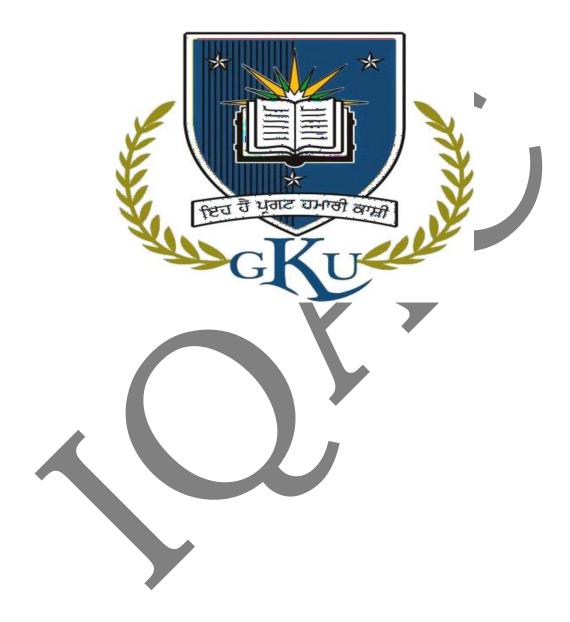**GURU KASHI UNIVERSITY**

M. A. Education (MEU)

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

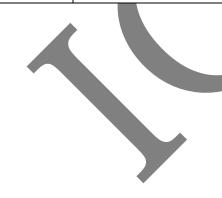After completion of the program, students will be able to:

- 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)

Course Code	Course Title	Type of Course	L	T	P	Credits
SEMESTER - I							
MEU101	Philosophical Foundation of Education	Core	4	0	0	4
MEU102	Methodology of Educational Research and Statistics-I	Compulsory Foundation	2	0	0	2
MEU103	Psychology of Teaching and Learning	Core	4	0	0	4
MEU104	Communication Skills	Skill Based	0	0	4	2
MEU105	Educational Entrepreneurship	Entrepreneurship	2	0	0	2
MEU106	Communication, Expositor Writing & Self Development	Multi-Disciplinary	3	0	0	3
Discipline Elective Group -1(Select any one of the following)							
MEU107	Human Rights Education	Discipline Elective	3	0	0	3
MEU108	Financing of Education					
Discipline Elective Group –II (Select any one of the following)							
MEU109	Women Education	Discipline Elective	3	0	0	3
MEU110	Andragogy and Education					
Total			21	0	4	23

SEMESTER - II						
Course Code	**Course Title**	**Type of Course**	**L**	**T**	**P**	**Credits**
MEU201	Sociological Foundation of Education	Core	4	0	0	4
MEU202	Advanced Educational Psychology	Core	4	0	0	4
MEU203	Methodology of Educational Research and Statistics-II	Compulsory Foundation	2	0	0	2
MEU204	Educational Leadership	Skilled Based	2	0	0	2
MEU205	Educational Leadership (Practical)	Skilled Based	0	0	2	1
MEU206	Ethics in Research	Elective Foundation	2	0	0	2
MEU299	XXX	MOOC	0	0	0	2
Value Added Course for another Department also						
MEU207	Education for Sustainable Development	Value Added	2	0	0	2
Discipline Elective Group-I (Select any one of the following)						
MEU208	Educational Technology	Discipline Elective	3	0	0	3
MEU209	Comparative Education					
Discipline Elective Group-II (Select any one of the following)						
MEU210	Inclusive Education	Discipline Elective	3	0	0	3
MEU211	Educational Administration and Management					
Total			**22**	**0**	**2**	**25**

SEMESTER - III						
Course Code	**Course Title**	**Type of Course**	**L**	**T**	**P**	**Credits**
MEU301	Historical Perspectives of Indian Education	Core	4	0	0	4
MEU302	Curriculum Design and Development	Core	4	0	0	4
MEU398	Research Proposal Development	Research Skill	0	0	8	4
MEU304	Guidance and Counselling	Skill Based	3	0	0	3
MEU305	Community Linkage through Internship	Skill Based	0	0	4	2
MEU399	XXX	MOOC	0	0	0	2
Value Added Course						
MEU306	Peace and Value Education	Value Added	2	0	0	2
Open Elective Course						
XXX	XXX	Open Elective	2	0	0	2
		Total	**15**	**0**	**12**	**23**
Inter Disciplinary Courses (for other Departments)						
OEC062	Digital Literacy	ID	2	0	0	2

SEMESTER –IV						
Course Code	Course Title	Type of Course	L	T	P	Credits
MEU401	Dissertation Work	Research-Based Skill	0	0	0	20
MEU402	Seminar	Ability Enhancement	0	0	2	1
	Total		**0**	**0**	**2**	**21**
	Grand Total		**58**	**0**	**16**	**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]

Semester I

Course Title: Philosophical Foundation of Education	L	T	P	Credits
Course Code: MEU 101	4	0	0	4

Total Hours: 60

Course Outcomes

On the completion of the course the students will be able:
- To Learn and Understand the meaning and concept of Philosophy.
- To understand the Aims and functions of Education embodied in the national system of Education in India.
- To understand the relationship b/w Education & philosophy and implication of philosophy in Education.
- To understand the nature and Scope of philosophy.

Course Content

Unit I   15 Hours

Philosophy- Meaning, nature, definition, scope and functions, analytical speculative and normative, the relationship between philosophy and education, the 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: the concept of epistemology, metaphysics & axiology educational objectives, curriculum, methods, discipline and pupil-teacher relationship with examples from present educational scenario and educational implications Western Schools of Philosophy: Idealism, Naturalism, Realism, Pragmatism, Existentialism, and of these schools with special reference to basic tenets, 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**

Value Education: Meaning, Types, Purpose, importance, and educational implications of value education Concept of education as an investment; Education and modernization; education in the local and global perspectives: implications of globalization on the system of education. Role of education for National integration and international understanding and Brotherhood.

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,Sudhaandarin,Anupma:philosophicalFoundationofEducationin India, ABD, Jaipur,2004*
- *Bhatia, K.K: Education in Emerging Indian Society, Tandon publication, Patiala.*
- *Chadha,Satish.C.:Philosophical&SociologicalFoundationofEducation,Raj Printers, Meerut.*
- *Chand, Tara : Development of Education System in India, AnmolPublilcations,new Delhi,2006*
- *Nandra, Inderdev Singh: Philosophical and Sociological and Economic bases of Education, 21stCentury Publication, Patiala.*
- *Sodhi,T.S.,andSuri,Aruna:philosophical&sociologicalfoundationof Education, Bawa Publishers, Patiala.*
- *Taneja, V.R.: Educational Thought & practice, sterling Pvt. Ltd., New Delhi.*

Course Title: Methodology of Educational Research and Statistics	L	T	P	Credits
Course Code: MEU 102	2	0	0	2

Total Hours: 30

Course Outcomes

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

• Understand the concept of Research.
• Apply the statistics in Research
• Understand the importance and Formulation of Hypothesis.
• Understand the various research methods.
• Understand meaning and techniques of Sampling.

Course Content

Unit I   8 Hours

Concept of Research. Educational Research its Meaning, Types and need. Selection of Research Problem, Priority Areas of Educational Research, Identification & statement of Problem, Sources of Problem and Research proposal

Unit II   8Hours

Review of Related Literature:
Importance & Various Sources.
Hypotheses:
Definition, Types, Importance & formulation, Testing of Hypotheses and Type–1 and Type – 11errors.
Sampling:
Definition, Concept of Population & Sample Characteristics of a Good Sample, Various Techniques of Sampling i.e. Probability &Non-probability, Sampling Errors

Unit III   8 Hours
Methods of Research:
• Historical Method
• Descriptive Method
• Experiment Method & its design
• Ex-Post facto Method

Unit IV   6Hours
• Measures of Central Tendency: Concept, Characteristics, Computation & Uses of Mean, Median & Mode,
• Measures of Dispersion: Concept, Characteristics, Computation & uses of Range, Quartile Deviation, Average Deviation, Standard Deviation &Variance.

- Normal probability Curve: Significance, Characteristics & Applications.
- Skewness & Kurtosis Significance of Mean, Significance of difference between Means

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:MethodologyofEducationResearch,VikasPublishingHouse,New Delhi*
- *Kumar : Research Methodology, Pearson Education, New Delhi,2006*
- *Mangal, S.K.: Statistics in psychology and Education. Paragon, Prints Hall NewDelhi India*
- *Mohan,R.:ResearchmethodsinEducation,NeelkamalPublicationPvt.Ltd.New Delhi, 2007*
- *Sidhu, K.S.: Methodology of Education Research, Sterling Publishers*
- *Wadhwa,BhimSain:ResearchAndStatisticsinEducation,1stEdition,21stCentury Publications, Patiala (2010*

Course Title: Psychology of Teaching and Learning	L	T	P	Credits
Course Code: MEU 103	4	0	0	4

Total Hours: 60

Course Outcomes

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

- Understand the concepts and principles, scope of Educational Psychology.
- Understand the methods of Educational Psychology.
- Describe the process of Growth and Development.
- Understand the meaning and concepts of Individual Differences.

Course Content

Unit I   15 Hours

Concept of Educational Psychology and Psychology of Individual Differences. Behavioural theories and learning: Factors that influence learning, Theories of learning - Behavioural views of learning, Learning and Thinking styles Role of teacher in encouraging different learning styles.

Unit II   15 Hours

Cognitive Learning and Human Memory: Human Memory, Ways to improve memory, Meaningful learning, Rote vs. meaningful learning, helping students become strategic learners, Motivation, relationships & Learning Environment. Types of Motivation: Factors that effect motivation, Role of teacher in motivating students to learn.

Unit III   15 Hours

Psychology & Dimensions of Teaching- Overview - What is good teaching Basic teaching strategies for reaching objectives, Computer & beyond/ technology for learning and challenges faced Effective Teaching Making Lesson Plans

Unit IV   15 Hours

Classroom Management strategies: Define classroom management, Strategies for managing the classroom. Classroom Assessment & Grading: Types of assessment, Importance of assessment, Special concerns in assessment Diversity and convergences in assessment

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.:AdvancedEducationalPsychology,SecondEdition,Prenticehallof India Private Limited, New Delhi(2004)*
- *Meenakshi:FoundationofEducationalPsychology,PublicationBureauPunjabi University   Patiala (2009)*
- *Sharma,R.N.andSharma,R.K.:Educational   Psychology, Atlantic Publisher,2006*
- *Singh, Agayajit: Fundamental principles of Educational Psychology, 21stCentury Publications, Patiala(2009)*
- *Sodhi,T.S.: Psychological   foundations ofEducation,1st   Edition, BawaPublications, Patiala 2004*
- *Woolf, Anita: Educational Psychology, 9thEdition, Pearson, New Delhi, 2011*

Course Title: Communication Skills	**L**	**T**	**P**	**Credits**
Course Code: MEU 104	**0**	**0**	**4**	**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
- Analyse 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

Course Content

Unit I   **8 Hours**

Communication Skills: Introduction, Definition, the Importance of Communication, the Communication Process – Source, Message, Encoding, Channel, Decoding, Receiver, Feedback, Context Barriers to communication: Physiological Barriers, Physical Barriers, Cultural Barriers, Language Barriers, Gender Barriers, Interpersonal Barriers, Psychological Barriers, Emotional barriers Perspectives in Communication: Introduction, Visual Perception, Language, Other factors affecting our perspective - Past Experiences, Prejudices, Feelings, Environment

Unit II   **8 Hours**

Elements of Communication: Introduction, Face to Face Communication, Tone of voice, Body Language (Non-Verbal Communication), Verbal Communication, Physical Communication, 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	L	T	P	Credits
Course Code: MEU105	2	0	0	2

Total Hours: 30

Learning Outcomes

After completion of this course, the learner will be able to:
1. analyse 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. engage in the debates surrounding entrepreneurial education and critically analyse 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.&LassasClerck, 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.*

	L	T	P	Credits
Course Title: Communication, Expositor Writing & Self Development	3	0	0	3

Course Code: MEU106   **Total Hours: 45**

Learning Outcomes

After completion of the course, student-teachers will be able to:-

1. Use of Information and Communication Technology (ICT) for effective communication.
2. Enhance the ability to listen, converse, speak, present and explain ideas in groups and before an audience.
3. Understand about writing skill and enhance their expository writing skill.
4. Implement their knowledge of communication in classroom discussion and daily life.
5. To know oneself and through that knowing entire existence.
6. To make self-exploration and self-evolution.
7. To recognize one's relation with every unit in existence and fulfilling it.
8. To know human conduct, human character and to live accordingly.
9. To being in harmony in one self and in harmony with entire existence.
10. It is a process of reflecting on the linkages between the self and professional practice.

Course Content

UNIT – 1   15 Hours

Meaning, Nature and components of effective communication and Role of ICT in effective communication. Communication skills: Meaning, concept and components of effective communication Strategy of effective communication. Expository writing: Meaning, concept, Types and tips for effective expository writing

UNIT – II   10 Hours

Asking for and giving information, giving instruction, Handling the stations especially trouble shooting, Tale-conferences, tale-interviews handling Internet based communication. Interview Skill and use of social media

UNIT – III   10 Hours

Organization of Workshops on the themes such as gender, society and education, 'disability', psycho-social dimensions of exclusion, and inclusive education, Organization of Sessions on mental and physical well-being (through modalities such as Yoga), will also be interwoven. Happiness, harmony: with/within I, body, other society, nature, existence

UNIT-IV   **10 Hours**

Realization, understanding, desiring, thinking, selecting such, Shanti, Santosh, Anand. Harmony: with body, in family, in society, in nature, in existence. Human Values: - Swatantra ta - Swarajya - Moksha Idea of self: Self-concept and self-esteem, Analysis of SWOT: Strength, Weakness and opportunity & Prayer & Meditation

Transactional Modes

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

Suggested Readings

Baker, Larry, Communication, New York, Prentice Hall, 1988 – a US textbook providing basic introduction (S).

De Vito, Joseph A., Human Communication: the basic course, New York, Harper & Row, 3rd edn, 1985 – another useful general US textbook (S).

Ellis, Richard, and McClintock, Ann, If You Take My Meaning: theory into practice in human communication, London, Edward Arnold, 2nd edn, 1996 (S).

Fiske, J., Introduction to Communication Studies, London, Methuen, 2nd edn, 1990 – useful coverage of the communication process. Strong on linguistic approach. Has a great deal to say about semiotic approaches (S).

Gill, David, and Adams, Bridget, ABC of Communication Studies, Basingstoke, Macmillan, 1989 (S). Gration, Geoff, Reilly, John, and Titford, John, Communication and Media Studies: an introductory coursebook,

London, Macmillan, 1988 – aimed at A-level students, well-illustrated and practical information (S) (G).

McKeown, Neil, Case Studies and Projects in Communication, London, Methuen, 1982 – strong on working approach to case studies and projects: also, an introduction to concepts. Discusses method from experience and examples (S).

McQuail, Denis, and Windahl, Sven, Communication Models for the Study of Mass Communications, London, Longman, 1981 – discusses purposes of 'modelling' and reproduces many different mass-communication models (S).

Course Title: Human Rights Education
Course Code: MEU107

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:

- Explain the need and importance of value education and education for human rights
- Differentiate the nature of value from religion education and moral training
- To acquaint with basics of morality and moral development of the child
- Analyze the available intervention strategies for moral education

Course Content

UNIT I   **8 Hours**
Human Rights Education: Meaning, Objectives and Scope • Human Rights enshrined in Indian Constitution • Agencies of Human rights Education – School, Family, Community, Teacher. • Teaching Learning Process in Human Rights Education through Curricular and co-curricular activities

UNIT II   **8 Hours**
Human Rights Education at various levels of education • Pedagogies for human rights education • Role of UNO and SAARC, NCF, Human Rights education in promoting peace, global consciousness and environmental protection through specific educational programmes.

UNIT III   **7Hours**
Peace Education: Meaning, nature and importance • Genesis of peace education, Challenges to peace: increasing stress, conflicts, crime, terrorism, violence and war • Highlights of various philosophies of peace: Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, B.R Ambedkar, Dalai Lama, Nelson Mandela

UNIT IV   **7 Hours**
Learning to live together through moral development • Role of teachers in promoting human rights education. • National and International initiatives for 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

- *Bagchi, J.P. &Teckchadani, V. (2005); Value Education: The Return of Fourth 'R': Revival of Commitments. Vol II. Jaipur: University Book House.*
- *Biehler, R. & Snowman, J. (2003); Psychology Applied to Teaching. USA: Houghton MifflinCompany.*
- *Government of India (1999). Fundamental Duties of Citizens: Report of the committee set up by the government of India to operationalize the suggestions to teach fundamental duties to the citizens of the country (vol.I& II) New Delhi; MHRD.*
- *Goldstein, Tara; Selby, David (2000). Weaving Connections: Educating for Peace, Social and Environmental Justice. Toronto: Sumach Press.*
- *Hicks, David (1994). Education for Peace: Issues, Principles, and Meyer-Bisch, Patrice. Human Rights Education Resource Guide: The 4th R, Vol. 6, No. 1. Amnesty International-USA Educators Network.*
- *Bika S.L. (2016). Teacher Education: Ethical Issues and Social Responsibilities" in book entitled- Ethical and Social Responsibility in the context of Indian Higher Education and Research" P.p. 98-107. Published by Post Graduate Govt. College Chandigarh & National Association of Psychology Science-India.*
- *Motilal, S., & Nanda, B. (2010). Human rights, gender and environment. Allied Publishers: New Delhi.*
- *Nanda, R.T. (1997); Contemporary Approaches to value Education in India. New Delhi: Regency Publications.*
- *M.G. Chitakra (2003). Education and Human Values, A.P.H. Publishing Corporation, New Delhi.*
- *Singh, S. P., Kaul, A., &Chaudhary, S. (2013). Peace and human rights education. APH Publishing Corporation: New Delhi..*

Course Title: Financing of Education
Course Code: MEU108

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

- Describe the concept and importance of economics of education
- Discuss the link between education and economic development.
- Identify different educational costs
- Explain the utility of cost benefit analysis in education
- Differentiate between different sources of finance in education
- Predict the purpose and consequences of foreign direct investment in education.

Course Content

UNIT I   **13 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   **12 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   **13 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   **12 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: Women Education
Course Code: MEU109

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

- Analyze the various aspects of women education
- Acquaint with the need of women and girl education
- Reflect upon the current status of women in society
- Analyze about the prevalence and ways for eradication of various social evils related to women in the society

Course Content

UNIT I1   **15 Hours**

Women Education: Meaning, need and scope, Transition of status of women through ages • Girl child education: Need, facilities, policies, present and futuristic plans of girl child education, Problems in educating girl child, drop out: meaning and causes, social aspects influencing girl education: Subject choice, attitude and expectations of school and society.

UNIT II   **10 Hours**

Women empowerment: Concept, indicators, ways for empowering the women and impact of self-empowerment on women, cognitive and non-cognitive aspects for self-empowerment of women, self- help groups • Socio-psychological determinants of women education, Education of women of minority communities • Women's rights: Right to education, work, property, maintenance, equality, right against exploitation

UNIT III   **10 Hours**

Issues related to women: Bigamy, dowry, Violence, glass ceiling, rape, exploitation at work, extra marital affair and NRI deserted wives • Domestic violence: Meaning, types, causes and ways to avoid domestic violence • Female feticides, infanticide, early child marriage and girl child labour • Need, ways to achieve quality of life of women; social justice and empowerment

UNIT IV   **10 Hours**

Role of media in changing the status of women, women and modernization, women entrepreneurship, Representation of Women's role in textbooks and media sources. • Research in women education: Areas, literature and trends • Reflections on the contribution of Kalpana Chawla, Mother Teresa, and Amrita Pritam

Transaction Mode

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

Suggested Readings

Noddings, N. (2012). Philosophy of education (Third Edition).Colarado, USA:

Ozman, H. A., & Craver, S. M.(2011),Philosophical foundations of education. Boston, USA: Allyn& Bacon.

Palmer, J. A. (2001). Fifty modern thinkers on education: From Piaget to the present day. Routledge Flamer. London. USA. Canada.

Rao, B. (2008). Women Education. Discovery Publication: New Delhi.

Singh, U.K et.al.(2005). Women Education. Common Wealth Publishers: New Delhi.

Tripathy S.N.(2003). Women in Informal Sector. Discovery publishing house: New Delhi.

Nehru, R.S.S. (2015). Principles of curriculum. New Delhi: APH Publishing Corporation.

Course Title: ANDRAGOGY AND EDUCATION
Course Code: MEU110

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

- Characterize the genesis and evolution of andragogy and its basic concepts;
- Discuss the specifics of the educational needs of adults;
- Characterize contemporary theories, methods and form of adult education
- Recognize the educational needs of specific groups of the adults;
- Develop positive attitudes to the problems of adult education;

Course Content

UNIT I   **15 Hours**

Andragogy: Concepts, Assumptions and Principles • Adults - life phase, Opportunities, skills and motivation for the development of an adult • Teaching the adults - history of andragogy • Elements of important forms of education in various phases of life

UNIT II   **10 Hours**

The role and tasks of andragogy in modern education • Self-directed learning in the modern times with dominating role of Information and Communication Technology (ICT) • Human activities in work and beyond it – some important elements supporting better existence of an adult

UNIT III   **10 Hours**

The educational role of adults • Preparation of an adult to perform professional and social functions in accordance with the principles of society and proactive behaviour of an adult

UNIT IV   **10 Hours**

Organization of leisure time for people of working age; development of interests • The activity of cultural and educational aspects of an adult, volunteering as a popular form of physical activity and the possibilities to help others

Transaction Mode

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

Suggested Readings

- Jarvis, P. (2010) Adult Education and Lifelong Learning: Theory and Practice, London, New York: Routledge
- Knowles M.S., Holton E.F., Swanson R.A., (2011), The Adult Learner
- Michael w. Galbraith, (2015), Adult learning methods: a guide for effective instruction,
- Peter Jarvis, (2010), Adult Education and Lifelong Learning: Theory and Practice
- Sharan B. Merriam, Laura L. Bierema, (2013), Adult Learning: Linking Theory and Practice
- Sharan B. Merriam, Rosemary S. Caffarella, (1991), Learning in Adulthood: A Comprehensive Guide

Semester II

Course Title: Sociological Foundation of Education.	L	T	P	Credits
	4	0	0	4

Course Code: MEU201

Total Hours: 60

Course Outcomes

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

- Understand the Indian schools of Philosophy.
- Understand the concept of Buddhism, Jainism & Islamic tradition.
- Makethemunderstandandapplyknowledgeinthecontemporarydevelopment in Educational Field.
- Understand the concept of social equity and equality of 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 of 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&SociologicalFoundationofEducation,Raj Printers, Meerut.*
- *Chand, Tara : Development of Education System in India, AnmolPublilcations,new Delhi,2006*
- *Nandra, Inderdev Singh: Philosophical and Sociological and Economic bases of Education, 21stCentury Publication, Patiala.*
- *Sodhi,T.S.,andSuri,Aruna:philosophical&sociologicalfoundationof Education, Bawa Publishers, Patiala.*
- *Taneja, V.R.: Educational Thought & practice, sterling Pvt. Ltd., New Delhi.*

Course Title: Advanced Educational Psychology	L	T	P	Credits
Course Code: MEU202	4	0	0	4

Total Hours: 60

Course Outcomes

On the completion of the course the students will be able

- To understand the meaning and theories of Intelligence.
- To understand meaning concept of Adjustment.
- To explain the concept of Conflicts.
- To explain the concept of Exceptional Children and Special Education.
- To understand the concept of Creativity.

Course Content

Unit I   15 Hours

Intelligence-Evolution of the concept to Intelligence (From Unitary to Multiple Intelligence) Theories of Intelligence Spearman, Sternberg, Gardner, Guilford'sModel, 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, AnmolPublishers*
- *Mangal,S.K.:AdvancedEducationalPsychology,SecondEdition,Prenticehall ofIndia Private Limited, New Delhi*
- *Meenakshi:FoundationofEducationalPsychology,PublicationBureauPunjabi University Patiala (2009)*
- *Sharma,R.N.andSharma,R.K.:EducationalPsychology,AtlanticPublisher,2006*
- *Singh,Agayajit:FundamentalprinciplesofEducationalPsychology, 21^{st}Century Publications, Patiala(2009)*
- *Sodhi,T.S.:PsychologicalfoundationsofEducation,1^{st}Edition,BawaPublications,Patiala 2004*
- *Woolf, Anita: Educational Psychology, 9^{th}Edition , Pearson, New Delhi,2011*

Course Title: Methodology of Educational Research and Statistics	L	T	P	Credits
Course Code: MEU203	2	0	0	2

Total Hours: 30

Course Outcomes

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

- Understand the concepts and techniques of Research.
- Use the various tools of Research.
- Understand the concept of Reliability and validity.
- Construct and the test Hypothesis.
- Understand the concept and computation of ANOVA, Rank order correlation, Product moment method.

Course Content

Unit – I   8 Hours
Data Collection Tool:

Tools &Techniques:
- Observation.
- Questionnaire.
- Interview.
- Psychological Test.
- Rating Scale.
- Sociometric techniques

Reliability &Validity:

Meaning & Kinds.

Unit – II   8 Hours
Approaches in Educational Research: Case Study, Phenomenology, Grounded Theory, Ethnography

Unit – III   7 Hours
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.

Unit - IV   7 Hours
Significance of Statistics (Mean Only), Significance of difference between means: Large and small, Independent and correlated. ANOVA (one way only) Content analysis Research proposal Research report.

Suggested Readings

- *Best John. W.: Research in Education, Prentice Hall of India Pvt.Ltd.New Delhi 2006*
- *Ferguson,G.:AStatisticalAnalysisinPsychology&Education,McGrawHill, New York*
- *Howell, D.C.: A Statistical Method for Psychology, Duxbury Press,Belmonte.CA*
- *Kaul,lokesh:MethodologyofEducationResearch,VikasPublishingHouse,New Delhi*
- *Kumar : Research Methodology, Pearson Education, New Delhi,2006*
- *Mangal, S.K.: Statistics in psychology and Education. Paragon, Prints Hall NewDelhi India*
- *Mohan,R.:ResearchmethodsinEducation,NeelkamalPublicationPvt.Ltd.New Delhi, 2007*
- *Sidhu, K.S. : Methodology of Education Research, Sterling Publishers*
- *Wadhwa,BhimSain:ResearchAndStatisticsinEducation,1stEdition,21stCentury Publications, Patiala (2010)*
- *Wiersma, William : Research Methods in Education, 7thEdition, Allyn And Bacon, London (2000)*

Course Title: Educational Leadership
Course Code: MEU204

L	T	P	Credits
2	0	0	2

Total Hours: 30

Learning Outcomes
- After completion of this course, the learner will be able to:
- Differentiate the role and responsibilities of different types of management system
- Develop leadership and management skills and insights necessary for leading the learning community.
- Explore collaborative leadership and shared decision-making processes.
- Discuss emerging trends and challenges in educational leadership.

Course Content

Unit I   **8 Hours**
Educational Leadership: Meaning, concept, nature, functions, characteristics, styles and models of educational leadership. Roles and Responsibilities of Educational Leaders.

Unit II   **7 Hours**
Leadership for the learning community, developing leadership and management skills and insights, values, vision and moral purpose in educational leadership

Unit-III   **8 Hours**
Human Relations: Meaning, Factors affecting Human Relations, Interpretation of Human Behavior, Group Norms, Behavioural Norms and System Norms. Creating a positive and inclusive school climate - Collaborative leadership and shared decision-making - Conflict resolution and building consensus.

Unit IV   **7 Hours**
Organizational development and leadership and Organizational change - Assessment and Accountability - Data-informed decision-making for school improvement - Accountability frameworks and assessment practices - Using data to drive instructional improvement.

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

• *Dr. Doris McEwen and Dr. Larry E. Frase (2023), "The School Leadership Survival Guide: What to Do When Things Go Wrong, How to Learn from Mistakes, and Why You Should Prepare for the Worst", Routledge.*

• *George Couros, (2021), "The Innovator's Mindset: Empower Learning, Unleash Talent, and Lead a Culture of Creativity", Dave Burgess Consulting, Inc.*

• *Amelia Kobus-Ostrowski, Lidia Wojtczak, and EwaNowicka, 2021, Cultural Leadership in Schools: Teaching and Learning, Intercultural Dialogue, and Educational Policies", Springer).*

• *Rosemary Papa and Fenwick W. English, (2020), "The Power of Authentic Leadership in Schools: Improving Motivation, Engagement, and Well-being", Rowman& Littlefield.*

• *Peter DeWitt, (2020), "Instructional Leadership in the Content Areas: Promoting Curriculum and Instructional Shifts", ASCD.*

• *Ali Intezari, Ronald L. Jacobs, and Christopher Steyaert (2020), "The Future of Leadership Development in the Learning Organization", Emerald Publishing Limited.*

• *Anne Knock (2020), "Leading for Change: A Framework for Continuous Learning in Schools", Solution Tree Press.*

• *"Leading with Intention: Eight Areas for Reflection and Planning in Your PLC at Work®" by Frederick Brown (2019, Solution Tree Press).*

• *Steve Gruenert and Todd Whitaker (2019) "The Imperfect Leader: A Story About Discovering the Not-So-Secret Secrets of Educational Leadership", Solution Tree Press.*

• *Kulbhir Singh Sidhu (2012). School Organization & Administration B.N. Dash: Educational Administration.*

Course Title: Educational Leadership	L	T	P	Credits
Course Code: MEU205	0	0	2	1

Total Hours: 15

Learning Outcomes

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

1. Develop their professional thinking and practice
2. Enhance their knowledge, skills and understanding of effective leadership, leadership practice, school and its effectiveness.
3. Focus on the key ideas and challenges, leadership theories, strategies and actions of highly effective leaders
4. Develop their effective practice as leaders.

The course comprises three aspects related to practice as shown below:

1. Understanding key concepts and theories of leadership*:* Candidates will explain their understanding of the main ideas and theories related to leadership.

Activities

• Explain their understanding of key concepts and theories of leadership.

• Critically apply a new concept or theory of leadership to their own context.

• Demonstrate an awareness of the contextual nature of leadership and the ways in which context affects leadership action.

• Use a selection of the concepts and theories to reflect upon their own leadership role and context.

2. Defining successful Educational Leadership Practice: Candidates will explore contemporary research into successful educational leadership and the practices of successful leaders so that they can achieve the following learning outcomes.

Activities

- Articulate their new knowledge and understanding of theories, definitions and research findings about successful leadership internationally and apply it to their own context and leadership roles.
- Evaluate key features and practices of successful leadership and the impact of these features, identifying the implications of what successful leaders do for their own leadership role.
- Apply their understanding of successful leadership to a research interview with an experienced leader in their own local context.
- Evaluate their own leadership in the light of what they have learned about specific leadership features and practices, and identify areas for development

3. Action planning for developing leadership: Candidates will explore the research concerning the strategies and skills used by educational leaders so that they can achieve the following learning outcomes.

- Articulate their knowledge and understanding of the strategies used by successful leaders at different levels and the skills required to implement them.
- Apply their understanding of the features, strategies and skills of successful leadership to an analysis of their own role and identify key priorities for development.
- Develop and present to different audiences an evaluation of their leadership role, including a strategy for development that focuses on selected practices of successful leadership.
- Evaluate the outcomes of the presentation to produce a short-term development.

Transactional Mode

Guided Learning: Includes active participation, discussion and engagement with other candidates during sessions that are lead and supervised by the trainer. e.g., workshops, seminars and tutorials.

Work Based Learning: Includes actual application of the understanding of your own role and identifying key priorities for development within your work context. e.g., applying new ideas and approaches in practice and reflecting on experience.

Individual & Collaborative Learning
Assessment Criteria

Candidates will be assessed according to the following criteria
1. Understanding educational leadership.
2. Developing thinking and practice in educational leadership.
3. Analysis and discussion.
4. Communication and presentation.

Course Title: Ethics in Research
Course Code: MEU206

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.*
- *LorellaCongiunti, 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: Education for Sustainable Development
Course Code: MEU207

L	T	P	Credits
2	0	0	2

Total Hours: 30

Learning Outcomes

- After completion of this course, the learner will be able to:
- Characterize the concept of education for sustainable development
- Justify the need for the green curriculum and its methods and strategies for Environmental Education in elementary, secondary, and Higher Education
- Summarize Eco-pedagogy and its relevance in the present-day context
- 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

• *YuzhuoCai 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, GerdMichelsen, Martin Dür, SyamsulBachri, 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*

Course Title: Educational Technology
Course Code: MEU208

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes

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

- Summarize the Theoretical frame work of ICT integration
- Describe the possible ways to use of innovative ICT practices in education.
- Develop the simple MOOC course plan
- 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.*

• *Bull, G., & Bell, L. (2013). Teaching wi*

Course Title: Comparative Education.
Course Code: MEU209

L	T	P	Credits
3	0	0	3

Total Hours: 45

Course Outcomes:
- To acquaint the students with the Historical background, and various objectives of Comparative Education
- To acquaint the students with various factors influencing Educational System.
- To acquaint the students with the educational system of various countries and to develop in them ability to assess their efficiency
- To acquaint the students with various methods of comparative education and their application in educational system.

Course Content

UNIT-I   **8 Hours**

Comparative Education; Meaning, Historical background of Comparative Education, Scope of Comparative Education, Objectives of Comparative Education

UNIT-II   **8 Hours**

Factors Influencing Educational System: Economic Factor, Geographical Factor, Linguistic Factor, Political and Philosophical Factors.

UNIT-III   **7 Hours**

A Comparative Study of the Educational Systems of Countries U.S.A, U.K and India with Special reference to:
i) Pre-Primary Education – System of Education
ii) Primary Education – System of Education
iii) Secondary Education – System of Education
iv) Higher Education – System of Education

UNIT-IV   **7 Hour**

Methods of Comparative Education
i) Scientific method of comparative analysis
a. Description
b. Interpretation
c. Juxtaposition
d. Comparison
ii.) Survey Techniques of data collection

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:

- Altabach Comparative Education
- Deyound, C. A. & American Education. Wom, R. (New York: McGraw Hill Company, 1978)
- Grant, Migol Society School and Progress in Education-Europe (London: Pergama Press, 1960)
- Hans, N. The Russian Tradition in Education (London: Rout Ledge and Kegan Paul, 1963)
- Hans, N. Comparative Education.
- King, I. J. Comparative Studies and Educational Decision. (New York: The Bobbs Marshal Company, Inc.1979)
- Naik, J. P The Education Commission and After. (New Delhi: Allied Publications Pvt. Ltd. 1982)
- Salamatullah Education in the Social Context. (New Delhi: NCERT, 1979)
- Singh, R. P. & Non-formal Education – An Alternative to Formal

Course Title: Inclusive Education.	L	T	P	Credits
Course Code: MEU210	3	0	0	3

Total Hours: 45

Course Outcomes:

- To analyze the fundamental concepts and principles that underpin inclusive education, including equity, diversity, and social justice.
- Apply a variety of inclusive teaching strategies and instructional methods
- To promote active participation, collaboration, and meaningful learning for all students
- practice inclusive education by promoting awareness, understanding, and
- support for inclusive policies, practices, and resources within educational communities and society at large.
- create inclusive classroom environments that embrace diversity, respect individual differences, and promote a sense of belonging and acceptance among students.

Course Content

Unit I   8 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   8 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   7 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   **7 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: Educational Administration and Management. **Course Code: MEU211**	**L**	**T**	**P**	**Credits**
	3	**0**	**0**	**3**

Total Hours: 45

Course Outcomes

- After completion of this course, the learner will be able to:
- evaluate the partnership and coordination between the central and state governments, civil society, and NGOs in policy implementation.
- analyze the recommendations for elementary, secondary, and higher education in the 12th five-year plan.
- Explain the processes within educational organizations and management by objectives.
- Explore the functions and objectives of key educational organizations and its Social Welfare.

Course Content

Unit-I   8 Hours
Educational Organization, Administration and Management: Meaning and scope, Principles and process of administration (Management Theories) Approaches to administration. Agencies of Administration (UGC & NCTE) Agencies for policy implementation, Partnership in policy implementation – Centre-State, Role of civil society and NGOs, Issues involved in implementation, Constitutional responsibilities of the state for providing education

Unit-II   8 Hours
Educational structure and administrative issues organizational structure for educational administration and management: Secondary School Education, Higher Education and technical & professional education Recommendations for elementary, secondary, and higher education in 12th five-year plan, Administrative and management issues in RTE

Unit-III   7 Hours
Management in educational organization, organizational climate: Strategies for maintaining healthy work environment Processes in educational organization: structure, communication, decision making, management by objectives, Strategies for efficient management: motivation, job satisfaction, conflict management

Unit-IV   **7 Hours**

Constitutional Education provisions for the education of SC's and ST's universalization of primary education, S.S.A. objectives and programs, RTE Bill 2009, its objectives and implications. Ministry of Education, functions and objectives, UGC, NCERT, NAAC, NUEPA, DSERT, Social Welfare Minority and Tribal Welfare Commission, Role of Private Institutions and NGOs in Education and Administration.

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

•*Margaret Grogan and Michael Fullan (Eds.) (2021)."The Jossey-Bass Reader on Educational Leadership."Jossey-Bass.*

•*Michael Fullan and Andy Hargreaves (2020). "The Principal: Surviving and Thriving." Corwin.*

•*Eleanor Drago-Severson, Jessica Blum-DeStefano, and Patricia A. Wasley (2020). "Leading Change Together: Developing Educator Capacity Within Schools and Systems." Teachers College Press.*

•*Michael Connolly and Clive Dimmock (Eds.) (2019). "School Leadership in the Context of Standards-Based Reform: International Perspectives." Springer.*

• *Cathy N. Davidson (2017). "The New Education: How to Revolutionize the University to Prepare Students for a World in Flux." Basic Books.*

•*Anthony H. Normore and Jeffrey S. Brooks (2017). "Leadership for Social Justice: Promoting Equity and Excellence Through Inquiry and Reflective Practice." Routledge.*

•*Wayne K. Hoy and Cecil G. Miskel (2016). "Educational Administration: Theory, Research, and Practice." McGraw-Hill Education.*

•*Todd Whitaker and Dale Lumpa (2015). "Leading School Change: Nine Strategies to Bring Everybody on Board." Routledge.*

• *Thomas J. Sergiovanni (2015). "The Principalship: A Reflective Practice Perspective." Pearson.*

•*Richard A. Gorton and Judy Alston (2014). "School Leadership and Administration: Important Concepts, Case Studies, and Simulations." Rowman& Littlefield.*

Semester III

	L	T	P	Credits
Course Title: Historical Perspectives of Indian Education	4	0	0	4
Course Code: MEU301				

Total Hours: 60

Course Outcomes

On the completion of the course the students will be able to
- Understand various issues concerning the development of education in India.
- Understand the different periods of ancient India.
- Understand the development of education during British period.
- Understand the impact of commissions on Indian education.

Course Content

Unit – I   15 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   15 Hours

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

Unit–III   15 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   15 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.:LandmarksintheHistoryofModernIndianEducatio n,Vikas Publishing House ,New Delhi*
- *KhannaR.K.:EmergingTrendsinIndianEducation,TwentyFirstCen tury Publication, Patiala.*
- *Mukhrjee,S.N.:HistoryofEducationinIndiaModernPeriod,Achariya BookDept. 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.:DevelopmentofEducationalSysteminIndia,PaulPublish ersN.N. 11, Gopal Nagar, Jalandhar.*

Course Title: Curriculum Design and Development	L	T	P	Credits
Course Code: MEU302	4	0	0	4

Total Hours: 60

Learning Outcomes

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

1. Analyze the nature, purposes, scope, and principles of curriculum development.
2. Explore different models of curriculum engineering, such as administrative models, grassroots models, and system analysis models
3. Analyze the salient features of the National Curriculum Framework-2005 and NCFTE-2009.
4. appraise the principles of formulating aims and selecting content, for curriculum development.

Course Content

Unit I   **15 Hours**

Curriculum: Concept, need, importance and components of curriculum. and. Curriculum development: nature, purposes, scope and principles, curriculum development and other curricular fields, epistemological, social, psychological foundations of curriculum development. Principles of formulating aims, selecting content, teaching, learning and evaluation procedures.

Unit II   **15 Hours**

Models of curriculum engineering: administrative model, grass-root model, system analysis model (Tyler's Model, Taba's Model, Wheeler's Model, Hilda Taba's Model, Montessori Method, Backward Design Model, Spiral Curriculum Model, Constructivist Model, Experiential Learning Model) Factors affecting curriculum change vs social factors, pressure groups, writers and publishers. Role of teacher as curriculum maker

Unit III   **15 Hours**

Curriculum framework: -meaning, need and importance; understand the relationship between Curriculum framework, curriculum, syllabus, and text book. The salient features of National Curriculum Framework-2005 and NCFTE- 2009.Curriculum issues, trends and future directions for curriculum, Critical appraisal of present curriculum in secondary and senior secondary schools of India - Analyse the school education curriculum centre and state with respect to their priorities, concerns to National goals

Unit IV   **15 Hours**

Curriculum design: concept and need, different curriculum designs: Course-cantered, experience and activity cantered and core curriculum, Eclectic model of curriculum design

Transactional Mode

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

Suggested Readings

- *Allan C. Ornstein, Francis P. Hunkins, and Philip M. S. Taylor (2020), "Curriculum: Foundations, Principles, and Issues", Pearson*
- *Jon W. Wiles and Joseph C. Bondi (2020), "Curriculum Development: A Guide for Educators", Pearson*
- *Allan A. Glatthorn, Floyd A. Boschee, Bruce M. Whitehead, and Bonni F. Boschee (2018), "Curriculum Leadership: Strategies for Development and Implementation", Sage Publications*
- *David J. Flinders, Stephen J. Thornton, and Patricia P. H. McDonough (2019), "The Curriculum Studies Reader", Routledge*
- *J. V. D. H. Hirst (2018), "Curriculum: A Comprehensive Introduction", Routledge*
- *Daniel Tanner and Laurel N. Tanner (2018), "Curriculum Development: Theory Into Practice" , Pearson*
- *Patrick Slattery (2017), "Curriculum Development in the Postmodern Era: Second Edition", Routledge*
- *William F. Pinar (2017), "Understanding Curriculum: An Introduction to the Study of Historical and Contemporary Curriculum Discourses", Routledge*
- *Michael Stephen Schiro (2013), "Curriculum Theory: Conflicting Visions and Enduring Concerns", Sage Publications*
- *Jonathan Tummons (2012), "Curriculum Studies in the Lifelong Learning Sector", Publisher: Critical Publishing*
- *Aggrawal, D. (2007): Curriculum development: Concepts, Methods and Techniques. New Delhi, Book Enclave.*
- *Annuing, A. (1995): A National Curriculum for the Early Years, Buckingham, Philadelphia Open University Press.*
- *Fogarty, R. (2009): How to Integrate the Curriculum. New Delhi: Sage India Pvt. Ltd.*
- *Goodson, I. F. (1994): Studying Curriculum, Buckingham, and Open University Press.*

- *Graves, K. (Editor) (2010): Teachers as Course Developers. New Delhi: Cambridge University Press.*
- *Joseph, P.B. et al. (2000): Cultures of Curriculum (studies in Curriculum Theory). New York, Teacher College Press.*

Course Title: **Research Proposal Development**	**L**	**T**	**P**	**Credits**
Course Code: **MED398**	**0**	**0**	**8**	**4**

Learning Outcomes

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

1. Get deep insights to collect, review and analyze the related literature.
2. To apply the knowledge to formulate hypothesis & design research process.
3. Find the research titles which are significant, applicable and researchable.
4. Interpret the findings to design statistical strategies & write references, bibliography and webliography.

Course Content

A research proposal contains all the key elements involved in the research process and proposes a detailed information to conduct the research.

The students are supposed to prepare the research proposal of any research area of their choice following these steps:

1. Selection of topic
2. Significance of the research area
3. Formulation of hypothesis/Research questions
4. Review of related literature
5. Method & Procedure (Includes sampling & design)
6. Data collection and proposed statistical analysis
7. Delimitations
8. Reference/Bibliography

Evaluation

The students will have to complete the writing process of each topic given above within one week, which will be evaluated at the end of every week. It will consist of 8 marks each. The final proposal shall be of 15 marks, Viva 16 marks and attendance 5 marks.

Transaction Mode

Collaborative learning, Group Discussion, E team Teaching, Activities, Assessments, Collaborative teaching, Peer Teaching, Video Based Teaching, Quiz, Open talk, E team Teaching, Case analysis, Flipped Teaching.

	L	**T**	**P**	**Credits**

Course Title: Guidance and Counselling
Course Code: MEU304

L	**T**	**P**	**Credits**
3	**0**	**0**	**3**

Total Hours: 45

Course Outcomes:

- To enable the students to understand the meaning, nature and scope of guidance and counselling.
- It will acquaint them to recognize the role of guidance in attaining the goals of education.
- The course will further orient the students to analyze the relationship between guidance and counselling.
- It will also help them to understand various theories of guidance and counselling advocated by different psychologists
- It will also prepare the students for interviews and other face to face interactions

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: 10 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: 10Hours
Counselling; concept, scope and types (individual and group), Objectives of counselling (solution of problems, modification of behaviour, 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: 10 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 (Skinners) 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: Community Linkage through Internship	L	T	P	Credits
Course Code: MEU305	0	0	4	2

Total Hours: 30

Course Outcomes

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

1. develop a conceptual understanding of teaching and learning in an educational college environment and understand the learner
2. design different types of the lesson plan and use it in a real classroom
3. create an environment to develop a work culture based on mutual work through cooperation and team spirit
4. formulate deep faith in the dignity of labour to enhance active involvement in social activities

Course Content

1. Internship will be for 16 weeks will be divided into two parts. The students will spend 12 weeks of internal internship where they will complete teaching assistantship at the university. Then they will complete 4-week internship teaching at teacher training college/institute. During the internship student-teacher shall work as a regular teacher and participate in all the college activities, scholastic, including planning, teaching and assessment, interacting with college teachers, community members, parents and children.

2. **Details of files During Internship Program:**
    I. Develop Lesson plans in teacher education program curriculum.
    II. Distribution of Lesson plans in each subject will be as under:
        A. Detailed Lesson Plans
        B. ICT Based Lesson Plans
        C. Test based lesson plan
        D. Teaching models-based lesson plans
        E. Observation of Peer lessons

3. **Other files during the internship Program**
    - College Observation File
    - Action research report
    - Timetable and attendance record
    - Observation of college students in the classroom as well as out of the classroom, during all college activities
    - Report on Morning assembly and Co-curricular activities
    - Development of audio-visual aids
    - Use of College library and conducting lab work
    - Observing important occasions and celebrating important national days with college children

- To learn evaluative techniques, developing question paper, marking papers, helping in preparing results and assigning grades
- Learning to maintain college records and registers

Evaluation Program

1. Internal Assessment based on total reflections and involvement in Internship Program.
2. External Assessment: Final skill-in-teaching examination in each subject

Evaluation Criterion

Monthly assessment: 25 (per month)
Performance of practical: 10 marks
Report: 5 marks
Practical Viva: 5 marks
Regularity: 5 marks

Course Title: Peace and Value Education
Course Code: MEU306

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 the role of society in actualizing the peace
2. Reflect upon meaning of peace its importance in life
3. Evaluate the need and process of value education
4. Realize the significance of values education for quality life

Course Content

Unit I   **8 Hours**
Peace Concepts and Concerns: Knowing the Peace, Choosing the Peace, Some Facts about Peace, Building Blocks of Peace, Peace at Different Levels.

Unit II   **8 Hours**
An Approach to Education for Peace: Stage-Specific Approach, Teachers as Peace builders, Pedagogical Skills and Strategies, Integrating Peace Concerns in Classroom Transactions.
Frontiers of Education for Peace: Personality Formation, Living Together in Harmony, Responsible Citizenship, National Integration, Education for Peace as a Lifestyle Movement.

Unit III   **7 Hours**
Values: Meaning, Determinants of Values, Classification of Values, Sources of Values, Hierarchy of Values. Erosion of Values: Meaning and Causes of Value Erosion.

Unit IV   **7 Hours**
Value Education: Meaning, needs, objectives of value-based education; Agencies of Value Education: Family, Society, Educational Institutions and Religion. Approaches and Activities for Value Education.

Transactional Mode
Video Based Teaching, Collaborative Teaching, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching, Peer Feedback

Suggested Reading

- *Ralph Beliveau (2023). Digital Literacy, A Primer on Media, Identity, and the Evolution of Technology, Second Edition, Susan Wiesinger.*

- *Digital Literacy: Skills & Strategies, June 2022, Salem Press.*
- *John Hartley (2017). The Uses of Digital Literacy books.google.com.*
- *Michael Ribble, (2016), Digital Citizenship in Schools: Nine Elements All Students Should Know, International Society for Technology in Education*
- *Henry Jenkins, Mizuko Ito, danahboyd, (2016), Participatory Culture in a Networked Era: A Conversation on Youth, Learning, Commerce, and Politics, Polity*
- *Howard Rheingold, (2014), Net Smart: How to Thrive Online, The MIT Press.*
- *Doug Johnson, (2014), The Classroom Teacher's Technology Survival Guide, Jossey-Bass*
- *Doug Belshaw, (2012), The Essential Elements of Digital Literacies, Doug Belshaw*
- *Renee Hobbs, (2011), Digital and Media Literacy: Connecting Culture and Classroom, Corwin.*
- *David Crystal, (2011), Internet Linguistics: A Student Guide, Routledge*
- *Jason Ohler, (2010), Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning, and Creativity, Corwin*
- *Allan Martin, Dan Madigan (2006). Digital Literacies for Learning books.google.com › books.*
- *Dr. S. Kalaivani&Dr. K. Saileela, Empowering India Through Digital Literacy (Vol. 2) books.google.com books.*

Web Sources
- *https://online.maryville.edu/blog/digital-literacy-a-comprehensive-guide-to-modern-educationtechnology*

Course Title: Digital Literacy	L	T	P	Credits
Course Code: OEC062	2	0	0	2

Total Hours: 30

Learning Outcomes

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

1. demonstrate the ability to create engaging multimedia content for presentations and utilize online discussion forums, virtual collaboration tools, and social and media platforms for networking and professional development
2. build and showcase an online portfolio and digital resume to establish a professional online presence and leverage digital platforms for networking and job opportunities
3. promote digital well-being and maintain a healthy digital balance by managing screen time, recognizing and addressing digital addiction, and practicing self-care.
4. ensure personal information protection online, recognize common cyber security threats, and contribute to cyber bullying prevention and practice digital etiquette.

Course Content

Unit I   **8 Hours**

Understanding the concept and importance of digital literacy, Ethical considerations in the digital age Creating engaging multimedia content for presentations, Online discussion forums and virtual collaboration tools, Social and media platforms for networking and professional development

Unit II   **8 Hours**

Online portfolios and digital resumes, building a professional online presence leveraging digital platforms for networking and job opportunities Effective web searching techniques, Organizing and citing digital information, Copy-right considerations for digital media. Understanding copyright laws and fair use of guidelines

Unit III   **7 Hours**

Rights and responsibilities in the digital world, analyzing and critically evaluating digital information, developing effective search strategies, and solving digital problems independently Managing screen time and maintaining a healthy digital balance, promoting digital well-being and self-care, Recognizing and addressing digital addiction

Unit IV   **7 Hours**

Respecting intellectual property rights in digital content creation and open educational resources Protecting personal information online, understanding common cyber security threats, Cyber bullying prevention and digital etiquette

Transactional Mode

Video Based Teaching, Collaborative Teaching, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching, Peer Feedback

Suggested Reading

- *Ralph Beliveau (2023). Digital Literacy, A Primer on Media, Identity, and the Evolution of Technology, Second Edition, Susan Wiesinger.*
- *Digital Literacy: Skills & Strategies, June 2022, Salem Press.*
- *John Hartley (2017). The Uses of Digital Literacy books.google.com.*
- *Michael Ribble, (2016), Digital Citizenship in Schools: Nine Elements All Students Should Know, International Society for Technology in Education*
- *Henry Jenkins, Mizuko Ito, danahboyd, (2016), Participatory Culture in a Networked Era: A Conversation on Youth, Learning, Commerce, and Politics, Polity*
- *Howard Rheingold, (2014), Net Smart: How to Thrive Online, The MIT Press.*
- *Doug Johnson, (2014), The Classroom Teacher's Technology Survival Guide, Jossey-Bass*
- *Doug Belshaw, (2012), The Essential Elements of Digital Literacies, Doug Belshaw*
- *Renee Hobbs, (2011), Digital and Media Literacy: Connecting Culture and Classroom, Corwin.*
- *David Crystal, (2011), Internet Linguistics: A Student Guide, Routledge*
- *Jason Ohler, (2010), Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning, and Creativity, Corwin*
- *Allan Martin, Dan Madigan (2006). Digital Literacies for Learning books.google.com › books.*
- *Dr. S. Kalaivani&Dr. K. Saileela, Empowering India Through Digital Literacy (Vol. 2) books.google.com books.*

Web Sources

- *https://online.maryville.edu/blog/digital-literacy-a-comprehensive-guide-to-modern-educationtechnology*
- *https://www.edweek.org/teaching-learning/what-is-digital literacy/2016/11*
- *https://literacy.ala.org/digital-literacy/*
- *https://en.wikipedia.org/wiki/Digital_literacy*
- *https://www.learning.com/blog/what-is-digital-literacy-definition-and-uses-in-daily-life/*
- *https://aliceinmethodologyland.com/2023/01/09/digital-literacy-vs-digital-skills-why-are-they-important-for-young-learners-by-noha-othman/*

SEMESTER-IV

Course Title: Dissertation Work
Course Code: 401

L	T	P	Credits
0	0	0	20

Total Hours: 300

Course Outcomes:

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

- Develop research questions and hypotheses and write a research proposal using high-level written and verbal communication skills
- Carry out a critical literature review, using well-developed analytical and synthesis skills
- Understand research design and be able to choose rigorous and practical research methods to address a problem-focused research question
- 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 revaluation.

• 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: Seminar
Course Code: MEU402

L	T	P	Credits
0	0	2	1

Total Hours: 15

Learning Outcomes

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

- Reflect upon various educational topics
- Speak with confidence in public
- Collaborate with their peer on various projects
- Debate on the new trends in the field
- Develop a well-structured research paper

Practical Activity (Any 3)

- Thematic Analysis and Presentation
- Text-book analysis and presentation
- Abstract writing
- Research paper writing
- Reporting

100 Marks

Presentation: 40 Marks
PPT Preparation: 40 Marks
Viva Voice: 20 Marks

Transactional Mode

Video Based Teaching, Panel Discussion, Group Discussion, Seminar