

AC 29/4/2013

Item no.4.40

UNIVERSITY OF MUMBAI



Revised syllabus

Sem. V & VI

Program: T.Y.B.A

Course: Education

(Credit Based Semester and Grading System
with effect from the academic year 2013–2014)

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

As per Semester Based Credit and Grading System

With effect from June 2013

Semester V (June-Oct)

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

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

Semester VI (Nov-April)

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

UNIVERSITY OF MUMBAI
Syllabus for the T.Y.B.A. Course : Education
(Semester Based Credit and Grading System
with effect from the academic year 2013-2014)

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

4 lectures per week 100 marks

Internal Assessment 40% : [Class Test (20)+Practical Work (10)
+ Class-Participation (05) + Conduct (05)]

Semester-end External Exam 60% : 2 hours theory paper (4 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

Unit 1: Concept of Educational Evaluation

- Meaning, nature, purpose of educational measurement and evaluation.
- Relation between measurement and evaluation
- Types of evaluation – formative and summative

Unit 2: Assessment and Examinations

- **Continuous and Comprehensive Assessment:** meaning, significance, areas, merits and limitations.
- **External Examinations in Higher Education:** meaning, significance
Problems related to planning and conduct of external examinations

Unit 3: Educational Objectives

- Revised Bloom's Taxonomy of the Cognitive Domain,
- Krathwohl's Taxonomy of the Affective Domain
- Dave's Taxonomy of the Psychomotor Domain

Unit 4: Learning Experiences and Outcomes

- **Learning Experiences:** meaning, types, significance of value based learning experiences
- **Learning Outcomes:** meaning, significance.
- The Relationship between Objectives, Specifications, Learning Experiences and Evaluation

Practical work: A Report of assessing opinions of 5 students and 5 teachers, about the challenges in Continuous & Comprehensive Evaluation Programme, in Schools (upto class XII).

Semester VI : Course Code: UAEDU601

Unit 5: Tools of Evaluation

- Performance tests – Oral and Practical – merits, limitations, suggestions for improvement
- Written Tests – Essay type and objective type questions – merits, limitations and suggestions for improvement; Norm Referenced Testing and Criterion Referenced Testing
- Online Tests – features, merits and limitations, challenges

Unit 6: Observation Techniques: Meaning, characteristics, merits and limitations of
a) Check lists, b) Rating Scales and c) Anecdotal records

Unit 7: Graphical Representation: Uses and Limitations of a) Histogram,
b) Frequency Polygon and c) Pie Chart

Unit 8: Interpretation of Results:

- Normal Probability Curve
- Calculating and interpreting measures of central tendency – Mean, Median, Mode. (Use of a Simple Calculator is allowed)
- Interpretation of Standard Deviation, Percentile Rank and Percentiles

Practical work: Every student is expected to construct a Checklist or a Rating Scale, on any one educational topic, and submit a report of the same.

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 Publishers, New York, 1993
- Lulla B.P. Essentials of Evaluation & Measurement in Education
- Mehrens W.A.) Measurement & Evaluation in Psychology & Education, Holt-Saunders International Edition
- Lehman Irvin),
- Mrunalini T Educational Evaluation, NeelKamal Publin, Hyderabad, 2013
- Noll V H Introduction to Educational Measurement
- Patel R.N. Educational Evaluation, Himalaya Publishing House, Bombay, 1985
- Phillips R.C. Evaluation in Education
- Rao Narasimha Explorations in Educational Evaluation, NeelKamal Publin, Hyderabad, 2013
- Theodore&Adams Measurement & Evaluation
- Thorndike &) Measurement and Evaluation) in Psychology and Education
- Hagan)
- 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 SCGS Educational Evaluation			
Sem V	Units	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
	Compulsory Practical Work	10	30
		50	90
Sem VI	Units	No. of Lectures	Student Hours
5	Tools of Evaluation	10	15
6	Observation Techniques	05	15
7	Graphical Representation	05	15
8	Interpretation of Results	20	15
	Compulsory Practical Work	10	30
		50	90

Scheme of Examination:

(40 marks 1stSem + 40 marks 2nd Sem) **Internal Assessment**

Minimum passing: 16 marks out of 40 marks.

(60 marks 1stSem + 60 marks 2nd Sem) **Theory Examination**

2 hours duration (October-November'13 and February-March'14)

4 Essay-type questions of 15 marks each

All questions are compulsory (with internal choices)

Minimum passing: 24 marks out of 60 marks.

Special notes (if any): ***

Eligibility (if any): Completion of the SYBA course according to the Semester based Credit and Grading System or its equivalent

Fee structure: ***

Special Ordinance or resolution (if any): ***

T.Y.B.A. Education IV
QUESTION PAPER FORMAT
Fifth Semester Examination (Batch 2013-2014)

Class: T.Y.B.A. Subject: Education October 2013
Marks: 60 Paper IV: EDUCATIONAL EVALUATION Time: 2 hours

- Q1 Unit 1: Concept of Educational Evaluation
(a) or (b) (15 marks)
- Q2 Unit 2: Assessment and Examinations
(a) or (b) (15 marks)
- Q3 Unit 3: Educational Objectives
(a) or (b) (15 marks)
- Q4 Unit 4: Learning Experiences and Outcomes
(a) or (b) (15 marks)

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T.Y.B.A. Education IV
QUESTION PAPER FORMAT
Sixth Semester Examination (Batch 2013-2014)

Class: T.Y.B.A. Subject: Education March 2014
Marks: 60 Paper IV: EDUCATIONAL EVALUATION Time: 2 hours

- Q1 Unit 5: Tools of Educational Evaluation
(a) or (b) (15 marks)
- Q2 Unit 6: Observation Techniques
(a) or (b) (15 marks)
- Q3 Unit 7: Graphical Representation
(a) or (b) (15 marks)
- Q4 Unit 8: Interpretation of Results
(a) or (b) (15 marks)

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(Semester Based Credit and Grading System
with effect from the academic year 2013-2014)

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

4 lectures per week 100 marks

Internal Assessment 40% : [Class Test (20)+Practical Work (10)
+ Class-Participation (05) + Conduct (05)]

Semester-end External Exam 60% : 2 hours theory paper (4 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

Unit 1: Communication

- Concept
- Communication Cycle
- Barriers to Communication
- Principles of Effective Communication;
- Verbal (Oral and Written) and Non Verbal Communication

Unit 2: Communication Modes

- Speaking/Listening, Narration, Explanation, Discussion, Questioning.
Visualizing/Observing, Illustrations (Verbal & Nonverbal).

Unit 3: Information and Communication Technology

- Concept and Characteristics
- Impact of ICT on Education
- Limitations of ICT

Practical Work: Every student is expected to give a 10-minute presentation to demonstrate the use of any one Communication Mode, for any one topic from the TYBA syllabus, and submit a report of the same.

Semester VI : Course Code: UAEDU602

Unit 4: Techniques of Teaching and Learning

- **Small group learning** - Workshop, Seminar, Strategies of Cooperative Learning (peer tutorial, brainstorming, jigsaw)
- **Large group learning** (Lecture, Dramatization, Simulation - Role Playing)

Unit 5: Support Media for Communication

- Meaning and Psychological Bases
- Dale's Cone of Experiences
- Projected (OHP and LCD Projector) and Non Projected Support Media (2-D and 3-D models, charts, maps, flashcards)
- Print Material (Text Books, Reference Books, Journals)

Unit 6: Technology Mediated Communication

- E-learning-Concept

- On-line learning – synchronous and asynchronous (concept and advantages)
- Off-line learning – CD Roms, Databases
- Computer Managed Instruction

Practical Work: Every student is expected to give a 10-minute presentation on any one topic from the TYBA syllabus, using any one of the following, and to submit a report of the same:

- (i) Two Non-Projected Support Media (Charts, Flash Cards, Models)
- (ii) 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
Dawson Kara)	California, 2004
Krishnamoorthy RC	Educational Technology- Expanding Our Vision, Author Press, N Delhi, 2003
Kumar KL	Educational Technology, New Age International Publishers, N Delhi, 2006
Malcom Peltu	Information & Communication Technologies, Oxford University Press,
Mamidi MR, Ravishankar S	Curriculum Development & Educational Technology, Sterling Publishers,
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
& Santhanam)	Publishers, N Delhi, 1988
Shankar T	Methods of Teaching Educational Technology,
	Crescent Publishing Corporation
Sharma Anuradha	Modern Educational Technology,
	Commonwealth Publishers
Sharma AR	Educational Technology, Vinod Pustak Mahal,
	Agra, 1985
Sharma R.A.	Technological Foundations of Education, R. Lall
	Book Depot, Meerut, 2001
Sharma SR	Media and methods of education, Sarup&Sons
Sharma Yogendra	Fundamental aspects of Educational
	Technology, Kanishka Publishing House, N Delhi
Sharma Yogendra	Educational Technology Vol 1-2, Kanishka
	Publishers & Distributors, N Delhi, 2000
Sharma Y & Sharma M	Educational Technology & Management, 2vol
	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, जाधव जयेश	शैक्षणिक माहिती तंत्रविज्ञान

UoM TYBA Education V SCGS			
INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION			
Sem V	Units	No. of Lectures	Student Hours
1	Communication	10	20
2	Communication Modes	15	20
3	Information and Communication Technology	10	20
	Compulsory Practical Work	15	30
		50	90
Sem VI	Units	No. of Lectures	Student Hours
4	Techniques of Teaching and Learning	10	20
5	Support Media for Communication	15	20
6	Technology Mediated Communication	10	20
	Compulsory Practical Work	15	30
		50	90

Scheme of Examination:

(40 marks 1stSem + 40 marks 2nd Sem) **Internal Assessment**

Minimum passing: 16 marks out of 40 marks.

(60 marks 1stSem + 60 marks 2nd Sem) **Theory Examination**

2 hours duration (October-November'13 and February-March'14)

4 Essay-type questions of 15 marks each

All questions are compulsory (with internal choices)

Minimum passing: 24 marks out of 60 marks.

Special notes (if any): * * *

Eligibility (if any): Completion of the SYBA course according to the Semester based Credit and Grading System or its equivalent

Fee structure: * * *

Special Ordinance or resolution (if any): * * *

Education Paper V
QUESTION PAPER FORMAT
Fifth Semester Examination (Batch 2013-2014)

Class: T.Y.B.A.
Marks: 60

Subject: Education
Paper V: ICT in Education

October 2013
Time: 2 hours

- Q1 Unit 1: Communication
(a) or (b) (15 marks)
- Q2 (a) Unit 1: Communication
OR
(b) Unit 2: Communication Modes (15 marks)
- Q3 Unit 2: Communication Modes
(a) or (b) (15 marks)
- Q4 Unit 3: Information and Communication
Technology
(a) or (b) (15 marks)

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T.Y.B.A. Education V
QUESTION PAPER FORMAT
Sixth Semester Examination (Batch 2013-2014)

Class: T.Y.B.A.
Marks: 60

Subject: Education
Paper V: ICT in Education

March 2014
Time: 2 hours

- Q1 Unit 4: Techniques of Teaching and Learning
(a) or (b) (15 marks)
- Q2 (a) Unit 4: Techniques of Teaching and Learning
OR
(b) Unit 5: Support Media for Communication (15 marks)
- Q3 Unit 5: Support Media for Communication
(a) or (b) (15 marks)
- Q4 Unit 6: Technology Mediated Communication
(a) or (b) (15 marks)

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Syllabus for the T.Y.B.A. Course : Education
(Semester Based Credit and Grading System
with effect from the academic year 2013-2014)

Course Title: T.Y.B.A. Paper VI (A) – Indian Education System

3 lectures per week 100 marks

Internal Assessment 40% : [Class Test (20)+Practical Work (10)
+ Class-Participation (05) + Conduct (05)]

Semester-end External Exam 60% : 2 hours theory paper (4 questions)

Objectives:

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

Semester V : Course Code: UAEDUA503

Unit 1: Pre-Primary Education:

- a. Objectives
- b. Importance
- c. Types of pre-primary schools– Crèches, Anganwadis, Balwadis, Play Schools, Nurseries, Kindergartens
- d. Curriculum
- e. Methods of Teaching
- f. Evaluation
- g. Qualifications and Role of the Teacher

Unit 2: Primary Education:

- a. Objectives
- b. Importance
- c. Types of primary schools – Single Teacher Schools, Private Un-Aided Schools, Private Government Aided Schools and Government Managed Schools.
- d. Curriculum
- e. Methods of Teaching
- f. Evaluation
- g. Qualifications and Role of the Teacher

Unit 3: Related issues in Primary Education:

- a. Universalization of Elementary Education – concept, significance and challenges
- b. Sarva Shiksha Abhiyaan – background, scope, policies, outcomes
- c. Right To Education 2010 – Right to Free and Compulsory Education, National Curriculum Framework 2005, Duties of Government, Local Authorities and Parents.

Practical Work: Every student is expected to visit a pre primary/ primary

education centre and write a detailed report on it.

Semester VI : Course Code: UAEDUA603

Unit 4: Secondary and Higher Secondary Education:

- a. Objectives
- b. Importance
- c. Types of Secondary Schools – Private Un-Aided Schools, Private Government Aided Schools and Government Managed Schools.
- d. Objectives of a) State Boards, b) National Boards (CBSE and NIOS), c) International Boards (CISCE, IB)
- e. Methods of Teaching
- f. Evaluation
- g. Qualifications and Role of the Teacher

Unit 5: Higher Education:

- a. Objectives
- b. Importance
- c. Types of Higher Education –general and professional
- d. Methods of Teaching
- e. Evaluation (CBSGS in Mumbai University)
- f. Qualifications and Role of the Teacher

Unit 6: Non Formal Education:

- a. Concept, Need, Objectives and Importance
- b. Adult Education - Concept, Need, Objectives and Importance
- c. Distance Education
- d. Open Universities (IGNOU, YCMOU) - Concept, Need, Objectives and Importance

Practical Work: Every student is expected to visit any one of the following and write a detailed report on it.

1. Kendriya Vidyalaya (KV)
2. NIOS
3. IDOL

Reference Books:

- | | |
|-------------------------------|---|
| Aggarwal JC | Development of Education system in India(Shipra Publns) |
| Aggarwal JC | Modern Indian Education-History, Development & Problems(Shipra Publicat) |
| Aggarwal JC | Modern Indian Education & its Problems, Arya Book Depot, N Delhi, 1987 |
| Aggarwal JC | Educational Reforms in India for the 21 st Century, Shipra Publications, N Delhi, 2000 |
| Aggarwal JC | Organization & Practice of Modern Indian Education (Shipra Publishers) |
| Bhatia R.L.,)
Ahuja B.N.) | Modern Indian Education & its Problems, Surjeet Publicatns, N Delhi, 2000 |
| Bhatnagar Suresh) | 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 Publr & Distrbr)
- 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 Publishrs & Distrs)
- KhannaSD, Saxena VK) History of Indian Education and its Contemporary
- Lamba TP, Murthy V (Doaba House)
- Krishnamacharyulu – Elementary Education, NeelKamal Publin, Hybd, 2012
- Madhukar Indira Internet based Distance Learning (Author’s Press)
- Mehta PL & Poonga R) Free & Compulsory Education (Deep & Deep Publishers)
- 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 Publications 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 Co)
- Nayak AK & RaoVK) Primary Education, APH Publishing Corp, N Delhi, 2002
- Pillai Ramachandran – 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)
- 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 YogendraHistory & Problems of education – 2 vols(Kanishka Pub)
- Shirur RR Non-Formal education for development (APH Publ House)
- 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)
- Wadhwa RC Education in Modern India, Deep & Deep Publ, N Delhi 2000
- 5 Authors Indian Education System–Structure & Problems (Tandon Publr)

Sem V	Units	No. of Lectures	Student Hours
1	Pre-Primary Education	11	20
2	Primary Education	12	20
3	Related issues in Primary Education	12	20
	Compulsory Practical Work	10	30
		45	90
Sem VI	Units	No. of Lectures	Student Hours
4	Secondary and Higher Secondary Education	13	20
5	Higher Education	12	20
6	Non Formal Education	10	20
	Compulsory Practical Work	10	30
		45	90

Scheme of Examination:

(40 marks 1stSem + 40 marks 2nd Sem) **Internal Assessment**

Minimum passing: 16 marks out of 40 marks.

(60 marks 1stSem + 60 marks 2nd Sem) **Theory Examination**

2 hours duration (October-November'13 and February-March'14)

4 Essay-type questions of 15 marks each

All questions are compulsory (with internal choices)

Minimum passing: 24 marks out of 60 marks.

Special notes (if any): ***

Eligibility (if any): Completion of the SYBA course according to the Semester based Credit and Grading System or its equivalent

Fee structure: ***

Special Ordinance or resolution (if any): ***

T.Y.B.A. Education VI (A)
QUESTION PAPER FORMAT
Fifth Semester Examination (Batch 2013-2014)

T.Y.B.A. Subject: Education October 2013
Marks:60 PaperVI (A): Indian Education System Time: 2 hours

- Q1 Unit 1: Pre-Primary Education
(a) or (b) (15 marks)
- Q2 Unit 2: Primary Education
(a) or (b) (15 marks)
- Q3 (a) Unit 2: Primary Education
OR
(b) Unit 3: Related issues in Primary Education (15 marks)
- Q4 Unit 3: Related issues in Primary Education
(a) or (b) (15 marks)

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T.Y.B.A. Education VI (A)
QUESTION PAPER FORMAT
Sixth Semester Examination (Batch 2013-2014)

T.Y.B.A. Subject: Education March 2014
Marks:60 PaperVI (A): Indian Education System Time: 2 hours

- Q1 Unit 4: Secondary and Higher Secondary Education
(a) or (b) (15 marks)
- Q2 (a) Unit 4: Secondary and Higher Secondary Education
OR
(b) Unit 5: Higher Education (15 marks)
- Q3 Unit 5: Higher Education
(a) or (b) (15 marks)
- Q4 Unit 6: Non Formal Education
(a) or (b) (15 marks)

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UNIVERSITY OF MUMBAI
Syllabus for the T.Y.B.A. Course : Education
(Semester Based Credit and Grading System
with effect from the academic year 2013-2014)

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

3 lectures per week	100 marks
Internal Assessment 40% : [Class Test (20) + Practical Work (10) + Class-Participation (05) + Conduct (05)]	
Semester-end External Exam 60% : 2 hours theory paper (4 questions)	

Objectives:

- i) To develop an understanding of concepts of educational research
- ii) To develop an understanding of components of educational research
- iii) To comprehend the process of educational research
- iv) To develop the skill of writing a review of related literature for action research
- v) To develop an understanding of sampling techniques
- vi) To comprehend descriptive analysis of data
- vii) To develop the skill of writing an action research proposal

<i>Semester V : Course Code: UAEDUB503</i>

Unit 1: Overview of Educational Research

- a) Concept - meaning and characteristics
- b) Need and Significance
- c) Steps
- d) Types – historical, descriptive, experimental and action research
- e) Ethics in educational research

Unit 2: Components of Educational Research (meaning & procedure)

- a) Selecting and Stating the Problem
- b) Aim and Objective
- c) Review of Related Literature (library and internet)
- d) Hypothesis
- e) Sampling
- f) Tools and Techniques of Data Collection
- g) Analysis of Data
- h) Reporting

Unit 3: Action Research- meaning, characteristics, principles, areas, steps, significance, limitations.

Unit 4: Research Proposal: meaning, significance, Steps of a Research proposal

Practical work: Every student is expected to select a topic of educational significance and submit a review of related literature on the same.

<i>Semester VI : Course Code: UAEDUB503</i>
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Unit 5: Sampling techniques- probability sampling and non-probability sampling; organization of data, sources of errors

Unit 6: Descriptive Data Analysis: Measures of central tendency and

variability, graphical representation of data, normal distribution;
types of correlation; Use of educational software in data analysis

Unit 7: Use of Computer Applications in Educational Research:

Reference Work, Analysis, Report writing

Unit 8: Research Report-Writing: General format, style of writing,
references, tables, figures, bibliography, appendices

Practical work: Every student is expected to submit an Action Research
Proposal, based on the topic chosen in Semester V (containing the
Research Question, Rationale, Sample, Methods of Data Collection,
Methods of Data Analysis, Interpretation of data, Reflection on
result, Conclusion, suggested Action Plan and Bibliography)

Reference Books:

- | | |
|---------------------------|--|
| Aggrawal J.C. | Educational Research: An Introduction |
| Best JW & Kahn J | Research in Education, Prentice Hall of India, 2007 |
| Ganesan Raja | New Themes for Educational Research & Development
NeelKamal Publications, Hyderabad, 2013 |
| Khan Mohd Sharif | Educational Research, Ashish Publishing House, 2000 |
| Koul Lokesh | Methodology of Educational Research, Vikas
Publishing 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 |
| Mehrotra PV, Mehrotra RN) | Bombay, 1989 |
| Tharayani | Action Research |

UoM SbC&GS TYBA Education VI (B) Research in Education			
Sem V	Units	No. of Lectures	Student Hours
1	Overview of Educational Research	10	20
2	Components of Educational Research	12	20
3	Action Research	11	20
4	Research Proposal		
	Compulsory Practical Work	12	30
		45	90
Sem VI	Units	No. of Lectures	Student Hours
5	Sampling techniques	10	20
6	Descriptive Data Analysis	10	20
7	Use of Computer Applications	10	15
8	Research Report-Writing	10	20
	Compulsory Practical Work	10	15
		45	90

Scheme of Examination:

(40 marks 1stSem + 40 marks 2nd Sem) **Internal Assessment**

Minimum passing: 16 marks out of 40 marks.

(60 marks 1stSem + 60 marks 2nd Sem) **Theory Examination**

2 hours duration (October-November'13 and February-March'14)

4 Essay-type questions of 15 marks each

All questions are compulsory (with internal choices)

Minimum passing: 24 marks out of 60 marks.

Special notes (if any): ***

Eligibility (if any): Completion of the SYBA course according to the Semester based Credit and Grading System or its equivalent

Fee structure: ***

Special Ordinance or resolution (if any): ***

T.Y.B.A. Education VI (B)
QUESTION PAPER FORMAT
Fifth Semester Examination (Batch 2013-2014)

Class: T.Y.B.A. Subject: Education October 2013
Marks: 60 Paper VI (B): Research in Education Time: 2 hours

- Q1 Unit 1: Overview of Educational Research
(a) or (b) (15 marks)
- Q2 Unit 2: Components of Educational Research
(a) or (b) (15 marks)
- Q3 Unit 3: Action Research
(a) or (b) (15 marks)
- Q4 Unit 4: Research Proposal
(a) or (b) (15 marks)

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T.Y.B.A. Education VI (B)
QUESTION PAPER FORMAT
Sixth Semester Examination (Batch 2013-2014)

Class: T.Y.B.A. Subject: Education March 2014
Marks: 60 Paper VI (B): Research in Education Time: 2 hours

- Q1 Unit 5: Sampling techniques
(a) or (b) (15 marks)
- Q2 Unit 6: Descriptive Data Analysis
(a) or (b) (15 marks)
- Q3 Unit 7: Use of Computer Applications
(a) or (b) (15 marks)
- Q4 Unit 8: Research Report-Writing
(a) or (b) (15 marks)

(Credit Based Semester and Grading System
with effect from the academic year 2013-2014)

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

4 lectures per week	100 marks
Internal Assessment 40% : [Class Test (20)+Practical Work (10) + Class-Participation (05) + Conduct (05)]	
Semester-end External Exam 60% : 2 hours theory paper (4 questions)	

Objectives:

- vi) To understand the development / evolution / progress of education of women in post-independent India.
- vii) To analyse the issues / factors affecting women education in India.
- viii) To acquire the knowledge about the contribution of various social reformers for the empowerment of women in India.
- ix) To understand efforts made to raise the status of women in India.

<i>Semester V : Course Code: UAEDU504</i>
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Unit 1: 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 various commissions

Unit 2: Factors affecting education of women – socio-economic, cultural, political, religious factors. Impact of education on women's life

Practical work: A Case Study Report of an NGO – working specially for women empowerment.

<i>Semester VI : Course Code: UAEDU604</i>

Unit 3: Empowerment of women :

- a. Role of NCWE and the Ministry of Women and Child welfare
- b. Skill based training for economic independence
- c. Social recognition through electronic/print media
- d. Social self-help groups and NGOs working among women
- e. Removal of gender discrimination; ban on sex determination tests

Unit 4: Efforts made to raise the status of women:

- a. Contribution of social reformers in the field of women's empowerment –
Raja Ram Mohan Roy, Maharshi Karve, Mahatma Jyotiba Phule, Savitribai Phule
- b. Role of education – formal and non-formal
- c. Governmental policies and laws protecting women
- d. Increasing awareness in society about the importance of women education

Practical work: Every student is expected to Interview any one women achiever,

because of her education; and submit a report on it.

Reference Books:

Begal Jogesh C Ltd, Calcutta) Women's education in Eastern India (World Press Pvt
 Desai Neera A decade of women's movement in India
 Kulshreshtha I Women's studies in school education (Sterling Publishers, NDelhi)
 Mathur YB Women's education in India (Asia Publishing House, Mumbai)
 Mittal Mukta Women in India: Today & Tomorrow (Anmol Publications, NDelhi)
 Raj Pruthi Education & Modernization of Women in India, Anmol Publ, 1995
 Raj P & Sharma B Encyclopedia of Women, Society and Culture (vol1-15) (Anmol Publications, NDelhi)

UoM TYBA Education VII SCGS			
EDUCATION FOR WOMEN			
Sem V	Units	No. of Lectures	Student Hours
1	Education of Women in Post-Independence India	15	30
2	Factors affecting Education of Women	20	30
	Compulsory Practical Work	15	30
		50	90
Sem VI	Units	No. of Lectures	Student Hours
3	Empowerment of Women	15	30
4	Efforts made to raise status of women	20	30
	Compulsory Practical Work	15	30
		50	90

Scheme of Examination:

(40 marks 1stSem + 40 marks 2nd Sem) **Internal Assessment**

Minimum passing: 16 marks out of 40 marks.

(60 marks 1stSem + 60 marks 2nd Sem) **Theory Examination**

2 hours duration (October-November'13 and February-March'14)

4 Essay-type questions of 15 marks each

All questions are compulsory (with internal choices)

Minimum passing: 24 marks out of 60 marks.

Special notes (if any): * * *

Eligibility (if any): Completion of the SYBA course according to the Semester based Credit and Grading System or its equivalent

Fee structure: * * *

Special Ordinance or resolution (if any): * * *

Syllabus for the T.Y.B.A. Course: Education
(Credit Based Semester & Grading System with effect from academic year
2013-14)

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

4 lectures per week	100 marks
Internal Assessment 40% : [Class Test (20)+Practical Work (10) + Class-Participation (05) + Conduct (05)]	
Semester-end External Exam 60% : 2 hours theory paper (4 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 and Value education in turbulent times
- v) To familiarise with the initiatives in promoting education for human resource development

<i>Semester V : Course Code: UAEDU505</i>
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Unit 1: Academic Issues in Indian education

- a. Medium of instruction at primary, secondary and higher education
- b. Wastage and stagnation in primary education

Unit 2: Social Issues in Indian Education

- a. Education of women
- b. Education of scheduled castes and scheduled tribes

Unit 3: Education for National Development

- a. Religious and Moral Education
- b. Education for Democracy

Practical Work: 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 Sustainable Development
- c) Education in a Multilingual society : issues & challenges

<i>Semester VI : Course Code: UAEDU605</i>

Unit 4: New Perspectives in Indian education

- a. Inclusive education – meaning, need, significance and challenges
- b. Environmental Education - meaning, need, significance and challenges
- c. Peace Education – meaning, need, significance and challenges
- d. Value education – meaning, need, significance and challenges

Unit 5: Other Issues in Indian education

- a. Education for Social Change and Modernisation
- b. Education for Human Resource Development

Practical Work: Every student is expected to visit an Inclusive school or a Special School and write a detailed report on it.

Reference Books:

- Aggarwal JC Organization & Practice of Modern Indian Edn, Shipra Publr, s,
- Aggarwal JC Educational reforms in India for 21st century, ShipraPublshr
- Aggarwal JC Theory & Principles of Education, Vikas Publicns, 1988
- Ahluwalia SP, Dias: Education – Issues & Challenges, San Park Press P.Ltd
- Balan K Education & Employment, Ashish Publg House, NDelhi1992
- Bhatt BD) Education of the Gifted & Talented Children, Kanishka
- Sharma SR) Publishing House, N Delhi 1993
- Chinara Bendhar Education & Democracy, APH Publishing Corp, N Delhi1997
- Dash BN Education & Society, Dominant Publshr & Distr, NDelhi 2004
- Dash BN Trends & Issues in Indian Education, Dominant Publishers
- Kumar Ashok Current Trends in Indian Education, AshishPublHouse, 1991
- Kumar Krishna Democracy & Education in India, SangamBooks, London1994
- Lakshmaiah T,) Education & Development, Rupa Books Pvt Ltd
- Jayakumar EC)
- Lakshmi S Innovations in Education, Sterling Publishers
- Lakshmi S Challenges in Indian Education, Sterling Publishers, 1989
- Mathew Suni Education of Children with Hearing Impairment, Kanishka
- Publishers, N Delhi 2006
- Mathur VS Education & the Future of India, Associatd Publ, Ambala1993
- Mohanty J Current Trends in Higher Education, Deep&Deep Publi, 2000
- Mohanty J Democracy & Education in India, Deep & Deep Publications,
- Mohanty J Indian Education in the emerging society, Deep&DeepPubls,
- Nair Ramachandran: Emerging Spectures – Essays on Indian Higher
- Education, Himalaya Publishing House, Bombay 1986
- Nikolopoulou A) Education for Sustainable Development, Sage Publications,
- AbrahamT, Mirbagheri F) London 2010
- Raina BL Education & Development, The Indian Publications, Ambala
- Rana Nishta Children with Special Needs, NeelKamal Publin, Hyd, 2013
- Ranganathan S. Educational Reforms & Development(v1-3), Sandarbh
- Publishers, N Delhi, 1998
- Rao Usha Values in Education, Top Publications, Mumbai 1999
- Reddy KP Environmental Education, NeelKamal Publns, NDelhi, 2002
- Russel Bertrand Education & the Social Order, Routledge, London, 2005
- Saxena Jyotsna Quality Education, APH Publishing Corporation, NDelhi 2009
- Seamus Hegarty Education & Children with special need, Sage Publ, 2002
- Shivarudrrappa G Vocationalization of Education, Himalaya Pub, Bombay1988
- Shrivastava KK Environmental Education: Principles, concepts &
- Management, Kanishka Publishers, N Delhi 2004
- Singh RP Educating the Indian Elite, Sterling Publishers, NDelhi1989
- Singh VijayPratap Education of the Slow Learner, Sarup & Sons, NDelhi 2004
- Taj Haseen Current Challenges in Education, NeelKamal Pub, Hyd, 2013
- Taj Haseen National Concerns in Education, NeelKamal Pub, Hyd, 2013
- Talesra Hemlata Challenges in Education, Author Press, N Delhi 2003
- Thomas B Moral & Value Education, Aavishkar Publishers
- Thomas C Best Practices in Higher Education, Christ College, Bangalore
- Zakir Husain Education and National Development, Har Anand Publicatn

CHALLENGES IN INDIAN EDUCATION			
Sem V	Units	No. of Lectures	Student Hours
1	Academic issues in Indian education	12	20
2	Social Issues in Indian Education	12	20
3	Education for National Development	12	20
	Compulsory Practical Work	14	30
		50	90
Sem VI	Units	No. of Lectures	Student Hours
4	New Perspectives in Indian education	20	30
5	Other Issues in Indian education	20	30
	Compulsory Practical Work	10	30
		50	90

Scheme of Examination:

(40 marks 1stSem + 40 marks 2nd Sem) **Internal Assessment**

Minimum passing: 16 marks out of 40 marks.

(60 marks 1stSem + 60 marks 2nd Sem) **Theory Examination**

2 hours duration (October-November'13 and February-March'14)

4 Essay-type questions of 15 marks each

All questions are compulsory (with internal choices)

Minimum passing: 24 marks out of 60 marks.

Special notes (if any): * * *

Eligibility (if any): Completion of the SYBA course according to the Semester based Credit and Grading System or its equivalent

Fee structure: * * *

Special Ordinance or resolution (if any): * * *

T.Y.B.A. Education VIII
QUESTION PAPER FORMAT
Fifth Semester Examination (Batch 2013-2014)

T.Y.B.A.
Marks: 60

Subject: Education
Paper VIII: Challenges in Indian
Education

October 2013
Time: 2 hours

-
- Q1 Unit 1: Academic Issues in Indian education
(a) or (b) (15 marks)
- Q2 (a) Unit 1: Academic Issues in Indian education
OR
(b) Unit 2: Social Issues in Indian Education (15 marks)
- Q3 (a) Unit 2: Social Issues in Indian Education
OR
(b) Unit 3: Education for National Development (15 marks)
- Q4 Unit 3: Education for National Development
(a) or (b) (15 marks)

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T.Y.B.A. Education VIII
QUESTION PAPER FORMAT
Sixth Semester Examination (Batch 2013-2014)

T.Y.B.A.
Marks: 60

Subject: Education
Paper VIII: Challenges in Indian
Education

March 2014
Time: 2 hours

-
- Q1 Unit 4: New Perspectives in Indian education
(a) or (b) (15 marks)
- Q2 Unit 4: New Perspectives in Indian education
(c) or (d) (15 marks)
- Q3 Unit 5: Other Issues in Indian education
(a) or (a) (15 marks)
- Q4 Unit 5: Other Issues in Indian education
(b) or (b) (15 marks)

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UNIVERSITY OF MUMBAI
Syllabus for the T.Y.B.A. Course : Education
(Credit Based Semester and Grading System
with effect from the academic year 2013-2014)

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

3 lectures per week	100 marks
Internal Assessment 40% : [Class Test (20)+Practical Work (10) + Class-Participation (05) + Conduct (05)]	
Semester-end External Exam 60% : 2 hours theory paper (4 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

Unit 1: Fundamentals of Computers:

Computer Peripherals(in brief)- (a) Input devices – keyboard, mouse, scanner, camera (b) Output devices – printer, monitor, projector, speaker, smartboards (c) Storage and Memory – Internal (hard disk, RAM, ROM) and External(CD-R, CR-RW, flash drive)

Unit 2: Software

- a) Operating Software Windows – features; Accessories – Use of Calculator, Paintbrush, Notepad, Clock, Concept of desk top and desk top management – My Computer, My Documents, Recycle Bin, Settings, Internet Explorer, Windows Explorer
- b) Application Software (word processing, spreadsheets, presentations) – features

Unit 3: Characteristics of a Good Presentation

Word document, spreadsheet data based- use of visual graphics, arrangement of content, navigation, depth of presentation, how to convert presentation to PDF, web page & word document.

Practical Work: Every student is expected to prepare a document on any one topic from the TYBA syllabus using **any one** of the following:

1. Word Document on A4 size, 10 pages, 1.15 line-spacing, ARIAL, font size 12, with 1" margin on all sides.
2. Power Point presentation with 10 slides, using animation, sound and transition
3. 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

Unit 4: Internet technologies

- a) Browser – names of different types of browsers, elements of a browser – buttons (back/front/refresh/home etc), navigation, status bar, address bar
- b) Networking - LAN, MAN, WAN, WWW and HTTP concept
- c) Search engines – concept, types and features
- d) Use of Internet – finding learning resources, reference material, online journals, email, chat, blogs, forums and conference: uploading and downloading data

Unit 5: Open Educational Resources:

- a) Concept of OER
- b) Importance of OER
- c) Examples (Moodle, Linux, NetLogo, Geogebra)

Unit 6: Introduction to Cyber Crimes and Intellectual Property Rights

- a) Internet Security issues, Ethics
- b) Legal issues – cybercrime
- c) Copyright issues, Intellectual property rights

Practical Work: Every student has to identify 5 good educational websites related to any topic in the TYBA syllabus & write a summary on each website.

Reference Books:

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

UoM TYBA Education IX CB&GS			
Sem V	Units	No. of Lectures	Student Hours
1	Fundamental of Computers	10	20
2	Software	10	20
3	Characteristics of a Good Presentation	10	20
	Compulsory Practical Work	15	30
		45	90
Sem VI	Units	No. of Lectures	Student Hours
4	Internet technologies	10	20
5	Open Educational Resources	10	20
6	Internet Security issues	10	20
	Compulsory Practical Work	15	30
		45	90

Scheme of Examination:

(40 marks 1stSem + 40 marks 2nd Semester) **Internal Assessment**

Minimum passing: 16 marks out of 40 marks.

(60 marks 1stSem + 60 marks 2nd Semester) **Theory Examination**

2 hours duration (October-November'13 and February-March'14)

4 Essay-type questions of 15 marks each

All questions are compulsory (with internal choices)

Minimum passing: 24 marks out of 60 marks.

Special notes (if any): * * *

Eligibility (if any): Completion of the SYBA course according to the Semester based Credit and Grading System or its equivalent

Fee structure: * * *

Special Ordinance or resolution (if any): * * *

UNIVERSITY OF MUMBAI
Syllabus for the T.Y.B.A. Course : Education
(Semester Based Credit and Grading System
with effect from the academic year 2013-2014)

Course Title: T.Y.B.A. PAPER IX (Applied Component)
EDUCATIONAL MANAGEMENT

3 lectures per week	100 marks
Internal Assessment 40% : [Class Test (20) + Practical Work (10) + Class-Participation (05) + Conduct (05)]	
Semester-end External Exam 60% : 2 hours theory paper (4 questions)	

Objectives:

1. To develop knowledge and understanding of the nature, scope, process and types of management.
2. To develop the ability to identify the roles of participating members (individual or collective) and to plan various institutionalized managerial activities.
3. To enhance the ability of decision making in educational management.

Semester V : Course Code: UAEDUB506

Unit 1: Educational Management

- a. Meaning, nature, scope and need of Educational Management
- b. Types of Educational Management - Centralized and Decentralized, Authoritative/Autocratic and Democratic, Dynamic/Creative and Laissez faire

Unit 2: Personnel Management

- a. Concept of Personnel Management, scope of Personnel Management in Education
- b. Leadership – meaning & nature, effective leadership
- c. Factors affecting managerial behavior - Personal, Social, Cultural, Political, Institutional

Unit 3: Management of Teaching-Learning Process

- a. Concept of teaching-learning process
- b. Steps of managing teaching-learning (planning, organizing, leading, and controlling)
- c. Teacher as a manager

Practical work: Every student is expected to write an essay of approximately 1000 words on: The New Education Policy / Plan of action: implication for higher education

Unit 4: Institutional Planning & Management

- a. Institutional planning – concept, need & importance
- b. Curricular and Co-curricular programs, timetable
- c. School Plant including - equipments and assets
- d. Institutional climate and discipline

Unit 5: Functions of Educational Manager

- a. Planning: Meaning, types & steps of planning.
- b. Organisation: Meaning, principles of Organisation, departmentations, Delegation, decentralisation & span of control.
- c. Leading: Differences between leaders & managers, Different leadership style (Autocratic, democratic, Laissez faire)
- d. Decision making: meaning & steps of decision making.
- e. Supervising: Meaning. Principles, factors influencing supervision.

Practical work: Every student is expected to write an essay of approximately 1000 words on: Educational legislation

Reference:

- | | |
|-----------------------------------|---|
| 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 a new millennium. Southwestern College Publishing. 2000 |
| Chopra, A. J. | Managing the people side of innovation. Kumarian Press. 1999 |
| Dubrin, A. | Fundamentals of organizational behavior: An applied approach. Southwestern College Publishing. 1997 |
| Hersey P)
Blanchard K. H. `) | 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 2002	National Policy on Education, Mangal Deep Publicn,
Sharma R.N.	Educational Administration and Management.
Shivavarudrappa G Publicatn	Philosophical approach to Education, Himalaya
Siddhiques M A Ashish	Management of Education in Muslim Institutions, 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. Organization	Foundations of school Administration And

UoM TYBA Education IX SCGS Educational Management			
Sem V	Units	No. of Lectures	Student Hours
1	Educational Management	12	20
2	Personnel Management	12	20
3	Management of Teaching-Learning Process	12	20
	Compulsory Practical Work	9	10
		45	90
Sem VI	Units	No. of Lectures	Student Hours
4	Institutional Planning & Management	18	35
5	Functions of Educational Manager	18	35
	Compulsory Practical Work	9	20
		45	90

Scheme of Examination:

(40 marks 1stSem + 40 marks 2nd Sem) **Internal Assessment**

Minimum passing: 16 marks out of 40 marks.

(60 marks 1stSem + 60 marks 2nd Sem) **Theory Examination**

2 hours duration (October-November'13 and February-March'14)

4 Essay-type questions of 15 marks each

All questions are compulsory (with internal choices)

Minimum passing: 24 marks out of 60 marks.

Special notes (if any): * * *

Eligibility (if any): Completion of the SYBA course according to the Semester based Credit and Grading System or its equivalent

Fee structure: * * *

Special Ordinance or resolution (if any): * * *

T.Y.B.A. Education IX
QUESTION PAPER FORMAT
Fifth Semester Examination (Batch 2013-2014)

T.Y.B.A. Subject: Education October
2013
Marks: 60 Paper IX: Educational Management Time: 2 hours

- Q1 Unit 1 Educational Management
(a) or (b) (15 marks)
- Q2 (a) Unit 1: Educational Management
OR
(b) Unit 2: Personnel Management (15 marks)
- Q3 Unit 2 Personnel Management
(a) or (b) (15 marks)
- Q4 Unit 3: Management of Teaching-Learning Process
(a) or (b) (15 marks)

T.Y.B.A. Education IX
QUESTION PAPER FORMAT
Sixth Semester Examination (Batch 2013-2014)

T.Y.B.A. Subject: Education March
2014
Marks: 60 Paper IX: Educational Management Time: 2 hours

- Q1 Unit 4: Institutional Planning & Management
(a) OR (b) (15 marks)
- Q2 Unit 4: Institutional Planning & Management
(a) OR (b) (15 marks)
- Q3 Unit 5: Functions of Educational Manager
(a) OR (b) (15 marks)
- Q4 Unit 5: Functions of Educational Manager
(a) OR (b) (15 marks)