



# **CURRICULUM FRAMEWORK & SYLLABUS**

**FOR THE MA EDUCATION (DEVELOPMENT EDUCATION) PROGRAM  
(2024-25)**

**SMT. KAPILA COLLEGE OF EDUCATION(AUTONOMOUS)  
(RELIEF ROAD,SANTACRUZ (WEST)  
MUMBAI-54**

## **Acknowledgement**

We deeply appreciate each member of the Curriculum and syllabus writing team for the M.A. Education (Development Education) program to be launched from 2024-25. KKCE acknowledges the diligence and meticulous attention to detail that has resulted in a well-crafted structured curriculum that will result in a post-graduation with a difference.

Our heartfelt gratitude to Dr. Subbalakshmi Kumar an educationist for her leadership in conceiving and constructing the curriculum design and the syllabus for the M.A Education (Development Education) program in a holistic manner and coordinating with other curriculum experts to design and deliver the syllabus relevant to the Development Education perspective. We owe appreciation and gratitude to external experts: Dr. Gomati Shah, Dr. Nishiveta Jayendran, Dr. Anusha Ramanathan , CETE, TISS , Mumbai and , Dr. Radha Kolhatkar (our alumnus) for contributing to the elective papers.

The ability to navigate the complexities of diverse subject matters of all core papers has resulted in a syllabus that not only meets academic standards but also fosters a stimulating and inclusive learning environment

**With sincere gratitude,**

Principal and Faculty

Smt. Kapila Khandvala College of Education

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# CURRICULUM FRAMEWORK FOR THE MA EDUCATION (DEVELOPMENT EDUCATION) PROGRAM

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## INTRODUCTION

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We are pleased to present the curriculum framework for the MA Ed (Dev Ed) program. This document focuses on outlining the complete content, topics, and objectives, learning outcomes, syllabus, teaching units, internal assessments and references covered within the program.

The framework has been carefully developed in accordance with the guidelines set forth by the University Grants Commission (UGC), ensuring according to the New Education Policy (2020) that even if the program is completed within a year, it stands as a comprehensive, standalone offering. Additionally, special attention has been given to the research component, which has been strategically spread across three semesters to provide a solid foundation for students.

### Research Integration:

Unlike conventional approaches that reserve the research journey for the final semester, we have incorporated research elements throughout the program to enhance students' understanding and preparation. Recognizing that research may be a new experience for many students at the graduate level, our aim is to provide comprehensive support and ensure a firm foundation in research methodologies. This approach emphasizes the significance of addressing research skills within the curriculum.

### Expert Involvement and Course Finalization:

The curriculum development process has involved valuable input from subject matter experts, resulting in the incorporation of their suggestions into several courses. However, we acknowledge that finalizing course details with all experts is still pending, which will be promptly addressed during the third phase of the

project. This collaborative approach guarantees a well-rounded and refined curriculum that aligns with the latest advancements in the field.

#### Status of CORE and Elective Courses:

The CORE courses, having incorporated the suggestions from experts, have been finalised and done. However, for the Elective courses, discussions with relevant experts from various fields are essential to incorporate their valuable insights. These discussions will further enrich the curriculum and ensure its relevance and comprehensiveness.

#### Stand-alone offering

In accordance with the guidelines set forth by the University Grants Commission (UGC) according to the New Education Policy (2020), the program ensures that even if the program is completed within a year, it stands as a comprehensive, standalone offering.

In conclusion, this formal curriculum framework provides a comprehensive overview of the MA Ed (Dev Ed) program. It outlines the content, objectives, syllabus, teaching units and sub-units and reference and revised credit framework, ensuring compliance with UGC guidelines and addressing the specific needs of students. The incorporation of research elements and expert input further enhances the program's quality and prepares students for a successful academic journey.

We look forward to your feedback and collaboration as we strive to deliver an outstanding educational experience.

## **COURSES DEVELOPED FOR THE MA EDUCATION (DEVELOPMENT EDUCATION) PROGRAM**

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The following courses were developed by the curriculum experts and subject experts for the MA Education (Development Education) program:

<b>S. No</b>	<b>Course No.</b>	<b>Name of the Course</b>
<b>Core Courses</b>		
1	MADE-FC01	Understanding Education – Foundation Course
2	MADE-CC01	Education and Society
3	MADE-CC02	Philosophy and Education
4	MADE-CC03	Development Education and Education for Sustainability
5	MADE-CC04	Research Methods in Education and Social Sciences
6	MADE-CC05	Psychology of the Learner and the Teacher
7	MADE-CC06	Transformative Approaches in Curriculum Design and Pedagogy
<b>Elective Courses (3 out of 4)</b>		
8	MADE-EC01	Education for the Knowledge Economy
9	MADE-EC02	Diversity, Equity and Social Justice in Education
10	MADE-EC03	Education and Economic Development
11	MADE-EC04	The Education System – Players, Stakeholders & Beneficiaries
<b>Ability Enhancement Courses (1 out of 2)</b>		
12	MADE-AE01	Digital Pedagogy: Crafting Virtual Learning Experiences
13	MADE-AE02	Global Citizenship and Education – Policies & Practices
<b>Interdisciplinary Courses (1 out of 2)</b>		
14	MADE-ID01	Climate Change, Mitigation and Adaptation
15	MADE-ID02	Education, Conflict and Peace
<b>Project Based Course – Spread over 3 Semesters</b>		
16	MADE-RP01	Preparation of a Research Proposal – Project Work – Sem 2
17	MADE-RP02	Literature Review and Data Collection – Project Work – Sem 3
18	MADE-RP03	Data Analysis, Interpretations, Recommendations and Report Writing and Submission of Report – Project Work: Dissertation – Sem 4

## M.A. EDUCATION (DEVELOPMENT EDUCATION) CURRICULUM FRAMEWORK

The table below shows the allotment of credits and marks for all the courses.

Course No.	Courses	Credits from lectures /contact	Credits from out of class activities	Total Credits	External Marks	Internal Marks	Total Marks
<b>Semester- I (Core Courses)</b>							
MADE-FC01	Understanding Education - Foundation Course	4	2	6	60	40	100
MADE-CC01	Education and Society	4	2	6	60	40	100
MADE-CC02	Philosophy and Education	4	2	6	60	40	100
MADE-CC03	Development Education and Education for Sustainability	4	2	6	60	40	100
<b>Total for Sem I</b>		<b>16</b>	<b>8</b>	<b>24</b>	<b>240</b>	<b>160</b>	<b>400</b>
<b>Semester- II (Core Courses)</b>							
MADE-CC04	Research Methods in Education and Social Sciences	4	2	6	60	40	100
MADE-CC05	Psychology of the Learner and the Teacher	4	2	6	60	40	100
MADE-CC06	Transformative Approaches in Curriculum Design and Pedagogy	4	2	6	60	40	100
MADE-RP01	<b>Project-based Course</b> (Preparation of a Research Proposal)	1	2	3	25	75	100
<b>Total for Sem II</b>		<b>13</b>	<b>8</b>	<b>21</b>	<b>205</b>	<b>195</b>	<b>400</b>
<b>Semester- III (Elective Courses) (Any Three from Four)</b>							
MADE-EC01	Education for the Knowledge Economy	4	2	6	60	40	100
MADE-EC02	Diversity, Equity and Social Justice	4	2	6	60	40	100
MADE-EC03	Education and Economic Development	4	2	6	60	40	100
MADE-EC04	The Education System - Players, Stakeholders and Beneficiaries	4	2	6	60	40	100
MADE-RP02	<b>Project-based Course</b> (Preparation of a Literature Review and Description of Research Methodology)	1	2	3	25	75	100
<b>Total for Sem III - (Any three from four)</b>		<b>13</b>	<b>8</b>	<b>21</b>	<b>300</b>	<b>200</b>	<b>500</b>
<b>Semester- IV (One ability enhancement course, one interdisciplinary/crossdisciplinary course and one project based course)</b>							
<i>Ability Enhancement Courses (Select any one)</i>							
MADE-AE01	Digital Pedagogy: Crafting Virtual Learning Experiences	4	2	6			
MADE-AE02	Global Citizenship and Education - Policies and Practices				60	40	100
<i>Interdisciplinary Courses (Select any one)</i>							
MADE-ID01	Climate Change, Mitigation and Adaptation	4	2	6			
MADE-ID02	Education, Conflict and Peace				60	40	100
MADE-RP03	<b>Project based course</b> (Submission of Complete Dissertation Report )	1	3	4	25	75	100
<b>Total for Sem IV</b>		<b>9</b>	<b>7</b>	<b>16</b>			
<b>Total</b>		<b>51</b>	<b>31</b>	<b>82</b>	<b>890</b>	<b>710</b>	<b>1600</b>