses, in consultation with the Faculty Member teaching the respective Elective Course. The list of students along with the Project topic chosen by each student will be displayed by the College at the beginning of the Semester. The Project work will be carried out by the student as per the guidance of the concerned Faculty Member who will be allotted to the student as Guide for the Project. The last date of submission of the Project Report will be officially declared by the College.
7. Each student must submit their detailed research project (with an introduction, significance, methodology, data, results, conclusions and complete bibliography) to the Departmental Head or 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 (Choice Based Credit System with effect from the Academic year 2018-2019) will be as per Mumbai University rules and guidelines for the Faculty of Humanities. All other rules regarding Standards of Passing, ATKT, etc., will be as per rules decided by the Faculty of Humanities, passed by the Academic Council from time to time.

UNIVERSITY OF MUMBAI
Syllabus for T.Y.B.A. (Education) Course under Choice Based Credit System
Core Course Title: T.Y.B.A. Paper IV: EDUCATIONAL EVALUATION
Core Course Codes: UAEDU-501 and UAEDU-601

4 lectures per week 100 marks in Semester V and 100 marks in Semester VI Semester-End Exam 100%: 3 hours theory paper (5 questions) Theory Paper: 4 credits
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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 compare the tools and techniques of evaluation
- iv) To develop an understanding of elementary statistical measures and interpretation of results of assessment.
- v) To apply the knowledge of the concepts of evaluation in practical situations

Semester V: Core Course Code: UAEDU-501
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Module 1: Concept of Educational Evaluation (15 lectures)

- a. Educational measurement, test, assessment and evaluation (meaning and nature)
- b. Types of educational evaluation – formative and summative (meaning, areas, characteristics and differences)
- c. Functions and applications of educational evaluation
- d. Relationship between test, measurement, assessment and evaluation

Module 2: Assessment and Examinations (15 lectures)

- a. Continuous and comprehensive assessment (significance, areas, merits & challenges)
- b. Internal assessment in higher education (significance, areas, merits and challenges)
- c. External examinations (meaning, types, need, significance, merits and limitations)
- d. Challenges related to the planning and conduct of external examinations

Module 3: Educational Objectives (15 lectures)

- a. Educational aims and educational objectives (concept and types), Relationship between educational aims and educational objectives
- b. Revised Bloom's Taxonomy of the Cognitive Domain
- c. Krathwhol and Masia's Taxonomy of the Affective Domain
- d. Dave's Taxonomy of the Psychomotor Domain

Module 4: Learning Experiences and Learning Outcomes (15 lectures)

- a. Learning Experiences (meaning, types, significance)
- b. Value based learning experiences (meaning and significance)
- c. Learning Outcomes (meaning, types, need and significance)
- d. Relationship between Objectives, Specifications, Learning Experiences and Evaluation

Semester V Practical work in Educational Evaluation: (15 hours)

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:

- a. Challenges in the Continuous and Comprehensive Evaluation Programme, faced by students and teachers (upto class XII).
- b. Challenges in the Choice-based Credit and Grading Semester System, faced by students and teachers in colleges (affiliated to Mumbai University).
- c. Challenges in CBCGSS Elective Courses, faced by third year students and teachers in undergraduate colleges, affiliated to Mumbai University.

Module 1: Modes of Assessment (15 lectures)

- Performance tests – Oral and Practical tests (merits, limitations and suggestions for improvement)
- Written Tests – Essay type questions and Objective type questions [in general only] (merits, limitations and suggestions for improvement)
- Open Book Examinations and Online Examinations (features, merits and limitations, and challenges)
- Criterion Referenced Tests and Norm Referenced tests (meaning, characteristics merits and differences)

Module 2: Differentiated Assessment Strategies and Observation Techniques (15 lectures)

- Teacher assessment, Self-assessment, Peer assessment (meaning and purpose)
- Assessment Rubrics, Student Portfolios, Reflective Journal (meaning, purpose and guidelines of development)
- Credit based system and choice based system (meaning and advantages)
- Observation Techniques: i) Checklists, ii) Rating Scales, iii) Anecdotal records (meaning, purpose, characteristics, merits and limitations)

Module 3: Graphical Representation of Classroom Data (15 lectures)

- Organising data from classroom assessment - marks and grades (procedure and use)
- Tabular representation, analysis and interpretation of data (procedure and use)
- Graphical Representation of Classroom Data - Bar Charts, Histogram, Line Graphs, Pie Chart, Frequency Polygon (concept, uses, merits, limitations and construction)
- Use of computers in graphical representation of classroom test data

Module 4: Basic Statistics and Interpretation of Results (15 lectures)

- Statistics in Educational Evaluation (need and importance)
- Measures Of Central Tendency - Mean, Median and Mode (concept, uses, computation and interpretation) The use of a simple non-programmable calculator is allowed.
- Normal Probability Curve (concept, meaning and characteristics)
- Percentages, Percentile Rank and Percentiles (concept and interpretation)

Semester VI Practical work in Educational Evaluation: (15 hours)

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:

- Construct and administer a 20-mark objective type question paper, on any TYBA module, conduct the test and assess the answerscripts, analyse and interpret the results, with Graphical Representation.
- Prepare a Checklist (with 10 items), on any TYBA topic, use it to collect data; analyse and interpret the results, with Graphical Representation.
- Prepare a Rating Scale (with a 5-point Likert Scale), on any TYBA topic, use it to collect data; analyse and interpret the results, with Graphical Representation.

Reference Books

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- 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
- Gronlund N., Measurement & Evaluation in Teaching, Macmillan, New York, 1981
- Kubiszyn T., Educational Testing and Measurement, Harper Collins College Publications, New York, 1993

Reference Books (continued):

- 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

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UNIVERSITY OF MUMBAI
Syllabus for T.Y.B.A. (Education) Course under Choice Based Credit System
Core Course Title: T.Y.B.A. Paper V
INFORMATION and COMMUNICATION TECHNOLOGY in EDUCATION
Core Course Codes: UAEDU-502 and UAEDU-602

4 lectures per week
100 marks in Semester V and 100 marks in Semester VI
Semester-End Exam 100%: 3 hours theory paper (5 questions)
Theory Paper: 4 credits

Course 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: Core Course Code: UAEDU-502

Module 1: Fundamentals of ICT in Education (15 lectures)

- a. Concept of ICT in Education (meaning, definition, need and characteristics)
- b. Educational Technology (definitions and historical development)
- c. ICT in Education (types, principles, advantages and challenges in using them)
- d. Scope of ICT in Education - Instruction, Evaluation, Research and Administration

Module 2: Dynamics of Effective Communication (15 lectures)

- a. Communication - verbal and non-verbal (meaning, process and types)
- b. The Communication Cycle (meaning, elements and process)
- c. Effective Communication - principles and barriers (types and implications)
- d. Role of the teacher in providing effective communication

Module 3: Support Media in ICT in Education (15 lectures)

- a. Psychological Bases of using support media
- b. Edgar Dales Cone of Experience (modified)
- c. Multisensory Instruction: principles and advantages
- d. Support Media in Education (Uses, Advantages & Limitations)
 - i. Projected Support Media: OHP, Slide Projector and LCD Projector
 - ii. Non-projected Support Media: 2-D & 3-D models, charts, maps and flashcards

Module 4: Communication Modes in Education (15 lectures)

- a. Speaking and Listening (concept, advantages, techniques and skills)
- b. Narration and Explanation (concept, advantages, techniques and skills)
- c. Discussion and Questioning (concept, advantages, techniques and skills)
- d. Visually Representing and Viewing -Verbal and Nonverbal (concept, advantages, techniques and skills)

Semester V Practical work in ICT in Education: (15 hours)

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:

- a. A 10-minute presentation to demonstrate one communication mode, on a TYBA sub-unit, using any projected support media.
- b. A 10-minute presentation to demonstrate one communication mode, on a TYBA sub-unit, using any non-projected support media.
- c. A 10-minute PPT-enabled presentation to show the application of five educational tools and websites in education.

Module 1: Basic Instructional Design (15 lectures)

- Instructional Design (meaning and characteristics)
- Principles of Instructional Design
- ADDIE Model of Instructional Design (concept, phases and advantages)
- Integrating Digital instructional resources: Open Educational Resources (OER)

Module 2: Techniques of Teaching and Learning (15 lectures)

- Self-Learning and Self-Paced Learning - SQ4R (concept, advantages and techniques)
- Small group learning – Discussions, Workshop, Lecture-Demonstration, Blended Learning, Seminar and Simulation-Role-Play, Cooperative Learning [Peer Tutorial, Brainstorming and Jigsaw] (concept, procedure, techniques and advantages)
- Large group learning - Lecture and Conference (concept, advantages and techniques)
- Virtual Learning - Videoconference, Webinar, Simulation, Educational Apps, TeacherTube, YouTube, Blogs, Social Media (concept, advantages and techniques)

Module 3: Technology Mediated Instruction (15 lectures)

- E-learning (concept, need and advantages)
- Synchronous & Asynchronous Online learning (concept and advantages)
- Blended Learning (concept, types and advantages)
- E-Inclusion - ICT integration for learners with learning disabilities and for physically challenged learners (concept, types, advantages and techniques)

Module 4: Trends in Technology Mediated Communication (15 lectures)

- Computer Assisted Instruction (meaning, significance and modes)
- Computer Managed Instruction (meaning and significance)
- Learning Management Systems (meaning, types and advantages)
- Mobile Learning (meaning, characteristics and significance)

Semester VI Practical work in ICT in Education: (15 hours)

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:

- A 10-minute PPT-enabled presentation (20 slides) on a TYBA sub-unit, integrating one audio and one video media.
- A 10-minute demonstration of any one small-group learning technique, based on a TYBA sub-unit.
- A 10-minute PPT-enabled presentation (20 slides) on five ICT tools that support learning, for learners with learning disabilities and for physically challenged learners.

Reference Books:

- Aggrawal D.D., Educational Technology, Sarup & Sons, N Delhi 2005
- Aggarwal J. C., Basic ideas in Educational Technology, Shipra Publisher, N Delhi
- Bengalee Coomi, Educational Technology, Sheth Publishers, Mumbai 1986
- Berne Eric, Transactional Analysis
- Bhalla C. R., Audio visual aids in education, AtmaRam & Sons,
- Bhatt B.D. & Sharma S.R. Educational Technology, Kanishka Publishing House, New Delhi, 1992
- Dahiya S. S., Educational Technology–toward better teacher performance, Shipra Publications, New Delhi 2004
- Dasgupta D. N., Communication & Education, Pointer Publications
- Dutton William H. Information & Communication Technologies – Visions & Realities
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Reference Books (continued):

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- Krishnamoorthy R. C., Educational Technology- Expanding Our Vision, Author Press, New Delhi, 2003
- Kumar K. L., Educational Technology, New Age International Publs, N Delhi 2006
- Malcom Peltu, Information & Communication Technologies, Oxford University Press,
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- Mohanty Jagannath, Modern Trends in Educational Technology, NeelKamal Publications, Hyderabad, 2013
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- Srinivasan T. M., Use of Computers and Multimedia in education, Aavishkar Publishers, New Delhi
- Vanaja M., Rajasekar S, Educational Technology & Computer Education, NeelKamal Publin, Hyderabad, 2013
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- Vedanayagam E.G., Teaching Technology for College Teachers, Sterling Publishers, New 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, शैक्षणिकमाहिती तंत्रविज्ञान

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UNIVERSITY OF MUMBAI
Syllabus for T.Y.B.A. (Education) Course under Choice Based Credit System
Elective Course Title: T.Y.B.A. Paper VI INDIAN EDUCATION SYSTEM
Elective Course Codes: UAEDU-A-503 and UAEDU-A-603

3 lectures per week
100 marks in Semester V and 100 marks in Semester VI
Semester-End Exam 80%: 2.5 hours theory paper (4 questions)
Project Assessment 20%: Oral Presentation and Report Submission.
Theory Paper and Project: 4 credits

Course Objectives:

- i) To comprehend current trends in formal and non-formal education
- ii) To gain insight into the challenges faced at different levels of education
- iii) To develop an understanding of different boards of education in India
- iv) To understand the importance of the teacher's role at all levels of education
- v) To gain insight into the Right to Education Act 2010

Semester V: Elective Course Code: UAEDU-A-503

Module 1: Pre-Primary Education (12 lectures)

- a. Concept, Importance and Objectives (NCERT)
- b. Types of pre-primary institutions - crèches, anganwadis, balwadis, play schools, nurseries and kindergartens
- c. Teacher Training programs - ECCE, Montessorie, NGOs: Muktangan and Pratham
- d. Qualifications and Role of the teacher in pre-primary education

Module 2: National Policy in Pre-Primary Education (12 lectures)

- a. Need for a national policy in pre-primary education
- b. NCF 2005 and RTE 2010 (background, scope, functions and outcomes)
- c. Issues related to Accessibility and Quality in pre-primary education programmes
- d. Role of the government: Provision of pre-primary education and teacher training

Module 3: Primary Education (12 lectures)

- a. Concept, Importance and Objectives (NCERT)
- b. Types of primary schools: single teacher schools, private un-aided schools, private government aided schools and government managed schools.
- c. Teacher training, Qualifications and Teacher Eligibility
- d. Role of the teacher and administrator in primary education

Module 4: National Policy in Primary Education (12 lectures)

- a. Universalization of Elementary Education (concept, significance and challenges)
- b. Sarva Shiksha Abhiyan (background, scope, functions and outcomes)
- c. NCFTE and RTE 2010 (background, scope, functions and outcomes)
- d. Issues related to primary teacher training - Diploma in Elementary Education

Semester V Project Coursework in Indian Education System (15 hours)

List of Project Titles for the Semester V Project Report:

- 1. A comparison of two KG schools or Balwadis in Mumbai.
- 2. A study of the Anutai Wagh Anganwadi Training Centre, Kosbad Hills.
- 3. The role of ICDS and SSA in pre-primary learning centres, in Mumbai.
- 4. A study of pre-primary teacher education (ECCE or Muktangan or Pratham)
- 5. A study of a Diploma in Elementary Education institution.
- 6. A study of five primary school dropouts.
- 7. A study of an English medium MCGM School.
- 8. An analysis of the implementation of RTE 2010 in private unaided schools.

Module 1: Secondary and Higher Secondary Education (12 lectures)

- a. Concept, Importance and Objectives (NCTE)
- b. Nature and functions of a) State Boards, b) National Boards (CBSE and NIOS), and c) International Boards (CISCE and IB)
- c. Teacher training, Qualifications and Teacher Eligibility
- d. Role of the teacher and administrator in secondary and higher secondary education

Module 2: Policies in Secondary and Higher Secondary Education (12 lectures)

- a. Universalisation of Secondary Education – concept, significance and challenges
- b. NCFTE 2010 and NPE 2016 (background, scope, functions and outcomes)
- c. Rashtriya Madhyamik Shiksha Abhiyan (background, scope, functions and outcomes)
- d. Issues related to Accessibility, Equity and Quality in secondary and higher secondary education.

Module 3: Higher Education (12 lectures)

- a. Concept (general and professional), Importance and Objectives (UGC)
- b. Colleges and universities (concept, types, nature and functions)
- c. Teacher qualifications, eligibility and professional development
- d. Role of the teacher, administrator and student in higher education

Module 4: National Policy in Higher Education (12 lectures)

- a. Issues related to Accessibility, Funding, Equity and Quality in higher education
- b. Rashtriya Uchchatar Shiksha Abhiyan (background, scope, functions and outcomes)
- c. Recognition, Accreditation and Quality Assurance (need and significance)
- d. NPE 2016 and Higher Education Empowerment Regulation Agency (background, scope and functions)

Semester VI Project Coursework in Indian Education System (15 hours)**List of Project Titles for the Semester VI Project Report:**

- 1. Developments in two night secondary schools, in Mumbai.
- 2. Developments in two NIOS centres, in Mumbai.
- 3. A comparison of two secondary schools affiliated to different school boards (State, CBSE, NIOS, IB, CISCE Boards).
- 4. A comparison of two junior colleges affiliated to different higher secondary boards (State, CBSE, NIOS, IB, CISCE Boards).
- 5. Developments in Vocational education in Technical institutes, in Mumbai.
- 6. Developments in Teacher Education in Mumbai University or SNDTWU.
- 7. A comparison of two autonomous colleges in Mumbai.
- 8. A study of five professional courses and their placement programmes.

Reference Books:

- Aggarwal JC, Development of Education system in India (Shipra Publications)
- Aggarwal JC, Modern Indian Education-History, Development & Problems, Shipra Publications, New Delhi.
- Aggarwal JC, Modern Indian Education & Problems, Arya Book Depot, N Delhi, 1987
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- Naik JP, Education Commission and After, APH Publishing Company, N Delhi, 2002
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- 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 Publin, Hyderabad, 2011
- Saini SK, Development of education in India, Cosmo Publications, New Delhi, 1993
- Saiyidain K G., Facts of Indian Education (NCERT)
- Saxena Jyotsna, Quality Education, APH Publishing Corporation, N Delhi, 2002
- Saxena MK, Gihan S and Saxena Anamika, RLall Book Depot, Meerut, 2002
- Sanjay Kumar Sengar S R Singh, Childrens' Education in India, Radha Publications, New Delhi, 1992
- Sharma Yogendra, History & Problems of education – 2 vols., Kanishka Publishers
- Shirur RR, Non-Formal Education for Development, APH Publ 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 Publication, N Delhi 2000
- 5 Authors, Indian Education System-Structure & Problems, Tandon Publishers.

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UNIVERSITY OF MUMBAI
Syllabus for T.Y.B.A. (Education) Course under Choice Based Credit System
Elective Course Title: T.Y.B.A. Paper VI EDUCATIONAL RESEARCH
Elective Course Codes: UAEDU-B-503 and UAEDU-B-603

3 lectures per week
100 marks in Semester V and 100 marks in Semester VI
Semester-End Exam 80%: 2.5 hours theory paper (4 questions)
Project Assessment 20%: Oral Presentation and Report Submission.
Theory Paper and Project: 4 credits

Course Objectives:

- i) To develop knowledge and understanding of the fundamentals of educational research
- ii) To develop understanding of the approaches to educational research
- iii) To develop the skill of writing a research proposal
- iv) To become aware of the latest trends in Educational research
- v) To appreciate the contribution of educational research in scientific inquiry.

Semester V: Elective Course Code: UAEDU-B-503

Module 1: Introduction to Research and Educational Research (12 lectures)

- a. Meaning of research, Research as a scientific method
- b. Educational Research (concept, characteristics, steps, significance and limitations)
- c. Steps in Research: Selecting the Problem, Objectives, Related Literature, Research Questions, Hypothesis, Sampling, Data Collection, Data Analysis and Reporting.
- d. Ethics in Educational Research (concept, need and significance)

Module 2: Approaches and Types of Educational Research (12 lectures)

- a. Quantitative Research (concept, significance, characteristics, merits and limitations)
- b. Qualitative Research (concept, significance, characteristics, merits and limitations)
- c. Mixed Method Research (concept, significance, characteristics, merits and limitations)
- d. Types of Educational Research - historical, descriptive, experimental and case study

Module 3: Basics of Action Research (12 lectures)

- a. Action Research (meaning, principles, types (individual and collaborative), merits and limitations)
- b. Difference between Fundamental and Action Research
- c. Action Research for the Professional Growth of Teachers
- d. Sharing and Reflecting: locally, research communities, conferences and journals.

Module 4: New Trends in Educational Research (12 lectures)

- a. Participatory Research (concept, significance, merits and limitations)
- b. Observational Research (concept, types, significance, merits and limitations)
- c. Community-based research (concept, types, significance, merits and limitations)
- d. Careers in Educational Research

Semester V Project Coursework in Educational Research (15 hours)

List of Project Titles for the Semester V Project Report:

- 1. Submit a research proposal for collaborative action research.
- 2. Write a proposal for a useful and relevant community-based educational research.
- 3. Select any relevant topic related to learning and write a review of literature (at least 5 reviews), (Follow the technical format of writing a review)
- 4. Select a topic of educational significance and submit a review of related literature
- 5. Prepare at least two career profiles related to educational research.
- 6. Submit an action research proposal to reduce rural student absenteeism.
- 7. Submit a research proposal for historical research of your school or college
- 8. Write a proposal for participatory action research to develop language skills in parents that speak vernacular languages.

Module 1: Problem Identification and Tools of Research (12 lectures)

- a. Definition and nature of hypothesis, Types of hypotheses (alternative and null)
- b. Qualities of a good hypothesis & importance of hypothesis testing
- c. Good research questions (concept and criteria)
- d. Tools of collecting educational data - questionnaire, rating scales, interview observation (characteristics, merits and limitations)

Module 2: Introduction to Sampling, Variables & Research Design (12 lectures)

- a. Primary and Secondary Data; Concept of Subject, Population & Sample, characteristics of good sampling
- b. Sampling Procedures (probability and non-probability differentiation) and types of sampling (simple, random, systematic and stratified sampling) and (purposive, convenience and quota sampling)
- c. Concept of research design and characteristics of a good design.
- d. Concept of a variable, Types of variable (independent and dependent variables) and confounding variables (intervening & extraneous variables)

Module 3: Data Analysis and Interpretation (12 lectures)

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

Module 4: Writing the Research Report (12 lectures)

- a. Elements of writing an Educational Research Report
- b. Criteria of a good research report (Comprehensibility, Authenticity, Truthfulness and Appropriateness)
- c. Bibliography and Webliography
- d. Academic Integrity in writing a report, checking for potential plagiarism

Semester VI Project Coursework in Educational Research (15 hours)**List of Project Titles for the Semester VI Project Report:**

1. Construct a Rating Scale on any topic in the TYBA Education syllabus, or on an educational problem. Tabulate the data and explain it with graphical representation.
2. Construct and use an Interview Schedule on a topic in the TYBA Education syllabus, or on an educational problem. Analyse the data using measures of central tendency.
3. Prepare a rubric for evaluating an educational research project.
4. Construct and use an interview schedule about problems faced by students in accessing technology for their learning.
5. Construct and use an interview schedule for a structured interview of educational administrators about problems by students during examinations. Analyse the data using measures of central tendency.
6. Prepare an interview schedule and interview two in-service teachers on any one of the educational issue such as inclusion, challenges of teaching school subjects in large classrooms or administrative duties of a teacher.
7. Submit a research proposal on any educational problem which is relevant to India. (Follow the steps of research proposal).
8. Select an educational research study, identify and state the independent and dependent and confounding variables in the study.

Reference Books:

- Aggrawal J.C., Educational Research: An Introduction
- Best JW & Kahn J, Research in Education, Prentice Hall of India, 2007
- Creswell, J. W. (2002). Educational research: Planning, conducting, and evaluating quantitative. Prentice Hall.
- Creswell, J. W. (2013). Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications.
- 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 Publishing House
- Lulla B.P., Essentials of Educational Research
- Mcniff Jean, Action Research: Principles & Practice
- Pathak RP, Statistics in Educational Research, Kanishka Publishers
- 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 Publishing Corp, N. Delhi, 2007
- Sukhia SP and Mehrotra PV, Essentials of Educational Research, Allied Publishers, Bombay, 1989
- Tharyani D.K, Action Research

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UNIVERSITY OF MUMBAI
Syllabus for T.Y.B.A. (Education) Course under Choice Based Credit System
Core Course Title: T.Y.B.A. Paper VII EDUCATION FOR WOMEN
Elective Course Codes: UAEDU-504 and UAEDU-604

4 lectures per week
100 marks in Semester V and 100 marks in Semester VI
Semester-End Exam 100%: 3 hours theory paper (5 questions)
Theory Paper: 4 credits

Course Objectives:

- i) To understand the development of education of girls and women post-1947.
- ii) To analyse the issues and factors affecting girls' and women education in India.
- iii) To acquire the knowledge about the constitutional and legal provisions for the empowerment of women in India.
- iv) To understand efforts made to raise the status of women in India.

Semester V: Core Course Code: UAEDU-504

Module 1: Developments in Girl's Education (15 lectures)

- a. Status of access, enrolment, retention and achievement of girl's coming from disadvantaged sections and first generation girl learners, in pre-primary, primary and secondary schools.
- b. Corrosion of values and its impact on girls and boys
- c. Initiatives taken by NGO'S empowering young girls
- d. Problems faced by girls in school education and measures to overcome the problems by girls' school administrators

Module 2: Strategies and Programmes on Girls' Education (15 lectures)

- a. Mahila Samakhya, Kasturba Gandhi Balika Vidyalaya (need, importance and role)
- b. Girl's education in SSA and DPEP (need, importance and role)
- c. Role of NGOs and community for gender equality in education.
- d. Beti Bachao, Beti Padhao Yojana (concept, need, importance and role)

Module 3: Gender Equality and Gender Sensitivity (15 lectures)

- a. Conceptual foundations - sex and gender, transgender, gender equity, gender equality (meaning, definition and importance).
- b. Any 5 Conventions on the Rights of the child (1989), Role of UNICEF and UNESCO in Gender Equality and Gender Sensitivity.
- c. Efforts made by schools to eradicate gender discrimination
- d. The Women's Reservation Bill (background, scope, functions and outcomes)

Module 4: Laws and Acts for Safety of Children and Women (15 lectures)

- a. Vishaka Judgement 1993 and Nirbhaya Anti-Rape Act 2013 (background, scope, functions and outcomes)
- b. PCPNDT Act 1994 (background, scope, functions and outcomes)
- c. Domestic Violence Act 2005 (background, scope, functions and outcomes)
- d. Child Marriage Prohibition Act 2006 and POCSO Act 2012 (background, scope, functions and outcomes)

Semester V Practical work in Education for Women: (15 hours)

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:

- i) Review a film based on girl education and women's issues
- ii) Write a Street Play highlighting girl's education and women's issues
- iii) Submit a Book Review on a book authored by a female writer.

Module 1: Factors affecting education of women (15 lectures)

- a. Socio-economic, cultural, political, religious factors affecting women education
- b. Gender Bias and the role of family, school, society and education in promoting gender equality.
- c. Impact of education on women's life
- d. Women's participation in educational leadership

Module 2: Education of women in post-independent India (15 lectures)

- a. Women's participation in India's independence movement
- b. Provisions for women's education in Indian Constitution
- c. Recommendations for women's education: Kothari Commission 1966, NPE 1986, NPE 2016
- d. Constitutional legal provisions and special initiatives for women in India

Module 3: Empowerment of women (15 lectures)

- a. Role of NCWE and the Ministry of Women and Child welfare
- b. Measures for women empowerment: need in rural and urban sectors
- c. Women achievers in the health sector, sports, media and administration
- d. Challenges to women's participation in politics: sexual violence, illiteracy and discrimination.

Module 4: Efforts made to raise the status of women (15 lectures)

- a. Social self-help groups and NGOs working among women: Importance
- b. Skill based training for economic independence
- c. Self Defense for women: Need, Importance, training programmes
- d. Constitutional commitments to gender equity and gender equality:
 1. Dowry Prohibition Act 1961
 2. Equal Remuneration Act 1976
 3. Indecent Representation of Women (Prohibition) Act 1986
 4. Companies Act: At least one Woman on the Board of Directors 2013

Semester VI Practical work in Education for Women: (15 hours)

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:

- a. Conduct an interview of one women achiever, with a focus on her educational achievements and proven skills.
- b. Visit a women rights' organisation or an NGO for women development
- c. Case study of problems related to girls' education in a locality/block/district.

Reference Books:

- Bank B.J., Gender and Education: An Encyclopedia. Praeger, Westport, London, 2007.
- Bhatt B.D., and Sharma, S.R., Women's' Education And Social Development, Kanishka Publications, 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

UNIVERSITY OF MUMBAI
Syllabus for T.Y.B.A. (Education) Course under Choice Based Credit System
Core Course Title: T.Y.B.A. Paper VIII CHALLENGES IN INDIAN EDUCATION
Elective Course Codes: UAEDU-505 and UAEDU-605

4 lectures per week
100 marks in Semester V and 100 marks in Semester VI
Semester-End Exam 100%: 3 hours theory paper (5 questions)
Theory Paper: 4 credits

Course 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 initiatives in promoting education for human resource development.

Semester V: Core Course Code: UAEDU-505

Module 1: Academic Issues and Challenges in Indian education (15 lectures)

- a. Medium of instruction - Regional, Mother Tongue, English; in schools and colleges
- b. Wastage and stagnation in schools (causes, measures to overcome them)
- c. Teacher-pupil ratio at all education levels - measures for large classrooms
- e. Right to Education and Rashtriya Madhyamik Shiksha Abhiyan (background, scope, functions, implementation and outcomes)

Module 2: Administrative Issues in Indian education (15 lectures)

- a. Funding of educational institutions - GDP, budget allocation, role of governments
- b. Online admissions and Selective admissions (entrance exams): significance
- c. Managing Educational Institutions - infrastructure, HRD, continuous examinations
- d. Autonomy of HEIs - access, equity, privatisation, sustained quality, funding

Module 3: Social Issues and Challenges in Indian Education (15 lectures)

- a. Education for Equity - Scheduled castes, Scheduled Tribes, Economically & Socially Backward Classes, Transgenders (need and significance, role of the teacher)
- b. Education for mitigating social challenges - unemployment, communalism, regionalism, corruption (measures to overcome challenges, role of the teacher)
- c. Emerging national, state, local issues and trends currently facing school leaders and their potential impact on society and schools.
- d. Managing specific learning disabilities in schools - student support, role of teacher

Module 4: Education for National Development (15 lectures)

- a. Religious and Moral Education (universal values) for sustainable development
- b. Need for Education for Democracy for economic and social development
- c. Need for Vocational Education for skill-based economic and social development
- d. Need for Environmental Education - achieving Millennium Development Goals

Semester V Practical work in Challenges in Indian Education: (15 hours)

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:

- a. Construct a comprehensive concept map on a SWOC analysis of multiculturalism in different educational levels.
- b. Conduct interviews of five school teachers on challenges faced in inclusive classrooms
- c. A detailed comparative analysis of recent three years state and national educational budgets.

Module 1: Education for Universal Self-Actualisation (15 lectures)

- a. Peace Education (meaning, need, significance and challenges)
- b. Life skills in education - primary, secondary and higher secondary, higher education
- c. Human Rights Education (meaning, need, significance and challenges)
- d. Conflict Resolution (meaning, significance and peaceful methods)

Module 2: Issues and Challenges in Curricular Transactions (15 lectures)

- a. Progressive methods for teaching, learning and evaluation (meaning, types, significance, challenges in application, role of the teacher)
- b. Technology based instruction - importance, rural and urban areas (types, roles of administrators and teachers)
- c. Parallel education system - private tuitions and coaching classes
- d. Contemporary Curricular Reform Initiatives:
 1. National goals for schools and colleges
 2. Systemic instructional reforms: standards, course objectives and assessment

Module 3: Research Related Issues and Challenges in Education (15 lectures)

- a. Consistent funding of research - non-government and foreign agencies (need and importance, role of government)
- b. Research institutions – overview of challenges at state, national and global levels
- c. Need for Action Research at all educational levels
- d. Use of technology for research - accessibility, availability and authenticity

Module 4: Emerging Trends in Indian education (15 lectures)

- a. Foreign Universities and degrees (meaning, significance, challenges)
- b. Interdisciplinary and multidisciplinary approaches in secondary and higher education (meaning, significance, challenges and opportunities)
- c. Choice based programs in higher education (meaning, significance, challenges and opportunities)
- d. Choice-Based Credit and Grading Semester System (meaning, significance, challenges and opportunities)

Semester VI Practical work in Challenges In Indian Education: (15 hours)

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:

- a. Construct a comprehensive concept map on a SWOC analysis of opportunities of conflict resolution.
- b. Interview five school or college teachers, on challenges faced in developing the 21st century life skills in their students.
- c. Critically analyse the issue of parallel educational (tuitions and coaching classes) in Indian education.

Reference Books:

- Aggarwal JC, Organization & Practice of Modern Indian Edn, Shipra Publishers,
- Aggarwal JC, Educational reforms in India for 21st century, Shipra Publisher
- Aggarwal JC, Theory & Principles of Education, Vikas Publications, 1988
- Ahluwalia SP, Dias: Education – Issues & Challenges, San Park Press Pvt. Ltd
- Balan K Education & Employment, Ashish Publishing House, N Delhi 1992
- Bhatt B.D., and Sharma SR, Education of the Gifted & Talented Children, Kanishka Publishing House, New Delhi 1993
- Chinara Bendhar, Education & Democracy, APH Publishing Corp, N Delhi 1997
- Dash BN, Education & Society, Dominant Publisher & Distributor, New Delhi 2004
- Dash BN, Trends & Issues in Indian Education, Dominant Publishers
- Kumar Ashok, Current Trends in Indian Education, Ashish PublHouse, 1991

Reference Books (continued):

- Kumar Krishna, Democracy & Education in India, Sangam Books, London 1994
- Lakshmaiah T., and Jayakumar EC, Education & Development, Rupa Books Pvt Ltd.
- Lakshmi S., Innovations in Education, Sterling Publishers
- Lakshmi S., Challenges in Indian Education, Sterling Publishers, 1989
- Mathew Sun, Education of Children with Hearing Impairment, Kanishka Publishers, N Delhi 2006
- Mathur V.S., Education & the Future of India, Associated Publ, Ambala 1993
- 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 & Deep Publisher,
- Nair Ramachandran: Emerging Spectures – Essays on Indian Higher
- Education, Himalaya Publishing House, Bombay 1986
- Nikolopoulou A. and Abraham T., Mirbagheri F., Education for Sustainable Development, Sage Publications, London 2010
- Raina BL, Education & Development, The Indian Publications, Ambala
- Rana Nishta, Children with Special Needs, NeelKamal Publ, Hyderabad 2013
- Ranganathan S., Educational Reforms & Development(v1-3), Sandarbh
- Publishers, New Delhi, 1998
- Rao Usha, Values in Education, Top Publications, Mumbai 1999
- Reddy K.P., Environmental Education, NeelKamal Publications, New Delhi, 2002
- Russel Bertrand, Education & the Social Order, Routledge, London, 2005
- Saxena Jyotsna, Quality Education, APH Publishing Corporation, New Delhi 2009
- Seamus Hegarty, Education & Children with special need, Sage Publ, 2002
- Shivarudrappa G., Vocationalization of Education, Himalaya Pub, Bombay 1988
- Shrivastava K.K., Environmental Education: Principles, Concepts and Management, Kanishka Publishers, New Delhi 2004
- Singh R.P., Educating the Indian Elite, Sterling Publishers, New Delhi 1989
- Singh Vijay Pratap, Education of the Slow Learner, Sarup & Sons, New Delhi 2004
- Taj Haseen, Current Challenges in Education, NeelKamal Pub, Hyd, 2013
- Taj Haseen, National Concerns in Education, NeelKamal Pub, Hyderabad, 2013
- Talesra Hemlata, Challenges in Education, Author Press, New 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 Publication

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UNIVERSITY OF MUMBAI
Syllabus for T.Y.B.A. (Education) Course under Choice Based Credit System
Elective Course Title: T.Y.B.A. Paper IX COMPUTERS IN EDUCATION
Elective Course Codes: UAEDU-A-506 and UAEDU-A-606

3 lectures per week
100 marks in Semester V and 100 marks in Semester VI
Semester-End Exam 80%: 2.5 hours theory paper (4 questions)
Project Assessment 20%: Oral Presentation and Report Submission
Theory Paper and Project: 4 credits

Course Objectives:

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

Semester V: Elective Course Code: UAEDU-A-506

Module 1: Fundamentals of Computers (12 lectures)

- a. Knowledge of Computer Hardware - Input Devices and Output Devices – CPU, RAM, Disk Drive, CD ROM, Monitor, Mouse, Printer, Keyboard, Laptops, Mobile phones, Tablets, Microphone, Web Camera, Scanner, Projector, Electronic Smart Board and Smart TV (concept, specific features, significance, uses in education)
- b. Operating software – Microsoft, IOS and Linux (concept, importance and functions)
- c. Concept of Application Software - MS-Office and Database Management (concept, specific features, significance, uses in education)
- d. Computer Viruses and Malware (concept, implications and management)

Module 2: Multimedia in Education (12 lectures)

- a. Multimedia presentations - Text, Sound, Movies, Animation, Navigation, Graphics and Videos (concept, types, features, importance and uses)
- b. Steps of preparing a multimedia presentation
- c. Criteria for evaluating an effective multimedia presentation.
- d. Misuse and unethical practices in using multimedia presentations in education

Module 3: Computer Applications in Education (12 lectures)

- a. Computer applications in learning and teaching - webinars, video-conferences and readymade CAI (concept, specific features, significance, uses)
- b. Computer applications in assessment and evaluation
- c. Computer applications in research
- d. Learning Management Systems for course management and administration

Module 4: Learning through effective searching of the Internet (12 lectures)

- a. Internet browsers - Google Chrome, Firefox, Internet Explorer and Safari (concept, specific features, merits and limitations)
- b. Search engines - Google, Yahoo, Bing and Yandex (concept, specific features, merits and limitations)
- c. MetaSearch engines - Dogpile, MetaCrawler, Seekz and Zuula (concept, specific features, merits and limitations)
- d. Logic for internet search - Boolean search, semantic search and keystring search (concept, specific features, merits and limitations)

Semester V Project Coursework in Computers in Education (15 hours)

List of Project Titles for the Semester V Project Report:

1. A study of various viruses/worms in computers, tablets and mobile phones; and the reasons for using antivirus software by ten students and ten teachers in Mumbai.
2. A study of various viruses/worms in computers, tablets and mobile phones; and the reasons for using antivirus software by five educational institutions in Mumbai.
3. A study of the use of five browsers (features, preferences, popularity and efficacy in searching content) among ten students and ten teachers in Mumbai.
4. A study of the use of five search engines (features, preferences, popularity and efficacy in searching content) among ten students and ten teachers in Mumbai.
5. A study of the use of five metasearch engines (features, preferences, popularity and efficacy in searching content) among ten students and ten teachers in Mumbai.
6. Benefits from using Learning Management Systems, in five schools in Mumbai.
7. Benefits from using Learning Management Systems, in five colleges in Mumbai.
8. A structured 10-minute educational video on a unit from the TYBA Education syllabus, with captions and subtitles, and uploaded on YouTube, with reviews.

Specifically for this course, each student will submit a detailed report, on WORD document (printed on both sides), A4 size, with 1" margin on all sides, 1.15 line-spacing, ARIAL, font size 12; including hyperlinks, visuals, tables and graphs; finally converted to PDF format. The oral presentation will be PPT-enabled in 10 slides with 2 slides for the title slide and bibliography slide.

Semester VI: Elective Course Code: UAEDU-A-606

Module 1: Learning Objects and Networking (12 lectures)

- a. Learning Objects - software, full e-courses, e-course materials, e-textbooks, e-tests, openly licensed e-videos, e-rubrics, Wikis and Blogs (concept, features, significance, uses)
- b. Videos in learning (You Tube, Teacher Tube, Ted Talks and TED Ed videos)
- c. Networking (concept, features, importance and uses)
- d. Social learning networks for interactive learning: Google groups, Facebook, WhatsApp and Edmodo (concept, features, significance, uses)

Module 2: E-Learning for the masses (12 lectures)

- a. Web-based learning and Virtual classrooms: Gyan Vani, Gyan Darshan, E-Gyankosh, NIOS and NMEICT-Sakshat (concept, features, significance and uses)
- b. Role of EDUSAT, UGC, IGNOU, IITs, HBCSE, NPTEL, CEMCA in higher e-learning
- c. Role of SWAYAM in e-learning at all educational levels
- d. Mass Open Online Courses (concept, features, significance and uses)

Module 3: Open Educational Resources (12 lectures)

- a. Effective OERs - Moodle, Linux, NetLogo, Geogebra and CamStudio (concept, features, significance and uses)
- b. OER Commons and Commonwealth Of Learning
- c. National Repository of OERs, Shodhganga, Mumbai University OERs and MOOCs
- d. UNESCO Guidelines for OERs in Higher Education

Module 4: IPR and Security (12 lectures)

- a. Licensed hardware and software (concept, features, significance and merits)
- b. Digital Trust, Authenticity, Vulnerability, Internet Security issues and Netiquettes (concept, features, significance and merits)
- c. Copyright issues and Intellectual property rights (concept, features and significance)
- d. Legal issues - cyber-attack, cybercrime and plagiarism (concept and significance)

Semester VI Project Coursework in Computers in Education (15 hours)

List of Project Titles for the Semester VI Project Report:

1. Trends in the use of Learning Objects (description, structure, utility, preference) among ten students and ten teachers in Mumbai.
2. A study of the usefulness of five videos from Khan's Academy.
3. A study of the usefulness of five related videos from TED Talks or TED Ed.
4. A study of a free short e-course conducted by an Indian OER or a global OER.
5. The use of social media (Google groups, Facebook, WhatsApp, Edmodo) for interactive learning and teaching in two colleges, in Mumbai.
6. Trends in the use of You Tube, TeacherTube, TED-Ed videos and Ted Talks, for learning, among ten students and ten teachers, in Mumbai.
7. Sustain and evaluate a Google group or an educational blog about ten students' contributions of learning objects, on a topic in the TYBA syllabus.
8. Prepare an oral presentation on any one topic in the TYBA Education syllabus, using CamStudio or NetLogo.

Specifically for this course, each student will submit a detailed report, on WORD document (printed on both sides), A4 size, with 1" margin on all sides, 1.15 line-spacing, ARIAL, font size 12; including hyperlinks, visuals, tables and graphs; finally converted to PDF format. The oral presentation will be PPT-enabled in 10 slides with 2 slides for the title slide and bibliography slide.

Reference Books:

- Ahmed J., Ahmed Md., Khan A., Computer Applications in Education, NeelKamal Publications, Hyderabad, 2012
- Banerjee HR, Encyclopedia of Computer Terminology, JAICO Publishing House, 2006
- Elias Awad, Hassan Ghaziri, Knowledge Management, Pearson Education 2007
- Elliott Masie, Computer training: Strategies for helping people to learn technology
- Hirschbuhl, J and Kelley J., 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 Pubs, 1995
- Peter L; Christensen, Larry B., Net-oriented Education, Akansha Publishing House
- Perkins David, Software goes to school: Teaching for Understanding New Technology, Oxford Univ.
- PlompTjeerd, Cross National Policies And Practices On Computers In Education, Kluwer AcaPublishers
- Rajaraman V., Fundamentals of computers ,Prentice-Hall,2004
- Rajasekar S., Computers in Education, NeelKamal Publications, Hyd,2013
- Sharma, Sita Ram, Computers in Education, Anmol Publications 1998
- Sinha, Computer Fundamentals-3rd Rev Ed, BPB PublIns Tata McGrawhill
- Dictionary of Computing & Communications, Tata Mcgraw-Hill Publ Company 2004
- Taylor Harriet G, Information & Communication Technologies, Tata McGrawhill.

UNIVERSITY OF MUMBAI
Syllabus for T.Y.B.A. (Education) Course under Choice Based Credit System
Elective Course Title: T.Y.B.A. Paper IX EDUCATIONAL MANAGEMENT
Elective Course Codes: UAEDU-B-506 and UAEDU-B-606

3 lectures per week
100 marks in Semester V and 100 marks in Semester VI
Semester-End Exam 80%: 2.5 hours theory paper (4 questions)
Project Assessment 20%: Oral Presentation and Report Submission.
Theory Paper and Project: 4 credits

Course 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: Elective Course Code: UAEDU-B-506

Module 1: Concept of Management and Educational Management (12 lectures)

- a. Meaning, Nature, Objectives, Importance of Management
- b. Principles of Management (Henry Fayol)
- c. Nature, Scope, Need and Functions of Educational Management
- d. Systems Approach to Educational Management: Input-Process-Output, and Contingency Approach

Module 2: Management and Leadership (12 lectures)

- a. Theories of Management: Maslow's, Herzberg's, Alderfer's Motivation Theories, McGregor's Theory X & Y, Vroom's Expectancy Motivation Theory, Neo Classical Theory: Human-Relations School and Behavioural Schools)
- b. Scientific Management (Fredrick Taylor's contribution)
- c. Theories of Management as applicable to educational management
 - i. Modern Management theory (Peter Drucker)
 - ii. The Learning Organization (Peter Senge's Model)
- d. Leadership: Definitions, Qualities of a Leader, leaders and managers, leadership styles, Educational Leadership Roles and Transformational leadership

Module 3: Institutional Planning & Management (12 lectures)

- a. Institutional planning: concept, importance, scope, procedure and techniques
- b. Curricular & Co-Curricular Programs: Schedules, Resources, Time management
- c. Event Management: importance to educational institutions
- d. School and College Plant Infrastructure, including the use of ICT and MIS

Module 4: Organisational Climate and Culture (12 lectures)

- a. Organisational Culture : concept, features, dimensions, diversity, inclusivity
- b. Organisational Climate: concept, dimensions, importance
- c. Comparison between organisational climate and organisational culture.
- d. Issues of Diversity in Educational Organisations in the Indian context

Semester V Project Coursework in Educational Management (15 hours)

List of Project Titles for the Semester V Project Report:

1. Use of ICT and MIS for Resource Management, in two colleges, in Mumbai.
2. Use of ICT and MIS for Records-Keeping, Results-Making and Administration
3. Application of Theories of Management in two secondary schools, in Mumbai.
4. Application of Theories of Management in two schools or colleges, in Mumbai.
5. Change Management in two autonomous colleges, in Mumbai.
6. Organisational Climate in two secondary schools, in Mumbai.
7. Organisational Climate in two colleges, in Mumbai.
8. Managing Diversity in Educational Organisations

Semester VI: Elective Course Code: UAEDU-B-606

Module 1: Human Resource Management (12 lectures)

- a. Decision making, Controlling & Supervising: meaning, purpose, steps, techniques, principles, factors influencing supervision
- b. Leadership Roles: Institutional Manager (Top & Middle Level Managers)
- c. Classroom Management and Knowledge Management
- d. Change management: concept, Kurt Lewin's Model of Change, why people resist change, dealing with resistance to change

Module 2: Institutional Quality (12 lectures)

- a. Concept, Attributes of Quality, Factors that affect institutional quality
- b. Institutional Discipline: total quality management (TQM): concept and importance for educational institutions, Role of IQAC and AQAR
- c. Appraisal and Accountability: Self-Appraisal, Peer Appraisal and 360° Appraisal
- d. Stress and Conflict Management: concept, strategies and emotional intelligence

Module 3: Crisis Management (12 lectures)

- a. Concept Of Crisis Management
- b. Importance of crisis communication
- c. Phases Of Crisis Management (mitigation, prevention, preparedness, response, and recovery)
- d. Organizational crisis management (concept and ways to overcome)

Module 4: Trends in Educational and Financial Management (12 lectures)

- a. Finance Management: budget preparation, principles, methods of financing, source of income, grant- in-aid.
- b. Green institutions (energy audits, water audit, e-waste management):Trends in Educational Management: Organizational Compliance and Development, PERT
- c. Education Management Bodies (governing body, school management committee, college development committee, parent-teacher bodies): concept, functions.

Semester VI Project Coursework in Educational Management (15 hours)

List of Project Titles for the Semester VI Project Report:

Each student must submit a report on any one of the following:

1. Appraisal of staff members in two schools or colleges in Mumbai
2. Interview five school teachers, about challenges faced in classroom management
3. Interview five professors, about challenges faced in classroom management
4. A comparison of leadership roles of two school or college principals
5. Interview three school principals, about crisis and disaster management
6. Interview three college principals, about crisis and disaster management
7. A comparison of stress & conflict management in schools or colleges in Mumbai
8. A study of green management in schools and colleges in Mumbai.

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 modern 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
- Dubrin, A., Fundamentals of organizational behavior: An applied approach, Southwestern College Publishing.1997
- HerseyP, Blanchard K., 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 Publication, 2002
- Sharma R.N., Educational Administration and Management.
- Shivavarudrappa G Philosophical approach to Education, Himalaya Publication
- Siddhiques M A, Management of Education in Muslim Institutions, Ashish Publishing House, N Delhi, 1995
- SidhuKulbir Singh School Organization And Administration
- Sukhia S P, Educational Administration
- Tharayani D K, School Management
- Walia J.K., Foundations of school Administration And Organization.

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University of Mumbai, Faculty of Humanities
TYBA CBCS Education, Semester V and Semester VI
Question Paper Pattern for T.Y.B.A (CBCS)
for Core Courses IV, V, VII and VIII
With Effect from 2018-2019

1. The written theory exam lasts 3 hours
2. There shall be five compulsory questions
3. First four questions shall correspond to the four modules
4. First four questions shall contain internal choice
5. Question 5 is based on course specific practical work
6. Each question shall carry a maximum of 20 marks
7. The standard of passing (40% of 100 marks) is 40 marks.

Note: 1. Attempt **all** questions
2. All questions carry **equal** marks

(Time: 3 hours)
(Total = 100 marks)

Q.1 (Based on Module 1) (20 marks)

a.

OR

b.

Q.2 (Based on Module 2) (20 marks)

a.

OR

b.

Q.3 (Based on Module 3) (20 marks)

a.

OR

b.

Q.4 (Based on Module 4) (20 marks)

a.

OR

b.

Q.5 (Based on Course-specific Practical Work) (20 marks)

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University of Mumbai, Faculty of Humanities
TYBA CBCS Education, Semester V and Semester VI
Question Paper Pattern for T.Y.B.A (CBCS)
for Elective Courses VI and IX
With Effect from 2018-2019

1. The written theory exam lasts 2.5 hours
2. There shall be four compulsory questions
3. The four questions shall correspond to the four modules
4. All questions shall contain internal choice
5. Each question shall carry a maximum of 20 marks
6. The standard of passing (40% of 80 marks) is 32 marks.

(Time: 2 and ½ hours)
(Total = 80 marks)

Note: 1. Attempt **all** questions
2. All questions carry **equal** marks

Q.1 (Based on Module 1) (20 marks)

a.

OR

b.

Q.2 (Based on Module 2) (20 marks)

a.

OR

b.

Q.3 (Based on Module 3) (20 marks)

a.

OR

b.

Q.4 (Based on Module 4) (20 marks)

a.

OR

b.

University of Mumbai, Faculty of Humanities
TYBA CBCS Education, Semester V and Semester VI
PROJECT WORK ASSESSMENT for Elective Courses VI and IX
With Effect from 2018-2019

20 marks Semester-End Project Work Submission
Faculty evaluation of a Written Report Submission and an Oral Presentation
The standard of passing (40% of 20 marks) is 08 marks.

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