UNIVERSITY OF MUMBAI
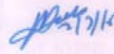No. UG/ 30 of 2016-17

CIRCULAR:-

A reference is invited to **vide** this office Circular No. UG/83 of 2015-16, dated 23rd September, 2015 and the Head, University Department of Education, the Principals of the affiliated Training College in Education are hereby informed that the recommendation made by Ad-hoc Board of Studies in Education at its meeting held on 20th May, 2016 has been accepted by the Academic Council at its meeting held on 23rd May, 2015 **vide** item No. 4.23 and that in accordance therewith, the revised syllabus as per Credit Based Semester and Grading System for the Master of Education (M.Ed.), (Two Years) Degree Course for (Sem. I & II), which is available on the University's web site (www.mu.ac.in) and that the same has been brought into force with effect from the academic year 2016-17.

MUMBAI–400 032
June, 2016

(Dr.M.A.Khan)
REGISTRAR

To,

The Head, University Department of Education and the Principals of the affiliated Training College in Education.
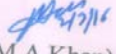
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No. UG/ 30-A of 2016   MUMBAI-400 032   4th June, 2016

Copy forwarded with Compliments for information to:-
1) The Dean, faculty of Arts,
2) The Director, Board of College and University Development,
3) The Co-Ordinator, University Computerization Centre,
4) The Controller of Examinations.

(Dr.M.A.Khan)
REGISTRAR

....PTO

UNIVERSITY OF MUMBAI

DEPARTMENT OF EDUCATION

REVISED SYLLABUS OF M.Ed. PROGRAMME

CREDIT BASED SEMESTER AND GRADING SYSTEM

UNIVERSITY OF MUMBAI

TO BE INTRODUCED FROM THE ACADEMIC YEAR 2016 – 2017 onwards

FOR SEMESTER I & II

Components	Courses	Credits
Core Courses	1. Philosophy of Education 2. History, Politics and Economics of Education	48

	3. Psychology of Learning and Development	
	4. Teacher Education	
	5. Sociology of Education	
	6. Research Methodology	
	7. Curriculum Studies	
	8. Higher Education Studies	

M.Ed. Curriculum Framework 2016-17

Courses	Credits	External Marks	Internal Marks	Total Marks
Semester- I				
Philosophy of Education	06	60	40	100
History, Politics and Economics of Education	06	60	40	100
Psychology of Learning and Development	06	60	40	100
Teacher Education	06	60	40	100
Total	24	240	160	400
Semester- II				
Sociology of Education	06	60	40	100
Research Methodology	06	60	40	100
Curriculum Design and Development	06	60	40	100
Higher Education Studies	06	60	40	100
Total	24	240	160	400

Syllabus in Detail

Scheme of Examination: **Semester End Exam (2hrs) =   60 Marks**

Internal Assessment=   40 Marks

Pattern of the Exam Paper: 4 Questions of 15 Marks each with Internal Choice

SEMESTER I

CORE COURSE 1

PHILOSOPHY OF EDUCATION

Total Credit= 6

Marks 60

Course Objectives

- To develop an appreciation for the role of philosophy in guiding the teaching learning process of education.
- To understand the basic concepts of education
- To develop a critical understanding of modern educational philosophies.
- To develop abilities to make comparisons between different philosophies and their educational implications.
- To understand the contemporary developments and issues in philosophy of education.
- To help the student to develop a philosophical outlook towards educational problems.

MODULE I: HISTORY AND PHILOSOPHY OF EDUCATION (INDIAN AND WESTWERN PEARSPECTIVES) **(CREDIT 2)**

Unit 1: Historical Overview

a) Brief introduction to the historical contexts of philosophy of education
b) Ancient Indian perspectives of Education: Vidya, Dnyanand Darshan.
c) Ancient Greek Perspective on Education: Wisdom (Socrates and Plato, Plato's Republic and C.D. Reeves)

Unit 2: Western perspective

a) Modern Western perspectives of Education: Information and Knowledge in institutional Contexts.

b) Decolonizing Philosophy of Education: Asian, African and Latin American contexts

Unit 3: Philosophical Issues of Value Education

- The varieties of values: epistemic, moral, spiritual, aesthetic.
    a. Epistemic:- Science Education(C.D.Hardie)
    b. Moral Education (Gandhi)
    c. Spiritual Education (Aurobindo)
    d. Aesthetic Education (Tagore)
    e. Humanities Education (Nussbaum)

MODULE II: CONTEMPORARY APPROACHES TO EDUCATION   (CREDIT 2)

Unit4: Schools and Approaches

a)Humanism:EducationalImplicationsofHumanism-AimsandIdeals,Curriculum,Methods,Teacher,Discipline,andCriticalEvaluation

b)Existentialism: The chief characteristics of Existentialism, Critique of system, the student as a free participant, self-creation

(c) Marxism: Critique of the market model of education, dialectical materialism, collective goals of education

(d) Postmodernism: Critique of humanism and institutions; in defense of localism and pluralism

e) Multiculturalism, Culture and Pluralism as a Norm

Unit 5:

Towards inclusive and just education in a democracy

    a) Educating the citizen: Rousseau and Dewey
    b) Educating Women: Wollstonecraft, SavitribaiPhule, PanditaRamabai and Nel Noddings
    c) Educating Transgender

Unit 6:

Towards social transformative education

    a) Self-development and education: J Krishnamurti
    b) Secular Education
    c) Education and Social Change (JyotibaPhule, Paulo Freire and bell hooks)
    d) Globalization and its impact on Education

Suggested Activities

1. Visit to a school based on different Ideology:- observation of activities and preparation of a reflective diary and interaction in a group.
2. Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo/John Dewey/J. Krishnamurthy etc. and presentation on linkage of various theoretical concepts with pedagogy and practices followed by group discussion.
3. Seminar reading presentation on selected themes individually and collectively leading to discussion
4. Examine critically the concerns arises from vision of school education and teacher education and also the vision of great educators. Reflect on the multiple contexts in which the school and teacher education institutions are working.

MODULE III :   INTERNAL ASSESSMENT   (CREDITS 2

Sr.No	Particulars Marks	Marks
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20 Marks
2	One periodical class test held in the given semester	10 Marks
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case	05 Marks

	may be)	
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

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CORE COURSE 2

HISTORY POLITICS AND ECONOMICS OF EDUCATION

Total Credit= 6

Marks 60

Course Objectives:

- To develop understanding of the historical perspective of education in pre and post-independent India.
- To critically analyse the policies and commissions and its implication on the educational system.
- To develop understanding of the implications of various contribution through education for an equitable society.
- To develop understanding of the political perspective of education.
- To develop understanding of the economics of education
- To develop understanding of the perspectives on political economy of education

MODULE I :   HISTORICAL PERSPECTIVES OF EDUCATION   (CREDITS: 2)

Unit 1: Education in Pre-Independent India

a) Ancient India: Vedic, Buddhist, Jain
b) Medieval India: Sultanateand Mughal period.
c) Colonial Period: Oriental V/sAnglicist Education, Macaulay's Minutes, Wood's Despatch, Indian Education (Hunter) Commission, Hartog Committee.
d) Impact of English Education

Unit 2: Progress of Education in Independent India

a) Analysis of Commissions and its contributions to education: Secondary Education Commission (1953) Education Commission (1964-66), National Commission on Teachers (1999)
b) Analysis of Policies: NPE (1986), Program of Action (POA) (1992)
c) Critical review of NCF 2005

Unit 3: Education for an equitable society in a Global era

a) Education for the marginalized groups, Women's education and Inclusive education.
b) Right to Education, Implication of GATT, WTO for Education.
c) Education for all: Dakar Framework for action, Autonomy of Higher Education

MODULE II: POLITICAL PERSPECTIVE AND ECONOMICS OF EDUCATION

(CREDITS: 2)

Unit 4: Political Perspectives of Education

a) Concept of Politics& Politics of Education. Interrelationship between politics and education (political participation, policy making and educational planning).
b) Perspectives in the Politics of Education: Liberal, Conservative and Critical
c) Approaches to Understanding Politics: Behaviouralism, Theory of Systems Analysis and Theory of Rational Choice.
d) Politics ofPublic-Private Partnership in Education, Education for Political Development and Political Socialisation

Unit 5: Economics of Education

a) Concept, Need and Principles of Economics of Education
b) Cost Benefit Analysis in Educational Planning: Meaning andPurpose.Cost - Benefit v/s Cost Effective Analysis, Unit Cost and Capital Cost; Social and Individual Cost; Recurring and Non-recurring Cost, Opportunity Cost.
c) Economic Returns to Higher Education: Signaling Theory v/s Human Capital Theory

Unit 6: Perspectives on Political Economy of Education

a) Policy-makingin Educationand Educational PlanningProcess :(i) Analysis of the existing situation. (ii) The generation of policy options. (iii) Evaluation of policy options. (iv)Making the policy decision. (v) Planning of policy implementation. (vi) Policy impact assessment. (vii) Subsequent policy cycles.
b) Tools for Education Policy Analysis : (a) Assessing Policy Options for Teacher Training and Pay, (b)Analyzing Equity in Education and (c) Addressing Policy Issues in Girls' Schooling.
c) Educational Schemes: (a)SarvaShikshanAbhyan and its Framework, (b) Rashtriya Madhyamik Shiksha Abhiyan and Its Framework, (c) RUSA and Its Framework.
d) Other Schemes : (a) Mid-Day Meal Policy, (b) National Literacy Mission (NLM), (c) Kasturba Gandhi BalikaVidyalayas Scheme

Sessional Work

1. Trace the historical hallmarks of Indian Education till date with its salient features.
2. Write a report on the implementation and the present status of either Right to Education, GATT or WTO for Education
3. Develop a Cost Analysis chart and report with reference to any educational institute.
4. Carry out an impact evaluation of any one educational projects of the government (survey or case study)

MODULE III : INTERNAL ASSESSMENT   (CREDITS 2)

Sr.No	Particulars Marks	Marks
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20 Marks
2	One periodical class test held in the given semester	10 Marks
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be)	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

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http://ocw.mit.edu/courses/urban-studies-and-planning/11-002j-fundamentals-of-public-

    policy-fall-2004/lecture-notes/4whatispubpolicy.pdf
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- http://www.britannica.com/EBchecked/topic/467721/political-science/247913/Theory-of-rational-choice
- http://www.worldbank.org/en/topic/education/brief/economics-of-education
- Medieval India education system http://www.vkmaheshwari.com/WP/?p=512

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CORE COURSE 3

PSYCHOLOGY OF DEVELOPMENT AND LEARNING

Course Objectives

- Enable the learners to understand the cognitive development and learning
- Enable the learners to understand the process of social cognition
- To develop the ability among learners to apply the learning theories and teaching models in classroom
- Enable the learners to understand the skills and knowledge require to handle the diverse learners

MODULE I: Cognitive Development Perspectives and Social Cognition   (CREDIT 2)

Unit 1: Cognitive Development

a) Meaning of Cognitive development, The nature/nurture questions and its significance for teaching

b) Language development in children: Skinner's Language Acquisition theory VS Noam Chomsky Nativist theory, Effect of monoligualismVs bilingualism on cognitive development

c) Critical comparative study of cognitive development theories-Piaget, Gagne and Vygotsky

Unit 2: Cognitive Learning

a) Differences between the cognitive and behavioral approaches to learning

b) Gestalt: Festinger Cognitive Dissonance theory, Construtivism- Roger schank Script theory, Transformational learning- Jack MazirowPsycho critical approach

c) Effect of knowledge on learning, types of expert knowledge (Bruner;s, Shulman, Glaser & Chi)

Unit 3:Social Cognition

a) The nature of social cognition, Attachment and bonding as a process, temperament,   development of security. Development of friendships and relationships, peer   participations

b) George Homans Social Exchange Theory Vs Batson Empathy-Altruism Theory

c) Understanding social relations and socialization goals and development of self and identity , Carol Dweck Self-Theory and Daryl Bem Self-perception Theory

MODULE II: APPLICATIONS OF LEARNING THEORIES AND UNDERSTANDING

DIVERSE LEARNERS   (CREDIT 2)

Unit 4:Content of Good Thinking

a)Meaning of Metacognition, development of Metacognition and teaching for Metacognition
b) Meaning and Tools of Creative Thinking and Teaching for Creativity
c) Models of Metacognition and Creativity: Flavell's Model of Metacognition and Creative problem solving by Titus 2000

Unit 5 : Models of Good Teaching
   a) Inductive Thinking by Hilda Taba
   b) Role-Playing by Shaffer & Shaffer
   c) Synectics by William Gordan

Unit 6 : Learning Difference and Learning Needs of Diverse Learners
   a) Understanding social construction of disability, Gender and Marginalized Learners and their Educational needs
   b) Concept & Strategies of Differentiated Instructions
   c) Research Implication: studies in the area of gender and disability with reference to learning style and cognitive style and implication to teaching

MODULEIII:INTERNAL ASSESSMENT(CREDITS 2)

Sr.No	Particulars Marks	Marks
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20 Marks
2	One periodical class test held in the given semester	10 Marks
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case	05 Marks

	may be)	
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

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CORE COURSE 4

TEACHER EDUCATION

Total Credit= 6

Marks 60

Course Objectives

- Understand the concept of pre-service teacher education
- Understand the teacher education curriculum
- Get acquainted with knowledge base, reflective teaching and models of teacher education
- Understand managing practicum in teacher education
- Understand the concept, methods and agencies of in-service teacher education
- Plan, organize and evaluate in-service teacher education
- Understand need for professional development of teachers

MODULE I: PRE-SERVICE TEACHER EDUCATION (CREDITS 2)

Unit 1: Concept of Pre-Service Teacher Education
  a) Meaning, Nature and Scope of Pre-Service Teacher Education
  b) Need, Objectives of Pre-Service Teacher Education at Elementary, Secondary and Higher Secondary Levels
  c) Understanding Student-Teacher as the Adult Learner (Concept of Andragogy)

Unit 2: Teacher Education Curriculum
  a) . The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels
  b) Organization of components of Pre-Service Teacher Education (Transactional Approaches (for foundation courses) Expository, Collaborative and   Experiential learning

c) Managing Practicum Observation, Supervision and Assessment of Practicum Principles and Organization of Internship for Integration of Theory and Practice

Unit 3: Knowledge base, Reflective Teaching and Models of Teacher Education

a) Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke, and Habermas
b) Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching
c) Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

MODULE II: IN-SERVICE TEACHER EDUCATION

(CREDITS 2)

Unit 4: Concept, Methods and Agencies of In-Service Teacher Education
a) Concept, Need, Purpose and Areas of In-Service Teacher Education
b) Meaning, Objectives, Organization and Modes of Methods of In-Service Teacher Education
c) Agencies and Institutions of In-Service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC)

Unit 5: Planning, Organizing and Evaluating In-Service Teacher Education

a) Preliminary Consideration in Planning in-service Programme (Purpose, Duration, Resources and Budget)
b) Designing an In-Service Teacher Education Programme using ADDIE model
c) Problems and Challenges of In-Service Teacher Education

Unit 6: Professional Development of Teachers

a) Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers
b) Personal and Contextual Factors affecting Teacher Development
c) ICT Integration, and Quality Enhancement for Professionalization of Teacher Education

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MODULE III :   INTERNAL ASSESSMENT   (CREDITS 2)

Sr.No	Particulars Marks	Marks
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20 Marks
2	One periodical class test held in the given semester	10 Marks
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be)	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

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CORE COURSE 5

SOCIOLOGY OF EDUCATION

Total Credit= 6

Marks 60

Course Objectives

- To enable students to analyze education from different Sociological Perspectives and Theoretical Frameworks.
- To enable students to analyze the relationship of Social Movements and Education.
- To enable students to understand Educational Institution as an Agency of Socialization.
- To enable students to understand concept of Equality of Opportunity and Distributive Justice.
- To enable students to understand the views of Indian Social Thinkers.
- To enable the students to understand the necessity of Peace Education.

MODULE I: ADVANCES IN SOCIOLOGY OF EDUCATION   (CREDIT 2)

Unit l: Theoretical Approaches to Sociology of Education

   a) Symbolic Interactionism Theory –George Mead
   b) Structural Functionalism –Talcott Parsons
   c) Conflict Theory- Karl Marks

Unit 2: Social Movements and Education

   a) Concept, Characteristics and Theories of Social Movements
      1. Relative Deprivation Theory
      2. Resource Mobilization Theory
      3. Political Process Theory
      4. New Social Movement Theory
   b) Stages in Social Movements-Emergence, Coalescence, Bureaucratization and
      Decline

   c) Types of social movements by Daniel Aberle –Alternative, Redemptive, Revolutionary and Reformative Social Movement.Role of education in Social Movement

Unit 3: Institutionalization and Education

   a) Concept and Types of Social Institutions and their Functions
   b) Dimensions of Education as a Social Institution : Structure, Function and Culture
   c) Education in the Post-modern age

MODULE II: EDUCATION IN 21ST CENTURY   (CREDIT 2)

Unit 4: Equality and Distributive Justice

   a) Concept of Equality of Access, Opportunity and Outcomes, Concept of Justice and Distributive Justice and Affirmative Justice
   b) Theories of Distributive Justice (Utilitarian, Justice as Fairness and Entitlement Theories, Aristotle's Theory, Marxist Theory)
   c) Principles of Justice (Acquisition, Transfer and Rectification of Injustice)

Unit 5: Peace Education

   a) Concept and Philosophy of Peace Education, Aims, Need of Peace Education: Peace for self, others and environment
   b) Types of Peace Education (International Peace Education, Developmental Peace Education, Human Rights Peace Education, Conflict Resolution, Imposed versus consensual peace)
   c) Education for peace: Knowledge, skills, values and attitudes

Unit 6: Indian Social Thinker

a) Dr B.R. Ambedker :
   1. Views on Varna, Untouchability and Eradication of Caste

   2. Views on Education and Social Reconstruction

b) Mahatma Gandhi :
   1. Views on Varna ,Untouchability Dharma, Truth and Non-Violence
   2. Views on Education and Social Reform
c) Shahu, Phule, Karve and Ambedkar's Thoughts on Women's Education

MODULE III :   INTERNAL ASSESSMENT   (CREDITS 2)

Sr.No	Particulars Marks	Marks
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20 Marks
2	One periodical class test held in the given semester	10 Marks
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be)	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

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CORE COURSE 6

INTRODUCTION TO RESEARCH METHODS

Total Credit= 6

Marks 60

Course Objectives

- To develop an understanding about the meaning of research and its application in the field of education.
- To enable students to prepare a research proposal.
- To enable students to understand different types of variables, formulate hypothesis, use appropriate sampling techniques and tools and techniques of educational research.

MODULE I: STRUCTURING EDUCATIONAL RESEARCH   CREDIT 2

Unit 1.Educational Research

(a) Meaning and scope of educational research.
(b) Meaning and steps of scientific method. Characterisitics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony). Types of Scientifc Method (Exploratory, Explanatory and Descriptive).
(c) Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction.
(d) Types of research: Fundamental, Applied and Action.
(e) Approaches to educational research: Quantitative and Qualitative

Unit 2.WritingResearch Proposal

(a) Identification of a research topic: Sources and Need.
(b) Review of related literature.
(c) Rationale and need of the study.
(d) Conceptual and operational definition of the terms.
(e) Variables.
(f) Research questions, aims, objectives and hypotheses.
(g) Assumptions, if any.
(h) Methodology, sample and tools.
(i) Scope, limitations and delimitations.
(j) Significance of the study.
(k) Bibliography.
(l) Time Frame.
(m) Budget, if any.
(n) Chapterization.

Unit 3.Variables and Hypotheses

(a) Variables:
- Meaning of Concepts, Constructs and Variables

- Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator)

(b) Hypotheses
- Concept of Hypothesis
- Sources of Hypothesis
- Types of Hypothesis (Research, Directional, Non-directional, Null)
- Formulating Hypothesis
- Characteristics of a good hypothesis.

MODULE II : FOUNDATIONS TO SCIENTIFIC DATA COLLECTION   (CREDIT 2)

Unit 4. Sampling

(a) Concepts of Universe and Sample
(b) Characteristics of a good Sample
(c) Techniques of Sampling. Probability Sampling (Simple Random Sampling, Stratified Sampling, Systematic Sampling, Cluster Sampling,Matched Pair Sampling, Multistage Sampling, Multiphase Sampling) and Non- Probability Sampling (Convenience Sampling, Quota Sampling, Expert Sampling,Snowball Sampling)
(d) Types of Sampling in Internet-based Research
(e) Determining Sample Size

Unit 5. Tools and Techniques of Research

(a) Steps of preparing a research tool.

- Validity (Meaning, types, indices and factors affecting validity)
- Reliability(Meaning, types, indices and factors affecting reliability)
- Item Analysis (Discrimination Index, Difficulty Index)
- Standardisation of a tool.

(b) Tools of Research

- Rating Scale
- Attitude Scale
- Questionnaire
- Aptitude and Achievement Tests
- Inventory

(c) Techniques of Research

- Observation
- Interview (Strucutured, Unstructured, Focus Group and Internet-based)
- Projective

MODULE III : INTERNAL ASSESSMENT   **(CREDITS 2)**

Sr.No	Particulars Marks	Marks
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20 Marks
2	One periodical class test held in the given semester	10 Marks
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be)	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

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CORE COURSE 7

CURRICULUM STUDIES

Total Credit= 6

Marks 60

Course Objectives

To develop an understanding of

- **Concept, Principles and Strategies of Curriculum Development**
- F**oundations of Curriculum Planning**
- **Designing of Curriculum and models of curriculum design**

- **Issues in Curriculum Development**
- **Evaluation of Curriculum**

MODULE I: CURRICULUM DEVELOPMENT AND DESIGN   (CREDIT 2)

Unit 1: Concept, Principles and Strategies of Curriculum Development

a) Concept (Meaning and Characteristics) of Curriculum and Curriculum development, Need and Guiding Principles for Curriculum development.
b) Stages in the Process of Curriculum development.
c) Strategies of Curriculum development.

Unit 2: Foundations of Curriculum Planning

a) Philosophical Bases (National, democratic),Sociological basis (socio cultural reconstruction),Psychological Bases (learner's needs and interests).
b) International Norms (bench marking)
c) National level Statutory Bodies- UGC, NCTE

Unit 3: Designing of Curriculum

a) Goals, Objectives and specifications of Curriculum.
b) Architectonics of content and criteria for selection of content. (Selection, Scope, Balance, Sequence, Continuity).
c) Criteria for selection and organization of learning activities.
d) Comprehensive evaluation of curriculum.

MODULE II: MODELS OF CURRICULUM DESIGN   (CREDIT 2)

Unit 4: Traditional and Contemporary Models

a) Academic/ Discipline Based Model.
b) Competency Based Model.
c) Social Functions/Activities Model (socio social   reconstruction).
d) Individual Needs & Interests Model
e) Outcome Based Integrative Model.
f) Linear Objective – Based Model.
g) Intervention Model.
h) C I P P Model(Context, Input, Process, Product Model

Unit 5: Issues in Curriculum Development

a) Centralized Curriculum vs Decentralized
b) Diversity in teachers Competence and problem of Curriculum load
c) Participation of Functionaries and beneficiaries in Curriculum Development

Unit 6: Evaluation of Curriculum

a) Approaches to Curriculum and Instruction (Academic and Competency Based Approach)
b) **Models of Curriculum Evaluation:** Tyler's Model, Stakes' Model ,Scriven's Model**,**Kirkpatrick's Model

MODULE III: INTERNAL ASSESSMENT   (CREDITS 2)

Sr.No	Particulars Marks	Marks
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20 Marks
2	One periodical class test held in the given semester	10 Marks
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be)	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

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Some Useful Links:

http://www.paisley ac.uk/schoolsdepts/CAPD/signposts/curriculum-signpost.asp
http://www.ssdd.bcu.ac.uk/crumpton/curriculum-design/key-concept-map/obj-based-proc-model.htm
http://www.ncrel.org/sdrs/areas/issues/concent/currclum/cu3lk12.htm.
http://www.infed.org/biblio/b-curric.htm

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HIGHER EDUCATION

Total Credit= 6

Marks 60

Course Objectives

This course will enable the learner to :

- understand the role of higher education in the landscape of Indian Higher education
- To appreciate the various changes in the Higher education system in alignment to national vision
- to critically evaluate their role as professionals in the higher education system
- to identify the various challenges facing higher education
- to appreciate the role of ICT in Indian Higher Education landscape
- to integrate the knowledge acquired from OER and repositoiries to day today classroom practices

MODULE 1: EVOLVING HIGHER EDUATION LANSCAPE IN INDIA (CREDIT 2)

Unit 1: Higher Education in India: An Overview

a) The history of Higher Education in India (Various Commissions in Higher Education in India from pre independence to the present)
b) An examination of various themes in the history of Indian higher education, including secularism, the experience of women, professionalization, student life and academic freedom
c) Theory in Higher education:
   Perspectives in higher education literature: political economic, social psychological, critical (neomarxist, feminist, anti- colonial) postmodern and post cultural

Unit 2:Education and the Professions

a) Debates on the nature of professions and professional education
b) Impact of globalization of the professions, diversity in the professions and "entrepreneurial university" and the profession

c) Contemporary critique of professional education as ivory tower, reductionist, exclusionary and mono cultural to examining proposals for more practice based, holistic,inclusionary and emancipator approaches

Unit 3: Rethinking Development in Higher Education

a) Higher Education and the new imperialism threat
b) Rethinking Higher Education in the Global Landscape
c) Opportunities and Anomalies in Privatization and Commercialization of Higher Education

MODULE II: REGULATING HIGHER EDUCATION IN INDIA   (CREDIT 2)

Unit 4: Issues and Challenges in Curriculum and Evaluation

a) Critical Pedagogies and Research in Higher Education: Issues and challenges
b) Forms of Knowledge economy: learning creativity and Openness
c) Institutional Evaluation: Role of main stake holders in Higher Education

Unit 5: Issues and Challenges at Institutional and National Level
a) Accountability, Market Structure and Rationale for Regulations
b) Regulation of fees and Admission in Higher Education
c) Quality assurance and Assessment in Higher Education

Unit 6: Electronic In roads in Higher Education
a) Integration of Technology in Education –
    - Emerging Theories of Learning and the Role of Technology
    - Constructivist and connectivism theories for technology integration
    - Situated cognition, distributed cognition, socially shared cognition
b)Technology Integration for Equity, Access and Quality –

    -Use of e- learning by adopting FOSS – free open source softwares, open education.
    -Open Educational Resources and Repositories
    -ODL – Open Distance Learning for masses and life long learning.
c) Role of National & International Agencies for Technology Eenabled Education

    International agencies - UNESCO, ICDE, AAOU, COL, GO-GN

    National agencies- SWAYAM, NMEICT, UGC, MHRD, CIET (NCERT), NPTEL, NROER.

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