

GURU KASHI UNIVERSITY



**MA (Educational Administration and
Leadership)**

Session: 2024-25

Department of Education

M.A. Graduates Attributes

The graduates will excel in independent educational research; design robust studies, collect diverse data using surveys, interviews, or observations, and analyze it using advanced qualitative and quantitative techniques; draw meaningful conclusions, contributing to the field's knowledge base. MA Education programs provide in-depth knowledge and expertise in the subject area like Philosophy, psychology and sociology and allowing students to become specialists in their field. It can lead to increased job opportunities and career advancement, particularly in fields such as education, social sciences, humanities, and fine arts.

Program Learning Outcomes

After completion of the program, students will be able to:

- Apply the specialized knowledge of philosophical, sociological, and psychological bases of education to set the context of the teaching profession.
- Adapt human behaviour and personality, and enhance the capability to apply this knowledge and understanding to guide the learners to learn efficiently and effectively.
- Develop an understanding of national and international perspectives about educational theory and practice to enable the learners to visualize the interlink ages and dependency among different educational systems.
- Construct the knowledge and skills to deal with the issues related to teacher education and the education of diverse groups.
- Relate knowledge and understanding on the process of educational resources, aptitude and skills in conducting research in specialized areas of education to generate knowledge or critically evaluate existing knowledge.
- Build the knowledge & skills to deal with Issues related to environment and sustainable development, gender equality etc. and respond to emerging issues by applying critical, constructive and creative thought process.
- Utilize the knowledge of educational administration & management and leadership to create and manage the organization's teaching environment.

Programme Structure of M.A. Education (Leadership and Administration)

SEMESTER - I						
Course Code	Course Title	Type of Course	L	T	P	Credits
MAL101	Philosophical Foundation of Education	Core	4	0	0	4
MAL102	Psychology of Teaching and Learning	Core	4	0	0	4
MAL103	Methodology of Educational Research and Statistics	CF	2	0	0	2
MAL104	Communication Skills	Skill Based	2	0	0	2
MAL105	Educational Entrepreneurship	Entrepreneurship	2	0	0	2
Discipline Elective Group-I (Select any one of the following)						
MAL106	Foundations of Education Leadership	DE	3	0	0	3
MAL107	Leadership Theory and Practice in Education	DE				
Discipline Elective Group-II (Select any one of the following)						
MAL108	Human Resource Management in Education	DE	3	0	0	3
MAL109	Educational Policy and Advocacy in the 21st Century	DE				
Open Elective Course						
XXX	XXX	Open Elective	2	0	0	2
Total			22	0	0	22

Open Elective Course						
OEC112	Continuous and Comprehensive Evaluation	Open Elective	2	0	0	2

MA (Educational Administration and Leadership) (MAL24)

SEMESTER - II						
Course Code	Course Title	Type of Course	L	T	P	Credits
MAL201	Sociological Foundation of Education	Core	4	0	0	4
MAL202	Advanced Educational Psychology	Core	4	0	0	4
MAL203	Historical Perspectives of Indian Education	CF	2	0	0	2
MAL204	Ethics in Research	Elective Foundati on	2	0	0	2
MAL299	XXX	MOOC	--	--	--	2
Discipline Elective (Select any one of the following)						
MAL205	Pedagogical Leadership in Education	DE	3	0	0	3
MAL206	Transformational Leadership	DE				
Discipline Elective (Select any one of the following)						
MAL207	Change Management in Education	DE				
MAL208	Community and Stakeholder Engagement	DE	3	0	0	3
Value Added Course						
MAL209	Education for Sustainable Development	Value Added	2	0	0	2
Total			20	0	0	22

MA (Educational Administration and Leadership) (MAL24)

SEMESTER - III						
Course Code	Course Title	Type of Course	L	T	P	Credits
MAL301	Equity, Diversity, and Inclusion in Education	Core	4	0	0	4
MAL302	Crisis Management and Resilience in Education	Core	4	0	0	4
MAL303	Research Proposal Development	Research Skill	0	0	8	4
Discipline Elective Group-I (Select any one of the following)						
MAL304	Global Trends in Education Leadership	DE	3	0	0	3
MAL305	Enhancing Leadership Skills Through Emotional Intelligence	DE				
Discipline Elective Group-II (Select any one of the following)						
MAL306	Educational Administration and Management	DE	3	0	0	3
MAL307	Technology Integration in Higher Education	DE				
MAL399	XXX	MOOC	-	-	-	2
Value Added Course						
MAL308	Ethical Leadership in Education	Value Added	2	0	0	2
Total			16	0	8	22

MA (Educational Administration and Leadership) (MAL24)

SEMESTER - IV						
Course Code	Course Title	Type of Course	L	T	P	Credits
MAL401	Guidance and Counselling	Core	4	0	0	4
MAL402	Dissertation Work	Research Skill	0	0	0	6
MAL403	Dissertation Viva		0	0	0	2
MAL404	Community Participation Project	ABE	0	1	4	3
Discipline Elective Group-I (Select any one of the following)						
MAL405	Manpower Planning and Finance	DE	3	0	0	3
MAL406	Financing of Education	DE				
Discipline Elective Group-II (Select any one of the following)						
MAL407	Diversity and Inclusion in Higher Education	DE	3	0	0	3
MAL408	Digital Leadership and Change	DE				
MAL409	Lifelong Learning	MD	-	-	-	3
Total			10	1	4	24
			64	1	12	90

Evaluation Criteria for Theory Courses

A. Continuous Assessment:	[25 Marks]
CA-1 Surprise Test (Two best out of three)	(10 Marks)
CA-2 Assignment(s)	(10 Marks)
CA-3 Term paper	(05 Marks)
B. Attendance	(5 marks)
C. Mid Semester Test-1	[30 Marks]
D. End-Term Exam	[40 Marks]

IOAOC

Semester I

Course Title: Philosophical Foundation of Education

Course Code: MAL101

L	T	P	Credits
4	0	0	4

Total Hours: 60

Course Outcomes

On the completion of the course the students will be able:

1. Explore the essence and fundamental concepts of Philosophy.
2. Investigate the goals and operational roles of Education within India's national Education framework.
3. Analyze the interconnectedness between Education and philosophy, and the consequential impact of philosophical principles on educational practices.
4. Examine the essence and breadth of philosophy.

Course Content

Unit I

15 Hours

Philosophy - Meaning, nature, definition, scope and functions, Relationship between philosophy and education, need of philosophy for human life.

Philosophical Foundations of Education: Concept, need and importance, fundamental thoughts and issues in philosophy

Branches- Metaphysics, epistemology, axiology, meaning, importance, and implications on education.

Unit II

15 Hours

Indian schools of Philosophy: Samkhya, Vedanta, Buddhism, and Jainism, these schools with special reference to objectives, curriculum, methodology, teacher-pupil relationship, and Educational Implications

Western Schools of Philosophy: Idealism, Naturalism, Realism, Pragmatism, Existentialism, these schools with special reference to objectives, curriculum, methodology, teacher-pupil relationship, and Educational Implications

Unit III

15 Hours

Modern Schools of philosophy: Logical Analysis, Logical Empiricism & Positive Relativism

Influence of Great Philosophers on Education: Socrates, Plato, John Dewey, Herbert Spencer, Mahatma Gandhi, Swami Vivekananda, and Rabindranath Tagore

Unit IV

15 Hours

Concept of education: Education as an investment, Education and modernization, education and global perspectives

Implications of globalization on the system of education.

Role of education for National integration and international understanding and Brotherhood.

Value Education: Meaning, Types, Purpose, importance, and educational implications of value education

Transactional Mode

Lecture, Video Based Teaching, Collaborative Teaching, Case Based Teaching, Case Analysis, Panel Discussion, Group Discussion, Demonstration, Project Based Learning, Team Teaching

Suggested Readings

- *Bhatia, Sudha and arin, Anupma: philosophical Foundation of Education in India, ABD, Jaipur,2004*
- *Bhatia, K.K: Education in Emerging Indian Society, Tandon publication, Patiala.*
- *Chadha, Satish C.: Philosophical & Sociological Foundation of Education, Raj Printers, Meerut.*
- *Chand, Tara: Development of Education System in India, Anmol Publications, new Delhi,2006*
- *Nandra, Inderdev Singh: Philosophical and Sociological and Economic bases of Education, 21st Century Publication, Patiala*
- *Sodhi, T.S., and Suri, Aruna: philosophical & sociological foundation of Education, Bawa Publishers, Patiala.*
- *Taneja, V.R.: Educational Thought & practice, sterling Pvt. Ltd., New Delhi.*

Course Title: Psychology of Teaching and Learning

Course Code: MAL102

L	T	P	Credits
4	0	0	4

Total Hours: 60

Course Outcomes

On the completion of the course the students will be able to

1. Define the concepts and principles, and delineate the scope of Educational Psychology.
2. Apply the methods of Educational Psychology to analyze and solve problems.
3. Describe the process of Growth and Development through stages and factors.
4. Analyze the meaning and concepts of Individual Differences in educational contexts.

Course Content

Unit I

15 Hours

Introduction to Educational Psychology: Definition and scope, Historical evolution of the field, Key theories and their contributors (e.g., John Dewey, Jean Piaget, Lev Vygotsky)
 Developmental Psychology in Education: Cognitive, Social, Moral and Emotional Development Stages and Implications for Learning,
 Learning Styles and Multiple Intelligences

Unit II

15 Hours

Theories of Motivation: Intrinsic vs. Extrinsic Motivation, Self-Determination Theory (Deci & Ryan), Expectancy-Value Theory (Eccles & Wigfield)
 Strategies to Enhance Student Motivation: Goal Setting and Feedback
 Creating a Growth Mindset (Dweck)
 Addressing Classroom Challenges : Dealing with Disruptive Behavior, Strategies for Inclusive Education, Managing Diverse Learning Needs.

Unit III

15 Hours

Assessment and Individual Differences: Designing and Implementing Assessments, Constructing Valid and Reliable Tests, Assessing Different Learning Outcomes (Cognitive, Affective, Behavioral), Use of Rubrics and Feedback
 Differentiated Instruction: Principles and Strategies for Differentiating Instruction, Adapting Teaching to Meet Diverse Needs, Case Studies and Practical Examples
 Action Research and Its Role in Educational Psychology

Unit IV

15 Hours

Teacher-Student Interaction: The Dynamics of Teacher-Student Relationships, The Role of Emotional Support and Its Impact on Learning, Strategies for Building Positive Teacher-Student Relationships

The Psychological Impact of Technology on Learning, Strategies for Integrating Technology into the Classroom, Evaluating the Effectiveness of Educational Technology

Transactional Mode

Lecture, Video Based Teaching, Collaborative Teaching, Case Based Teaching, Case Analysis, Panel Discussion, Group Discussion, Demonstration, Project Based Learning, Team Teaching

Suggested Readings

- Chouhan, S.S.: *Educational Psychology*, Vikas publication, Delhi 2002
- Mangal, S.K.: *Advanced Educational Psychology*, Second Edition, Prentice Hall of India Private Limited, New Delhi (2004)
- Meenakshi: *Foundation of Educational Psychology*, Publication Bureau Punjabi University Patiala (2009)
- Sharma, R.N and Sharma,R.K.: *Educational Psychology*, Atlantic Publisher,2006
- Singh, Agayajit: *Fundamental principles of Educational Psychology*, 21stCentury Publications, Patiala (2009)
- Sodhi, T.S.: *Psychological foundations of Education*, 1st Edition, Bawa Publications, Patiala 2004
- Woolf, Anita: *Educational Psychology*, 9thEdition, Pearson, New Delhi, 2011

Course Title: Methodology of Educational Research and Statistics
Course Code: MAL103

L	T	P	Credits
4	0	0	4

Total Hours: 30

Course Outcomes

On the completion of the course the students will be able to

1. Explain the concept of Research and its significance in academic inquiry.
2. Evaluate the importance and structure hypotheses in research.
3. Compare and contrast various research methods utilized across disciplines.
4. Analyze the significance and methodologies of Sampling in research practices.

Course Content

Unit I

8 Hours

Concept of Research. Educational Research its Meaning, Types and need. Selection of Research Problem, Review of Related Literature: Importance & Various Sources

Unit II

8 Hours

Sampling: Definition, Concept of Population & Sample Characteristics of a Good Sample, Various Techniques of Sampling i.e. Probability & Non-probability, Sampling Errors
 Hypotheses: Definition, Types, Importance & formulation, Testing of Hypotheses and Type-I and Type - II errors.

Unit III

8 Hours

Methods of Research: Historical Method, Descriptive Method, Experiment Method & its design, Ex-Post facto Method
 Data Collection Tool: Observation, Questionnaire, Interview, Psychological Test, Rating Scale, Sociometric techniques, reliability & validity, Meaning &Kinds

Unit IV

6 Hours

Measures of Central Tendency, Non-Parametric tests: Meaning, Assumptions, Computation Chi - Square tests of equality & independence, Sign test, Mann- Whitney test. Measures of Relationship between two variables, Rank order correlation, Product moment correlation, ANOVA and Regression

Transactional Mode

Lecture, Video Based Teaching, Collaborative Teaching, Case Based Teaching, Case Analysis, Panel Discussion, Group Discussion, Demonstration, Project Based Learning, Team Teaching

Suggested Readings

- *Best John. W.: Research in Education, Prentice Hall of India Pvt. Ltd. New Delhi 2006*
- *Ferguson, G.: A Statistical Analysis in Psychology & Education, McGraw Hill, New York Howell, D.C.: A Statistical Method for Psychology, Duxbury Press, Belmonte. CA*
- *Kaul, lokesh: Methodology of Education Research, Vikas Publishing House, New Delhi*
- *Kumar: Research Methodology, Pearson Education, New Delhi, 2006*
- *Mangal, S.K.: Statistics in psychology and Education. Paragon, Prints Hall New Delhi India*
- *Mohan, R.: Research methods in Education, Neelkamal Publication Pvt. Ltd. New Delhi, 2007*
- *Sidhu, K.S.: Methodology of Education Research, Sterling Publishers*
- *Wadhwa, Bhim Sain: Research and Statistics in Education, 1st Edition, 21st Century Publications, Patiala (2010)*

Course Title: Communication Skills

Course Code: MAL104

L	T	P	Credits
2	0	0	2

Total Hours: 30

Learning Outcomes

After completion of this course, the learner will be able to:

- develop a comprehensive understanding of communication skills, including the importance of communication
- analyze different communication styles their characteristics and implications in various contexts
- examine the types and essentials of effective speaking, reading, and writing skills, including the importance
- acquire knowledge and skills in writing resumes by following guidelines

Unit I

8 Hours

Communication: Introduction, Visual Perception, Language, Other factors affecting our perspective - Past Experiences, Prejudices, Feelings, Environment

Communication Process – Source, Message, Encoding, Channel, Decoding, Receiver, Feedback,

Barriers to communication: Physiological Barriers, Physical Barriers, Cultural Barriers, Language Barriers, Gender Barriers, Interpersonal Barriers, Psychological Barriers, Emotional barriers Perspectives in

Unit II

8 Hours

Elements of Communication: Introduction, Face to Face Communication, Tone of voice, Body Language (Non-Verbal Communication), Verbal Communication,

Physical Communication Styles: Introduction, Matrix with example for each Direct Communication style, Spirited Communication style, Systematic Communication style, Considerate Communication style

Unit III

7 Hours

Listening Skills: Listening process: Classification of listening, principles of listening, common barrier to listening process, measures to improve listening Types and essentials of effective Speaking, Reading and Writing Skills

Unit IV

7 Hours

Job Interview: Types of interviews and interview formats, sample questions commonly asked during interview. Technical Reports: Types, formats, technical proposals, Oral presentations: planning, preparation, practicing, performing Resume Writing: Guidelines and format for writing resume

Transactional Mode

Lecture, Video Based Teaching, Collaborative Teaching, Case Based Teaching, Case Analysis, Panel Discussion, Group Discussion, Demonstration, Project Based Learning, Team Teaching

Suggested Readings

- O' Toole, J. (2019). *The enlightened capitalists: Cautionary tales of business pioneers who tried to do well by doing good.* Harper Collins.
- Ashokan, M. S. (2015). *Karmayogi: A biography of E. Sreedharan.* UK: Penguin.
- Hartley, P., & Chatterton, P. (2015). *Business Communication: rethinking your professional practice for the post-digital age.* London & NY: Routledge.
- Kaul, A. (2015). *Effective business communication.* New Delhi: PHI Learning Private Limited.
- Kelly, T., & Kelly, D. (2014). *Creative confidence: Unleashing the creative potential within us all.* William Collins.
- Chaturvedi, P. D., & Chaturvedi, M. (2013). *Business communication: skills, concepts and applications.* Noida: Pearson Publications.
- Mukerjee, H. S. (2013). *Business communication: connecting at work.* UK: Oxford University Press.
- Brown, T. (2012). *Change by design.* Harper Business.
- Kurien, V., & Salve, G. (2012). *I too had a dream.* Roli Books Private Limited.
- Livermore, D. A. (2010). *Leading with cultural intelligence: The new secret to success.* New York: American Management Association.
- Sen, M. (2010). *An Introduction to critical thinking.* Delhi: Pearson.
- Bhardwaj, K. (2009). *Professional communication.* New Delhi: I. K. International Publishing House Pvt. Ltd.

Course Title: Educational Entrepreneurship

Course Code: MAL104

L	T	P	Credits
2	0	0	2

Total Hours: 30

Learning Outcomes

After completion of this course, the learner will be able to:

1. Analyze and discuss the various terminologies associated with entrepreneurship in education.
2. Evaluate the evidenced effects and outcomes of entrepreneurial education in fostering entrepreneurial competencies and mindset.
3. Examine the concept of learning-by-doing and its relevance in fostering entrepreneurial skills and mindset.
4. Debates surrounding entrepreneurial education and critically analyze different perspectives and arguments.

Course Content

Unit I

8 Hours

Terminology of entrepreneurship in education, Wide and narrow views on entrepreneurship, Educating about, for and through entrepreneurship, Value creation as the common core of entrepreneurial education, Comparing entrepreneurial education to the pedagogical approaches

Unit II

8 Hours

State defects of entrepreneurial education, Evidenced effects of entrepreneurial education, Some novel ways to assess the development of entrepreneurial competencies

Unit III

7 Hours

Activities that trigger entrepreneurial competencies, how learning-by-doing works, organizing interaction with the outside world

Unit IV

7 Hours

Four progression models from United Kingdom, Denmark and Sweden towards unified progression model for entrepreneurial education, the debates around entrepreneurial education

Transactional Modes

Lecture cum discussion Collaborative Teaching, Video based Teaching, Open Talk, and Brain Storming

Suggested Readings

- Apple, M.W. (2000). *Between Neo-liberalism and Neo-conservatism: Education and Conservatism Mina Global Context. Globalization and education: Critical perspectives*, 57, 77.
- Austin, J., Stevenson, H. & Wei-Skillern, J. (2006). *Social and commercial entrepreneurship: same, different, or both? Entrepreneurship Theory and Practice*, 30, 1-22.
- Ball, S.J. (2003). *The teacher's soul and the terrors of perform activity. Journal of Education Policy*, 18, 215-228.
- Desplaces, D. E., Wergeles, F.& Mcguigan, P. (2009). *Economic Gardening through Entrepreneurship Education: A Service-Learning Approach. Industry and Higher Education*, 23, 473-484.
- Erkkilä, K. (2000). *Entrepreneurial education: mapping the debates in the United States, the United Kingdom and Finland*, Abingdon, Taylor & Francis.
- Farstad, H. (2002). *Integrated entrepreneurship education in Botswana, Uganda and Kenya: Final Report*.
- Fayolle, A. & Gailly, B. (2008). *From craft to science –Teaching model sand learning processes in entrepreneurship education. Journal of European Industrial Training*, 32, 569-593.
- Fayolle, A., Gailly, B.& Lassas Clerck, N. (2006). *Assessing the impact of entrepreneurship education programs: a new methodology. Journal of European Industrial Training*, 30, 701-720.
- Fisher, S., Graham, M. & Compeau, M. (2008). *Starting from Scratch: Understanding the Learning Outcomes of Undergraduate Entrepreneurship Education'. In: Harrison, R. T. & Leitch, C. (eds.) Entrepreneurial Learning: Conceptual Frame works and Applications. New York, NY: Routledge*.
- Gibb, A. (2008). *Entrepreneurship and enterprise education in schools and colleges: insights from UK practice. International Journal of Entrepreneurship Education*, 6, 48.
- Gibb, A. A. (1993). *Enterprise Culture and Education Understanding Enterprise Education and Its Links with Small Business, Entrepreneurship and Wider Educational Goals. International Small Business Journal*, 11, 11-34.
- Gorman, G., Hanlon, D.& King, W. (1997). *Some research perspective entrepreneurship education, enterprise education and education for small business management: a ten-year literature review. International Small Business Journal*, 15, 56.

Course Title: Foundations of Education Leadership

Course Code: MAL106

L	T	P	Credits
3	0	0	3

Total Hours: 45

Learning Outcomes

After completion of this course, the learner will be able to:

1. Explain key theories and concepts of educational leadership.
2. Analyze different leadership styles and their impact on educational settings.
3. Evaluate the role of educational leaders in fostering inclusive and effective learning environments.
4. Apply leadership principles to address challenges and improve practices in educational institutions.

Course Content

Unit I

12 Hours

Definitions and key concepts of educational leadership, Historical evolution of educational leadership, Theories of leadership: transformational, transactional, situational, and instructional leadership, Leadership vs. management in educational contexts

Unit II

12 Hours

Overview of different leadership styles: autocratic, democratic, laissez-faire, and servant leadership, Case studies on the impact of leadership styles on school culture and student outcomes, Role of ethics and values in leadership, Gender and cultural considerations in educational leadership

Unit III

10 Hours

Key roles and responsibilities of principals, department heads, and other educational leaders, Strategies for effective decision-making and problem-solving, Building and sustaining professional learning communities, Collaboration with stakeholders: teachers, parents, and the community

Unit IV

11 Hours

Current challenges in educational leadership: policy changes, technological advancements, and diversity, Innovative leadership practices and their implications, Leadership in times of crisis: managing change and ensuring continuity, Future directions in educational leadership

Transactional Modes

Lecture cum discussion, Case study analysis, Group projects and presentations, Interactive workshops, Reflective journaling

Suggested Readings

- *Bush, T. (2008). Leadership and Management Development in Education. Sage Publications.*
- *Fullan, M. (2001). Leading in a Culture of Change. Jossey-Bass.*
- *Goleman, D. (2000). Leadership That Gets Results. Harvard Business Review, 78(2), 78-90.*
- *Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven Strong Claims About Successful School Leadership. School Leadership and Management, 28(1), 27-42.*
- *Northouse, P. G. (2018). Leadership: Theory and Practice. Sage Publications.*
- *Robinson, V. M. J. (2007). The Impact of Leadership on Student Outcomes: Making Sense of the Evidence. Leadership and Policy in Schools, 6(1), 1-25.*
- *Sergiovanni, T. J. (2006). The Principalship: A Reflective Practice Perspective. Allyn & Bacon.*
- *Spillane, J. P. (2005). Distributed Leadership. Jossey-Bass.*
- *Yukl, G. (2013). Leadership in Organizations. Pearson.*
- *Zepeda, S. J. (2012). Professional Development: What Works. Eye on Education.*

Course Title: Leadership Theory and Practice

Course Code: MAL107

L	T	P	Credits
3	0	0	3

Total Hours: 45

Learning Outcomes

After completion of this course, the learner will be able to:

1. Analyze and apply various leadership theories to real-world organizational contexts.
2. Develop leadership skills through practical exercises and simulations.
3. Reflect on personal leadership strengths and areas for improvement.
4. Integrate ethical considerations into leadership practices.

Course Content

Unit I

12 Hours

Definition and Nature of Leadership: Understanding leadership, distinguishing between leadership and management, the importance of leadership in organizations.

Historical Perspectives: Evolution of leadership theories from Trait Theory to Contemporary theories.

Core Leadership Theories: Trait Theory, Behavioral Theories (Ohio State and Michigan Studies), Contingency Theories (Fiedler's Model, Path-Goal Theory).

Unit II

11 Hours

Leadership and Motivation: Theories of motivation (Maslow, Herzberg, McClelland) and their application to leadership.

Leadership and Communication: Effective communication strategies for leaders, active listening, non-verbal communication.

Power and Politics in Leadership: Types of power, sources of power, power dynamics in organizations, ethical use of power.

Unit III

10 Hours

Transformational and Transactional Leadership: Key concepts, comparisons, and applications in modern organizations.

Servant Leadership: Principles and practices, examples of servant leadership in organizations.

Authentic Leadership: Characteristics, building authentic leadership, the role of self-awareness.

Leadership in Diverse and Global Contexts: Challenges of leading in multicultural environments, inclusive leadership practices.

Unit IV

12 Hours

Leadership Development Strategies: Coaching, mentoring, leadership training programs.

Ethical Leadership: Understanding ethical dilemmas, frameworks for ethical decision-making in leadership.

Leadership and Change Management: The role of leaders in managing and leading change, Kotter's 8-step model, Lewin's Change Theory.

Leadership Assessment: Tools and techniques for assessing leadership skills, 360-degree feedback, self-assessment exercises.

Transactional Modes

Lecture cum discussion, Case study analysis, Role-playing and simulations
Group projects and presentations, Reflective journaling, Group projects and presentations, Workshops and interactive sessions, Guest lectures from diversity and inclusion experts

Suggested Readings

- Northouse, P. G. (2021). *Leadership: Theory and Practice (9th ed.)*. SAGE Publications.
- Yukl, G. (2013). *Leadership in Organizations (8th ed.)*. Pearson.
- Bass, B. M., & Riggio, R. E. (2006). *Transformational Leadership (2nd ed.)*. Routledge.
- Goleman, D. (1998). *Working with Emotional Intelligence*. Bantam Books.
- Greenleaf, R. K. (2002). *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. Paulist Press.
- Kouzes, J. M., & Posner, B. Z. (2017). *The Leadership Challenge (6th ed.)*. Wiley.
- Heifetz, R. A., & Linsky, M. (2002). *Leadership on the Line: Staying Alive through the Dangers of Leading*. Harvard Business Review Press.

Course Title: Human Resource Management in Education
Course Code: MAL108

L	T	P	Credits
3	0	0	3

Total Hours: 45

Learning Outcomes

After completion of this course, the learner will be able to:

1. apply HRM strategies to recruit, develop, and retain educational staff.
2. analyze the role of HRM in fostering a positive organizational culture within educational settings.
3. evaluate performance management systems and their impact on educational outcomes.
4. integrate ethical considerations into HRM practices in education.

Course Content

Unit I

12 Hours

Overview of HRM in Education: Definition, scope, and importance of HRM in educational institutions.
 Historical Development of HRM: Evolution of HRM practices, HRM vs. Personnel Management.
 Key HRM Functions: Recruitment, selection, induction, training, and development.
 HRM in Educational Institutions: The role of HRM in schools, colleges, and universities; HR policies in education.

Unit II

11 Hours

Workforce Planning: Assessing HR needs, job analysis, and job descriptions specific to educational institutions.
 Recruitment Strategies: Methods of recruiting educational staff, internal vs. external recruitment, online recruitment.
 Selection Processes: Screening, interviewing, and selection techniques tailored for educators.
 Induction and Orientation: Effective onboarding practices for new educational staff.

Unit III

12 Hours

Professional Development in Education: Identifying training needs, designing and implementing professional development programs.
 Performance Appraisal: Approaches to performance appraisal in educational settings, 360-degree feedback, self-assessment.
 Talent Management: Identifying and nurturing talent within educational institutions, succession planning.
 Motivation and Retention: Strategies to motivate and retain staff in educational institutions, addressing burnout and job satisfaction.

Unit IV

10 Hours

Legal and Ethical Issues in HRM: Understanding labor laws, equal opportunity, and anti-discrimination policies in education.

Conflict Resolution and Employee Relations: Managing conflicts among staff, promoting a collaborative work environment.

Future Trends in HRM in Education: The impact of technology on HRM, emerging trends, and innovations in HR practices in education.

Transactional Modes

Lecture cum discussion, Case study analysis, Role-playing and simulations
Group projects and presentations, Reflective journaling, Group projects and presentations, Workshops and interactive sessions, Guest lectures from diversity and inclusion experts

Suggested Readings

- *Armstrong, M. (2014). Armstrong's Handbook of Human Resource Management Practice (13th ed.). Kogan Page.*
- *Dessler, G. (2020). Human Resource Management (16th ed.). Pearson.*
- *Mathis, R. L., Jackson, J. H., & Valentine, S. R. (2019). Human Resource Management (15th ed.). Cengage Learning.*
- *Torrington, D., Hall, L., Taylor, S., & Atkinson, C. (2020). Human Resource Management (11th ed.). Pearson.*
- *Gupta, C. B. (2021). Human Resource Management: Text and Cases. S. Chand Publishing.*
- *Rao, V. S. P. (2019). Human Resource Management: Text and Cases (3rd ed.). Excel Books India.*
- *Storey, J. (2016). Human Resource Management: A Critical Text (4th ed.). Thomson Learning.*

Course Title: Educational Policy and Advocacy in the 21st Century

Course Code: MAL109

L	T	P	Credits
3	0	0	3

Total Hours: 45

Learning Outcomes

After completion of this course, the learner will be able to:

1. Analyze the key educational policies shaping the 21st century.
2. Evaluate the impact of global and national policies on local educational systems.
3. Develop strategies for effective advocacy in the education sector.
4. Reflect on the ethical considerations in educational policy-making and advocacy.

Course Content

Unit I

12 Hours

Understanding Educational Policy: Definition, scope, and importance of educational policy in the 21st century.

Historical Context of Educational Policy: Evolution of educational policies over time, key milestones in global and national educational reforms.

Key Components of Educational Policy: Curriculum, assessment, funding, equity, and access.

Policy Formulation and Implementation: The policy-making process, stakeholders in policy formulation, challenges in policy implementation.

Unit II

11 Hours

Global Educational Policies: Overview of international educational policies and frameworks (e.g., UNESCO, OECD, World Bank).

Comparative Analysis of Educational Systems: Comparing educational policies in different countries, identifying best practices.

Impact of Globalization on Education: How globalization influences educational policy, challenges and opportunities.

Sustainable Development Goals (SDGs) and Education: Role of SDGs in shaping educational policies, progress towards achieving SDG 4 (Quality Education).

Unit III

10 Hours

Introduction to Advocacy: Definition, importance, and types of advocacy in the education sector.

Advocacy Strategies and Techniques: Lobbying, campaigning, coalition building, and grassroots advocacy.

Role of Non-Governmental Organizations (NGOs) and Civil Society: Influence of NGOs and civil society on educational policy and reform. Case Studies in Educational Advocacy: Examples of successful advocacy campaigns in education, lessons learned.

Unit IV

12 Hours

Equity and Inclusion in Education: Policies promoting equity and inclusion, addressing disparities in education.

Technology and Education Policy: The role of technology in educational policy, digital divide, and e-learning policies.

Policy Responses to Emerging Challenges: Addressing issues like climate change, pandemics, and demographic shifts through educational policy.

Ethical Considerations in Policy and Advocacy: Balancing competing interests, ensuring transparency and accountability in policy-making.

Transactional Modes

Lecture cum discussion, Case study analysis, Role-playing and simulations
Group projects and presentations, Reflective journaling, Group projects and presentations, Workshops and interactive sessions, Guest lectures from diversity and inclusion experts

Suggested Readings

- *Ball, S. J. (2012). Global Education Inc.: New Policy Networks and the Neo-liberal Imaginary. Routledge.*
- *Levin, B. (2001). Reforming Education: From Origins to Outcomes. Routledge.*
- *Rizvi, F., & Lingard, B. (2010). Globalizing Education Policy. Routledge.*
- *Anderson, G. L., & Herr, K. (2007). Enacting Educational Leadership: The Role of Advocacy in Practice. Teachers College Press.*
- *Haddad, W. D., & Demsky, T. (1995). Education Policy-Planning Process: An Applied Framework. UNESCO.*
- *Stone, D. (2012). Policy Paradox: The Art of Political Decision Making (3rd ed.). W.W. Norton & Company.*
- *Cochran-Smith, M., & Fries, M. K. (2005). Policy, Practice, and Politics in Teacher Education. Corwin Press.*

Course Title: Continuous and Comprehensive Evaluation
Course Code: OEC112

L	T	P	Credits
2	0	0	2

Total Hours: 30

Learning Outcomes

After completion of this course, the learner will be able to:

1. Trace the historical development of evaluation, including various reports and recommendations.
2. Examine the concept, nature, scope, and importance of Continuous and Comprehensive Evaluation (CCE).
3. Analyze the assessment process of CCE, its tools and techniques, and how to prepare reports based on CCE outcomes.
4. Apply and use of different Media, Technology in CCE

Course Content

Unit I

8 Hours

Historical Development of Evaluation and Various Reports and Recommendations: A Synoptic View, Meaning, Nature and Scope, Need for Evaluation, Functions of Evaluation, Examination and Evaluation, Place of Evaluation in the Secondary School Curriculum, Process of Evaluation, Stages of Evaluation and Steps of Evaluation, Types of Evaluation-Students Evaluation, Institution Evaluation, Curriculum Evaluation, Formative and Summative Evaluation, CCE, Purpose of Evaluation-Diagnostic, Predication, Selections, Grading and Guidance

Unit II

7 Hours

Concept of Continuous and Comprehensive Evaluation (CCE): Meaning, Nature and Scope of CCE, Aim of CCE in Secondary School Education, Need and Importance of CCE, Steps CCE

Unit III

8 Hours

Meaning, Nature and Scope of CCE, Types of Assessments - Scholastic Assessment, Co-Scholastic Assessment, Formative Assessment, Summative Assessment, Tools and Techniques of CCE • Methods of Assessment • Tools of Assessment • Techniques of Assessment

Unit IV

7 Hours

Media Technology used in CCE – Meaning Applications and Classification of Media According to Sensory Channel – Audio, Visual and Audio Visual, Multi Media, Real Testing, Virtual Testing, Mass Media and its Applications in CCE. Role of Teachers in CCE and CCE Report Writing, Grading and Recording.

Transactional mode

Lecture-cum-discussions, Workshop sessions, assignments, presentations by the students.

Suggested readings

- NCERT Report on CCE at the Secondary School Level
- Hemant K Khandai (2013) Continuous and Comprehensive Evaluation in Present Education System, Pragun Publication.
- CBSE, (2009). Teacher's Manual on CCE, New Delhi: CBSE
- Manjula P. R., (2001). Effectiveness of the Continuous and Comprehensive Evaluation Training Programme over the Evaluation Practices of Primary School Teachers – A DPEP Research Ministry of Education, 1966. Education and National Development, Report of The Education Commission, 1964-66, pp.1-551. Available at: [http://www.dise.in/ Downloads/Kothari Commission Vol.2pp.289.pdf](http://www.dise.in/Downloads/Kothari%20Commission%20Vol.2pp.289.pdf) [Accessed December 4, 2014].

Semester II

Course Title: Sociological Foundations of Education

Course Code: MAL201

L	T	P	Credits
4	0	0	4

Total Hours: 60

Course Outcomes

On the completion of the course the students will be able to

1. explore the Indian schools of Philosophy.
2. examine the concepts of Buddhism, Jainism, and the Islamic tradition.
3. apply knowledge of these traditions to contemporary developments in the field of education.
4. analyze the concepts of social equity and equality in educational opportunities.

Course Content

Unit I

15 Hours

Sociology and education: relationship of sociology and education, meaning and nature of educational sociology, education as a process of social system, education as a process of socialization.

Unit II

15 Hours

Education and different aspect of society: education and community, education and culture, education and politics, education and values, education in relation to secularism, education in relation to national integration, education in relation to international understanding

Unit III

15 Hours

Values in Education. Meaning and concept of values, Theories of values, Classification and Hierarchy of values. Role of Education in inculcation of values. Social Stratification and Social Mobility-Concept, factors affecting social Stratification and Social Mobility, Education in relation to Social Stratification and Social Mobility with special reference to Indian society.

Unit IV

15 Hours

Education as related & social equity and equality
 Educational opportunities: Education of the socially & economically disadvantaged sections of the society with special reference to scheduled caste and scheduled tribes, women and rural population.
 Human Rights: Concept of human Right in Civil Society, Socio-economic and political factors affecting Human Rights, Role of Human Rights Education.

Transactional Mode

Lecture, Video Based Teaching, Collaborative Teaching, Case Based Teaching, Case Analysis, Panel Discussion, Group Discussion, Demonstration, Project Based Learning, Team Teaching

Suggested Readings

- *Bhatia, K.K.: Education in Emerging Indian Society, Tandon Publication, Patiala.*
- *Chadha, Satish.C.: Philosophical & Sociological Foundation of Education, Raj Printers, Meerut.*
- *Chand, Tara: Development of Education System in India, Anmol Publications, new Delhi,2006*
- *Nandra, Inderdev Singh: Philosophical and Sociological and Economic bases of Education, 21stCentury Publication, Patiala.*
- *Sodhi, T.S., and Suri, Aruna: philosophical & sociological foundation of Education, Bawa Publishers, Patiala.*
- *Taneja, V.R.: Educational Thought & practice, sterling Pvt. Ltd., New Delhi.*

IOQA

Course Title: Advanced Educational Psychology

Course Code: MAL202

L	T	P	Credits
4	0	0	4

Total Hours: 60

Course Outcomes

On the completion of the course the students will be able

1. analyze the meaning and theories of Intelligence.
2. interpret the concept of Adjustment.
3. elaborate on the concept of Exceptional Children and Special Education.
4. examine the concept of Creativity.

Course Content

Unit I

15 Hours

Intelligence-Evolution of the concept of Intelligence(From Unitary to Multiple, Intelligence) Theories of Intelligence Spearman, Sternberg, Gardner, Guilford’s Model, Cattell’s Theory of Intelligence, Measurement of Intelligence. Developing Emotional and Spiritual Intelligence.

Unit II

15 Hours

Personality: Concept, Type and Trait theories, Vedantic Concept of personality (Panchkosh) Personality Assessment: Subjective, Objective and Projective techniques.

Unit III

15 Hours

Adjustment, Meaning, causes and manifestation of maladjustment, Defence Mechanism. Conflict: Its types and their Management. Gifted, Delinquent, Mentally Handicapped Children–their Characteristics, Identification & Education

Unit IV

15 Hours

Exceptional Children, Gifted, Creative, Diligences, Mentally handicapped, Learning Disabled (their Characteristics, Identification and Educations) Special Education: Concept, Strategies for Inclusive Education. Contribution of the following Schools of Psychology towards Education- Psychoanalytical, Structuralism.

Transactional Mode

Lecture, Video Based Teaching, Collaborative Teaching, Case Based Teaching, Case Analysis, Panel Discussion, Group Discussion, Demonstration, Project Based Learning, Team Teaching

Suggested Readings

- Chouhan, S.S.: *Educational Psychology*, Vikas publication, Delhi 2002
- Dandpani: *A Text book of Advanced Educational Psychology*, Anmol Publishers
- Mangal, S.K.: *Advanced Educational Psychology, Second Edition*, Prentice Hall of India Private Limited, New Delhi
- Meenakshi: *Foundation of Educational Psychology*, Publication Bureau Punjabi University Patiala (2009)
- Sharma, R.N. and Sharma, R.K.: *Educational Psychology*, Atlantic Publisher, 2006
- Singh, Agayajit: *Fundamental principles of Educational Psychology*, 21st Century Publications, Patiala (2009)
- Sodhi, T.S.: *Psychological foundations of Education*, 1st Edition, Bawa Publications, Patiala 2004
- Woolf, Anita: *Educational Psychology*, 9th Edition, Pearson, New Delhi, 2011
- Dash, M: *Education of Exceptional children*, Atlantic Publishers, New Delhi (2003), (2005)

Course Title: Historical Perspectives of Indian Education

Course Code: MAL203

L	T	P	Credits
2	0	0	2

Total Hours: 30

Course Outcomes

On the completion of the course the students will be able to

1. understand various issues concerning the development of education in India.
2. understand the different periods of ancient India.
3. understand the development of education during British period.
4. understand the impact of commissions on Indian education.

Course Content

Unit – I

8 Hours

A Brief Review of the Development of Education Ancient India Vedic: Concept, Aims and Education System, Merits & Demerits. Buddhist period: Philosophy, Aims and Buddhist system of Education, Merits & Demerits, Centers of Higher Education.

Unit – II

8 Hours

Education in India during Medieval period: Aims of education in Muslim period, Educational System, Characteristics of Medieval Education, Important centers and Merits and Demerits. Comparative study of Vedic, Buddhist & Medieval periods.

Unit-III

7 Hours

Macaulay's Minute & Bentick's Resolution in 1835. Wood's Dispatch of 1854: Recommendations of woods Dispatch, Evaluation and Impact. Hunter's commission 1882: Factors Responsible for the appointment of Indian Education commission, Recommendations and its Impact.

Unit – IV

7 Hours

Calcutta University Commission (1917): Factors responsible for the appointment of Calcutta University Commission/, Recommendations, Main defects and Impact of recommendations on Indian Education. Wardha Scheme of Education, 1937: Historical Background, Implementation, Factors responsible for Wardha scheme of Education, Aims, Basic Education, Impact on Indian Education.

Transactional Mode

Lecture, Video Based Teaching, Collaborative Teaching, Case Based Teaching, Case Analysis, Panel Discussion, Group Discussion, Demonstration, Project Based Learning, Team Teaching

Suggested Readings

- *Aggarwal, J.C.: Landmarks in the History of Modern Indian Education, Vikas Publishing House, New Delhi*
- *Khanna R.K.: Emerging Trends in Indian Education, Twenty First Century Publication, Patiala.*
- *Mukhrjee, S.N.: History of Education in India Modern Period, Achariya Book Dept. Baroda.*
- *Narula, S. &Nayak, J.P.: A Thirsty of Education in India, McMillan*
- *Sharma T.R.: Development of Educational System in India, Twenty First Century Publication Punjabi University, Patiala.*
- *Thakur, A.S., Berwal, Sander: Development of Educational System in India.*
- *Walia, J.S.: Development of Educational System in India, Paul Publishers N.N. 11, Gopal Nagar, Jalandhar.*

Course Title: Ethics in Research

Course Code: MAL204

L	T	P	Credits
2	0	0	2

Total Hours: 30

Learning Outcomes

After completion of this course, the learner will be able to:

1. develop conceptual understanding about ethics
2. cultivate intellectual honesty and research integrity
3. design and plan paper publications
4. critically analyze intellectual property rights

Course Content

Unit I

8 Hours

Ethics: Definition, moral philosophy, nature of moral judgements and reactions, scope, Ethics with respect to science and research, Intellectual honesty and research integrity

Unit II

8 Hours

Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP)
Redundant publications: duplicate and overlapping publications, salami slicing, Selective reporting and misrepresentation of data,
Publication ethics: definition, introduction and importance

Unit III

7 Hours

Introduction to Intellectual Property rights: Concept & theories, Kinds of intellectual Property Rights, Advantages & Disadvantages of IPR, Development of IPR in India, Role & Liabilities of IPRs in India

Unit IV

7 Hours

Rights of trademark-kind of signs used as trademark-types, purpose & functions of a trademark, trademark protection, trademark registration, selecting and evaluating trade mark, trade mark registration process

Transactional Mode

Lecture-cum-discussion, brain-storming, group discussion, presentations, panel discussions, seminar presentations, demonstration and practical exercise of statistical problems, research-based activities

Suggested Readings

- *Iphofen, I (2020): Handbook of Research Ethics and Scientific Integrity, Springer, New York*
- *Sandu, A., Frunza, A. & Unguru, E. (2019): Ethics in Research: Practice and Innovations, IGI Global, Rome*
- *Cohen, L., Manion, L., & Morrison, K. (2018). Research Methods in Education. London, UK: Routledge.*
- *Jongsma, K., & Eckes, T. (2018). Ethics in Research and Publication for Scientists: A Practical Guide. Cambridge, UK: Cambridge University Press.*
- *Mertens, D. M. (2014). Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative, and Mixed Methods. Thousand Oaks, CA: Sage Publications.*
- *Punch, K. F. (2013). Introduction to Social Research: Quantitative and Qualitative Approaches. Thousand Oaks, CA: Sage Publications.*
- *Kitchin, R., & Tate, N. (2013). Conducting Research in Human Geography: Theory, Methodology and Practice. London, UK: Routledge.*
- *Israel, M., & Hay, I. (2006). Research Ethics for Social Scientists: Between Ethical Conduct and Regulatory Compliance. London, UK: Sage Publications.*
- *Sieber, J. E. (2006). Planning Ethically Responsible Research: A Guide for Students and Internal Review Boards. Thousand Oaks, CA: Sage Publications.*
- *Smith, R. D. (2003). Ethics in Qualitative Research. London, UK: Sage Publications.*
- *Berg, B. L. (2009). Qualitative Research Methods for the Social Sciences. Boston, MA: Allyn & Bacon.*
- *Willig, C. (2013). Introducing Qualitative Research in Psychology: Adventures in Theory and Method. Maidenhead, UK: Open University Press.*
- *Lorella Congiunti, Francesco Lo Piccolo, Antonio Russo, Mario Serio (2023): Ethics in Research: Principles and Practical Considerations, Springer, New York*
- *Branbhum DM & Byron, M. (2001), Research Ethics: Text and Readings, Prentice Hall, San Francisco*

Course Title: Pedagogical Leadership in Education

Course Code: MAL205

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes:

1. understand the principles and theories of pedagogical leadership.
2. analyze the role of pedagogical leaders in enhancing teaching and learning.
3. evaluate the impact of pedagogical leadership on educational outcomes.
4. develop strategies to implement effective pedagogical leadership in educational settings.

Course Content

Unit - I

Definition and scope of pedagogical leadership, Historical and theoretical perspectives, Key principles of pedagogical leadership, Differences between pedagogical and other forms of educational leadership

10 Hours

Unit - II

Characteristics and qualities of effective pedagogical leaders, Creating and sustaining a vision for teaching and learning, Supporting and mentoring teachers, building collaborative cultures focused on student learning, Case studies of successful pedagogical leaders.

10 Hours

Unit III

Enhancing teacher professional development, improving instructional practices and student engagement, fostering a culture of continuous improvement, addressing diverse learning needs and promoting equity
Measuring the effectiveness of pedagogical leadership initiatives

13 Hours

Unit - IV

Self-assessment and reflective practice for leaders, Developing and implementing instructional leadership strategies, facilitating professional learning communities, using data to inform teaching and learning practices, Leading curriculum development and innovation

12 Hour

Transactional Mode

Lecture, Video Based Teaching, Collaborative Teaching, Case Based Teaching, Case Analysis, Panel Discussion, Group Discussion, Demonstration, Project Based Learning, Team Teaching

Suggested Reading:

- Fullan, M. (2001). *Leading in a Culture of Change*. Jossey-Bass.
- Harris, A. (2009). *Distributed Leadership: Different Perspectives*. Springer.
- Hargreaves, A., & Fullan, M. (2012). *Professional Capital: Transforming Teaching in Every School*. Teachers College Press.
- Lambert, L. (2002). A Framework for Shared Leadership. *Educational Leadership*, 59(8), 37-40.
- Leithwood, K., & Jantzi, D. (2006). Transformational School Leadership for Large-Scale Reform: Effects on Students, Teachers, and Their Classroom Practices. *School Effectiveness and School Improvement*, 17(2), 201-227.
- Robinson, V. M. J. (2011). *Student-Centered Leadership*. Jossey-Bass.
- Spillane, J. P. (2006). *Distributed Leadership*. Jossey-Bass.
- Timperley, H. (2011). *Realizing the Power of Professional Learning*. McGraw-Hill Education.
- Sergiovanni, T. J. (1998). Leadership as Pedagogy, Capital Development and School Effectiveness. *International Journal of Leadership in Education*, 1(1), 37-46.
- Wiliam, D. (2011). *Embedded Formative Assessment*. Solution Tree Press.

Course Title: Transformational Leadership

Course Code: MAL206

L	T	P	Credits
3	0	0	3

Total Hours: 45

Learning Outcomes

After completion of this course, the learner will be able to:

1. understand the principles and theories of transformational leadership and their application in educational settings.
2. analyze the characteristics and practices of transformational leaders in education.
3. evaluate the impact of transformational leadership on school culture, teacher performance, and student outcomes.
4. develop and implement strategies for transformational leadership in educational institutions.

Course Content

Unit I

10 Hours

Definition and key concepts of transformational leadership, Historical development and evolution of transformational leadership theory, Distinguishing transformational leadership from other leadership styles, Core components of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration

Unit II

11 Hours

Traits and behaviours of effective transformational leaders, building vision and setting direction, Motivating and inspiring teachers and students, fostering creativity and innovation in educational settings, Case studies of transformational leaders in education

Unit III

12 Hours

Influence on school culture and climate, enhancing teacher motivation, job satisfaction, and performance, improving student engagement and academic achievement, addressing diversity and promoting inclusion through transformational leadership, Evaluating the effectiveness of transformational leadership practices

Unit IV

12 Hours

Self-assessment and reflection for leadership development, Professional development programs for aspiring transformational leaders, Creating a collaborative and supportive environment, Strategies for leading change and managing resistance, Sustaining transformational leadership initiatives over time

Transactional Mode

Lecture-cum-discussion, brain-storming, group discussion, presentations, panel discussions, seminar presentations, demonstration and practical exercise of statistical problems, research-based activities

Suggested Readings

- Bass, B. M., & Riggio, R. E. (2006). *Transformational Leadership*. Psychology Press.
- Burns, J. M. (1978). *Leadership*. Harper & Row.
- Fullan, M. (2001). *Leading in a Culture of Change*. Jossey-Bass.
- Leithwood, K., Jantzi, D., & Steinbach, R. (1999). *Changing Leadership for Changing Times*. Open University Press.
- Northouse, P. G. (2018). *Leadership: Theory and Practice*. Sage Publications.
- Robinson, V. M. J. (2011). *Student-Centered Leadership*. Jossey-Bass.
- Senge, P. M. (2006). *The Fifth Discipline: The Art & Practice of The Learning Organization*. Doubleday.
- Shields, C. M. (2010). *Transformative Leadership: Working for Equity in Diverse Contexts*. *Educational Administration Quarterly*, 46(4), 558-589.
- Tichy, N. M., & Devanna, M. A. (1986). *The Transformational Leader*. John Wiley & Sons.
- Yukl, G. (2013). *Leadership in Organizations*. Pearson.

Course Title: Change Management in Education

Course Code: MAL207

L	T	P	Credits
3	0	0	3

Total Hours: 45

Learning Outcomes

After completion of this course, the learner will be able to:

1. understand the theories and models of change management in educational settings.
2. analyze the impact of organizational change on educational institutions and stakeholders.
3. develop strategies for leading and managing change in educational organizations.
4. evaluate the effectiveness of change management initiatives in education.

Course Content

Unit I

10 Hours

Theories and Models of Change: Overview of major change management theories and models, such as Lewin's Change Management Model, Kotter's 8-Step Process, and the ADKAR Model.

The Need for Change in Education: Identifying drivers of change in educational settings, including technological advancements, policy shifts, and societal demands.

Change Readiness: Assessing organizational readiness for change and strategies to prepare educational institutions for transformation.

Unit II

11 Hours

Leadership and Change: The role of leadership in managing change, including transformational and transactional leadership styles.

Communicating Change: Techniques for effective communication during change processes, including stakeholder engagement and addressing resistance.

Change Agents: Identifying and empowering change agents within educational institutions to facilitate the change process.

Unit III

12 Hours

Planning for Change: Steps for developing a comprehensive change management plan, including goal setting, resource allocation, and timelines.

Implementing Change Strategies: Approaches to implementing change in educational settings, including pilot projects, phased rollouts, and collaborative initiatives.

Overcoming Resistance: Strategies to address and mitigate resistance to change among educators, staff, and students.

Unit IV

12 Hours

Monitoring and Evaluation: Techniques for monitoring the progress of change initiatives and evaluating their impact on educational outcomes.

Sustaining Change: Strategies to ensure the long-term success of change initiatives, including continuous improvement and fostering a culture of innovation.

Case Studies: Analysis of successful and unsuccessful change management initiatives in educational institutions.

Transactional Mode

Lecture-cum-discussion, brain-storming, group discussion, presentations, panel discussions, seminar presentations, demonstration and practical exercise of statistical problems, research-based activities

Suggested Readings

- Fullan, M. (2011). *Change Leader: Learning to Do What Matters Most*. John Wiley & Sons.
- Kotter, J. P. (2012). *Leading Change*. Harvard Business Review Press.
- Burnes, B. (2009). *Managing Change: A Strategic Approach to Organizational Dynamics (5th ed.)*. Pearson Education.
- Hiatt, J. (2006). *ADKAR: A Model for Change in Business, Government, and Our Community*. Prosci Learning Center Publications.
- Fullan, M., & Quinn, J. (2016). *Coherence: The Right Drivers in Action for Schools, Districts, and Systems*. Corwin Press.

Course Title: Community and Stakeholder Engagement

Course Code: MAL208

L	T	P	Credits
3	0	0	3

Total Hours: 45

Learning Outcomes

After completion of this course, the learner will be able to:

1. understand the importance of community and stakeholder engagement in educational settings.
2. develop strategies for building and maintaining strong relationships with stakeholders.
3. analyze the impact of stakeholder engagement on educational policy and practice.
4. design and implement effective community engagement initiatives in education.

Course Content

Unit I

10 Hours

The Role of Stakeholders in Education: Identifying key stakeholders in educational settings, including parents, community leaders, government bodies, and non-governmental organizations.

Theories of Stakeholder Engagement: Overview of stakeholder theory and its application in education.

Importance of Community Engagement: Understanding the role of community engagement in enhancing educational outcomes and building trust.

Unit II

11 Hours

Communication Strategies: Techniques for effective communication with stakeholders, including transparency, regular updates, and feedback mechanisms.

Building Partnerships: Strategies for creating and sustaining partnerships with community organizations, businesses, and other educational institutions.

Collaborative Decision-Making: Approaches to involving stakeholders in the decision-making process in educational settings.

Unit III

12 Hours

Planning and Designing Engagement Programs: Steps for developing engagement programs that align with the goals of educational institutions.

Community Outreach and Involvement: Techniques for engaging diverse community groups and encouraging their participation in educational activities.

Evaluation of Engagement Initiatives: Methods for assessing the effectiveness of stakeholder engagement programs and their impact on educational outcomes.

Unit IV

12 Hours

Overcoming Barriers to Engagement: Identifying and addressing challenges such as cultural differences, language barriers, and conflicting interests among stakeholders.

Case Studies in Stakeholder Engagement: Analysis of successful stakeholder engagement initiatives in various educational contexts.

Future Directions: Exploring emerging trends and future challenges in community and stakeholder engagement in education.

Transactional Mode

Lecture-cum-discussion, brain-storming, group discussion, presentations, panel discussions, seminar presentations, demonstration and practical exercise of statistical problems, research-based activities

Suggested Readings

- *Fletcher, A. (2015). The Guide to Student Voice: Teaching Students to Lead. CommonAction.*
- *Epstein, J. L. (2018). School, Family, and Community Partnerships: Your Handbook for Action (4th ed.). Corwin Press.*
- *Bryson, J. M. (2018). Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement (5th ed.). John Wiley & Sons.*
- *Morrison, M., & Furlong, C. (2019). Educational Leadership and Change: Developing Leadership Capacity. Bloomsbury Academic.*
- *Gläser, J., & Laudel, G. (2013). Expertise and the Dynamics of Knowledge Creation in the Public Sector. Springer.*

Course Title: Education for Sustainable Development

Course Code: MAL209

L	T	P	Credits
2	0	0	2

Total Hours: 30

Learning Outcomes

After completion of this course, the learner will be able to:

1. Characterize the concept of education for sustainable development
2. Justify the need for the green curriculum and its methods and strategies for Environmental Education in elementary, secondary, and Higher Education
3. Summarize Eco-pedagogy and its relevance in the present-day context
4. Examine the role of individuals in the prevention of pollution, climate change, global warming, acid rain and ozone depletion

Course Content

Unit I

8 Hours

Sustainable Development: Meaning, concept, nature, importance, and symptoms of non-sustainability, strategies for rendering ESD, and key issues. Education for sustainable development: Role of teachers and teacher educator. The decade of education for sustainable development: A critical reflection, integrating ESD with school subjects, integrated approach in the formulation and transaction of education for sustainable development.

Unit II

8 Hours

Environmental Education: Evolution of the concept, nature, and scope. Revisit to the Indian tradition of the environment: Contemporary Need and Significance to regain the Indian tradition, Need for a “Green Curriculum”. Methods and Strategies for Teaching Environmental Education at elementary, secondary and Higher Education

Unit III

7 Hours

Homeostasis: Concept and threat to homeostasis, natural and man-made causes. Role of individuals in the prevention of pollution, Climate change, Global Warming, Acid Rain, and Ozone Depletion (emphasis to be given to the role of Individuals). Waste: Its origin and management, Different types of wastes (Domestic waste, solid waste, E-waste, Nuclear waste, Medical Waste, Plastic Waste).

Unit IV

7 Hours

Natural resources and its vital role-UNESCO world heritage site, Heritage sites across the world with special reference to India, Relevance of Biodiversity: its ecological and economic significance. Public Participation in Conservation of Nature and Natural resources environmental management

Transactional Mode

Lecture, Video Based Teaching, Collaborative Teaching, Case Based Teaching, Case Analysis, Panel Discussion, Group Discussion, Demonstration, Project Based Learning, Team Teaching

Suggested Readings

- Yuzhuo Cai and Lili-Ann Wolff (2023). *Education and Sustainable Development Goals*, Eds. Published: April 2023, Pages: 218.
- *Education for Sustainable Development and Environmental Education* Prin. Dr. A. B. - Gudipudi, Prin. Dr. Anjali Gaikwad, Prof. S. Awandkar, Prof. Deepika Rani.
- Rosalyn McKeown, Ph.D. (2002). *Education for Sustainable Development Toolkit*
- Lars Keller, Gerd Michelsen, Martin Dür, Syamsul Bachri, Michaela Zint April (2023). *Digitalization, New Media, and Education for Sustainable Development*.
- J. S. Verma, *Education, Sustainable Development and The Human Rights Approach Justice*
- https://en.wikipedia.org/wiki/Sustainable_development
- <https://pdfcoffee.com/fritjof-capra-ecoliteracy-pdf-free.html>

Semester III

Course Title: Equity, Diversity, and Inclusion in Education

Course Code: MAL301

L	T	P	Credits
4	0	0	4

Total Hours: 60

Course Outcomes

On the completion of the course the students will be able to

1. analyze the historical, social, and cultural factors affecting marginalized groups in education.
2. apply inclusive teaching strategies to promote equity and diversity in classrooms.
3. critically evaluate policies and practices that support or hinder inclusive education.
4. design interventions to create inclusive learning environments for diverse learners.

Course Content

Unit – I

15 Hours

Definitions of equity, diversity, inclusion, and social justice in education.
 Overview of historical movements and sociocultural theories on marginalization in education.
 Critical race theory, feminist theory, and intersectionality in education.
 Structural, institutional, and cultural barriers in educational systems (e.g., race, gender, disability, and socio-economic status).
 Impact of inclusive education on academic and social development.

Unit – II

15 Hours

Examination of international conventions (e.g., UNESCO, UN Convention on the Rights of the Child) and national policies supporting equity (e.g., RTE Act, Inclusive Education Policies in India).
 Analysis of anti-discriminatory laws and regulations in education (e.g., IDEA, ADA, and Indian Constitutional Articles related to education).
 Best practices for inclusive teaching, curriculum development, and learning assessment.
 Leadership strategies in promoting inclusive practices in schools and colleges.
 Examination of successful inclusive education models globally and nationally.

Unit-III

15 Hours

Strategies for incorporating students’ cultural backgrounds into classroom practices.
 Techniques for addressing diverse learning needs and abilities in the classroom.

Universal Design for Learning (UDL), Principles and applications in creating flexible learning environments.

Strategies and accommodations for students with physical, cognitive, and emotional disabilities.

Methods to foster collaboration among diverse learners.

Designing inclusive assessments that reflect the diverse needs of learners.

Unit – IV

15 Hours

Role of educators in advocating for marginalized groups and fostering a culture of inclusion.

Collaborating with families and communities to promote inclusive education.

Methods for advocating educational reforms that support equity and inclusion.

Case studies of leadership initiatives driving inclusive practices in education.

Transactional Mode

Lecture, Video Based Teaching, Collaborative Teaching, Case Based Teaching, Case Analysis, Panel Discussion, Group Discussion, Demonstration, Project Based Learning, Team Teaching

Suggested Readings

- *Banks, J. A. (2015). Cultural Diversity and Education: Foundations, Curriculum, and Teaching. Pearson.*
- *Bhopal, K. (2018). White Privilege: The Myth of a Post-Racial Society. Policy Press.*
- *Gorski, P. C. (2013). Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap. Teachers College Press.*
- *Slee, R. (2011). The Irregular School: Exclusion, Schooling and Inclusive Education. Routledge.*
- *UNESCO. (2020). Global Education Monitoring Report: Inclusion and Education - All Means All. UNESCO Publishing.*
- *Tomlinson, C. A. (2017). How to Differentiate Instruction in Academically Diverse Classrooms. ASCD.*
- *Barton, L. (Ed.). (2019). Inclusive Education: Achieving Education for All by Including Those with Disabilities and Special Education Needs. Springer.*

Course Title: Crisis Management and Resilience in Education
Course Code: MAL302

L	T	P	Credits
4	0	0	4

Total Hours: 60

Learning Outcomes

After completion of this course, the learner will be able to:

1. Develop and implement strategies for crisis prevention, intervention, and recovery.
2. Foster resilience among students, educators, and institutions during and after crises.
3. Critically analyze policies and frameworks for crisis management in education.
4. Design crisis management plans for educational institutions that emphasize safety, resilience, and continuity.

Course Content

Unit I

15 Hours

Introduction to Crisis Management, Definitions, scope, and significance of crisis management in educational settings. Types of Crises, Natural disasters, human-made crises, public health emergencies (e.g., pandemics), violence, cyber threats, and institutional breakdown. Crisis Lifecycle, Phases of a crisis—prevention, preparedness, response, recovery. Impact of Crises on Education, Short- and long-term effects of crises on students, staff, and institutions. Role of Educational Leaders, Responsibilities of leaders and administrators in managing crises and ensuring continuity.

Unit II

15 Hours

Identifying potential crises and assessing vulnerabilities in schools and universities.
 Proactive measures to reduce risks, such as security protocols, mental health programs, and community engagement.
 Establishing clear communication channels before, during, and after crises.
 Creating comprehensive emergency response plans, evacuation procedures, and protocols for various types of crises.
 Preparing staff, students, and stakeholders through training sessions, mock drills, and simulations.

Unit III

15 Hours

Emergency management steps—securing safety, coordinating with authorities, and managing chaos.
 Critical decision-making under pressure and uncertainty.

Roles and responsibilities of educators, counsellors, crisis coordinators, and external agencies during a crisis.

Providing emotional and psychological first aid to students, staff, and the community.

Technology in Crisis Management: Using digital tools and platforms for effective crisis response, communication, and coordination.

Unit IV

15 Hours

Post-Crisis Evaluation, Reviewing the effectiveness of the crisis management plan and identifying lessons learned.

Resilience in Education, building individual and institutional resilience—strategies for fostering adaptability, emotional well-being, and mental toughness.

Support for Affected Individuals, Long-term support systems for students, faculty, and staff impacted by the crisis.

Rebuilding Trust and Confidence, Strategies to restore community trust in educational institutions after a crisis.

Continuity Planning, Ensuring learning continuity through alternative delivery methods (e.g., online education) during disruptions.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Case Based Teaching, Case Analysis, Panel Discussion, Group Discussion, Demonstration, Project Based Learning, Team Teaching

Suggested Readings

- Brock, S. E., & Jimerson, S. R. (2012). *Best Practices in School Crisis Prevention and Intervention*. National Association of School Psychologists.
- Smith, L. (2020). *Crisis Management in Education: Navigating Disasters and Emergencies*. Routledge.
- Gainey, B. S. (2021). *Building Resilience in Schools: Strategies for Crisis Management and Recovery*. ASCD.
- Coombs, W. T. (2019). *Ongoing Crisis Communication: Planning, Managing, and Responding*. SAGE Publications.
- Fink, S. (2013). *Crisis Management: Planning for the Inevitable*. Backinprint.com.
- UNESCO. (2021). *Education in a Post-Crisis World: Strategic Responses to Crisis and Building Resilience*. UNESCO Publishing.
- Grothberg, E. H. (1995). *A Guide to Promoting Resilience in Children: Strengthening the Human Spirit*. Bernard Van Leer Foundation.

Course Title: Research Proposal Development

Course Code: MAL303

L	T	P	Credits
0	0	8	4

Total Hours: 60

Learning Outcomes

After completion of this course, the learner will be able to:

1. draft the research proposal
2. formulate the hypothesis for the research proposal
3. interpret and review newspaper or magazine articles on topics of the contemporary interest
4. design and plan the research dissertation and project

Course content

Under the supervision of Guides, Students will undertake all the steps of writing a research proposal to finalize and submit the research synopsis. The students will submit the dissertation in the month of March.

Transactional Mode

Lecture, Video Based Teaching, Collaborative Teaching, Case Based Teaching, Case Analysis, Panel Discussion, Group Discussion, Demonstration, Project Based Learning, Team Teaching

Suggested Readings

- *Creswell, J. W. (2017). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Thousand Oaks, CA: Sage Publications.*
- *Locke, L. F., Silverman, S. J., & Spirduso, W. W. (2013). Proposals That Work: A Guide for Planning Dissertations and Grant Proposals. Thousand Oaks, CA: Sage Publications.*
- *Krathwohl, D. R., & Smith, N. L. (2005). How to Prepare a Research Proposal: Guidelines for Funding and Dissertations in the Social and Behavioral Sciences. Syracuse, NY: Syracuse University Press.*
- *Punch, K. F. (2016). Developing Effective Research Proposals. Thousand Oaks, CA: Sage Publications.*
- *Procter, M., & Williams, H. (2016). Writing Skills for Social Workers. Los Angeles, CA: Sage Publications.*
- *Torgerson, C. J. (2005). Successful Grant Writing: Strategies for Health and Human Service Professionals. New York, NY: Springer Publishing Company.*
- *Yin, R. K. (2018). Case Study Research and Applications: Design and Methods. Thousand Oaks, CA: Sage Publications.*
- *O'Leary, Z. (2017). The Essential Guide to Doing Your Research Project. Thousand Oaks, CA: Sage Publications.*
- *Oliver, P. (2010). Writing Your Thesis. Thousand Oaks, CA: Sage Publications.*
- *Saunders, M., Lewis, P., & Thornhill, A. (2019). Research Methods for Business Students. Harlow, UK: Pearson Education.*

Course Title: Global Trends in Education Leadership

Course Code: MAL304

L	T	P	Credits
3	0	0	3

Total Hours: 45

Learning Outcomes

After completing this course, learners will be able to:

1. understand key global trends and issues impacting educational leadership.
2. analyze the effects of globalization on educational systems and leadership practices.
3. evaluate various international leadership models and their applicability in different contexts.
4. develop strategies for implementing effective leadership practices in a globalized educational environment.

Course Content

Unit - I

8 Hours

Definition and dimensions of globalization in education, Historical perspectives on global education trends, Key global issues impacting education: equity, access, quality, and sustainability, the role of international organizations (UNESCO, OECD, World Bank) in shaping global education policies

Unit - II

8 Hours

Comparative analysis of educational leadership models across different countries, Distributed and collaborative leadership in a global context, Case studies of successful leadership practices from various regions, Leadership challenges in diverse cultural and political contexts.

Unit - III

7 Hours

Technological advancements and their implications for educational leadership, Internationalization of curricula and pedagogy, Leadership for inclusive education and diversity, Addressing global challenges such as migration, climate change, and pandemics through educational leadership.

Unit - IV

7 Hours

Developing global competencies and intercultural understanding in leaders, best practices for leading international and multicultural teams, Leveraging global networks and partnerships, Policy development and advocacy for global education initiatives

Transactional Mode

Lecture, Video Based Teaching, Collaborative Teaching, Case Based Teaching, Case Analysis, Panel Discussion, Group Discussion, Demonstration, Project Based Learning, Team Teaching

Suggested Readings

- *Bush, T., Bell, L., & Middle wood, D. (Eds.). (2019). Principles of Educational Leadership & Management. Sage Publications.*
 - *Fullan, M. (2011). Change Leader: Learning to Do What Matters Most. Jossey-Bass.*
 - *Hallinger, P. (2018). Bringing Context Out of the Shadows of Leadership. Educational Management Administration & Leadership, 46(1), 5-24.*
 - *Leithwood, K., & Day, C. (2008). The Impact of School Leadership on Pupil Outcomes. School Leadership & Management, 28(1), 27-42.*
 - *OECD. (2020). Education at a Glance 2020: OECD Indicators. OECD Publishing.*
 - *Robinson, V. M. J. (2011). Student-Centered Leadership. Jossey-Bass.*
 - *Schleicher, A. (2012). Preparing Teachers and Developing School Leaders for the 21st Century: Lessons from around the World. OECD Publishing.*
 - *Senge, P. M. (2000). Schools That Learn: A Fifth Discipline Field book for Educators, Parents, and Everyone Who Cares About Education. Doubleday.*
 - *Townsend, T. (Ed.). (2011). Global Perspectives on Educational Leadership Reform: The Development and Preparation of Leaders of Learning and Learners of Leadership. Emerald Group Publishing.*
- Zhao, Y. (2010). The Changing Context of Leadership in Global Higher Education. In: Inayatullah, S., & Gidley, J. (Eds.), The University in Transformation: Global Perspectives on the Futures of the University. Greenwood Publishing Group.*

Course Title: Enhancing Leadership Skills through Emotional Intelligence
Course Code: MAL305

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. analyze the relationship between emotional intelligence and effective leadership in diverse settings.
2. apply emotional intelligence strategies to enhance leadership skills in decision-making, communication, and conflict resolution.
3. foster self-awareness, empathy, and social skills as integral components of leadership.
4. develop a personalized plan to improve emotional intelligence for better leadership performance.

Course Content

Unit - I

11 Hours

Understanding Emotional Intelligence (EI): Definitions, models (Goleman, Mayer & Salovey), and key components—self-awareness, self-regulation, motivation, empathy, and social skills.
 The Role of EI in Leadership: How emotional intelligence influences leadership effectiveness.
 Emotional Intelligence vs. IQ in Leadership, The importance of emotional intelligence over cognitive intelligence in leadership roles.
 Self-Awareness and Leadership: Developing self-awareness as the foundation for leadership growth.
 Case Studies of EI in Leadership, Real-world examples of emotionally intelligent leaders and their impact.

Unit - II

12 Hours

Emotional Self-Regulation, Techniques for managing emotions under stress and making rational decisions.
 Motivation and Leadership, the role of intrinsic and extrinsic motivation in enhancing leadership outcomes.
 Social Awareness, Understanding and responding to others' emotions in leadership contexts.
 Conflict Management through EI, using emotional intelligence to resolve conflicts and promote a collaborative work environment.
 EI and Ethical Decision-Making: How emotional intelligence fosters ethical leadership and decision-making practices.

Unit - III

10 Hours

Empathy in Leadership: Developing empathy to understand and connect with team members.
 Effective Communication: The role of emotional intelligence in improving verbal and non-verbal communication skills.

Building Trust and Collaboration: Using emotional intelligence to foster trust and strong relationships within teams.

Influence and Leadership: How emotionally intelligent leaders influence others and drive organizational success.

Feedback and Coaching: Utilizing emotional intelligence to provide constructive feedback and coach team members.

Unit - IV

12 Hours

Developing a Personal EI Plan, assessing one's own emotional intelligence and setting goals for improvement.

Leadership Development through EI Training, Practical approaches to incorporating emotional intelligence training into leadership development programs.

Overcoming Emotional Barriers, Identifying and overcoming emotional challenges that hinder effective leadership.

Mindfulness and Emotional Intelligence, Practices to increase emotional regulation and awareness.

Continuous Learning and EI, the role of lifelong learning in enhancing emotional intelligence for sustained leadership success.

Transaction Mode

Simulation, Lecture method, lecture-cum-demonstration, group discussion, seminars and focused group discussion

Suggested Readings

- Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books.
- Goleman, D., Boyatzis, R., & McKee, A. (2013). *PriMAL Leadership: Unleashing the Power of Emotional Intelligence*. Harvard Business Review Press.
- Bradberry, T., & Greaves, J. (2009). *Emotional Intelligence 2.0*. Talent Smart.
- Cooper, R. K., & Sawaf, A. (1998). *Executive EQ: Emotional Intelligence in Leadership and Organizations*. Penguin.
- Cherniss, C., & Goleman, D. (2001). *The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations*. Jossey-Bass.
- Gardner, H. (1993). *Multiple Intelligences: The Theory in Practice*. Basic Books.
- Mayer, J. D., & Salovey, P. (1997). *What is Emotional Intelligence?* In P. Salovey & D. J. Sluyter (Eds.), *Emotional Development and Emotional Intelligence: Educational Implications*. Basic Books.

Course Title: Educational Administration and Management
Course Code: MAL306

L	T	P	Credits
3	0	0	3

Total Hours: 45

Learning Outcomes

After completion of this course, the learner will be able to:

1. apply management strategies and techniques to improve institutional effectiveness and leadership.
2. analyze the roles and responsibilities of educational administrators in various settings.
3. assess and address challenges in school administration, resource management, and staff development.
4. implement policies and practices that enhance educational outcomes and foster a positive organizational culture.

Course Content

Unit I

12 Hours

Introduction to Educational Administration - Definition, meaning, and significance.

Theories of Administration: Classical, human relations, and contemporary approaches.

Educational Leadership and Governance - Types of leadership (instructional, transformational, and distributed leadership) and their role in educational settings.

Roles of Educational Administrators - From principals to superintendents and board members.

Administrative Ethics - Ethical practices and decision-making in educational administration.

Unit II

11 Hours

Educational Planning - Principles, processes, and levels of educational planning.

Resource Management - Human, financial, and material resources in education.

School Budgeting and Finance - Basics of budgeting, financial planning, and fund allocation.

Strategic Planning in Education - Aligning resources with institutional goals for improved outcomes.

Time Management for Educational Leaders - Techniques for prioritizing tasks and responsibilities.

Unit III

12 Hours

Staff Recruitment and Selection - Policies and practices in hiring educational staff.

Staff Development and Training - Approaches to continuous professional development (CPD).

Performance Evaluation - Models for evaluating teachers, staff, and administrators.

Conflict Resolution - Addressing and resolving interpersonal conflicts in educational settings.

Motivating and Empowering Staff - Techniques for fostering a positive work culture and encouraging staff collaboration.

Unit IV

10 Hours

Organizational Climate and Culture - Understanding and shaping the school environment.

Curriculum Management - Planning, implementation, and assessment of the curriculum.

Policy Making and Implementation - National and institutional policies related to education and administration.

School-Community Relations - Engaging with the wider community and stakeholders.

Contemporary Issues in Educational Administration - Emerging trends such as ICT integration, diversity management, and crisis management in schools.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Case Based Teaching, Case Analysis, Panel Discussion, Group Discussion, Demonstration, Project Based Learning, Team Teaching

Suggested Readings

- *Bush, T. (2011). Theories of Educational Leadership and Management. Sage Publications.*
- *Everard, K. B., Morris, G., & Wilson, I. (2004). Effective School Management. Paul Chapman Publishing.*
- *Owens, R. G. (2004). Organizational Behavior in Education: Adaptive Leadership and School Reform. Pearson Education.*
- *Leithwood, K., & Riehl, C. (2005). What We Know About Successful School Leadership. National College for School Leadership.*
- *Lunenburg, F. C., & Ornstein, A. C. (2012). Educational Administration: Concepts and Practices. Cengage Learning.*
- *Hoy, W. K., & Miskel, C. G. (2008). Educational Administration: Theory, Research, and Practice. McGraw-Hill.*
- *Sergiovanni, T. J. (2009). The Principalsip: A Reflective Practice Perspective. Allyn & Bacon.*
- *Fullan, M. (2001). Leading in a Culture of Change. Jossey-Bass.*

Course Title: Technology Integration in Higher Education
Course Code: MAL307

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

After completion of this course, the learner will be able to:

1. summarize the Theoretical frame work of ICT integration
2. Describe the possible ways to use of innovative ICT practices in education.
3. develop the simple MOOC course plan
4. analyze the need and importance of VR and AR

Course Content

Unit - I

8 Hours

Concept of Educational Technology. Meaning, Nature, Scope and significance of E. T., Components of E. T. Software, hardware, educational technology and in structural technology.

Unit - II

8 Hours

Communication and instruction: Theory, Concept, Nature, Process, Components Types, Classroom Communication, Mass Media approach in Educational Technology, Designing Instructional System, Formulation of instructional objectives, Task analysis, designing of instructional strategies such as lecture, team teaching discussion, seminar and tutorials.

Unit - III

7 Hours

Teaching levels, Strategies and Models: Memory, Understanding and Reflective levels of teaching, Teaching strategies: Meaning, Nature, Functions and Types (Psychological, Models and Modern Models of Teaching), Modification of teaching behaviour, Micro teaching, Flander’s Interaction analysis, Simulation.

Unit - IV

7 Hours

Educational technology in formal, non-formal and informal education, Distance Education, Open Learning Systems and Educational Technology, Emerging trends in Educational Technology, Video-tape, Radio & Television, Tele-conferencing, CCTV, CAI, INSAT-Problems of New Technologies, Evaluation and Educational Technology

Transactional Mode

Lecture, Video Based Teaching, Collaborative Teaching, Case Based Teaching, Case Analysis, Panel Discussion, Group Discussion, Demonstration, Project Based Learning, Team Teaching

Suggested Readings

- Reiser, R. A., & Dempsey, J. V. (2017). *Trends and Issues in Instructional Design and Technology* (4th ed.). Pearson.
- Roblyer, M. D., & Doering, A. H. (2016). *Integrating Educational Technology into Teaching* (7th ed.). Pearson.
- Voogt, J., & Knezek, G. (Eds.) (2014). *International Handbook of Information Technology in Primary and Secondary Education*. Springer.
- Spector, J. M., Merrill, M. D., Elen, J., & Bishop, M. J. (Eds.) (2014). *Handbook of Research on Educational Communications and Technology* (4th ed.). Routledge.
- Puentedura, R. R. (2014). *SAMR Model: A Practical Guide for Educators*. Hippasus.
- Kozma, R. B. (Ed.) (2013). *Technology, Innovation, and Educational Change: A Global Perspective*. Sense Publishers.
- Mishra, P., & Koehler, M. J. (2013). *Learning, Technology, and Education Reform in the Knowledge Society*. Springer.
- Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2013). *Removing Barriers to Teaching with Technology*. Routledge.

Course Title: Ethical Leadership in Education

Course Code: MAL308

L	T	P	Credits
2	0	0	2

Total Hours: 30

Course Outcomes

After completion of this course, the learner will be able to:

1. Understand the principles and theories of ethical leadership in education.
2. Analyze ethical dilemmas and challenges faced by educational leaders.
3. Evaluate the impact of ethical leadership on school culture and student outcomes.
4. Develop strategies for promoting and practicing ethical leadership in educational settings.

Course Content

Unit - I

8 Hours

Definition and importance of ethical leadership in education, Theoretical frameworks: Utilitarianism, Deontology, Virtue Ethics, and Care Ethics, Core principles of ethical leadership: integrity, fairness, accountability, and transparency, Historical perspectives on ethics in educational leadership.

Unit - II

8 Hours

Common ethical issues in education: equity, inclusion, and diversity, Conflicts of interest and ethical decision-making, Balancing stakeholder interests and maintaining professional boundaries, Case studies of ethical dilemmas faced by educational leaders.

Unit - III

7 Hours

Influence on school culture and climate, enhancing trust and collaboration among teachers, students, and parents, promoting ethical behavior and academic integrity among students, Measuring the effectiveness of ethical leadership practices.

Unit - IV

7 Hours

Self-assessment and reflective practice for ethical leadership development, Professional development and training programs, creating policies and codes of ethics for educational institutions, leading by example and fostering an ethical school environment, Engaging the community and stakeholders in ethical decision-making

Transactional Mode

Lecture, Video Based Teaching, Collaborative Teaching, Case Based Teaching, Case Analysis, Panel Discussion, Group Discussion, Demonstration, Project Based Learning, Team Teaching

Suggested Readings

- Begley, P. T., & Stefkovich, J. A. (2007). *Ethical School Leadership*. Taylor & Francis.
- Brown, M. E., Treviño, L. K., & Harrison, D. A. (2005). *Ethical Leadership: A Social Learning Perspective for Construct Development and Testing*. *Organizational Behavior and Human Decision Processes*, 97(2), 117-134.
- Fullan, M. (2003). *The Moral Imperative of School Leadership*. Corwin Press.
- Northouse, P. G. (2018). *Leadership: Theory and Practice*. Sage Publications.
- Shapiro, J. P., & Stefkovich, J. A. (2016). *Ethical Leadership and Decision Making in Education: Applying Theoretical Perspectives to Complex Dilemmas*. Routledge.
- Starratt, R. J. (2004). *Ethical Leadership*. Jossey-Bass.
- Strike, K. A., & Soltis, J. F. (2009). *The Ethics of Teaching*. Teachers College Press.
- Tuana, N. (2014). *Developing Ethical Leadership*. Routledge.
- Walker, J. C., & Shuangye, C. (2007). *Ethics in Educational Leadership Programs: An International Perspective*. *Journal of Educational Administration*, 45(4), 410-426.
- Willower, D. J. (1999). *Ethical Leadership: Concepts and Cases*. Rowman & Littlefield.

Semester IV

Course Title: Guidance and Counselling

Course Code: MAL401

L	T	P	Credits
4	0	0	4

Total Hours: 60

Course Outcomes:

After completion of this course, the learner will be able to:

1. Enable the students to understand the meaning, nature and scope of guidance and counselling.
2. Acquaint them to recognize the role of guidance in attaining the goals of education.
3. analyze the relationship between guidance and counselling.
4. summarise various theories of guidance and counselling advocated by different psychologists

Course Content

Unit-1

15 Hours

Meaning, need and importance of guidance, Aims and principles of guidance, Types of guidance; personal, educational, vocational, Guidance and curriculum; guidance and classroom learning and role of teacher in guidance and counselling

Unit II:

15 Hours

Organization of Guidance Services, Vocational choice, factors affecting vocational choice. Vocational development; Vocationalization of secondary education, Tools and techniques of guidance-Cumulative records, rating scales, interview and psychological tests. Use of tests in Guidance, Organization of guidance services, essentials of a guidance programme, guidance set up in a school system

Unit III:

15 Hours

Counselling; concept, scope and types (individual and group), Objectives of counselling (solution of problems, modification of behavior, promotion of mental health), counselling approaches directive, non-directive and elective, Relationship and difference between guidance and counselling, Characteristics of good counselling and counselling for adjustment

Unit IV:

15 Hours

Techniques, Theories and Areas of Counselling, Techniques in counselling; testing and non-testing techniques, steps of counselling, qualities of an effective counsellor, Theories of counselling – psychoanalytical theory (Freud) Self-concept theory (Rogers) and

Behaviouristic (Skinner) iii) Areas of counselling; family counselling, parental counselling, counselling for adolescent girls

Transactional Mode

Lecture, Video Based Teaching, Collaborative Teaching, Case Based Teaching, Case Analysis, Panel Discussion, Group Discussion, Demonstration, Project Based Learning, Team Teaching

Suggested Reading

- Aggarwal, J.C. (1995). *Educational and Vocational Guidance and Counselling*, Doaba House, New Delhi
- Bhatnagar, A. and Gupta, N. (1999). *Guidance and Counselling* Vikas Publishing House Pvt. Ltd. New Delhi.
- Chauhan, S.S. (1982). *Principles and Techniques of Guidance*.Vikas Publishing House Pvt. Ltd. New Delhi.
- Gladding, S.T. (1996). *Counselling: A comprehensive Profession*, New Delhi, PHI Pvt. Ltd.
- Gibson, R.L. & Mitchell, M.H. (2005). *Introduction to Counselling and Guidance*. PHI Ltd., New Delhi.
- Joneja, G.K. (1997). *Occupational information in Guidance*. New Delhi: NCERT.
- Kochhar, S.K. (2005). *Guidance and Counselling in colleges and Universities*, Sterling Publishers Private Ltd. New Delhi.
- Rao, S.N. (1981). *Counselling in Psychology*. New Delhi: Tata Mc. Graw Hill. Saraswat, R.K. and Gaur, J.S. (1994). *Manual for Guidance Counsellors*. New Delhi, NCERT

Course Title: Dissertation

Course Code: MAL402

L	T	P	Credits
0	0	0	6

Course Outcomes:

After completion of this course, the learner will be able to:

1. develop research questions and hypotheses and write a research proposal using high-level written and verbal communication skills
2. carry out a critical literature review, using well-developed analytical and synthesis skills
3. understand research design and be able to choose rigorous and practical research methods to address a problem-focused research question
4. Inculcate research skills like bibliographic skills, practical skills, palaeographic skills, writing & presentation skills etc.

Course Content

The students will prepare the dissertation and appear for dissertation viva conducted by an external examiner and supervisor.

1. Students has to submit their research work in the form of Dissertation.
2. Students has to publish at least one research article

Evaluation process

The evaluation process of a dissertation typically involves multiple stages and individuals. While specific processes may vary among institutions, the general evaluation process can be outlined as follows:

- **Submission:** The student submits their completed dissertation to the designated authority, such as the academic department or the dissertation committee.
- **Initial Screening:** The dissertation is reviewed to ensure that it meets the basic requirements, such as formatting guidelines, word count, and adherence to the submission deadline.
- **External Review (Optional):** In some cases, institutions may opt for an external review, where the dissertation is sent to experts in the field who provide feedback and evaluation.
- **Internal Review:** The dissertation is assigned to an evaluation committee or panel, which typically includes faculty members and subject experts. They review the dissertation to assess its quality, methodology, theoretical framework, and contribution to the field.
- **Defence Presentation:** The student may be required to defend their dissertation orally before the evaluation committee. During the defense, the student presents their research, addresses questions and concerns raised M.ED. (MED23) by the committee, and demonstrates their knowledge and understanding of the subject matter.

- **Evaluation Criteria:** The evaluation committee assesses the dissertation based on predetermined criteria, which may include originality of research, clarity of writing, methodology, data analysis, critical thinking, and overall contribution to knowledge in the field.
- **Evaluation Report:** The evaluation committee provides a detailed report on the strengths and weaknesses of the dissertation, highlighting areas for improvement, and recommending a final outcome.
- **Final Decision:** Based on the evaluation report and defense presentation (if applicable), a final decision is made regarding the acceptance, revision, or rejection of the dissertation. This decision may be made by the evaluation committee, the dissertation committee, or the academic department.
- **Revision (If required):** If revisions are requested, the student is provided with feedback and suggestions for improvement. They are given a specific timeframe to address the revisions and resubmit the dissertation for reevaluation.
- **Final Approval:** Once the revisions (if any) are completed and deemed satisfactory by the evaluation committee, the dissertation is approved, and the student may proceed towards graduation.

Suggested Readings

- *Swales, J. M., & Feak, C. B. (2012). Academic Writing for Graduate Students: Essential Tasks and Skills. Ann Arbor, MI: University of Michigan Press.*
- *Davis, G. B., & Parker, C. A. (2012). Writing the Doctoral Dissertation: A Systematic Approach. Hauppauge, NY: Barron's Educational Series.*
- *Rudestam, K. E., & Newton, R. R. (2014). Surviving Your Dissertation: A Comprehensive Guide to Content and Process. Thousand Oaks, CA: Sage Publications.*
- *Dunleavy, P. (2003). Authoring a PhD Thesis: How to Plan, Draft, Write and Finish a Doctoral Dissertation. Basingstoke, UK: Palgrave Macmillan.*
- *Creswell, J. W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Thousand Oaks, CA: Sage Publications.*
- *Evans, D., & Gruba, P. (2011). How to Write a Better Thesis. Carlton, Australia: Melbourne University Publishing.*
- *Wisker, G. (2008). The Good Supervisor: Supervising Postgraduate and Undergraduate Research for Doctoral Theses and Dissertations. Basingstoke, UK: Palgrave Macmillan.*

Course Title: Dissertation Viva

Course Code: MAL403

L	T	P	Credits
0	0	0	2

Introduction

The Dissertation Viva is a critical component of your postgraduate program, representing a culmination of your research efforts. This process involves presenting and defending your dissertation before a panel of examiners. The following instructions provide a comprehensive guide to prepare for and successfully navigate the viva voce examination.

Preparation for the Viva

1. Understanding the Viva Format
 - The viva voce is conducted to evaluate the originality, validity, and significance of your research.
 - Typically includes an initial presentation, followed by a series of questions from the examiners.
2. Structuring Your Presentation
 - Briefly introduce yourself and your research topic.
 - Clearly state your research questions or objectives.
 - Describe the research design, data collection, and analysis methods.
 - Summarize the main findings of your research.
 - Discuss the implications of your findings for theory, practice, and future research.
 - Provide a concise conclusion that encapsulates the significance of your work.
3. Anticipating Questions
 - Review your dissertation thoroughly and identify potential areas of questioning.
 - Prepare answers for common questions about your methodology, findings, and theoretical framework.
 - Consider the implications of your research and how you might address questions about its broader impact.
4. Practice and Feedback
 - Mock Viva Sessions: Conduct mock viva sessions with peers or supervisors to simulate the actual viva experience.
 - Presentation Skills: Attend workshops to enhance your presentation skills.
 - Feedback: Seek feedback on your presentation and responses to refine your performance.

Assessment Criteria

1. Content and Knowledge
 - Depth of knowledge in your research area.
 - Originality and significance of your research.

2. Presentation and Communication

- Clarity and organization of the presentation.
- Effectiveness in communicating research findings and implications.

3. Critical Thinking and Reflection

- Ability to critically evaluate your research.
- Reflective thinking and openness to feedback.

4. Engagement and Défense

- Effectiveness in responding to questions.
- Ability to engage in academic debate and justify research decisions.

IOAOC

Course Title: Community Participation Project

Course Code: MAL404

L	T	P	Credits
0	1	4	3

Course Outcomes

After completion of this course, the learner will be able to:

Overview

The Community Participation Project is a practical, hands-on component of your M.A. in Education program designed to engage you directly with the community to identify and address educational needs. This project will help you develop critical skills in community engagement, project planning, implementation, and evaluation.

Steps and Guidelines

1. Community Needs Assessment

- **Form Groups:** Organize into small groups (3-5 members) to work collaboratively.
- **Develop Tools:** Create survey and interview questions aimed at understanding the educational needs of the community.
- **Field Visits:** Schedule and conduct field visits to gather data. Make sure to approach a diverse group of community members for comprehensive insights.
- **Data Analysis:** Collaborate to analyze the collected data and identify the primary educational needs of the community.

2. Project Planning

- **Draft Proposal:** Write a project proposal outlining the objectives, methods, and evaluation criteria of your project. Include a timeline and resource plan.
- **Review and Feedback:** Submit the draft proposal for peer and faculty review. Be open to constructive criticism and suggestions.
- **Finalize Plan:** Revise and finalize the project plan based on feedback. Ensure that the plan is detailed and feasible.

3. Stakeholder Engagement

- **Identify Stakeholders:** List key stakeholders such as community leaders, parents, teachers, and local organizations.
- **Organize Meetings:** Schedule and conduct meetings with these stakeholders to present your project plan and gather their feedback.
- **Document Feedback:** Keep detailed records of all feedback and suggestions. Discuss within your group how to incorporate this input into your project.

4. Implementation

- **Assign Tasks:** Distribute tasks among group members according to strengths and interests.

- **Execute Plan:** Implement the project activities as per the timeline. Regularly monitor progress and address any issues promptly.
- **Collaboration:** Maintain strong communication within your group and with stakeholders to ensure smooth execution.

6. Reflection and Evaluation

- **Reflective Journaling:** Maintain a reflective journal documenting your experiences, challenges, and learning throughout the project.
- **Evaluate Impact:** Design and distribute evaluation tools such as questionnaires or feedback forms. Analyze the collected data to assess the impact of your project.
- **Group Discussion:** Discuss the evaluation findings with your group to draw conclusions about the project's success and areas for improvement.

7. Final Presentation

- **Prepare Presentation:** Create a comprehensive presentation summarizing your project, including objectives, methodology, findings, and reflections.
- **Practice:** Rehearse the presentation with your group to ensure smooth delivery.
- **Presentation Day:** Present your project to an audience of peers, faculty, and community stakeholders. Be prepared to engage in a Q&A session.

Assessment Criteria

1. Community Needs Assessment (15%)
2. Project Proposal (15%)
3. Stakeholder Engagement (15%)
4. Implementation (20%)
5. Reflection and Evaluation (20%)
6. Final Presentation (15%)

Course Title: Manpower planning and Finance

Course Code: MAL405

L	T	P	Credits
3	0	0	3

Total Hours: 45

Learning Outcomes

After completion of this course, the learner will be able to

1. Acquaint the student with the basic concepts and practices adopted in educational measurement and educational evaluation.
2. Orient the student with tools and techniques of measurement and evaluation.
3. Develop skills and competencies in constructing and standardizing a test.
4. Understand how various requirements of education are measured, evaluated, interpreted and their result are recorded to help learners.

Course Content

Unit I

12 Hours

The measurement and evaluation process, Concept, scope and need, Taxonomies of educational objectives, norm referenced and criterion-referenced measurement, Evaluation: Functions of evaluation, and the basic principles of evaluation, Evaluation and Curriculum, Interrelationship between measurement and evaluation in education.

Unit II

12 Hours

Tools of measurement and Evaluation, Subjective and objective tools essay test, objective test, scales, questionnaires, schedules, inventories, performance tests.

Unit III

10 Hours

General principles of test construction and its standardization, Writing test items – objective type, essay type and interpretive type, Item analysis procedures for norm-referenced and criterion referenced mastery tests, Basic characteristics of good measuring instruments: Validity, objectivity, Reliability, Usability and Norms, Types, Ways of determination; importance and application, Standardization of measuring instruments

Unit IV

11 Hours

Measurement of Achievement, Aptitude, Attitudes, Skills, Personality, Interpretation of the above test-scores and methods of feedback to students, New trends in evaluation, viz., Grading, Semester system,

Continuous comprehensive evaluation, Question Bank, Use of Computers in Evaluation

Transaction mode

Cooperative learning, seminar presentations, demonstration and practical exercise of statistical problems, research-based activities, and case studies

Suggested readings

- *Adams, G.S., Measurement and Evaluation in Education, Psychology and Guidance, Holt, Rinehart & Winstone, New York, 1964.*
- *Anastasi, Anne, Psychological Testing, The MacMillan Co., New York, 1984.*
- *Bean, K.L., Construction of Educational and Personal Tests, McGraw Hill Book Co., New York, 1953.*
- *Bhattacharaya, S., Psychometrics and Behaviour Research, Sterling Publishers, New Delhi, 1972.*
- *Bradfield, J.M., Measurement and Evaluation in Education, MacMillan Co., New York.*
- *Brown, F.S., Principles of Educational and Psychological Testing, Holt Rinehart and Winston, New York.*
- *Cronbach, J. Lee, Essentials of Psychological Testing, Harper and Row., New York, 1949.*
- *Ebel, R.L., Measuring Educational Achievement, Prentice Hall of India Pvt. Ltd., New Delhi, 1966,*
- *Freeman S. Frank, Theory and Practice of Psychological Testing, Oxford and IBH Publishing Co., Calutta, 1968.*
- *Greene Edward, B., Measurement of Human Behaviour, Odyssey, 1952.*
- *Nall, V.H., Introduction to Educational Measurement, Hoaghton Mifflin Co. (Second Edition), Boston, 1965.*
- *Nunnally, J., Test and Measurements Assessment and Predication, McGraw Hill Book Company Inc., New York, 1959.*
- *Payne and McMorris, Educational and Psychological Measurement, Oxford and IBH Publishing Co., Bombay, 1967.*
- *Remmers, M H, N.L., A Practical Introduction to Measurement and Evaluation, University Book Stall, Delhi, 1967.*

Course Title: Financing of Education

Course Code: MAL406

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. Describe the concept and importance of economics of education
2. Discuss the link between education and economic development.
3. Explain the utility of cost benefit analysis in education
4. Differentiate between different sources of finance in education

Course Content

Unit I

12 Hours

Concept of Economics of Education: Meaning, definition, scope and importance of Economics of Education; The relationship between education and the economic system, Education and Economic Growth, Education and Human Development, Education as means of Poverty reduction • Education as an industry; Education as consumption and Education as investment, Concept of Cost of Education. Types of Educational costs: Direct cost, Indirect cost, Private cost, Social cost, Opportunity cost and Unit Cost

Unit II

11 Hours

Economics of Knowledge- Meaning, nature and characteristics • Cost benefit analysis: Meaning, purpose and problems, Cost Effectiveness Analysis in Education, Difference between Cost-benefit and Cost-Effectiveness Analysis. Cost-Benefit Analysis and Financing in Education • Concept of Cost Consciousness in Education. Estimation of cost of Education: Its applications to different levels (Primary, Secondary and Tertiary), External and Internal Efficiency of Education

Unit III

11 Hours

Pricing of Education: Micro and Macro aspects of pricing of education; Problem of capitation fees. • Financing of Education: Sources of finance for education: private, public, fees, donations; Endowments and grants: Grant-in- aid principles and practices with special reference to higher education; Government's role in financing education at different levels with special reference to higher education.

Unit IV

11 Hours

Budgetary Provision: Concept of budget. Annual grants; developmental grants and maintenance grants. Basis of allocation of funds to Education • Foreign Direct Investment in Education: Concept, Purpose and Consequences.

Transaction Mode

Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning and collaborative learning.

Suggested Readings

- *Blaug.M. (1972). An Introduction to the Economics of Education, London: Penguin*
- *Dansana, A. (2013). Higher Education and Sustainable Development: New Challenges and Opportunities, New Delhi: Regal.*
- *McMahon, W. W. (1999). Education and development: Measuring the social benefits. Oxford, UK: Oxford University Press.*
- *Naik J.P. (1965). Educational planning in India, Bombay: Allied Publishers*
- *Natarajan S. (1990). Introduction to Economics of Education, New Delhi: Sterling*
- *Tilak, J.B.G. (Ed.) (2003). Education, Society and Development: National and International Perspective, New Delhi: NIEPA.*
- *Tilak J. B. G. (1994). Education for Development in Asia, New Delhi: Sage publications.*
- *Tilak J. B. G. (1992). Educational Planning at Grassroots, New Delhi: Ashish publishing House.*

Tilak, J. B. G. (1987). The Economics of Inequality in Education, New Delhi: Sage publications

Course Title: Diversity and Inclusion in Higher Education
Course Code: MAL407

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes:

After completion of this course, the learner will be able to:

1. analyze the fundamental concepts and principles that underpin inclusive education, including equity, diversity, and social justice.
2. Apply a variety of inclusive teaching strategies and instructional methods
3. promote active participation, collaboration, and meaningful learning for all students
4. practice inclusive education by promoting awareness, understanding, and

Course Content

Unit I

13 Hours

Inclusive Education: Concept, Importance and Advantages of Inclusive Education Historical Perspectives of Inclusive Education in India and difference between Special Education, Integrated Education and Inclusive Education Obstacles and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India.

Unit II

10 Hours

Children with diverse needs: Definition and characteristics of children with sensory (Hearing, Visual, Mental and Physical Impairment), intellectual (Gifted, Talented/Creative and Mentally challenged disabilities) and Developmental disabilities (Autism, cerebral palsy and learning disabilities).

Unit III

12 Hours

Policies and Legislations (National Policy of Education (1986), Program of Action of Action (1992), Persons with Disabilities Act M.ED. (MED23) (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Rehabilitation Council of India Act (1992), Inclusive Education under UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implications

Unit IV

10 Hours

Inclusive Learning Environments: Universal Design for Learning (UDL) principles, Curriculum adaptation and modification strategies, Assistive

technologies and resources for inclusive classrooms. Promoting social inclusion and positive peer interactions Inclusive Education and Policy Implementation - Inclusive education in the context of NEP 2020.

Transactional Mode

Lecture, Video Based Teaching, Collaborative Teaching, Case Based Teaching, Case Analysis, Panel Discussion, Group Discussion, Demonstration, Project Based Learning, Team Teaching

Suggested Reading

- Muthusamy, K., &Sood, P. (Eds.). (2018). *Handbook of Inclusive Education: Indian Perspective*. Sage Publications.
- Ainscow, M. (2019). *Making Education for All Inclusive: Where Next?*.Routledge.
- Turnbull, A. P., Turnbull, H. R., &Wehmeyer, M. L. (2018). *Exceptional Lives: Special Education in Today's Schools (8th ed.)*. Pearson.
- Booth, T., &Ainscow, M. (Eds.). (2018). *Index for Inclusion: Developing Learning and Participation in Schools (3rd ed.)*. CSIE.
- Friend, M., &Bursuck, W. D. (2018). *Including Students with Special Needs: A Practical Guide for Classroom Teachers (8th ed.)*. Pearson.
- Salend, S. J. (2017). *Creating Inclusive Classrooms: Effective and Reflective Practices (8th ed.)*. Pearson.
- Villa, R. A., Thousand, J. S., &Nevin, A. (2016). *A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning (3rd ed.)*. Corwin.
- Ahuja, A., &Jangira, N.K. (2002). *Effective teacher training; cooperative learning-based approach*. New Delhi: National Publishing house.
- Ainscow, M., Booth, T. (2003). *The Index for Inclusion: Developing learning and participation in schools*. Bristol: Center for Studies in Inclusive Education.

Course Title: Digital Leadership and Change

Course Code: MAL408

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

1. analyze the dynamics of leading digital transformation and change in educational and organizational contexts.
2. develop strategies for integrating digital tools and platforms into leadership practices.
3. foster an adaptive mindset for continuous improvement and innovation in digital environments.
4. cultivate skills for managing teams and stakeholders in a digitally-driven change process.

Course Content

Unit I

11 Hours

Introduction to Digital Leadership - Definition, scope, and significance of digital leadership in the modern era.

Key Characteristics of a Digital Leader - Vision, innovation, adaptability, and technological fluency.

Digital Transformation - The role of digital leadership in transforming organizations and educational institutions.

Challenges in Digital Leadership - Overcoming resistance to change and building digital competence.

The Digital Ecosystem - Understanding the digital landscape, including platforms, tools, and technologies for leadership.

Unit II

12 Hours

Change Management Models - Kotter's 8-Step Process, ADKAR Model, and Lewin's Change Theory in the digital context.

Digital Change Strategy - Steps for leading successful digital transformations.

Communication in Digital Leadership - Utilizing digital platforms for effective communication and collaboration.

Engaging Stakeholders in Digital Change - Strategies to get buy-in from employees, students, and the community.

Digital Innovation and Growth - The role of leadership in fostering a culture of innovation in digital settings.

Unit III

12 Hours

Digital Tools for Leadership - Overview of key digital tools for collaboration, project management, and decision-making.

Data-Driven Decision Making - Leveraging data and analytics for informed leadership decisions.

Social Media and Digital Leadership - How to use social platforms for leadership, branding, and stakeholder engagement.

Digital Communication Skills - Enhancing communication through digital platforms and tools.

Digital Learning and Development - Supporting continuous learning and professional development through digital technologies.

Unit IV

10 Hours

Creating a Vision for Digital Leadership - How leaders can develop and communicate a shared vision for digital change.

Fostering a Digital-First Culture - Building a culture that supports digital innovation, collaboration, and risk-taking.

Ethical Leadership in the Digital Age - Navigating ethical challenges in digital environments, including privacy and data security.

Sustainability and Digital Leadership - Leading with sustainability in mind—balancing digital growth with environmental and social responsibility.

Continuous Improvement - Using feedback and reflection to adapt and improve digital leadership practices.

Transaction Mode

Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning and Cooperative learning

Suggested Readings

- Fullan, M. (2013). *The New Meaning of Educational Change*. Teachers College Press.
- Kane, G. C., Palmer, D., Phillips, A. N., & Kiron, D. (2019). *The Technology Fallacy: How People Are the Real Key to Digital Transformation*. MIT Press.
- Westerman, G., Bonnet, D., & McAfee, A. (2014). *Leading Digital: Turning Technology into Business Transformation*. Harvard Business Review Press.
- Coutu, D. L. (2002). *Change Management*. Harvard Business Review.
- Sweeney, C. (2017). *Digital Leadership: Changing Paradigms for Changing Times*. Corwin Press.
- Caldwell, R. (2003). *Models of Change Leadership in Education and Training*. *Journal of Change Management*.
- Davidson, E. (2018). *Disruptors: Success Strategies from Women Who Break the Mold*. Entrepreneur Press.
- Burnes, B. (2009). *Managing Change: A Strategic Approach to Organisational Dynamics*. Prentice Hall.

Course Title: Lifelong Learning

Course Code: MAL409

L	T	P	Credits
3	0	0	3

Total Hours: 45

Learning Outcomes

After completion of this course, the learner will be able to

1. analyze various theories and practices of lifelong education in different contexts.
2. evaluate the role of lifelong learning in personal, social, and professional development.
3. explore non-formal education models and their impact on society.
4. apply lifelong learning principles to real-world problems and cases.

Course Content

Unit I

12 Hours

Definition, scope, and importance of lifelong learning
 Historical perspectives on lifelong learning
 Key principles and objectives of lifelong learning
 Differences between formal, informal, and non-formal education
 Lifelong learning in the context of globalization

Unit II

12 Hours

The role of non-formal education in lifelong learning
 Adult education and continuing education
 Education for rural and marginalized populations
 Non-formal education: Field experiences and case studies
 The impact of non-formal education in addressing social issues

Unit III

10 Hours

Key theoretical approaches to lifelong learning
 Lifelong learning and social change
 Models of adult education (Malcolm Knowles' Andragogy)
 Lifelong learning and knowledge society
 Lifelong learning and character development

Unit IV

11 Hours

Lifelong learning policies and programs (national and international perspectives)
 Case studies of lifelong learning initiatives (e.g., Chipko Movement, Narmada Bachao Andolan)
 Lifelong learning for professional and personal development
 The future of lifelong learning in knowledge societies
 Lifelong learning and the digital age

Transaction mode

Presentations, panel discussions, seminar presentations, demonstration and practical exercise of statistical problems, research-based activities, and case studies

Suggested readings

- *Aspin, D. N. (2000) 'Lifelong learning: concepts and conceptions. International Journal of Lifelong Education, Vol. 19 Issue 1, p2-18.*
- *Camillo Bonanni. Education for Human Needs: NFE Field experiences and Designs, Indian Adult Education Association, 1982.*
- *Coombs, P.H, et al. New Paths to Learning for Rural Children and Youth, New York International Council for Educational Development, 1973, 133 p. Development Process and Social Movements in Contemporary India, Author: Abhay Prasad Singh, Publisher: Pinnacle Learning*
- *Growther, J. (2004) 'In and against' Lifelong Learning: flexibility and the corrosion of character. International Journal of Lifelong Education. 23(2): 125-136.*
- *Gustavsson, B. (2002) 'What do we mean by lifelong learning and knowledge' International Journal of Lifelong Education. 21(1): 13-23.*
- *Kuppuswamy, B., Social Change in India, Vikas Publishers, New Delhi, 1975. Lengrand, Paul, An Introduction to Life-long Education.*
- *Malcolm S. Knowles, The Modern Practice of Adult Education, Association Press, 291, Broadway, New York, 1970.*
- *Naik, J.P. Some Perspectives on Non-Formal Education. Allied Publishers Pvt. Ltd New Delhi. 1977.*
- *Rami Reddy G., An Open Learning System – Innovative Model of Learning.*
- *Shah A.D., & Susheela Bhan (Ed.), Non-formal Education and the NAEP, Oxford University Press, Delhi, 1980.*
- *Sivadasan Pillai K., Non-formal Education in India, Criterion Publications, New Delhi, 1990.*
- *Social Movements in India: Chipko Movement, Dalit Buddhist Movement, Social Reformers of India, Narmada Bachao Andolan, Publisher: Books LLC, Wiki Series.*
- *Sohan Singh, Social Education: Concept and Methods, Orient Longman Publications, Bombay.*
- *Subba Rao d. & Vasudeva Rao B.S., Adult & Continuing Education & Some perspectives, R.D. Publishers, Andhra Pradesh*
- *Tuijnman, A. & Boström, A-K. (2002) 'Changing Notions of Lifelong Education and Lifelong Learning' International Review of Education 48(1/2): 93-110.*
- *UNESCO (2005) Towards Knowledge Societies. UNESCO: Paris. [Visit UNESCO'S website]*