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
<table>
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<tr>
<th>S.No</th>
<th>Paper No</th>
<th>Code No.</th>
<th>Name</th>
<th>No of Lectures/week</th>
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Note: Paper VI & Paper IX are Applied Components. Students can select any one out of the two given in each paper.
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Note: Paper VI & Paper IX are Applied Components. Students can select any one out of the two given in each paper.
UNIVERSITY OF MUMBAI
Syllabus for the T.Y.B.A. Course: Education

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

4 lectures per week
200 marks (100 marks 5th Semester + 100 marks 6th Semester)

Internal Assessment 25% : [Class Test (20) + Attendance (05)]
Semester-End Exam 75% : 2.5 hours theory paper (5 questions)

Objectives:

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

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

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

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

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

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

Module 5: Practical work in Educational Evaluation:
Each student should construct two questionnaires (minimum 10 questions) to assess the opinions of five students and five teachers, analyse the data and submit a report on any one of the following:

a. The challenges in Continuous and Comprehensive Evaluation Programme, faced by students and teachers (upto class XII)
b. The challenges in the Credit based Semester and Grading System, faced by students and teachers in colleges affiliated to University of Mumbai.
Module 1: Tools of Evaluation
a. Concept of tools of evaluation (meaning, characteristics)
b. Performance tests – Oral and Practical – merits, limitations, suggestions for improvement
c. Written Tests – Essay type and objective type (in general only) questions – merits, limitations, suggestions for improvement;
d. Norm Referenced Testing, Criterion Referenced Testing
e. Online Tests – features, merits and limitations, challenges

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

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

Module 4: Interpretation of Results:
  a. Organising data from classroom assessment
  b. Calculating and interpreting measures of central tendency – Mean, Median, Mode. (Use of a Simple Calculator is allowed)
  c. Normal Probability Curve – concept, meaning and characteristics
  d. Interpretation of Percentages, Percentile Rank and Percentiles

Module 5: Practical work in Educational Evaluation:
Each student must submit a report on any one of the following:
  a. Collect classroom assessment data, analyse it and interpret the results using computer
  b. Construct a Checklist or a Rating Scale, on any one educational topic.

Reference Books
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, Sh rividya Prakasha, Poona, 1986
Garette Educational Statistics
Lulla B.P. Essentials of Evaluation & Measurement in Education
Mehrens W.A. Measurement & Evaluation in Psychology & Education,
Lehman Irvin Holt-Saunders International Edition
Noll V H Introduction to Educational Measurement
Philips R.C. Evaluation in Education
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 मूल्यमापन व शैक्षणिक मूल्यमापन
कदम चा प, चौधरी मूल्यमापन व शैक्षणिक मूल्यमापन
### Educational Evaluation

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<th>Course UAEDU501 Modules</th>
<th>No. of Lectures</th>
<th>Student Hours</th>
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<tr>
<td>1</td>
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<td>2</td>
<td>Assessment and Examinations</td>
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### Scheme of Examination:

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

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### TYBA Education IV

#### Educational Evaluation

#### 5th Semester Assessment Record

**Course UAEDU501**

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#### 6th Semester Assessment Record

**Course UAEDU601**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4 lectures per week
200 marks (100 marks 5th Semester + 100 marks 6th Semester)

Internal Assessment 25% : [Class Test (20) + Attendance (05)]
Semester-End Exam 75% : 2.5 hours theory paper (5 questions)

Objectives:

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

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

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

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

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

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

Module 5: Practical work in ICT in Education:
Each student is expected to submit a report on any one of the following:

a. Give a 10-minute presentation to demonstrate the use of any one Communication Mode, for any one topic from the TYBA syllabus,
b. To acquaint with technological tools and websites in education; to go through any 5 educational websites/links and submit a report on it.
Module 1: Techniques of Teaching and Learning
   a. Self Learning – meaning and techniques (SQ4R)
   b. Small group learning - Seminar, Cooperative Learning (peer tutorial, brainstorming, jigsaw)
   c. Large group learning (Lecture, Simulation, Role Play)

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

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

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

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

Reference Books:
Aggarwal JC Basic ideas in Educational Technology, Shipra Publisher, N Delhi
Bengalee Coomi Educational Technology, Sheth Publishers, Mumbai 1986
Berne Eric Transactional Analysis
Bhalla CR Audio visual aids in education, AtmaRam & Sons,
Bhatt B.D. & Sharma S.R. Educational Technology, Kanishka Publishing House, N Delhi, 1992
Dahiya SS Educational Technology–toward better teacher performance, Shipra Publications, N Delhi 2004
Dasgupta DN Communication & Education, Pointer Publications
Dutton William H Information & Communication Technologies – Visions & Realities
Joyce Bruce & Weil Marsha Models of teaching, Prentice Hall of India,NDelhi
Khan MI,Sharma SR Instructional Technology, Kanishka PublishingH
Kovalchick Ann,) 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 Publs, N Delhi 2006
- **Malcom Peltu**
  Information & Communication Technologies, Oxford University Press,
- **Mamidi MR, Ravishankar S**
  Curriculum Development & Educational Technology, Sterling Publs,
- **Mohanty Jagannath**
- **Mohanty Jagannath**
  Educational Broadcasting- Radio & TV in Education, Sterling Publisher, N Delhi, 1986
- **Mohanty Jagannath**
- **Mrunaliini 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 Publin
- **Sampath K.Pannirselvan & Santhanam**
  Introduction to Educational Technology, Sterling Publishers, N Delhi, 1988
- **Shankar T**
  Methods of Teaching Educational Technology, Crescent Publishing Corporation
- **Sharma Anuradha**
  Modern Educational Technology, Commonwealth Publishers
- **Sharma AR**
  Educational Technology, Vinod Pustak Mahal, Agra, 1985
- **Sharma R.A.**
- **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**
- **Srinivasan TM**
  Use of Computers and Multimedia in education, Aavishkar Publishers,
  N Delhi
- **Vanaja M, Rajasekar S**
- **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

**शैक्षणिक तंत्रज्ञान व माहहतीशाख**

**शैक्षणिक माहिती तंत्रज्ञान**
UoM TYBA Education V  [Credit Based Semester and Grading System ]  
INFORMATION AND COMMUNICATION TECHNOLOGY 
IN EDUCATION

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

TYBA Education V 
INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

### 5th Semester Assessment Record
Course UAEDU502

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### 6th Semester Assessment Record
Course UAEDU602

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

T.Y.B.A. Marks: 75 Subject: Education (Course UAEDU502) October 2015 Paper V: ICT in EDUCATION Time: 2.5 hours

Q1 Module 1: Communication
(a) or (b) (15 marks)

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

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

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

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

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

T.Y.B.A. Marks: 75 Subject: Education (Course UAEDU602) March 2016 Paper V: ICT in EDUCATION Time: 2.5 hours

Q1 Module 1: Techniques of Teaching and Learning
(a) or (b) (15 marks)

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

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

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

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

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

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

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

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

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

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

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

Module 5: Practical work in Indian Education System:
   Each student is expected to visit a pre primary/primary education centre,
   interview 3 teachers and write a detailed report on any 2 aspects of
   education.
Module 1: Secondary and Higher Secondary Education:
   a. Objectives according to NCTE
   b. Importance
   c. Teacher training, teacher eligibility, Role of the teacher
   d. Nature and functions of a) State Boards, b) National Boards (CBSE and NIOS), c) International Boards (CISCE, IB)

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

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

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

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

Reference Books:
Aggarwal JC Development of Education system in India(Shipra Publns)
Aggarwal JC Modern Indian Education & its Problems, Arya Book Depot, N Delhi, 1987
Aggarwal JC Educational Reforms in India for the 21st Century, Shipra Publications, N Delhi, 2000
Aggarwal JC Organization & Practice of Modern Indian Education, Shipra Publications, N. Delhi.
Bhatia RL, Ahuja B 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 &
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 V K) Lamba TP, Murthy V
Krishnamacharyulu Elementary Education, NeelKamal Publications, Hyderabad, 2012
Madhukar Indira Internet based Distance Learning, Author’s Press.
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 Publi, 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 Publicin, Hybd, 2013
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Rao DB Right To Education, NeelKamal Publicin, 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
Wadhera RC Education in Modern India, Deep & Deep Publi, 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

<table>
<thead>
<tr>
<th>Sem</th>
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Sem VI | Course UAEDUA603 Modules | No. of Lectures | Student Hours |
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Scheme of Examination:
(25 marks 5th Sem + 25 marks 6th Sem) **Internal Assessment**
Minimum passing: 10 marks out of 25 marks.
(75 marks 5th Sem + 75 marks 6th Sem) **Theory Examination**
2.5 hours duration (October-November and February-March)
5 Essay-type questions of 15 marks each
All questions are compulsory (with internal choices)
Minimum passing: 30 marks out of 75 marks.

TYBA Education VI(A)
Indian Education System

5th Semester Assessment Record
Course UAEDUA503

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6th Semester Assessment Record
Course UAEDUA603

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### T.Y.B.A. Education VI(A)

**QUESTION PAPER FORMAT**

**Fifth Semester Examination (Batch 2015-2016)**

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<td>Q3</td>
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### T.Y.B.A. Education VI(A)

**QUESTION PAPER FORMAT**

**Sixth Semester Examination (Batch 2015-2016)**

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<td>Module 5: Practical Work in Indian Edn System (a) or (b) (15 marks)</td>
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UNIVERSITY OF MUMBAI  
Syllabus for the T.Y.B.A.  Course : Education  

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

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

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

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

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
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
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
## Tyba Education VI(B) Credit Based Semester and Grading System

### Educational Research

<table>
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<tr>
<th>Sem VI</th>
<th>Course UAEDUB503 Modules</th>
<th>No. of Lectures</th>
<th>Student Hours</th>
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### Scheme of Examination:

(25 marks 5th Sem + 25 marks 6th Sem) **Internal Assessment**

Minimum passing: 10 marks out of 25 marks.

(75 marks 5th Sem + 75 marks 6th Sem) **Theory Examination**

2.5 hours duration (October-November and February-March)

5 Essay-type questions of 15 marks each

All questions are compulsory (with internal choices)

Minimum passing: 30 marks out of 75 marks.

### Tyba Education VI(B) Educational Research

#### 5th Semester Assessment Record

Course UAEDUB503

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#### 6th Semester Assessment Record

Course UAEDUB606

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Module 1: Gender Equality and Gender Sensitivity
a. Conceptual foundations (meaning and definition of sex and gender, gender equality).

Module 2: Contemporary Issues in Girls’ education
a. Social context: family, health, caste, class, child marriage.
c. Co-educational schools: concept, significance

Module 3: Strategies and Programmes on Girls’ Education
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
Bhatt, B.D. Women’s Education And Social Development, Kanishka
Sharma, S.R. Delhi 1992
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
## TYBA Education VII
### EDUCATION FOR WOMEN

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<td>3</td>
<td>Empowerment of women</td>
<td>10</td>
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<tr>
<td>4</td>
<td>Efforts made to raise the status of women</td>
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<tr>
<td>5</td>
<td>Practical Work in Education for Women</td>
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### Scheme of Examination:
(25 marks 5th Sem + 25 marks 6th Sem) **Internal Assessment**
Minimum passing: 10 marks out of 25 marks.
(75 marks 5th Sem + 75 marks 6th Sem) **Theory Examination**
2.5 hours duration (October-November and February-March)
5 Essay-type questions of 15 marks each
All questions are compulsory (with internal choices)
Minimum passing: 30 marks out of 75 marks.

### 5th Semester Assessment Record
Course UAEDU504

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<td>5th Sem Written Test, Active Participation,</td>
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<tr>
<td>Overall Conduct and Leadership Qualities</td>
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### 6th Semester Assessment Record
Course UAEDU604

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<tr>
<td>Overall Conduct and Leadership Qualities</td>
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<tr>
<td>Module 1: Gender Equality and Gender Sensitivity (a) or (b)</td>
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<tr>
<td>Module 2: Contemporary issues in girl’s education (a) or (b)</td>
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<tr>
<td>Module 3: Strategies and programmes on girls’ education (a) or (b)</td>
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<tr>
<td>Module 4: Challenges and Opportunities in Girls’ education (a) or (b)</td>
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<tr>
<td>Module 5: Practical Work in Education for Women (a) or (b)</td>
<td>(15 marks)</td>
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Q1 Module 1: Factors affecting education of women (a) or (b) (15 marks)
Q2 Module 2: Education of women in post independence India (a) or (b) (15 marks)
Q3 Module 3: Empowerment of women (a) or (b) (15 marks)
Q4 Module 4: Efforts made to raise the status of women (a) or (b) (15 marks)
Q5 Module 5: Practical Work in Education for Women (a) or (b) (15 marks)
Course Title: T.Y.B.A.–PAPER VIII CHALLENGES IN INDIAN EDUCATION

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

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

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

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

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

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

Module 5: Practical work in Challenges In Indian Education:
Every student is expected to submit an essay of not less than 1000 words, on any one of the following -
a) Education for Multiculturalism
b) Education for Inclusion
c) Accreditation of educational institutions
Module 1: Dimensions of Indian education
   a. Environmental Education - meaning, need, significance and challenges
   b. Peace Education – meaning, need, significance and challenges
   c. Value education – meaning, need, significance and challenges
   d. Human Rights Education – meaning, need, significance and challenges

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

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

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

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

Reference Books:
Aggarwal JC Organization & Practice of Modern Indian Edn, Shipra Publrs,
Aggarwal JC Educational reforms in India for 21st century, ShipraPublshr
Ahluwalia SP, Dias: Education – Issues & Challenges, San Park Press P.Ltd
Balan K Education & Employment, Ashish Publg House, NDelhi1992
Bhatt BD Education of the Gifted & Talented Children, Kanishka
Sharma SR Publishing House, N Delhi 1993
Chinara Bendhar Education & Democracy, APH Publishing Corp, N Delhi1997
Dash BN Education & Society, Dominant Publshr & Distr, NDelhi 2004
Dash BN Trends & Issues in Indian Education, Dominant Publishers
Kumar Krishna Democracy & Education in India, SangamBooks, London1994
Lakshmaiah T, ) Education & Development, Rupa Books Pvt Ltd
Jayakumar EC )
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<tr>
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<tr>
<td>Lakshmi S</td>
<td>Innovations in Education</td>
<td>Sterling Publishers</td>
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<td>Challenges in Indian Education</td>
<td>Sterling Publishers, 1989</td>
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<tr>
<td>Mathur VS</td>
<td>Education &amp; the Future of India</td>
<td>Associated Publ, Ambala 1993</td>
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<tr>
<td>Mohanty J</td>
<td>Democracy &amp; Education in India</td>
<td>Deep &amp; Deep Publications,</td>
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<td>Mohanty J</td>
<td>Indian Education in the emerging society</td>
<td>Deep &amp; Deep Publishers, N Delhi</td>
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<td>Nikolopoulos A</td>
<td>Education for Sustainable Development</td>
<td>Sage Publications, London 2010</td>
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<td>Abraham T, Mirbagheri F</td>
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<td>Raina BL</td>
<td>Education &amp; Development</td>
<td>The Indian Publications, Ambala</td>
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<tr>
<td>Rana Nishta</td>
<td>Children with Special Needs</td>
<td>NeelKamal Publin, Hyd, 2013</td>
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<td>Ranganathan S.</td>
<td>Educational Reforms &amp; Development(v1-3)</td>
<td>Sandarbh Publishers, N Delhi, 1998</td>
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<td>Rao Usha</td>
<td>Values in Education</td>
<td>Top Publications, Mumbai 1999</td>
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<td>Reddy KP</td>
<td>Environmental Education</td>
<td>NeelKamal Publins, N Delhi, 2002</td>
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<td>Russel Bertrand</td>
<td>Education &amp; the Social Order</td>
<td>Routledge, London, 2005</td>
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<td>Saxena Jyotsna</td>
<td>Quality Education</td>
<td>APH Publishing Corporation, NDeli 2009</td>
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<tr>
<td>Seamus Hegarty</td>
<td>Education &amp; Children with special need</td>
<td>Sage Publ, 2002</td>
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<tr>
<td>Shivarudrappa G</td>
<td>Vocationalization of Education</td>
<td>Himalaya Pub, Bombay 1988</td>
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<tr>
<td>Singh RP</td>
<td>Educating the Indian Elite</td>
<td>Sterling Publishers, NDeli 1989</td>
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<td>Singh Vijay Pratap</td>
<td>Education of the Slow Learner</td>
<td>Sarup &amp; Sons, NDeli 2004</td>
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<td>Taj Haseen</td>
<td>Current Challenges in Education</td>
<td>NeelKamal Pub, Hyd, 2013</td>
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<td>National Concerns in Education</td>
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<td>Talesra Hemlata</td>
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<td>Thomas B</td>
<td>Moral &amp; Value Education</td>
<td>Aavishkar Publishers</td>
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<td>Thomas C</td>
<td>Best Practices in Higher Education</td>
<td>Christ College, Bangalore</td>
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<td>Zakir Husain</td>
<td>Education and National Development</td>
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# Challenges in Indian Education

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<tr>
<td>1 Academic issues in Indian Education</td>
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<tr>
<td>2 Administrative Issues in Indian education</td>
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<tr>
<td>3 Social Issues in Indian Education</td>
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<tr>
<td>4 Education for National Development</td>
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<td>5 Practical Work in Challenges In Indian Education</td>
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<tr>
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<tr>
<td>2 Issues in Curricular Transactions</td>
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<tr>
<td>3 Research Related Issues in Education</td>
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<tr>
<td>4 Emerging Trends in Indian Education</td>
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<tr>
<td>5 Practical Work in Challenges In Indian Education</td>
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## Scheme of Examination:

(25 marks 5th Sem + 25 marks 6th Sem) **Internal Assessment**
Minimum passing: 10 marks out of 25 marks.

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

## TYBA Education VIII
Challenges in Indian Education

### 5th Semester Assessment Record
Course UAEDU505

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### 6th Semester Assessment Record
Course UAEDU605

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

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

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)

* * * * * * * *

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

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

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)

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

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

Objectives:
1) To understand the fundamentals of computers
2) To apply the knowledge of software in instruction
3) To develop a good presentation
4) To apply the knowledge of internet technologies
5) To understand the concept and importance of open educational resources
6) 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
   c. Virus and its management

Module 2: Multimedia in Education:
   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.
Semester VI: Course Code: UAEDUA606 (November to March)

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.,, Computer Applications in Education, NeelKamal
Khan A Publin, Hyderabad, 2012
Banerjee HR Encyclopedia of computer terminology, JAICO
Elias Awad, Hassan Ghaziri Knowledge Management, PearsonEducation2007
Elliot Masie Computer training handbook: The strategies for
helping people to learn technology
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 Pub1995
Peter L; Christensen, Larry B) Net-oriented Education, Akansha Publsg House
Perkins David Software goes to school: Teaching for
Understanding New Technology, Oxford Univ.
Plomp Tjeerd Cross National Policies And Practices On
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Rajaraman V Fundamentals of computers ,Prentice-Hall,2004
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Andy Windows XP For Dummies
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Sharma, Sita Ram Computers in Education,Anmol Publications1998
Sinha Computer Fundamentals-3rd Rev Ed,BPB PubIns
Tata Mcgrawhill Mgraw-hill Dictionary of Computing &
Communications, Tata Mcgraw-Hill Publ Co2004
Taylor Harriet G Information And Communication Technologies
In Education-The School Of The Future by,
# UoM TYBA Education IX (A) [Credit Based Semester and Grading System]

## Computers in Education

<table>
<thead>
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<th>Sem V</th>
<th>Course UAEDUA506 Modules</th>
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<td>Computer Software in Education</td>
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<tr>
<td>2</td>
<td>Effective Presentation of Teaching-Learning Material</td>
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<td>3</td>
<td>Computer Applications</td>
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<td>Open Educational Resources</td>
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<td>Introduction to Cyber Crimes and Intellectual Property Rights</td>
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## Scheme of Examination:

(25 marks 5th Sem + 25 marks 6th Sem) **Internal Assessment**

Minimum passing: 10 marks out of 25 marks.

(75 marks 5th Sem + 75 marks 6th Sem) **Theory Examination**

2.5 hours duration (October-November and February-March)

5 Essay-type questions of 15 marks each

All questions are compulsory (with internal choices)

Minimum passing: 30 marks out of 75 marks.

### TYBA Education IX(A) Computers in Education

#### 5th Semester Assessment Record

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#### 6th Semester Assessment Record

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Module 1: Concept of Management  
a. Meaning and Definition  
b. Principles of Management  
c. Nature, Scope and Need of Educational Management  
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.
   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
**Reference Books (continued):**

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
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<tbody>
<tr>
<td>Kochhar S K</td>
<td>Secondary School Administration</td>
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<tr>
<td>Koontz, O Donnelly</td>
<td>Gibson Management</td>
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<tr>
<td>Pandya S. R.</td>
<td>Administration and Management of Education</td>
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<td>Prasad L. M.</td>
<td>Principles and Practice of Management</td>
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<tr>
<td>Sachdeva M S</td>
<td>A New Approach to School Organization</td>
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<tr>
<td>Sachdeva M S</td>
<td>School Organization, Administration and Management</td>
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<tr>
<td>Safya RN, Shaida BD</td>
<td>School Organization and Administration</td>
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<tr>
<td>Sharma R. N.</td>
<td>Educational Administration and Management</td>
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<tr>
<td>Shivavarudrappa G</td>
<td>Philosophical approach to Education, Himalaya Publictn</td>
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<tr>
<td>Siddhiques M A</td>
<td>Management of Education in Muslim Institutions, Ashish Publishing House, N Delhi, 1995</td>
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<td>Sidhu Kulbir Singh</td>
<td>School Organization and Administration</td>
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<td>Sukhia S P</td>
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<td>Tharayani D K</td>
<td>School Management</td>
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<tr>
<td>Walia J. K.</td>
<td>Foundations of school Administration and Organization</td>
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## TYBA Education IX(B) [Credit Based Semester and Grading System] Educational Management

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<th>Sem V</th>
<th>Course UAEDUB506 Modules</th>
<th>No. of Lectures</th>
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<tr>
<td>1</td>
<td>Concept of Management</td>
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<td>15</td>
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<tr>
<td>2</td>
<td>Theories of Management and Leadership</td>
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<td>Institutional Planning &amp; Management</td>
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<td>Organisational Climate</td>
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<td>2</td>
<td>Institutional Quality</td>
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<td>3</td>
<td>Crisis Management</td>
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### Scheme of Examination:

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

## TYBA Education IX(B) Educational Management

### 5th Semester Assessment Record
Course UAEDUB506

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<th>Internal Assessment</th>
<th>5th Semester End Exam</th>
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<td>Active Participation, Overall Conduct and Leadership Qualities</td>
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### 6th Semester Assessment Record
Course UAEDUB606

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<td>Active Participation, Overall Conduct and Leadership Qualities</td>
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T.Y.B.A. Education IX(B)  
QUESTION PAPER  FORMAT  
Fifth Semester Examination (Batch 2015-2016)

T.Y.B.A. Subject: Education (Course UAEDUB506)  October 2015  
Marks: 75  Paper IX(B): EDUCATIONAL MANAGEMENT  Time: 2.5 hours

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

Q2  Module 2: Theories of Management and Leadership  
(a) or (b)  
(15 marks)

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

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

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

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

T.Y.B.A. Subject: Education (Course UAEDUB606)  March 2016  
Marks: 75  Paper IX(B): EDUCATIONAL MANAGEMENT  Time: 2.5 hours

Q1  Module 1: Human Resource Management  
(a) or (b)  
(15 marks)

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

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

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

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