University of Mumbai

No. AAMS(UG)/173 of 2021-22

CIRCULAR:-

The Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head of the University Departments in Faculty of Interdisciplinary.

They are hereby informed that the recommendations made by the Board of Studies in Education at its online meeting held on 8th September, 2021 vide item No. 2 and subsequently passed by the Board of Deans at its online meeting held on 23rd September, 2021 vide item No. 8.1(R), which has been accepted by the Academic Council at its meeting held on 10th November, 2021 vide item No. 8.1(R) and that in accordance therewith, to change M. A. (Education) (Sem. I & II), yearly pattern PG Programme into CBCS Pattern has been brought into force with effect from the academic year 2021-22 accordingly. (The same is available on the University's website www.mu.ac.in).

(Sudhir S. Puranik)
REGISTRAR

MUMBAI – 400 032
1st Feb, 2022

To
The Principals of the Affiliated Colleges, Directors of the Recognized Institutions and in Head of the University Departments in Faculty of Interdisciplinary.

A.C/8.1(R)/10/11/2021

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No. AAMS(UG)/173-A of 2021-22

1st Feb, 2022

Copy forwarded with Compliments for information to:-

1) The Dean, Faculty of Interdisciplinary,
2) The Chairman, Board of Studies in Education,
3) The Director, Board of Examinations and Evaluation,
4) The Director, Board of Students Development,
5) The Director, Department of Information & Communication Technology,
6) The Co-ordinator, MKCL.

(Sudhir S. Puranik)
REGISTRAR

Copy to :-
1. The Deputy Registrar, Academic Authorities Meetings and Services (AAMS),
2. The Deputy Registrar, College Affiliations & Development Department (CAD),
3. The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Department (AEM),
4. The Deputy Registrar, Research Administration & Promotion Cell (RAPC),
5. The Deputy Registrar, Executive Authorities Section (EA),
6. The Deputy Registrar, PRO, Fort, (Publication Section),
7. The Deputy Registrar, (Special Cell),
8. The Deputy Registrar, Fort/ Vidyanagari Administration Department (FAD) (VAD), Record Section,
9. The Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanagari,

They are requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to in the above circular and that on separate Action Taken Report will be sent in this connection.

1. P.A to Hon'ble Vice-Chancellor,
2. P.A Pro-Vice-Chancellor,
3. P.A to Registrar,
4. All Deans of all Faculties,
5. P.A to Finance & Account Officers, (F.& A.O),
6. P.A to Director, Board of Examinations and Evaluation,
7. P.A to Director, Innovation, Incubation and Linkages,
8. P.A to Director, Board of Lifelong Learning and Extension (BLLE),
9. The Director, Dept. of Information and Communication Technology (DICT) (CCF & UCC), Vidyanagari,
10. The Director of Board of Student Development,
11. The Director, Department of Students Walfare (DSD),
12. All Deputy Registrar, Examination House,
13. The Deputy Registrars, Finance & Accounts Section,
14. The Assistant Registrar, Administrative sub-Campus Thane,
15. The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan,
16. The Assistant Registrar, Ratnagiri sub-centre, Ratnagiri,
17. The Assistant Registrar, Constituent Colleges Unit,
18. BUCTU,
19. The Receptionist,
20. The Telephone Operator,
21. The Secretary MUASA

for information.

UNIVERSITY OF MUMBAI

Revised Syllabus for M.A. (Education)

Semester: Sem I and II

(As per the Choice Based Credit System with effect from the academic year 2021-22)

UNIVERSITY OF MUMBAI

Syllabus for Approval

Sr. No.	Heading	Particulars
1	Title of the Course	M.A. (Education)
2	Eligibility for Admission	B.Ed./B.A. (Education)
3	Passing Marks	
4	Ordinances / Regulations (if any)	
5	No. of Years / Semesters	Sem I and II
6	Level	P.G. / ~~U.G./ Diploma / Certificate~~ (**Strike out which is not applicable**)
7	Pattern	~~Yearly~~ / Semester (**Strike out which is not applicable**)
8	Status	~~New~~ / Revised (**Strike out which is not applicable**)
9	To be implemented from Academic Year	From Academic Year 2021-2022

Name & Signature of BOS Chairperson :   Dr Sunita Magre

Name & Signature of Dean: Dr Anita Swami

UG/**PG**   FACULTY: Interdisciplinary

NAME OF DEGREE: **M.A.Ed.**   SUBJECT:**Education**

SUBJECT CODE: TYPE: ANNUAL / CBSGS (OLD)/ **CBCS**
From 2021-2022

WITH EFFECT FROM: **2021-22**

SEMESTER **1**(Please fill the details separately for sem. 1 and sem. 2)

CORE COURSES	**Paper Code (FOR EXAM HOUSE OFFICE USE ONLY)**	**COURSE CODE**	**TITLE OF COMPULSORY / CORE COURSES**
1		**CC M.A.Ed.01**	Advanced Philosophy of Education
2		**CC M.A.Ed.02**	Advanced Psychology of Education
3		**CC M.A.Ed.03**	Curriculum Design and Development
4		**CC M.A.Ed.04**	ICT in Education
5			
EFLECTIVE GROUP A			**ELECTIVE COURSES A**
1			
2			
3			
ELECTIVE GROUP B			**ELECTIVE COURSES B**
1			
2			
3			
OPTIONAL **GROUP B**			**ELECTIVE COURSES B**
1			
2			
3			
SKILL BASED **GROUP B**			**ELECTIVE COURSES B**
1			
2			
3			

NOTE: PLEASE TICK AS APPLICABLE.

UG/**PG**   FACULTY: Interdisciplinary

NAME OF DEGREE: **M.A.Ed.**   SUBJECT:**Education**

SUBJECT CODE: TYPE: ANNUAL / CBSGS (OLD)/ **CBCS**
From 2021-2022

WITH EFFECT FROM: **2021-22**

SEMESTER **2**(Please fill the details separately for sem. 1 and sem. 2)

CORE COURSES	Paper Code (FOR EXAM HOUSE OFFICE USE ONLY)	COURSE CODE	TITLE OF COMPULSORY / CORE COURSES
1		CC M.A.Ed.05	Advanced Sociology of Education
2		CC M.A.Ed.06	Research Methodology in Education
3		CC M.A.Ed.07	Teacher Education
4		CC M.A.Ed.08	Quality Management in Higher Education
5			
EFLECTIVE GROUP A			ELECTIVE COURSES A
1			
2			
3			
ELECTIVE GROUP B			ELECTIVE COURSES B
1			
2			
3			
OPTIONAL GROUP B			ELECTIVE COURSES B
1			
2			
3			
SKILL BASED GROUP B			ELECTIVE COURSES B
1			
2			
3			

NOTE: PLEASE TICK AS APPLICABLE.

UNIVERSITY OF MUMBAI

SUMMARY OF COURSES AND CREDIT FOR MASTER OF ARTS
M.A. (Education) Programme 2021-22

Components	Courses	Credits
Core Courses	1. Advanced Philosophy of Education 2. Advanced Psychology of Education 3. Curriculum Design and Development 4. ICT in Education 5. Advanced Sociology of Education 6. Research Methodology in Education 7. Teacher Education **8.** Quality Management in Higher Education	**48**

M.A. (Education) Programme 2021-22

Courses	Credits	External Marks	Internal Marks	Total Marks
Semester- I				
Advanced Philosophy of Education	06	60	40	100
Advanced Psychology of Education	06	60	40	100
Curriculum Design and Development	06	60	40	100
ICT in Education	06	60	40	100
Total	**24**	**240**	**160**	**400**
Semester- II				
Advanced Sociology of Education	06	60	40	100
Research Methodology in Education	06	60	40	100
Teacher Education	06	60	40	100
Quality Management in Higher Education	06	60	40	100
Total	**24**	**240**	**160**	**400**

CORE COURSE 1

ADVANCED PHILOSOPHY OF EDUCATION

Theory: 60   Internals: 40   **Total Marks =100**
Total Credits= 6

Course Objectives
1. To develop an understanding of Philosophy and Education

2. To critically evaluate the Indian philosophies

3. To develop an understanding of Philosophical Perspectives of Education

4. To critically analyse the thoughts of Indian thinkers and thoughts of Education

5. To understand post modernism and education

Module 1: Understanding Philosophy & Education   **Credits: 2**

Unit 1: Philosophy and Education

   a) Branches of Philosophy- Epistemology (Theory of Knowledge), Metaphysics,
        Axiology, Ontology
   b) Nature, Scope & Functions of Philosophy of Education
   c)   Relationship between Philosophy and Education (Aims, Curriculum, Teaching
        Learning Process, Evaluation)

Unit 2: Indian Philosophies

   a) Educational Implications of the following Conventional Schools of Indian Philosophy
        i) Vedic
        ii) Yoga

   b) Educational Implications of the following Heterodox Schools Of Indian Philosophy
        i) Buddhism
        ii) Jainism

   c) Educational implications of Islamic and Christianity Thoughts

Unit 3: Philosophical perspectives of Education

    a) Essentialism &Perennialism
    b)Pragmatism & Naturalism
    c)Humanism& Existentialism

Module 2: Educational Thinkers and Thoughts on Education   Credits: 2

**Unit 4: Educational Implications from the contribution of the Eastern
          Thinkers**

  a) Dr. Zakir Hussain
  b) Sri Aurobindo Gosh
  c) Jiddu Krishna Murthy

**Unit 5: Educational Implications from the contribution of the
          Western Thinkers**
  a) Plato
  b) Karl Jaspers
  c) Paulo Freire

Unit 6: Postmodernism & Education:

  a) Concept of Postmodernism
  b) Education in the Postmodern era (Regarding postmodernism, the aims of education are
     teaching critical thinking, production of knowledge, development of individual and
     social identity, self-creation.)
  c) Educational Challenges in post-modern era

Module 3: Internal Assignment: Credits:2

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim- Experiential Learning /Open Book Assignment/ Class test	10

References :
- Aggarwal, J. C., Great Philosophers and Thinkers on Education,
- (2006), Shipra Publications, Delhi.
- Dr. Hussain Zakir, Educational Reconstruction in India, (1969),Director, Publications
  Division, Government of India Press,Faridabad.
- Singh, R. P., Zakir Hussain: Dynamics of Indigenous Education,(1968), Sterling
  Publishers (P) Ltd. Delhi.
- Chakraborty A. K.(2003)." Principles and Practices of Education."Meerut, Lal Book
  Depot.
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  Delhi, Shipra Publication.
- Seetharamu, A. S. (1989). Philosophy of Education. New Delhi, Ashish Publishing
  House.

- Taneja, V. R. (2000). " Educational Thought and Practice." New Delhi,Sterling.
- Macquarrie, J. (1968) : Existentialism, Pelican Book.
- Chaube S.P. &Chaube A. (1996) : Foundations of Education, Publishing House, New Delhi.
- Chandra S.S. & Sharma R.K. (2004) : Philosophy of Education, Atlantic Publishers.
- Aggarwal, S., (2007), Philosophical Foundations of Education, AuthorPress, New Delhi.
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- Joshi, S. (2006), Great Indian Educational Thinkers, Authors' Press, New Delhi.
- Mishra P.K. & Dash P.C. (2010), An introduction to Philosophical and Sociological Foundations of Education, Mangalam Publications Delhi.
- Pandey R.S.,(1997), East-West Thoughts on Education, Horizon Publications, Allahabad.
- Shehsad, A., (2006), Educational thinkers of India, Amol Publications Pvt. Ltd. New Delhi.
- Shukla, C. S., Shaida B. D. and Safaya R. N.(2008), Teacher in Emerging Indian Society, Dhanpatrai Publishing Co. (P) Ltd, New Delhi.
- Krishnamurti Foundation The "official" Krishnamurti site
- Krishnamurti, Jiddu (1974) On Education, Pondicherry, India: All India Press.
- Krishnamurti, Jiddu (1975) Dialogue on Education, at Ojai.
- Krishnamurti, J.(1953c) Education and the Significance of Life, London :Victor Gollancz Ltd.
- Sharma R. 2000, Textbook of Educational Philosophy Kanishka Publishers, New Delhi.
- Sinha K., 1995, Education Comparative Study of Gandhi and Freire, Commonwealth Publishers, New Delhi.
- References: On-line Sources:
- Encyclopedia of Philosophy of Ed.:
- www.educao.pro.br/;links.htm
- The Center for Dewey Studies:
- www.siu.edu/~dewyctr/
- Stanford Encyclopedia of Philosophy:
- www.plato.stanford.edu/
- http://www.objectivistcenter.org/cth--409-FAQ_Philosophy.aspx
- https://www.slideshare.net/arnieariasvalera/postmodernism-in-education

Theory: 60   Internals: 40   **Total Marks 100**
                                                                   Total Credits= 6

Course Objectives

1. To develop an understanding of educational Psychology

1. To critically evaluate the theories of learning

2. To develop an understanding of learner dynamics

3. To develop an understanding of learner diversity

4. To address the individual differences in the classroom

5. To apply models of teaching for effective teaching and learning

6. To develop an understanding of metacognition and development of self and identity

Module 1 -Application of Educational Psychology for Learning Credits 2

Unit -1- Fundamentals in Educational Psychology

 a) Psychology and Educational Psychology- concept, meaning and definition
 b) Contribution of Educational Psychology to the learning process
 c) Scope of educational psychology- the teacher, the learner, the learning environment and the learning resources

Unit-2 Critical Understanding of theories of Learning

a) Behavioral views: Classical Conditioning (I. Pavlov), Operant Conditioning (B.F. Skinner)
b) Cognitive views: Learning by discovery (Jerome Bruner) Information Processing (David Ausubel)
c) Social Learning (Albert Bandura) and Social Constructivism (L Vygotsky)

Unit-3 Understanding Learner Dynamics

   a) Learning Styles-Kolb's Learning Style
   b) Thinking Styles- - Sternberg's Thinking Styles
   c) Mental health and Mental hygiene, Defense Mechanisms

Module -2 Application of Educational Psychology for Teaching   Credits 2

Unit-4 Learner Diversity

   a) Personality- Theories of personality Western (cognitive -Ellis, humanistic -Berne) and Indian perspective (Vedic and Buddhist)

b) Intelligence - cognitive (J.P. Guildford, Emotional Intelligence and Multiple Intelligence

c) Creativity and Creative thinking contribution of E.D. Bono

Unit:5 Educational needs of differently abled children

a) Catering to Individual Differences- Cognitive exceptional children, physically exceptional children, socio-cultural exceptional children

b) Emotional and Behavioral disorders - Attention Deficit Disorder Attention Deficit Hyperactive Disorder, Disruptive Behaviour Disorder

c) Inclusive Education- concept of mainstreaming, integration and inclusion, need and importance of inclusive education in the Indian context

Unit 6: Teaching for Thinking and Self Development

a) Models of Teaching: Inductive Thinking by Hilda Taba, Synectics by William Gordan

b) Metacognition- Meaning, development and teaching for Metacognition

c) Development of self and identity, Carol Dweck Self-Theory and Daryl Bem Self-perception Theory

Module 3: Internal Assignment: **Credits:2**

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim- Experiential Learning /Open Book Assignment/ Class test	10

References

Bhatia, H. R. (1973). Elements of Educational Psychology, 5th edition, Orient Longman.

Bigge, M. L. (1982). Learning Theories for Teachers, (4th edition). New York, Harper and Row Publishers, P.P. 89-90.

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Dunn, R. (1983). Can students identify their own Learning Styles? Educational Leadership,40, P.P. 60-62.

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Kundu C.L. and Tutoo D.N. (1993) : Educational Psychology, Sterling Publishers Pvt. Ltd.

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Theory: 60   Internals: 40   **Total Marks 100**
                                                                        Total Credits= 6

Course Objectives

1. To explain the conceptual framework of Curriculum Development.

2. To analyse the bases of Curriculum Development.

3. To understand the conceptual framework and various Curriculum Design

4. To study the theories of Curriculum Development

5. To understand the Models of Curriculum Design

6. To analyse the current trends in Curriculum Development.

Module 1: Curriculum Development: A Conceptual Framework (Credits 2)

Unit 1. Concept, Process and Strategies of Curriculum Development

   a) Concept, Need & Principles of Curriculum
   b) Process of Curriculum Development
   c) Elements and Strategies of Curriculum Development

Unit 2. Foundations of Curriculum Development

   a) Philosophical, Sociological and Psychological bases of Curriculum Development
   b) Changing role of the teachers in transacting curriculum
   c) Role of SCERT, NCTE, NCERT in Curriculum Development –

Unit. 3 Curriculum Design

   a) Concept, Need and Significance of Curriculum Design
   b) Principles for Curriculum Design-Challenge and enjoyment, Breadth, Progression Depth , Coherence ,Relevance , Personalisation and choice
   c) Types of Curriculum Design- Subject centred, Learner centred, Problem centred

Module 2: Trends, Theories and Evaluation of Curriculum (Credits 2)

Unit 4: Theories and Curriculum Development

   a) Curriculum and Constructivism
   b) Curriculum and Critical Theory
   c) Curriculum and Poststructuralist Theory

Unit5.Models of Curriculum Design

a) Objectives model and the Process model,
b) Tyler's model,
c) Wheeler's model, Kerr's model

Unit6 : Current Trends in Curriculum Development

a) Autonomy and Curriculum Development.
b) Curriculum for Inclusion- Need, Importance and Challenges
c) E –learning and Curriculum Development

Module 3: Internal Assignment: Credits:2

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Constructivism/NaiTalim- Experiential Learning /Open Book Assignment/ Class test	10

References:

1. Bean, James A., Conrad F. Toepfer, Jr. and Samuel J. Alessi, Jr. (1986) Curriculum Planning and Development. Boston: Allyn and Bacon Inc.

2. Brady, Laurie (1992) Curriculum Development, New York, Prentice Hall

3. Dash, B. N. (2007) Curriculum planning and development. New Delhi, Dominant Publication

4. Diamond, Robert M. (1989) Designing and Improving Courses and Curricula in Higher Education : A Systematic Approach, California : Jossey – Bass Inc.

5. Khan, M.I. & Nigam, B.K. (1993) Evaluation and Research in Curriculum Construction. Delhi: Kanishka

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7. National Council of Educational Research and Training (1999). Special Issue on Curriculum Development. [Special issue]. Journal of Indian Education. 25(3)

8. NCTE (2009) National curriculum framework for teacher education. New Delhi: NCTE

9. NCTE. (2009). National curriculum framework for teacher education. New Delhi: NCTE

10. NCERT. (2005). National curriculum framework. New Delhi: NCERT.

11. NCERT. (2005). Position paper on teacher education for curricular renewal. New Delhi: NCERT.

12. National Education Policy 2020, MHRD, Government of India.

13. Reddy, B. (2007). Principles of curriculum Planning and development. New Delhi: Arise Publishers & Distributors.

14. Taba, Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace Jovanovich.

15. Tyler, Ralph W. (1974) Basic Principles of Curriculum and Instruction. Chicago, the University of Chicago Press.

Suggested Readings:

- Aggarwal, D. (2007). *Curriculum development: Concept, methods and techniques.* New Delhi: Book Enclave.

- MHRD. (1986/1992). National policy of education, 1992: Modification and their POA's. New Delhi: MHRD, Department of Education.

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- Bhalla,N. : Curriculum Development

- Arora, G.L.: Curriculum and Quality in Education

- Biswas, N.B.: Curriculum studies

ICT IN EDUCATION

Theory: 60   Internals: 40   **Total Marks 100**
                                                             Total Credits= 6

Course Objectives

1. To explain the conceptual framework of Information and Communication Technology in Education

2. To apply the learning theories in ICT enabled Teaching-Learning Process

3. To study the emerging Trends in the ICT enabled Teaching-Learning Process

4. To study the various Instructional Designs

5. To understand the development of various Instructional Design

6. To study and understand the online resources and ethical practices in ICT enabled Teaching-Learning Process

Module 1: Information and Communication Technology in Education   Credits: 2

Unit 1: Information and Communication Technology in Education

 a. Concept of Information, Communication and Educational Technology
 b. Role of ICT in Higher education and Teacher Education
 c. Application of ICT in Research

Unit 2: Theories and Psychological Principle in the ICT enabled Teaching-Learning Process

a. Application of Learning theories in E-learning context: Constructivism and Connectivism
b. ICT enabled environment: Characteristics of e-learner and e-learning environment
c. Psychological principles of ICT enabled classroom learning

Unit 3: Emerging Trends in the ICT enabled Teaching-Learning Process

a. Massive Open Online Courses (MOOC)– Concept and Characteristics
b. E- Learning – Concept and Characteristics
c. Blended Learning – Concept and Application in the Classroom

Module 2: Instructional Design and Ethical Practices Credits: 2

Unit 4: Instructional Design

a. Concept of Instructional Design

b. Models of Instructional Design: ADDIE, Dick and Carey Model
c. Model of E-learning: Community of Inquiry (CoI) Model – Garrison and Anderson (2003)

Unit 5: Development of Instructional Design

a. Stages of development of Instructional design
b. Events of Instruction: Gagne's Nine Events of Instruction
c. Use of Media: Types of media, Choice of medias

Unit 6: Online Resources and Ethical Practices in ICT enabled Teaching-Learning Process

a. Online resources: Web 2.0 tools, Open Educational Resources, Digital evaluation tools
b. E-Learning Portals and database: e-Pathshala, SWAYAM, N List
c. Ethical Practices in ICT enabled Teaching-Learning Process: Copyright, Plagiarism, Creative Commons

Module 3: Internal Assignment: **Credits: 2**

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim- Experiential Learning /Open Book Assignment/ Class test	10

Suggested Books for Reading

1. Veletsianos, G. (Ed.). (2010). Emerging technologies in distance education. AU Press. Retrieved from https://www.aupress.ca/app/uploads/120177_99Z_Veletsianos_2010-Emerging_Technologies_in_Distance_Education.pdf
2. Naidu, S. (2016). E-Learning-A Guidebook of Principles, Procedures and Practices. CEMCA. Retrieved from http://dspace.col.org/bitstream/handle/11599/53/elearning_guidebook.pdf?sequence=1&isAllowed=y
3. Anderson, T. (Ed.). (2008). The theory and practice of online learning (2nd ed). AU Press. Retrieved from https://www.aupress.ca/app/uploads/120146_99Z_Anderson_2008-Theory_and_Practice_of_Online_Learning.pdf
4. Thyagarajan, R. (2016). ICT-Integrated-Teacher-Education.pdf. (n.d.). Commonwealth Educational Media Centre for Asia. Retrieved September 6, 2021, Retrieved from http://lcwu.edu.pk/ocd/cfiles/Professional%20Studies/PC%20/%20B.Ed.-205/2016_Panigrahi_ICT-Integrated-Teacher-Education.pdf
5. Wilson, B. G. (Ed.). (1996). Constructivist learning environments: Case studies in instructional design. Educational Technology Publications. Retrieved from https://web.stanford.edu/~roypea/RoyPDF%20folder/A85_Edelson_etal_96.pdf

6. Brown, A., & Green, T. D. (2016). The essentials of instructional design: Connecting fundamental principles with process and practice (Third edition). Routledge. https://ikhsanaira.files.wordpress.com/2016/05/the-essential-of-instructional-design.pdf
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1. Kanaya, T., Light, D. &Mcmillan Culp, K. 2005. Factors Influencing Outcomes from aTechnology-Focused Professional Development Program . Journal for Research inTechnology Education, 37, 313- 329.
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6. Rothwell, W. J., &Kazanas, H. C. (1998). Mastering the instructional design process: A systematic approach. San Francisco, CA: Jossey-Bass Publishers.
7. OECD. (2007). Giving Knowledge for Free: The Emergence of Open Educational Resources. OECD. https://doi.org/10.1787/9789264032125-en
8. McGreal, R., Kinuthia, W., & Marshall, S. (2013). *Open educational resources: Innovation, research and practice*. Commonwealth of Learning and Athabasca University. https://www.oerknowledgecloud.org/archive/pub_PS_OER-IRP_web.pdf

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Theory: 60   Internals: 40   **Total Marks 100**
                                                                 Total Credits= 6

*Course Objectives***:**

1.To develop the understanding of the basic concepts of Sociology and Education

2. To create awareness of the various theoretical approaches to Sociology of Education

3. To create the awareness of basic concepts of Multicultural Education, Peace Education and

Human rights Education

4. To critically analyze the various perspectives of education

5. To understand the need for various perspectives of education

**Module 1:Fundamentals and Theoretical Approaches to Sociology of Education
Credits: 2**
Unit 1 Society and Education
   a) Meaning and Scope of Sociology of Education and Educational Sociology
   b) Distinction between Educational Sociology and Sociology of Education
   c) Concept, Types and Functions of Social Institutions

Unit 2 Theoretical Approaches to Sociology of Education
   a) Symbolic Interactionism Theory –George Mead
   b) Structural Functionalism –Talcott Parsons
   c) Conflict Theory- Karl Marx
Unit 3 Multicultural Education

   a) Meaning and Concept of Multicultural Education
   b) Characteristics, goals and dimension of Multicultural Education
   c) Principles of Teaching and Learning in a Multicultural Society

Module 2: Emerging Perspectives of Education   Credits: 2

Unit4 Human Rights Education
   a. Nature, Meaning and Concept of Human Rights & Human RightsEducation
   b. Types of Human Rights
   c. Model of Human Rights Education- Value and Awareness, Accountability and
      Transformational
Unit 5   Entrepreneurship in Education
   a) Entrepreneurship in Education- Concept, Need and Significance
   b) Educating about, for and through entrepreneurship Value creation as the common core
      of entrepreneurial education
   c) Entrepreneurship Competencies- Cognitive (Knowledge,Skills) and Non-Cognitive
      (Attitudes),Benefits of Education for Entrepreneurs

Unit 6 Social Stratification, Mobility and Modernisation

a) Concept and Types of Social Stratification
b) Concept, and Types of Social Mobility- Factors affecting Education in relation to Social Stratification and Social Mobility with special reference to Indian Society.
c) Concept of Modernisation: Individual and Societal Modernity, Role of Education in Modernisation.

Module 3: Internal Assignment: **Credits: 2**

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim- Experiential Learning /Open Book Assignment/ Class test	10

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- Singh, Y. K. (2009) Sociological Foundation of Education. New Delhi: A.P.H Publishing Corporation.

- Sodhi, T.S. & Suri, A. (2003) : Philosophical and Sociological Foundation of Education.

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- Bird, B. 1995. Towards a theory of entrepreneurial competency. Advances in entrepreneurship, firm emergence and growth, 2, 51-72.

Theory: 60   Internals: 40   **Total Marks 100**
                                                        Total Credits= 6

Course Objectives

a. To explain the conceptual framework of educational research
b. To explain the conceptual framework of researchdesign
c. To explain the types of variables and hypotheses in research.
d. To explain the types of research
e. To understand the various tool and techniques in research.
f. To explain how to write a research report.

Module I: Educational Research and Research Design   **Credits: 2**

Unit 1: Educational Research
  a) Educational Research: Meaning, Scope of Educational Research, Types of Research: Fundamental, Applied and Action Research
  b) Ethical considerations in Educational Research: Sources Acquiring Knowledge, Scientific Method, Difference between Research Method and Research Methodology
  c) Research proposal: Meaning and Components of Research Proposal

Unit 2: Research Design

  a) Research Design: Meaning, Definition, Purpose and Components of Research Design
  b) Population and Sample: Concept, Sampling: Techniques of sampling, Types Probability and Non-Probability Sampling
  c) Review of Related Literature – Purpose, Need and Organization

Unit 3: Variables and Hypotheses

  a) Variables: Meaning, Types of variables (Independent, Dependent, Extraneous, Intervening and Moderator), Controlling Extraneous and Intervening Variables
  b) Hypothesis: Concept, Sources of hypothesis and Types of hypotheses (Research, Directional, Non-Directional, Null, Statistical and Question form)
  c) Formulating Hypothesis: Characteristics of a good Hypothesis, Testing of Hypothesis, Significance of Test, Errors in Testing of Hypothesis

Module II: Paradigm, Tools and Data Analysis in Research   **Credits: 2**

Unit 4: Quantitative and Qualitative Research

  a) **Quantitative Research**: Concept, Types: Descriptive Research, Co-relational Research, Causal-Comparative Research, Experimental Research, Survey Research
  b) **Qualitative Research**: Concept, Types: Ethnography, Case Study and Historical research
  c) **Experimental Designs**:

i.   Types: Pre-experimental design, Quasi-experimental design and True experimental design
ii. Internal and External Experimental Validity, Factorial Design, Nested Design, Single Subject Design

Unit 5: Tools and Techniques of Research

a)   Types of Measurement Scale and Research Tools
b)   Types of Tools - Rating scale, Attitude scale, Opinionnaire, Questionnaire, Checklist, Semantic Differentiate scale, Psychological Test, Inventory and Observation
c)   Steps of Preparing a Research Tool – Validity and Reliability: Concepts and Types method of estimating reliability, Item Analysis: Steps involved in Item – Analysis

Unit 6: Data Analysis and Report Writing

a)   Quantitative Data Analysis -
i.   Parametric Techniques, Non- Parametric Techniques, Conditions for using parametric and non-parametric techniques
ii. Data Analysis: Descriptive data analysis: Measures of central tendency, variability, fiduciary limits and graphical presentation of data), Inferential data analysis: Correlation, t-test, z-test, ANOVA, Critical ratio for comparison of percentages and chi-square (Equal Probability and Normal Probability Hypothesis), Interpretation of result
b)   Qualitative Data Analysis: Data Reduction and Classification, Analytical Induction and Constant Comparison.
c)   Research Reporting: Types of Research Report, Format and Bibliography, Evaluation of Research Report, Purpose of research reporting.

Module 3: Internal Assignment: Credits: 2

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim- Experiential Learning /Open Book Assignment/ Class test	10

Suggested Readings

1.   Langenbach, M., Vaughn, C., &Aagaard, L. (1994). An introduction to educational research. Allyn and Bacon.
     https://niepid.nic.in/AN%20INTODUCTION%20TO%20EDUCATIONAL%20RESEARCH.pdf
2.   Kahn, J. V. (1998). Research in Education. Allyn and Bacon.
     https://ww2.odu.edu/~jritz/attachments/reined.pdf

3. Lodico, M. G., Spaulding, D. T., &Voegtle, K. H. (2006). Methods in educational research: From theory to practice. Jossey-Bas. http://stikespanritahusada.ac.id/wp-content/uploads/2017/04/Marguerite_G._Lodico_Dean_T._Spaulding_KatherinBook Fi.pdf
4. Campbell, D. T. & Stanley, J. C. (1963). Experimental and Quasi-Experimental Designs for Research.. Chicago: Rand McNally.
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6. Ragin, C. C. (1994)Constructing Social Research: The Unity and Diversity of Method. Pine Forge Press,
7. Strauss, A. and Corbin, J. (1990) Basics of Qualitative Research. Grounded Theory Procedures and Techniques. Newbury Park, CA: Sage.

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1. Fisher, R. A. (1959). Statistical Methods & Scientific Inference. New York: Hafner Publishing.
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6. Best, J.W. & Kahn, J.V. (1993): Research in Education; 7th Ed. Prentice Hall of India Pvt., Ltd., New Delhi.
7. Kulbir Singh Siddhu (1992), Methodology of Research in Education, Sterling Publishers Private Limited pg, 252

CORE COURSE VII

TEACHER EDUCATION

Theory: 60   Internals: 40   **Total Marks 100**
                                                                       Total Credits: 6

Core Objectives:

1. To explain the conceptual framework of Teacher Education.
2. To understand Teacher Competencies.
3. To study the various agencies of Teacher Education
4. To create awareness of Innovative Practices in Teacher Education
5. To explain Profession and Professionalism in Teacher Education
6. To study various issues in Teacher Education

Module ITeacher Education: Concept, Practicum and Agencies   Credits: 2

Unit 1: Concept of Teacher Education

   a) Meaning, Nature, Need of Teacher Education.
   b) Scope and Objectives of Pre-service and In-service Teacher Education
   c) Futuristic Views of Teacher Education. (Preparation of Teachers for Special Schools, Inclusive Classrooms and the Global Context

Unit2:Managing Practicum in Teacher Education

   a) Integration of theory of Practice
   b) Organization, Observation, Supervision and Assessment of Practice Teaching
   c) Principles and Organization of Internship, Concept and Types of feedback to Student Teachers.

Unit 3:Agencies of Teacher Education

   a) Agencies of Teacher Education at the State Level and their Role and Functions- State Institute of Education (SIE), SCERT, State Board of Teacher Education (GBTE), University Department of Education, S.S.A.
   b) Agencies of Teacher Education at the National Level and Their Role and Functions – UGC, NUEPA, NCTE, NCERT, RMSA.
   c) Agencies of Teacher Education at the International Level and Their Role and Functions- UNESCO.

Module II Teacher Education: Innovations, Professionalism and Issues Credits: 2

Unit 4: Innovations in Teacher Education

   a) Models of Teacher Education- Behavioristic, Competency-based and Inquiry Oriented Teacher Education Models.
   b) Reflective Teaching – Meaning and Strategies for Promoting Reflective Teaching
   c) Innovative Practices in Teacher Education: Need, Significance, Types-Activity based Learning, Experiential Learning, Cooperative and Collaborative Learning

Unit 5: Teacher Education as a Profession

a) Professionalism: Concepts, Dimensions, Professional Ethics and Code of Conduct.
b) Performance Appraisal of Teachers 360- Self, Principal, students, colleagues and stakeholders
c) Research in Teacher Education- Areas, Trends, Implications.

Unit 6: Issues in Teacher Education

a) Quality Management of Teacher Education
b) Globalization, Privatization and Autonomy in Teacher Education
c) Issues in Special Education and Integrated Teacher Education

Module 3: Internal Assignment: **Credits: 2**

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim- Experiential Learning /Open Book Assignment/ Class test	10

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2. Bartlett, L. D. and Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
3. Chaote, J. S. (1991). Successful Mainstreaming, Allyn and Bacon
4. Choate, J. S. (1997). Successful Inclusive Teaching. Allyn and Bacon
5. Daird, P. (1980). Curriculum Design and Development. New York: Harcott Brace.
6. Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities, Florida: Harcourt Brace and Company
7. Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Pub.
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9. Gartner, A. &Lipsky, D. D. (1997) Inclusion and School Reform Transferring America's Classrooms, Baltimore: P. H. Brookes Publishers.
10. Aggarwal,JC. (2004) Development of Education in India, Delhi, Shipra Publications

Suggested Reading

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२) पंडीतबी.बी, पाटीलनलिनी, मोरेलता (२००९), शिक्षकशिक्षण,नागपूर, पिंपळापुरेऑण्ड कं.पब्लिशर्स

३) दूनाखेअरविंद (२००९), शिक्षकप्रशिक्षण,पूणे,नित्य नूतनप्रकाशन

४) चिंचोलीकरकृत्तिका, जाधवरवि (२०१०),पूणे, नित्य नूतनप्रकाशन

५) कक्कडगुरूप्रसाद, गायकवाड शशी, (२००८), पूणे, नित्य नूतनप्रकाश

SEMESTER II
CORE COURSE VII
QUALITY MANAGEMENT IN HIGHER EDUCATION

Theory: 60   Internals: 40   **Total Marks 100**
                                                                    Total Credits: 6

Course Objectives:

1. To explain the Quality in Education.
2. To understand Quality Management in Education.
3. To understand the process of Quality Management in Higher Education
4. To analyze the Models of Quality Management in Higher Education
5. To identify the strategies for Quality improvement in Higher Education
6. To study the challenges of Quality Management in Higher Education

Module I – Fundamentals of Quality Management in Higher EducationCredits:2

Unit 1 Quality in Education

a) Concept of Quality and Quality in Education: Indian and International perspective
b) Concepts of Quality Learning Environments, Quality Teaching, Quality Learners, Quality Processes, Quality Curriculum
c) Assessment and Accreditation: Meaning, Objectives, Relation between Assessment and Accreditation

Unit 2 Quality Management: The Contexts

a) Quality Management: Concept, Need and Significance
b) Quality Management Principles and areas
c) Quality systems in education :The seven parameters (NAAC)

Unit 3 Understanding the Process of Quality Management in Higher Education

a) Quality Dimensions in Higher Education
b) Quality improvement processes- Program Educational Objectives   (PEO) Program outcomes (PO) Course outcomes (CO) ...
c) Contemporary Perspectives on Higher Education Quality Management,Benefits of the Quality Management Process

Module -2 Attaining Quality Management goals   Credits:2

Unit4 Quality Management Models in HEIs

a) Total Quality Management
b) Malcolm Baldridge award,Six Sigma
c) ISO 9000 series

Unit5 Higher Education Quality Improvement Strategies

a) Professional Integrity for Educational Quality in Management Sciences
b) Quality Management and Academic Leadership

c) Best Practices in Higher Education for Quality Management- Identification, Implementation, Institutionalization, Internalization and Dissemination

Unit 6: Challenges in Quality Management in Higher Education

a. Culture, leadership, commitment and job satisfaction as antecedents of higher education service quality
b. Assessing service quality within the educational environment.
c. Role of research and Collaboration in Quality Management in Higher Education

Module 3: Internal Assignment: Credits: 2

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim- Experiential Learning /Open Book Assignment/ Class test	10

References

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Quality Assurance in Higher Education, Yilmaz Cihad İslam, ISBN: 9798593417022

Quality in Higher Education MazumderQuamrul H, Pen & Publish, Inc. ISBN: 9781941799536, 1941799531

Quality Improvement in Education, Taylor & Francis Ltd. ISBN: 9781138577220, 9781138577220

Quality Management Principles and Policies in Higher Education

https://www.intechopen.com/chapters/33264