

**UNIVERSITY OF MUMBAI**  
**No. UG/ 72 of 2015-16**

**CIRCULAR:-**

A reference is invited to the Syllabi relating to the T.Y. B.A. degree course vide this office Circular No. UG/403 of 2005 dated 27<sup>th</sup> September, 2005 and the Principals of affiliated Colleges in Arts and the Professor-cum-Director, Institute of Distance and Open Learning (IDOL) are hereby informed that the recommendation made by the Faculty of Arts at its meeting held on 20<sup>th</sup> February, 2015 has been accepted by the Academic Council at its meeting held on 26<sup>th</sup> June, 2015 vide item No. 4.20 and that in accordance therewith, the revised syllabus as per Credit Based Semester and Grading System for T.Y.B.A. Education, which is available on the University's web site ([www.mu.ac.in](http://www.mu.ac.in)) and that the same has been brought into force with effect from the academic year 2015-16.

MUMBAI – 400 032  
8<sup>th</sup> September, 2015

REGISTRAR

To,

Principals of affiliated Colleges in Arts and the Professor-cum-Director, Institute of Distance and Open Learning (IDOL).

**A.C/4.20 /26/06/2015**

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No. UG/ 72 -A of 2015-16      MUMBAI-400 032      8<sup>th</sup> September, 2015

Copy forwarded with compliments for information to:-

- 1) The Dean, Faculty of Arts,
- 2) The Chairperson, Board of Studies in Psychology,
- 3) The Controller of Examinations,
- 4) The Co-Ordinator, University Computerization Centre.

  
REGISTRAR



**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	<b>UAEDU501</b>	Educational Evaluation	4	50	90	4
2	V	<b>UAEDU502</b>	Information & Communication Technology in Education	4	50	90	4
3	VIA	<b>UAEDUA503</b>	Indian Education System	3	45	90	3.5
4	VIB	<b>UAEDUB503</b>	Educational Research	3	45	90	3.5
5	VII	<b>UAEDU504</b>	Education for Women	4	50	90	4
6	VIII	<b>UAEDU505</b>	Challenges in Indian Education	4	50	90	4
7	IXA	<b>UAEDUA506</b>	Computers in Education	3	45	90	3.5
8	IXB	<b>UAEDUB506</b>	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	<b>UAEDU601</b>	Educational Evaluation	4	50	90	4
2	V	<b>UAEDU602</b>	Information & Communication Technology in Education	4	50	90	4
3	VIA	<b>UAEDU603</b>	Indian Education System	3	45	90	3.5
4	VIB	<b>UAEDUB603</b>	Educational Research	3	45	90	3.5
5	VII	<b>UAEDU604</b>	Education for Women	4	50	90	4
6	VIII	<b>UAEDU605</b>	Challenges in Indian Education	4	50	90	4
7	IXA	<b>UAEDUA606</b>	Computers in Education	3	45	90	3.5
8	IXB	<b>UAEDUB606</b>	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 5<sup>th</sup> Semester + 100 marks 6<sup>th</sup> 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**

- Concept of tools of evaluation (meaning, characteristics)
- Performance tests – Oral and Practical – merits, limitations, suggestions for improvement
- Written Tests – Essay type and objective type (in general only) questions – merits, limitations, suggestions for improvement;
- Norm Referenced Testing, Criterion Referenced Testing
- 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:**

- Organising data from classroom assessment
- Calculating and interpreting measures of central tendency – Mean, Median, Mode. (Use of a Simple Calculator is allowed)
- Normal Probability Curve – concept, meaning and characteristics
- 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:

- Collect classroom assessment data, analyse it and interpret the results using computer
- 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 5<sup>th</sup> Sem + 25 marks 6<sup>th</sup> Sem) **Internal Assessment**

Minimum passing: 10 marks out of 25 marks.

(75 marks 5<sup>th</sup> Sem + 75 marks 6<sup>th</sup> 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**

5 <sup>th</sup> Semester Assessment Record Course UAEDU501				
Internal Assessment			5 <sup>th</sup> Semester End Exam	TOTAL
5 <sup>th</sup> Sem Written Test	Active Participation, Overall Conduct and Leadership Qualities	Total IA		
20	05	25	75	100
6 <sup>th</sup> Semester Assessment Record Course UAEDU601				
Internal Assessment			6 <sup>th</sup> Semester End Exam	TOTAL
6 <sup>th</sup> 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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**T.Y.B.A.      Subject: Education (Course UAEDU601)    March 2016**  
**Marks: 75    Paper IV: EDUCATIONAL EVALUATION    Time: 2.5 hours**

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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 5<sup>th</sup> Semester + 100 marks 6<sup>th</sup> 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, N Delhi   |
| Khan MI, Sharma SR        | Instructional Technology, Kanishka PublishingH  |
| Kovalchick Ann,)          | Education and Technology (3Vol), ABC-CLIO.Inc., California, 2004                            |
| Dawson Kara )             |   |
| Krishnamoorthy RC         | Educational Technology- Expanding Our Vision, Author Press, N. Delhi, 2003                  |



**Reference Books (continued):**

- Kumar KL Educational Technology, New Age International Pubs, N Delhi 2006
- Malcom Peltu Information & Communication Technologies, Oxford University Press,
- Mamidi MR, Ravishankar S Curriculum Development & Educational Technology, Sterling Pubs,
- 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) Introduction to Educational Technology, Sterling Publishers, N Delhi, 1988
- & Santhanam )
- 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 Use of Computers and Multimedia in education, Aavishkar Publishers,
- 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, शैक्षणिक माहिती तंत्रविज्ञान
- जाधव जयेश



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

**Scheme of Examination:**

(25 marks 5<sup>th</sup> Sem + 25 marks 6<sup>th</sup> Sem) **Internal Assessment**

Minimum passing: 10 marks out of 25 marks.

(75 marks 5<sup>th</sup> Sem + 75 marks 6<sup>th</sup> 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**

<b>5<sup>th</sup> Semester Assessment Record</b> <b>Course UAEDU502</b>				
<b>Internal Assessment</b>			<b>5<sup>th</sup> Semester End Exam</b>	<b>TOTAL</b>
5 <sup>th</sup> Sem Written Test	Active Participation, Overall Conduct and Leadership Qualities	<b>Total IA</b>		
20	05	<b>25</b>	<b>75</b>	<b>100</b>
<b>6<sup>th</sup> Semester Assessment Record</b> <b>Course UAEDU602</b>				
<b>Internal Assessment</b>			<b>6<sup>th</sup> Semester End Exam</b>	<b>TOTAL</b>
6 <sup>th</sup> Sem Written Test	Active Participation, Overall Conduct and Leadership Qualities	<b>Total IA</b>		
20	05	<b>25</b>	<b>75</b>	<b>100</b>





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

**3 lectures per week**

200 marks (100 marks 5<sup>th</sup> Semester + 100 marks 6<sup>th</sup> Semester)

**Internal Assessment 25%** : [Class Test (20) + Attendance (05)]

**Semester-End Exam 75%** : 2.5 hours theory paper (5 questions)

**Objectives:**

- 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. SNTD

**Reference Books:**

- |                   |  |
|-------------------|--|
| Aggarwal JC       | Development of Education system in India(Shipra PublIns)   |
| 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 21 <sup>st</sup> 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.                                       |

**Reference Books (continued):**

- 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) History of Indian Education and its Contemporary, Doaba House.
- Saxena VK) Lamba TP, Murthy V
- 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 Publin, 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 Publin, 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 Publin, Hyderabad, 2011
- Saini SK Development of education in India, Cosmo Publications, N Delhi, 1993
- Saiyidain K G Facts of Indian Education (NCERT)
- Saxena Jyotsna, Quality Education, APH Publishing Corporation, N Delhi, 2002
- Saxena MK, Gihan S
- Saxena Anamika, ) R Lall Book Depot, Meerut, 2002
- Sanjay Kumar )
- 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 5<sup>th</sup> Sem + 25 marks 6<sup>th</sup> Sem) **Internal Assessment**

Minimum passing: 10 marks out of 25 marks.

(75 marks 5<sup>th</sup> Sem + 75 marks 6<sup>th</sup> 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**

5 <sup>th</sup> Semester Assessment Record Course UAEDUA503				
Internal Assessment			5 <sup>th</sup> Semester End Exam	TOTAL
5 <sup>th</sup> Sem Written Test	Active Participation, Overall Conduct and Leadership Qualities	Total IA		
20	05	25	75	100
6 <sup>th</sup> Semester Assessment Record Course UAEDUA603				
Internal Assessment			6 <sup>th</sup> Semester End Exam	TOTAL
6 <sup>th</sup> Sem Written Test	Active Participation, Overall Conduct and Leadership Qualities	Total IA		
20	05	25	75	100

<p align="center"><b>T.Y.B.A. Education VI(A)</b>  <b>QUESTION PAPER    FORMAT</b>  <b>Fifth Semester Examination (Batch 2015-2016)</b></p>
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<b>T.Y.B.A.</b>	<b>Subject: Education (Course UAEDUA503)</b>	<b>October 2015</b>
<b>Marks: 75</b>	<b>Paper VI(A): Indian Education System</b>	<b>Time: 2.5 hours</b>

- |           |   |                   |
|-----------|---|-------------------|
| <b>Q1</b> | <b>Module 1: Pre-Primary Education<br/>(a) or (b)</b>               | <b>(15 marks)</b> |
| <b>Q2</b> | <b>Module 2: Challenges in Pre-Primary Education<br/>(a) or (b)</b> | <b>(15 marks)</b> |
| <b>Q3</b> | <b>Module 3: Primary Education<br/>(a) or (b)</b>                   | <b>(15 marks)</b> |
| <b>Q4</b> | <b>Module 4: Challenges in Primary Education<br/>(a) or (b)</b>     | <b>(15 marks)</b> |
| <b>Q5</b> | <b>Module 5: Practical Work in Indian Edn System<br/>(a) or (b)</b> | <b>(15 marks)</b> |

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<p align="center"><b>T.Y.B.A. Education VI(A)</b>  <b>QUESTION PAPER    FORMAT</b>  <b>Sixth Semester Examination (Batch 2015-2016)</b></p>
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<b>T.Y.B.A.</b>	<b>Subject: Education (Course UAEDUA603)</b>	<b>March 2016</b>
<b>Marks: 75</b>	<b>Paper VI(A): Indian Education System</b>	<b>Time: 2.5 hours</b>

- |           |  |                   |
|-----------|--|-------------------|
| <b>Q1</b> | <b>Module 1: Secondary and Higher Secondary Education<br/>(a) or (b)</b>           | <b>(15 marks)</b> |
| <b>Q2</b> | <b>Module 2: Challenges in Secondary &amp; Higher Secondary Edn<br/>(a) or (b)</b> | <b>(15 marks)</b> |
| <b>Q3</b> | <b>Module 3: Higher Education<br/>(a) or (b)</b>                                   | <b>(15 marks)</b> |
| <b>Q4</b> | <b>Module 4: Non Formal Education<br/>(a) or (b)</b>                               | <b>(15 marks)</b> |
| <b>Q5</b> | <b>Module 5: Practical Work in Indian Edn System<br/>(a) or (b)</b>                | <b>(15 marks)</b> |

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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 5<sup>th</sup> Semester + 100 marks 6<sup>th</sup> 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<br>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>



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

**Scheme of Examination:**

(25 marks 5<sup>th</sup> Sem + 25 marks 6<sup>th</sup> Sem) **Internal Assessment**

Minimum passing: 10 marks out of 25 marks.

(75 marks 5<sup>th</sup> Sem + 75 marks 6<sup>th</sup> 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**

<b>5<sup>th</sup> Semester Assessment Record</b>				
<b>Course UAEDUB503</b>				
<b>Internal Assessment</b>			<b>5<sup>th</sup> Semester End Exam</b>	<b>TOTAL</b>
<b>5<sup>th</sup> Sem Written Test</b>	<b>Active Participation, Overall Conduct and Leadership Qualities</b>	<b>Total IA</b>		
<b>20</b>	<b>05</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>6<sup>th</sup> Semester Assessment Record</b>				
<b>Course UAEDUB606</b>				
<b>Internal Assessment</b>			<b>6<sup>th</sup> Semester End Exam</b>	<b>TOTAL</b>
<b>6<sup>th</sup> Sem Written Test</b>	<b>Active Participation, Overall Conduct and Leadership Qualities</b>	<b>Total IA</b>		
<b>20</b>	<b>05</b>	<b>25</b>	<b>75</b>	<b>100</b>

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

- |           |  |                   |
|-----------|--|-------------------|
| <b>Q1</b> | <b>Module 1: Overview of Educational Research<br/>(a) or (b)</b>       | <b>(15 marks)</b> |
| <b>Q2</b> | <b>Module 2: Paradigms of Educational Research<br/>(a) or (b)</b>      | <b>(15 marks)</b> |
| <b>Q3</b> | <b>Module 3: Action Research<br/>(a) or (b)</b>                        | <b>(15 marks)</b> |
| <b>Q4</b> | <b>Module 4: New Trends in Educational Research<br/>(a) or (b)</b>     | <b>(15 marks)</b> |
| <b>Q5</b> | <b>Module 5: Practical Work in Educational Research<br/>(a) or (b)</b> | <b>(15 marks)</b> |

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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**

- |           |  |                   |
|-----------|--|-------------------|
| <b>Q1</b> | <b>Module 1: Sources of Educational Data<br/>(a) or (b)</b>                              | <b>(15 marks)</b> |
| <b>Q2</b> | <b>Module 2: Data Analysis<br/>(a) or (b)</b>  | <b>(15 marks)</b> |
| <b>Q3</b> | <b>Module 3: Use of Computer Applications in<br/>Educational Research<br/>(a) or (b)</b> | <b>(15 marks)</b> |
| <b>Q4</b> | <b>Module 4: Research Report-Writing<br/>(a) or (b)</b>                                  | <b>(15 marks)</b> |
| <b>Q5</b> | <b>Module 5: Practical Work in Educational Research<br/>(a) or (b)</b>                   | <b>(15 marks)</b> |

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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**

**4 lectures per week**

200 marks (100 marks 5<sup>th</sup> Semester + 100 marks 6<sup>th</sup> 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 Delhi 1992
- Sharma, S.R. Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly, 2006.
- Mehrotra, S. Girls and women Education: Policies and implementation Mechanism. Case study: India, Bangkok, UNESCO 1998
- Ramchandran, V. Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher & Teacher educators. NCTE & NHRC 2003
- Sharma, M.C.)
- Sharma, A.K.): Gender Equality in Education: Definitions and Measurements. International Journal of Educational Development, July 2003

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

**Scheme of Examination:**

(25 marks 5<sup>th</sup> Sem + 25 marks 6<sup>th</sup> Sem) **Internal Assessment**

Minimum passing: 10 marks out of 25 marks.

(75 marks 5<sup>th</sup> Sem + 75 marks 6<sup>th</sup> 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**

<b>5<sup>th</sup> Semester Assessment Record</b> <b>Course UAEDU504</b>				
<b>Internal Assessment</b>			<b>5<sup>th</sup> Sem End Exam</b>	<b>TOTAL</b>
5 <sup>th</sup> Sem Written Test	Active Participation, Overall Conduct and Leadership Qualities	<b>Total IA</b>		
20	05	<b>25</b>	<b>75</b>	<b>100</b>
<b>6<sup>th</sup> Semester Assessment Record</b> <b>Course UAEDU604</b>				
<b>Internal Assessment</b>			<b>6<sup>th</sup> Sem End Exam</b>	<b>TOTAL</b>
6 <sup>th</sup> Sem Written Test	Active Participation, Overall Conduct and Leadership Qualities	<b>Total IA</b>		
20	05	<b>25</b>	<b>75</b>	<b>100</b>



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

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

- 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. Education VII**  
**QUESTION PAPER FORMAT**  
**Sixth Semester Examination (Batch 2014-2015)**

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

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

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

**4 lectures per week**

200 marks (100 marks 5<sup>th</sup> Semester + 100 marks 6<sup>th</sup> 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 21 <sup>st</sup> century, Shipra Publshr |
| 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 Publ House, N Delhi 1992                   |
| Bhatt BD )         | Education of the Gifted & Talented Children, Kanishka                     |
| Sharma SR )        | Publishing House, N Delhi 1993  |
| Chinara Bendhar    | Education & Democracy, APH Publishing Corp, N Delhi 1997                  |
| Dash BN            | Education & Society, Dominant Publshr & Distr, N Delhi 2004               |
| Dash BN            | Trends & Issues in Indian Education, Dominant Publishers                  |
| Kumar Ashok        | Current Trends in Indian Education, Ashish Publ House, 1991               |
| Kumar Krishna      | Democracy & Education in India, Sangam Books, London 1994                 |
| 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, Associated Publ, Ambala 1993  
Mohanty J Current Trends in Higher Education, Deep & Deep Publ, 2000  
Mohanty J Democracy & Education in India, Deep & Deep Publications,  
Mohanty J Indian Education in the emerging society, Deep & Deep Publs,  
Nair Ramachandran: Emerging Spectures – Essays on Indian Higher  
Education, Himalaya Publishing House, Bombay 1986  
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Rana Nishta Children with Special Needs, NeelKamal Publ, 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 Publ, N Delhi, 2002  
Russel Bertrand Education & the Social Order, Routledge, London, 2005  
Saxena Jyotsna Quality Education, APH Publishing Corporation, N Delhi 2009  
Seamus Hegarty Education & Children with special need, Sage Publ, 2002  
Shivarudrappa G Vocationalization of Education, Himalaya Pub, Bombay 1988  
Shrivastava KK Environmental Education: Principles, concepts &  
Management, Kanishka Publishers, N Delhi 2004  
Singh RP Educating the Indian Elite, Sterling Publishers, N Delhi 1989  
Singh Vijay Pratap Education of the Slow Learner, Sarup & Sons, N Delhi 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 5<sup>th</sup> Sem + 25 marks 6<sup>th</sup> Sem) **Internal Assessment**

Minimum passing: 10 marks out of 25 marks.

(75 marks 5<sup>th</sup> Sem + 75 marks 6<sup>th</sup> 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**

5 <sup>th</sup> Semester Assessment Record Course UAEDU505				
Internal Assessment			5 <sup>th</sup> Semester End Exam	TOTAL
5 <sup>th</sup> Sem Written Test	Active Participation, Overall Conduct and Leadership Qualities	Total IA		
20	05	25	75	100
6 <sup>th</sup> Semester Assessment Record Course UAEDU605				
Internal Assessment			6 <sup>th</sup> Semester End Exam	TOTAL
6 <sup>th</sup> Sem Written Test	Active Participation, Overall Conduct and Leadership Qualities	Total IA		
20	05	25	75	100

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

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

- 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. Education VIII  
QUESTION PAPER FORMAT  
Sixth Semester Examination (Batch 2015-2016)**

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

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

**3 lectures per week**

200 marks (100 marks 5<sup>th</sup> Semester + 100 marks 6<sup>th</sup> 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,,<br>Khan A<br>Banerjee HR                                      | Computer Applications in Education, NeelKamal<br>Publin, Hyderabad, 2012<br>Encyclopedia of computer terminology, JAICO<br>Publishing House, 2006.   |
| Elias Awad, Hassan Ghaziri<br>Elliott Masie                                       | KnowledgeManagement, PearsonEducation2007<br>Computer training handbook: The strategies for<br>helping people to learn technology  |
| Hirschbuhl, John J; John Kelley)<br>MaCain Ted DE                                 | Computers in Education, Dushkin/McGraw-Hill, 2006.<br>Windows On The Future: Education In The Age<br>Of Technology, Corwin Press Publishers  |
| Merrill, Paul F.; Reynolds,) )<br>Peter L; Christensen, Larry B)<br>Perkins David | Computers in Education, Allyn &Bacon Publ1995<br>Net-oriented Education, Akansha Publs g House<br>Software goes to school: Teaching for<br>Understanding New Technology, Oxford Univ.                                  |
| Plomp Tjeerd  | Cross National Policies And Practices On<br>Computers In Education, Kluwer Aca Publishrs   |
| Rajaraman V<br>Rajasekar S<br>Andy  | Fundamentals of computers ,Prentice-Hall,2004<br>Computers in Edu, NeelKamal Pub, Hyd,2013 Rathbone,<br>Windows XP For Dummies   |
| Russel Stolins<br>Sharma, Sita Ram<br>Sinha<br>Tata McGrawhill                    | Computer Concepts And Windows<br>Computers in Education,Anmol Publications1998<br>Computer Fundamentals-3rd Rev Ed,BPB Publns<br>Mcgraw-hill Dictionary of Computing &<br>Communications, Tata McGraw-Hill Publ Co2004 |
| Taylor Harriet G  | Information And Communication Technologies<br>In Education-The School Of The Future by,  |

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

**Scheme of Examination:**

(25 marks 5<sup>th</sup> Sem + 25 marks 6<sup>th</sup> Sem) **Internal Assessment**

Minimum passing: 10 marks out of 25 marks.

(75 marks 5<sup>th</sup> Sem + 75 marks 6<sup>th</sup> 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**

<b>5<sup>th</sup> Semester Assessment Record</b> <b>Course UAEDUA506</b>				
<b>Internal Assessment</b>			<b>5<sup>th</sup> Semester End Exam</b>	<b>TOTAL</b>
<b>5<sup>th</sup> Sem Written Test</b>	<b>Active Participation, Overall Conduct and Leadership Qualities</b>	<b>Total IA</b>		
<b>20</b>	<b>05</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>6<sup>th</sup> Semester Assessment Record</b> <b>Course UAEDUA606</b>				
<b>Internal Assessment</b>			<b>6<sup>h</sup> Semester End Exam</b>	<b>TOTAL</b>
<b>6<sup>th</sup> Sem Written Test</b>	<b>Active Participation, Overall Conduct and Leadership Qualities</b>	<b>Total IA</b>		
<b>20</b>	<b>05</b>	<b>25</b>	<b>75</b>	<b>100</b>



<b>T.Y.B.A. Education IX(A)</b> <b>QUESTION PAPER    FORMAT</b> <b>Fifth Semester Examination (Batch 2015-2016)</b>
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**T.Y.B.A.      Subject: Education (Course UAEDUA506)    October 2015**  
**Marks: 75    Paper IX(A): COMPUTERS IN EDUCATION    Time: 2.5 hours**

- |           |  |                   |
|-----------|--|-------------------|
| <b>Q1</b> | <b>Module 1: Computer Software in Education<br/>(a) or (b)</b>                       | <b>(15 marks)</b> |
| <b>Q2</b> | <b>Module 2: Effective Presentation of Teaching-Learning Material<br/>(a) or (b)</b> | <b>(15 marks)</b> |
| <b>Q3</b> | <b>Module 3: Computer Applications<br/>(a) or (b)</b>                                | <b>(15 marks)</b> |
| <b>Q4</b> | <b>Module 4: Internet Technology Applications in Education<br/>(a) or (b)</b>        | <b>(15 marks)</b> |
| <b>Q5</b> | <b>Module 5: Practical Work in Computers in Education<br/>(a) or (b)</b>             | <b>(15 marks)</b> |
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**T.Y.B.A. Education IX(A)**  
**QUESTION PAPER    FORMAT**  
**Sixth Semester Examination (Batch 2015-2016)**

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

- |           |   |                   |
|-----------|---|-------------------|
| <b>Q1</b> | <b>Module 1: Networking<br/>(a) or (b)</b>  | <b>(15 marks)</b> |
| <b>Q2</b> | <b>Module 2: Internet Resources<br/>(a) or (b)</b>  | <b>(15 marks)</b> |
| <b>Q3</b> | <b>Module 3: Open Educational Resources<br/>(a) or (b)</b>  | <b>(15 marks)</b> |
| <b>Q4</b> | <b>Module 4: Introduction to Cyber Crimes and<br/>Intellectual Property Rights<br/>(a) or (b)</b> | <b>(15 marks)</b> |
| <b>Q5</b> | <b>Module 5: Practical Work in Computers in Education<br/>(a) or (b)</b>                          | <b>(15 marks)</b> |

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**UNIVERSITY OF MUMBAI**  
**Syllabus for the T.Y.B.A. Course : Education**  
**Course Title: T.Y.B.A. PAPER IX(B) EDUCATIONAL MANAGEMENT**  
**(Optional paper: Applied component)**

**3 lectures per week**

200 marks (100 marks 5<sup>th</sup> Semester + 100 marks 6<sup>th</sup> 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 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  |

**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



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

### **Scheme of Examination:**

(25 marks 5<sup>th</sup> Sem + 25 marks 6<sup>th</sup> Sem) **Internal Assessment**

Minimum passing: 10 marks out of 25 marks.

(75 marks 5<sup>th</sup> Sem + 75 marks 6<sup>th</sup> 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**

<b>5th Semester Assessment Record</b> Course UAEDUB506				
<b>Internal Assessment</b>			<b>5<sup>th</sup> Semester End Exam</b>	<b>TOTAL</b>
5 <sup>th</sup> Sem Written Test	Active Participation, Overall Conduct and Leadership Qualities	<b>Total IA</b>		
20	05	<b>25</b>	<b>75</b>	<b>100</b>
<b>6<sup>th</sup> Semester Assessment Record</b> Course UAEDUB606				
<b>Internal Assessment</b>			<b>6<sup>th</sup> Semester End Exam</b>	<b>TOTAL</b>
6 <sup>th</sup> Sem Written Test	Active Participation, Overall Conduct and Leadership Qualities	<b>Total IA</b>		
20	05	<b>25</b>	<b>75</b>	<b>100</b>

