



**SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)**

Affiliated to the University of Mumbai

Programme: Humanities

Education

**F.Y.B.A. EDUCATION (Minor)**

**Syllabus for the Academic Year 2025-2026 based on  
the National Education Policy 2020**



**SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)**

**DEPARTMENT OF EDUCATION**

**COURSE DETAILS FOR MINOR:**

	<b>SEMESTER 1</b>		<b>SEMESTER 2</b>
<b>TITLE</b>	Introduction to Education		Education in 21 <sup>st</sup> Century
<b>TYPE OF COURSE - DSC</b>	Minor		Minor
<b>CREDITS</b>	4		4



## **SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)**

### **Preamble:**

Our commitment is to foster a holistic approach to education, one that recognizes the interconnectedness of cultural, social, psychological, and historical factors that shape learning and development. As such, students will explore a range of interdisciplinary perspectives, drawing from fields such as psychology, sociology, philosophy, languages, and history, to enrich their understanding of education and its impact on individuals, communities, and societies.

We, at Department of Education, provide students with a comprehensive understanding of the principles, theories, and practices that underpin the field of education. Through a combination of rigorous coursework, and critical reflection, students will engage deeply with the multifaceted dimensions of education, preparing them to become informed and effective educators, advocates, and leaders in diverse educational settings.

Throughout their studies, students will have the opportunity to critically examine educational policies, practices, and systems, considering issues of equity, diversity, inclusion, and social justice. By engaging with real-world challenges, presentations and group discussions and orientation events, students will develop the analytical skills, ethical awareness, and cultural competence needed to navigate complex educational landscapes and effect positive change.



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**PROGRAMME OBJECTIVES**

<b>PO 1</b>	<b>Disciplinary Knowledge</b> Students will acquire foundational knowledge of education, including its theoretical, sociological, and technological dimensions.
<b>PO 2</b>	<b>Critical Thinking and Analysis</b> Students will develop the ability to critically analyse educational concepts, policies, and real-world issues using logical and reflective thinking.
<b>PO 3</b>	<b>Effective Communication Skills</b> Students will communicate educational ideas clearly in oral and written forms, supported by appropriate academic and digital tools.
<b>PO 4</b>	<b>Social Responsibility and Ethical Awareness</b> Students will demonstrate sensitivity towards social issues such as equity, inclusion, sustainability, and human rights, and act with ethical responsibility.
<b>PO 5</b>	<b>Lifelong Learning and Adaptability</b> Students will develop self-directed learning skills, adaptability to changing educational contexts, and readiness for continuous professional growth.



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### PROGRAMME SPECIFIC OUTCOMES

<b>PSO 1</b>	<b>Conceptual Understanding of Education</b> Students will demonstrate a clear understanding of the meaning, scope, functions, and philosophical foundations of education, including its role in individual and societal development.
<b>PSO 2</b>	<b>Application of Educational Theories &amp; Thinkers</b> Students will analyse and apply the ideas of Indian and Western educational thinkers to contemporary educational practices and issues.
<b>PSO 3</b>	<b>Understanding of Educational Systems &amp; Policies</b> Students will evaluate the structure of education in India, including NEP 2020, different boards, and the role of institutions and agencies in education.
<b>PSO 4</b>	<b>Critical Awareness of Contemporary Educational Issues</b> Students will examine issues such as sustainability, human rights, multiculturalism, inclusive education, and peace education in the Indian context.
<b>PSO 5</b>	<b>Integration of Technology and Skills in Education</b> Students will demonstrate the ability to understand and use educational technology, ICT tools, and emerging trends to enhance teaching-learning processes and institutional efficiency.



**SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)**

<b>Programme: Humanities Education Minor</b>	<b>Semester – 1</b>
<b>Course Title:</b> Introduction to Education	<b>Course Code:</b> AEDU111MN
<b><u>COURSE OBJECTIVES:</u></b> At the end of this course, the student will be able to: <ol style="list-style-type: none"><li>1. Analyse different boards of school education in India.</li><li>2. Understand the different modes of education</li><li>3. Evaluate the educational contributions of Indian and Western Thinkers</li><li>4. Justify the qualifications, professional development and ethics of teachers.</li></ol>	
<b><u>COURSE OUTCOMES:</u></b> At the end of this course, the student will be able to: <ol style="list-style-type: none"><li>1. Describe the concept, scope, functions and characteristics of education</li><li>2. Draw and explain the educational structure in the new National Educational Policy 2020.</li><li>3. Explain the educational functions of family, school, community and media.</li><li>4. Compare and contrast the characteristics of formal, informal and non-formal education.</li><li>5. State the educational contributions of Indian and Western thinkers.</li><li>6. Evaluate teaching as a professional career.</li><li>7. Explain the professional growth and ethics of teachers.</li></ol>	



**SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)**

<b>Theory Lectures per week (1 Lecture is 60 minutes)</b>		<b>4</b>	
<b>Total number of Hours in a Semester</b>		<b>60</b>	
<b>Credits</b>		<b>4</b>	
<b>Evaluation System</b>	<b>Semester End Examination</b>	<b>2 Hour</b>	<b>50 marks</b>
	<b>Internal Assessment</b>	<b>--</b>	<b>50 marks</b>

<p align="center"><b>UNIT 1</b> Basic Concept of Education</p>	1.1	Education: Definition, Meaning and Functions	<b>15 Hours</b>
	1.2	Philosophical and Sociological Bases of Education	
	1.3	Types, Structure & Scope of Education	
	1.4	State, National and International Boards of Education	
<p align="center"><b>UNIT 2</b> Modes of Education</p>	2.1	Individual Aims and Social Aims of Education	<b>15 Hours</b>
	2.2	Functions of Educational Agencies: Family, School, Community and Media.	
	2.3	Knowledge and its sources	
	2.4	Self Education (Positive Behaviours, Self-Regulation, Mindfulness, Life Skills, Resilience, Artificial Intelligence)	
<p align="center"><b>UNIT 3</b> Indian and Western Educational Thinkers</p>	3.1	Socrates, Plato & Aristotle	<b>15 Hours</b>
	3.2	John Dewey & Maria Montessori	
	3.3	J Krishnamurti & Sri Aurobindo	
	3.4	Rabindranath Tagore & Mahatma Gandhi	
<p align="center"><b>UNIT 4</b> Indian and Western Educational Thinkers</p>	4.1	Teaching as a Career and Edupreneurship	<b>15 Hours</b>
	4.2	Qualifications and Professional Growth of the Teacher (Foundation, Preparatory, Middle, Secondary and Graduation)	
	4.3	Professional Ethics and Code of Conduct for Teachers	
	4.4	Challenges in Teaching (Pedagogical, Technological, Social, Global)	



## SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

### ASSESSMENT DETAILS:

**For 4 Credit Papers (Minor) – CA + SA = 100 marks**

#### **I. Continuous Assessment (CA): 50 marks**

1. A minimum of two activities will be given in each semester.
2. Each will be for 25 marks.
3. The nature of the activities will be decided by the Examiner and may include Assignment/ MCQs/ Short notes and/or any other type of /combination of objective or descriptive type activity.

#### **II. Semester End Examination (SEE): 50 marks**

1. All units of the syllabus will be covered in SEE and will be given equal weightage.
2. There will be five mandatory questions: All Questions will carry equal weightage of 10 marks.

### REFERENCES:

#### **AEDU111MN Introduction to Education**

1. Agarwal, J. C., *Theory and Principles of Education*, 13th Ed. Vikas House, Delhi, (2010).
2. Agarwal, J. C., *Philosophical Foundations Of Education*, Pustak Mandir, Delhi, (2020).
3. Deshmukh, Ashima V., *Educational Management*, Himalaya Publ'n House, Delhi, (2008).
4. Dreze, John, *Public Report on Basic Education in India*, Oxford University Press, University of Michigan, USA. (1999).
5. Mahapatra, B.C., *Education in the Cybernetic Age*, Sarup Sons, New Delhi, (2006).
6. Mohanty Jagannath, *Educational Trends And Innovations*, Deep & Deep Publ'ns., (2009).
7. *National Curriculum Framework 2005*, NCERT, New Delhi, (2005).
8. *National Policy on Education 2020*, Ministry of Education of India. Retrieved from [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
9. Pathak, R. P., *Philosophical and Sociological Perspectives of Education*, Atlantic Publishers and Distributors Pvt. Ltd., Delhi, (2021).
10. Safaya R. N. & Shaida B. D., *Development of Educational Theory and Practice*, 7th Ed. Dhanpat Rai and Sons, Jullundur, Delhi, (2016).
11. Sharma R.N. and Sharma R.K., *History Of Education In India*, Atlantic Publishers and Distributors (P) Ltd., Delhi, (2023).



**SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)**

<b>Programme: Humanities Education Major</b>	<b>Semester – 2</b>
<b>Course Title:</b> Education in 21 <sup>st</sup> Century	<b>Course Code:</b> AEDU122MN
<b><u>COURSE OBJECTIVES:</u></b> At the end of this course, the student will be able to: <ol style="list-style-type: none"><li>1. Explain the role of education in sustainable development.</li><li>2. Analyse the aspects of education for national development.</li><li>3. Evaluate the changing role of education for the 21st century.</li><li>4. Apply educational technology and ICT to enhance access, quality, and efficiency in education.</li><li>5. Examine contemporary educational issues such as human rights, multiculturalism, inclusive education, and peace education in the Indian context.</li></ol>	
<b><u>COURSE OUTCOMES:</u></b> At the end of this course, the student will be able to: <ol style="list-style-type: none"><li>1. Explain key concepts of sustainable development and their relevance to India.</li><li>2. Analyse the role of national and international agencies in promoting sustainable and equitable education.</li><li>3. Understand how education contributes to national integration, global citizenship, skill development and social transformation.</li><li>4. Evaluate the role of emerging technologies in enhancing educational access and quality.</li><li>5. Discuss major contemporary issues such as human rights, multiculturalism, peace, and educational rights in India.</li><li>6. Apply theoretical concepts through examples from schools, society, and policy contexts.</li></ol>	



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<b>Credits</b>		<b>4</b>	
<b>Evaluation System</b>	<b>Semester End Examination</b>	<b>1 Hour</b>	<b>50 marks</b>
	<b>Internal Assessment</b>	<b>--</b>	<b>50 marks</b>

<b>UNIT 1</b> Education for Sustainable Development	1.1	Core Ideas of Sustainability	<b>15 Hours</b>
	1.2	Global and National Commitments	
	1.3	Supporting Agencies in Sustainability Education	
	1.4	Curriculum Integration	
<b>UNIT 2</b> Education for Development	2.1	Education and Nation-Building	<b>15 Hours</b>
	2.2	Global Citizenship and Peace Education	
	2.3	Education as an Instrument of Social Change	
	2.4	Education and Employability	
<b>UNIT 3</b> Technology trends in Education	3.1	Evolution of Educational Technology	<b>15 Hours</b>
	3.2	Technology-Enhanced Learning Modes	
	3.3	ICT for Institutional Efficiency	
	3.4	Emerging Trends	
<b>UNIT 4</b> Issues in Education	4.1	Human Rights Education	<b>15 Hours</b>
	4.2	Multicultural and Inclusive Perspectives	
	4.3	Right to Education and Educational Access	
	4.4	Peace and Conflict Resolution Education	



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2. Each will be for 25 marks.
3. The nature of the activities will be decided by the Examiner and may include Assignment/ MCQs/ Short notes and/or any other type of /combination of objective or descriptive type activity.

#### II. Semester End Examination (SEE): 50 marks

1. All units of the syllabus will be covered in SEE and will be given equal weightage.
2. There will be five mandatory questions: All Questions will carry equal weightage of 10 marks.

### **REFERENCES:**

#### **AEDU122MN Education in 21<sup>st</sup> Century**

1. NCERT. *Education for Peace*.
2. NCERT. *Education for Sustainable Development: Source Book for Teachers*.
3. UNESCO. *Education for Sustainable Development: A Roadmap*.
4. Ministry of Education (India). *National Education Policy 2020*.
5. Delors, J. *Learning: The Treasure Within* (UNESCO).
6. Sharma, R.N. *Education and Social Change*.
7. Mohanty, J. *Indian Education in the Emerging Society*.
8. Aggarwal, J.C. *Education in India: Historical, Developmental and Contemporary Issues*.
9. Rajput, J.S. (Ed.). *Peace Education in Indian Schools*.
10. GOI. *Right to Education Act, 2009*.
11. Kumar, K.L. *Educational Technology*.
12. Government of India – DIKSHA & SWAYAM guidelines and modules.