



# UNIVERSITY OF JAMMU

(NAAC ACCREDITED 'A ++' GRADE' UNIVERSITY)  
Baba Sahib Ambedkar Road, Jammu-180006 (J&K)

Academic Section

Email: [academicsectionju14@gmail.com](mailto:academicsectionju14@gmail.com)

## **NOTIFICATION** **(25/Oct./Adp./21)**

It is hereby notified for the information of all concerned that the Vice-Chancellor, in anticipation of the approval of the Academic Council, is pleased to authorize the adoption of the syllabi and courses of studies for **Post Graduate Programme in Education** under **NEP-2020** as per details given below:-

### **Two Year Post Graduate Programme under NEP-2020**

Subject	Semester	For the examinations to be held in the year
Education	Semester-I	December 2025, 2026 and 2027
	Semester-II	May 2026, 2027 and 2028
	Semester-III	December 2026, 2027 and 2028
	Semester-IV	May 2027, 2028 and 2029

### **One Year Post Graduate Programme under NEP-2020**

Subject	Semester	For the examinations to be held in the year
Education	Semester-I	December 2026, 2027 and 2028
	Semester-II	May 2027, 2028 and 2029

The Syllabi of the courses are also available on the University website:  
[www.jammuuniversity.ac.in](http://www.jammuuniversity.ac.in)

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DEAN ACADEMIC AFFAIRS

No. F. Acd/II/25/11311-325

Dated: 22/10/25

Copy for information and necessary action to:

1. Dean, Faculty of Education
2. Convener, Board of Studies in Education
3. Director, CITES&M, University of Jammu for directing the concerned to upload the notification on University Website
4. All members of the Board of Studies
5. Joint Registrar (Evaluation/P.G. Exam.)
6. Programmer, Computer Section, Examination Wing

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22/10/25

Joint Registrar (Academic)

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22/10/25  
22/10/25

**Master Degree Programme in Education as per NEP 2020**

**(One Year)**

**First Semester**

Course Code	Name of the Course	Credits
P1EDTC101	Philosophical and Sociological Basis of Education	04
P1EDTC102	Learner Psychology and Inclusion	04
P1EDTC103	Educational Research	04
P1EDRC104	Research Proposal and Methodology	04
P1EDRC105	Development of Research Proposal	04
P1EDTC106	Fundamentals of Artificial Intelligence	04
P1EDTC107	Vocational Education	04
P1EDPC108	School Internship	04
	<b>Total</b>	<b>32</b>

**Second Semester**

Course Code	Name of the Course	Credits
P1EDTC201	Teacher Education and Comparative Education	04
P1EDTE202	Guidance and Counselling/Curriculum Development/ yoga and Health Education	04
P1EDTC203	Educational Measurement and Evaluation	04
P1EDTC204	Value and Life Skill Education	04
P1EDTC205	Experiential learning	04
P1EDRC206	Dissertation (Analysis and Interpretation of Data, Report Writing and Viva-Voce)	08
	<b>Total</b>	<b>28</b>

**Total Credits: 60**

**Requirement for Earning the PG Degree**

The total credit requirement for the Master of Arts in Education is 60 credits.

**Splitting of Semester Credits and Marks:**

1 <sup>st</sup> Semester	32 Credits	800 marks
2 <sup>nd</sup> Semester	28 Credits	700 marks

60 Credits                      1500 marks



### Scheme of Examination: (for 4 credits course having Four Units)

The student shall be continuously evaluated during the conduct of each course on the basis of his/her performance as follows:

MCQ on LMS + Subjective Test	Syllabus to be covered in the examination	Time allotted for the examination	%Weightage (Marks)	
TEST I (after 30 days)	25%	1 hour	10 + 10	
TEST II (after 60days)	26 to 50%	1 hour	10 + 10	
Theory	Syllabus to be covered in the examination	Time allotted for the examination	%Weightage (Marks)	
Major test (after 90 days)	100%	2 ½ hours	60	
Total			100	
Practical / Research (thesis/project/dissertation)				
MCQ on LMS + Subjective Test	Time allotted for the examination	%Weightage (Marks)		
Mid Term appraisal	4 hours	25%		
External Examination	4 hours	75%	50%	Project Report
			25%	Viva -Voce
Total			100	

#### Test I and Test II

The Subjective Test of Test I and Test II would consist of three short answer type questions (05 marks each). Students are required to answer two questions. **No preparatory holidays shall be provided for the Test I and Test II.** Those candidates who have appeared in Test I and Test II and failed to get the minimum required marks i.e. 14 out of 40 will be eligible to re-appear in the Test I and Test II only once.

#### Major Test

The Major test will comprise of two sections, Section-A and Section-B. Section-A will have one compulsory question comprising of 10 parts (minimum 02 from each unit) of 03 marks each. Section B will have 04 questions of 15 marks each to be set from the last two units (02 from each unit). Students are required to attempt 01 question from each unit of section B. **In major test there should not be a gap of more than two days in between two tests.**

## MA Education (one Year) Course Structure

The course structure of MA Education (one Year) in all the courses shall contain two types of courses as under:-

- (i) **Compulsory:** The Compulsory Courses are basic/ unique to a programme and are mandatory for a student to study to become eligible to earn a degree in a given programme.
- (ii) **Elective:** These courses are related to a programme and provide choice to a candidate to seek specialized knowledge of allied subjects.

## PG Education Syllabi 2026 (One Year)

S. No.	Course No.	Course Title	No. Of Credits	Credits Level	Credit Points	Core/Elective/ Any Other	Cou rse Typ		Marks		Nature of Course				SAWAM/MOOC	Vocational Course	Research Project/ Summer Internship/ Dissertation
1.	PIEDTC101	Philosophical and Sociological Basis of Education	4	6.5	26	core			Theory		Global	National	Regional	Skill			
2.	PIEDTC102	Learner Psychology and Inclusion	4	6.5	26	core			Theory		Global	National	Regional	Skill			
3.	PIEDTC103	Educational Research	4	6.5	26	core			Theory		Global	National	Regional	Skill			
4.	PIEDRC104	Research Proposal and Methodology	4	6.5	26	core			Theory		Global	National	Regional	Skill			
5.	PIEDRC105	Development of Research	4	6.5	26	core			Theory		Global	National	Regional	Skill			Research Project

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	Proposal	04	6.5	26	core		ic al								
	PIEDTC106	Fundamentals of Artificial Intelligence	04	6.5	26	core		G l o b a l							
6.	PIEDTC107	Vocational Education	04	6.5	26	core	Theory		G l o b a l						
7.							Theory								
	PIEDPC108	School Internship	04	6.5	26	core	P r a c t i c a l								
8.															
	PIEDTC201	Teacher Education and Comparative Education	04	6.5	26	core									
9.															
	PIEDTE202	Guidance and Counselling	04	6.5	26	Elective	Theory		G l o b a l						
10.							Theory								

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	PEDTE202	CURRICULUM DEVELOPMENT	04	6.5	26	Elective		Globally	National	Skill	Vocational Competence	Research Project
11.	PEDTE202	YOGA AND HEALTH EDUCATION	04	6.5	26			Global		Skill		Summer Internship
12.	PIEDTC203	EDUCATIONAL MEASUREMENT AND EVALUATION	04	6.5	26	Elective		Global	National	Skill		
13.	PIEDTC204	VALUE AND LIFE SKILL EDUCATION	04	6.5	26	core	Theory		National			
14.	PIEDTC205	EXPERIENTIAL LEARNING	04	6.5	26	core	Theory	Global	National			
15.	PIEDRC206	DISSERTATION (ANALYSIS AND INTERPRETATION OF DATA, REPORT WRITING AND VIVA-VOCE)	08	13	52	core	Theory	I o b a l	National			
16.						core	P r a c t i c e		R e g i o n al			

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### PSO- Programme Specific Outcomes

The Program Specific Objectives (PSOs) reflect the knowledge, skills, attitudes, and values a graduate is expected to attain upon completing the program. These outcomes can vary slightly depending on the institution, but here's a comprehensive and standard set of Program Specific Objectives (PSOs) which are given as under:

1. Advanced Pedagogical Knowledge
- Demonstrate deep understanding of educational theories, instructional strategies, curriculum development, and learning processes across diverse educational contexts.
2. Research Competency
- Design and conduct independent, ethical, and meaningful educational research using appropriate methodologies, and critically evaluate research literature.
3. Professional and Reflective Practice
- Engage in continuous self-reflection and professional development to improve teaching practices and adapt to changing educational needs.
4. Curriculum Planning and Instructional Design
- Develop and evaluate curriculum and instructional materials aligned with educational goals, learner needs, and contemporary educational trends.
5. Educational Planning and Administration
- Apply principles of leadership, planning, and administration in educational settings to promote organizational effectiveness and innovation.
6. Equity, Inclusion, and Social Justice

Foster inclusive learning environments that address diversity and promote equal opportunities for all learners regardless of background or ability.





**7. Policy Understanding and Advocacy**

Analyze educational policies from the Independence onwards and contribute to educational reforms by engaging with policy issues at local, national, and international levels.

**8. AI Integration in Education**

Integrate AI effectively into the understanding of AI for the teaching, learning, and assessment to enhance educational outcomes.

**9. Collaboration and Community based Learning**

Work effectively with students, parents, peers, and community members, and communicate educational ideas clearly and professionally.

**10. Ethical and Experienced Based Education**

Uphold ethical standards and promote democratic, humanistic, and moral values through educational and experiential practices.

**CSO- Course Specific Outcomes**

The Course Specific Objectives (CSOs) reflect the knowledge, skills, attitudes, and values a graduate is expected to attain upon completing the program. These outcomes can vary slightly depending on the institution, but here's a comprehensive and standard set of Course Specific Objectives (CSOs) which are given as under to:

1. develop an in-depth understanding of the nature, scope, and significance of philosophy and sociology in education.
2. examine psychological perspectives and use motivational strategies to support diverse learners
3. understand the basics of research and related functions in the various fields of educational endeavour.
4. understand the different stages of education in the light of National Education Policy 2020.
5. integrate the concepts of artificial intelligence to education and other disciplines.
6. Reflect on vocational education and vocationalisation of education in India and else where
7. Understand the concept of curriculum construction by the different perspectives.
8. Trace the evolution, significance along with the domains of guidance and counselling.
9. Demonstrate the key elements of pedagogical skills and its significance in the context of the latest trends in the field of teaching and learning in diverse educational settings.
10. Understand the theoretical foundations, approaches, and technological relevance of teacher education and comparative education.

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**(M.A. EDUCATION)**  
**MASTERS DEGREE PROGRAMME IN EDUCATION (One Year)**  
**SEMESTER I**

**Syllabus for the Examinations to be held in December 2026, 2027 and 2028**

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<b>Course No. P1EDTC101</b> <b>Credits: 4</b>	<b>Title: Philosophical and Sociological Basis of Education</b> <b>Maximum Marks: 100</b> <b>Minor Test-I: 20</b> <b>Minor Test-II: 20</b> <b>Major Test: 60</b>
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(The students must demonstrate how Indian Knowledge System emphasise on the Inclusiveness rather of the individual ideologies & theories of the West) in Education and in the society

**UNIT III: Sociology of Education**

Social Functions of Education, Different western school of thoughts on the Society ,Subsystem of Society & Education –Family, Polity & Education, Market & Education, Education & Employment –the causes and remedies to the unemployment& role of the language; Role of Education in the Social Mobility &Social Stratification in the society( Caste , Religion , Region and the digital interventions) .

Practical aspects –( the creation of the NGOs & self Help Group to promote the welfare in the society)

**UNIT IV: Society and the Social Issues**

Socialisation & the role of the Education; The government social & Educational welfare schemes for Deprived sections of the society Moral Values, Changing Notions of the Moral & Moral Education in the society and how Aurobindo's Commentary on the Gita differentiates the morality ( Dynamicity, freedom , self awareness, inner truth , spiritual realization & Divine action); Vocational Education &Training (-How the students should have a training of the different vocations/traditional handicrafts/ food/ potteries to guide the fellow students in the Vocationisation & its Principles of success)

**Modes of Transaction:** Lecture cum Discussion Method and Seminar



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**SEMESTER I**  
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**Course No. P1EDTC101      Title: Philosophical and Sociological Basis of Education**  
**Credits: 4                      Maximum Marks: 100**  
**Minor Test-I: 20**  
**Minor Test-II: 20**  
**Major Test: 60**

**Essential Readings:**

1. R Puligandla The Fundamentals of Indian Philosophy (1975) available in Market and on flipkart.
2. The Blackwell Guide to the Philosophy of Education, 2002 Ed) Wiley Corp
3. Sri Aurobindo The Essays on The Gita
4. Bhagavad Gita by M Gandhi, National Book Trust
5. Saroj Sharma The significance of Ancient Indian Sciences in Contemporary Education , National Book Trust
6. Saroj Sharma, Scientific Basis of Indian Knowledge System ( Ed) Shipra Publications
7. National Educational Policy ( 2020)
8. M Harlambos Sociology Themes and Perspectives
9. CN Shanker Rao Sociology Principles Of Sociology With An Introduction To Social Thought.





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**Course No. PIEDTC102**  
**Credits: 4**

**Title: Learner Psychology and Inclusion**  
**Maximum Marks: 100**  
**Minor Test-I: 20**  
**Minor Test-II: 20**  
**Major Test: 60**

**Course Outcomes:** After completion of the course, the learner will be able to:

1. Learners will explore the relationship between education and psychology,
2. Learners will analyze key psychological theories and schools of thought to enhance educational practices.
5. Learners will develop practical strategies to create inclusive classrooms that address the diverse needs of children, ensuring an equitable and supportive learning environment for all.
4. Learners will analyze current policy perspectives and legal frameworks to evaluate their roles in supporting inclusive education for children with special and diverse needs.

**Course Contents:**

**Unit I**

**Psychological processes**

Educational Psychology – Its Nature and Scope, Relationship of Education and Psychology

Main Features and Contribution of the following Schools of Psychology towards Education:  
Gestalt, Psychoanalysis and Constructivism

Motivation: Concept, Theories: Maslow and Murray, Theory of achievement motivation

**Unit II**

**Personality, Intelligence and Cognitive theories of learning**

Personality: Concept, Type and Trait Theories, Behavioral Approach -Miller, Dollard and Bandura, Humanistic Approach - Roger and Maslow, Assessment of Personality - Projective techniques

Intelligence: Concept, Theories of Intelligence: Guilford, Gardner

Cognitive theories of learning –Piaget, Vygotsky, Kurt Lewin and Tolman





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**Course No. P1EDTC102**  
**Credits: 4**

**Title: Learner Psychology and Inclusion**  
**Maximum Marks: 100**  
**Minor Test-I: 20**  
**Minor Test-II: 20**  
**Major Test: 60**

**Unit III**

**Preparation for Inclusive Education**

Concept of Inclusive Education, Building inclusive learning friendly classrooms, overcoming barriers for inclusion

Categories of special needs (physically, intellectually and multiple disabilities) and diverse needs children (marginalized, tribal and first generation learners): Identification and Educational Provisions

Role of teachers, parents and other community members for supporting inclusion of children with diverse needs

Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, cooperative learning, peer tutoring in the context of constructivism

**Unit IV**

**Current policy perspectives supporting inclusive education for children with diverse needs**

Role of Rehabilitation Council of India RCI

PWD (Persons with Disability Act, 1995)

Recommendations of NCERT

Role of Braille Signage Coimbatore in promoting inclusion

National Policy for Person with Disability (2006).

The Rights of persons with Disabilities Act, 2016.

National Trust for Welfare of Persons with Autism and Cerebral Palsy

**Mode of Transaction:** Lecture cum Discussion Method and Seminar

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**Course No. P1EDTC102**  
**Credits: 4**

**Title: Learner Psychology and Inclusion**  
**Maximum Marks: 100**  
**Minor Test-I: 20**  
**Minor Test-II: 20**  
**Major Test: 60**

**Essential Readings:**

Ainscow, M., Booth, T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Centre for Studies in Inclusive Education.

Chauhan, S.S. (2001). Advanced Educational Psychology, Vikas Publishing House Pvt. Ltd. New Delhi.

Dash, M. (2006). Fundamentals of Educational Psychology, Atlantic Publishers and Distributors Pvt. Ltd. New Delhi.

Hallahan, D.P., & Kauffman, J.M. (1991). Exceptional Children: Introduction to Special Education, Allyn and Bacon, Massachusetts.

**Suggested Readings:**

Kirk, S. A., & Gallagher J.J. (1989) Education of Exceptional Children; Houghton Mifflin Co, Boston

Mangal, S. K. (2005). Essentials of Educational Psychology. Prentice Hall of India Pvt. Ltd: New Delhi.

Solso, Robert. L. (2002). Cognitive Psychology. Pearson Ed (Singapore) Pvt. Ltd. Delhi

Watts, Margaret G. (2011). Fundamentals of Special Education. PHI Learning Private Ltd. New Delhi

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**Course No. P1EDTC103**  
**Credits: 4**

**Title: Educational Research**  
**Maximum Marks: 100**  
**Minor Test-I: 20**  
**Minor Test-II: 20**  
**Major Test: 60**

**Course Outcomes:** After completion of the course, the learner will be able to:

1. Understand the basics of research and related functions in the various fields of educational endeavour.
2. Comprehend the concept of sampling and tools, differentiate between various sampling techniques and apply appropriate sampling methods in designing research study.
3. Understand the different Research design
4. Analyse Statistics in Education and their applications.

**Course Contents:**

**UNIT 1**

**Nature and Scope of Educational Research**

Meaning, Nature, Need and Purpose of Educational Research

Types: Fundamental, Applied and Action Research

Quantitative and Qualitative Research: Concept and types

Review of Related Literature: Importance and Various Sources including Internet

Hypothesis: Concept and types

**UNIT II**

**Research Tools & Sampling in Educational Research**

Questionnaire

Interview

Observation

Sociometric techniques

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**SEMESTER I**

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**Course No. P1EDTC103**  
**Credits: 4**

**Title: Educational Research**  
**Maximum Marks: 100**  
**Minor Test-I: 20**  
**Minor Test-II: 20**  
**Major Test: 60**

Characteristics of a Good Research Tool

Population and Sample: Concept & Methods of Sampling: Probability and Non-Probability

Characteristics of a Good Sample

Sampling Errors: Concept and Methods of Reducing Sampling errors

**UNIT III**

**Major Approaches & Research Design**

Descriptive Research

Ex-Post Facto Research

Historical Research

Experimental Method

Ethnographic Research

Developmental Studies

Documentary Analysis

**UNIT IV**

**Statistics in Education**

Organization and graphical representation of data: frequency distribution, frequency polygon, histogram, smoothed frequency polygon.

Measures of Central Tendency: Concept, characteristics, computation and uses of Mean, Median,


Mode Measures of Dispersion

Range

Quartile Deviation

Average Deviation & Standard Deviation

**Modes of Transaction:** Lecture-cum-discussion method and Seminar



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**Course No. P1EDTC103**  
**Credits: 4**

**Title: Educational Research**  
**Maximum Marks: 100**  
**Minor Test-I: 20**  
**Minor Test-II: 20**  
**Major Test: 60**

**Books Recommended:**

Anastasi, Annie	Psychological Testing., Prentice Hall, 1997
Best, J.W.	Research in Education. Pearson, 2005
Freeman, Frank, S.	Theory and practice of Psychological Testing., Holt 1953
Good, C.V.	The Methodology of Educational Research., New York, 1971
Hayman, J.L.	Research in Education. Ohio, 1966
Mouly, G.J.	The Science of Education Research. Boston, 1978
Sukhia& Mehrotra	Introduction to Education Research. Bombay, 1966
Travers, M.W.R.	Introduction to Education Research. Macmillan & Co, 1969





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**Syllabus for the Examinations to be held in December 2026, 2027 and 2028**

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**Course No. P1EDRC104**

**Title: Research Proposal and Methodology**

**Credits: 4**

**Maximum Marks: 100**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

**Course Outcomes:** After completion of the course, the learner will able to:

1. Analyze the importance, types and steps of preparing research proposal;
2. Understand the different styles of writing review of related literature and ethical considerations.
3. Understand the research methodology, plagiarism, copyright
4. Understand the writing style and style of writing references.

**Course Contents:**

**UNIT-1: Research Proposal**

Research Proposal: Concept, need and importance, Types of Research proposal, steps for preparing a research proposal, Difference between Research proposal and research report. Issues and the Contexts to be considered while developing the Research Proposal. Writing Research Objectives of the proposed study, guidelines for writing Research Proposal. Difference between the Research Questions and the Research Hypothesis. Difference between the General and Specific Objectives as well as the Sub objectives. Limitations and Delimitations of the study.

**UNIT –II : Review of Related Literature and Ethical Considerations**

Style of writing Review of Related Literature: Thematic, Meta-analytical and narrative style, Different Sources of Review of Related Literature, Formulation of research gap. Informed consent, confidentiality, and voluntary participation. Avoidance of plagiarism, bias, or harm to participants. Institutional ethical clearance if required.



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**Course No. P1EDRC104**

**Title: Research Proposal and Methodology**

**Credits: 4**

**Maximum Marks: 100**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

**UNIT-III: Research Methodology**

Research Design: Qualitative, quantitative, or mixed-method. Population & Sampling: Who/what will be studied, and how will participants be selected? The issues in the selection of the method: Qualitative, Quantitative, exploratory as well as the mixed method.. Developing a coherent methodology as well as defined realistic timeline: Break down research into manageable tasks and milestones. Tools/Techniques: Questionnaires, interviews, experiments, observation, secondary data. Selection of Sample.

Data Collection: Methods, sources, and ethical considerations. Data Analysis: Statistical techniques, thematic analysis, software use (SPSS, NVivo, etc.). Limitations: Scope and constraints. Anticipate potential challenges: Identify potential risks and develop contingency plans.

**Unit-IV: Writing Style and References**

How to frame and write the research Proposal in context of Issues : Clarity ( specific, focused, and relevance, Research gaps . Grammar and Style: Use of proper grammar and punctuation( American/ Britisher) to ensure error-free writing. Writing style: First person or third person, Use of clear and concise language having active Voice and avoidance of jargon and technical terms unless necessary.

Importance of References in Research, Differences between Bibliography and References, Style of writing References (APA, MLA&CMS). Citation, Criteria for avoiding plagiarism and copy Rights. Creative Commons and its use and implications for research

**Mode of Transaction:** Lecture-cum-discussion cum hands on training method



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**SEMESTER I**

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**Course No. PIEDRC104**

**Title: Research Proposal and Methodology**

**Credits: 4**

**Maximum Marks: 100**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

**Suggested Readings**

Anastasi, Annie Psychological Testing, Prentice Hall, 1997

Best, J.W. Research in Education. Pearson, 2005

Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). The Craft of Research (4th ed.). University of Chicago Press.

Cohen, L., Manion, L., & Morrison, K. (2018). Research Methods in Education (8th ed.). Routledge.

Creswell, J. W. & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.). Sage Publications.

Flick, U. (2018). An Introduction to Qualitative Research (6th ed.). Sage Publications.

Koul Lokesh (2020) Methodology of Educational Research.

Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners* (5th ed.). Sage.

Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches* (7th ed.). Pearson.

Punch, K. F. (2006). Developing Effective Research Proposals. Sage Publications

Silverman, D. (2021). Interpreting Qualitative Data (6th ed.). Sage.



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**Syllabus for the Examinations to be held in December 2026, 2027 and 2028**

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**Course No. P1EDRC105**

**Title: Development of Research Proposal**

**Credits: 4**



**Maximum Marks: 100 (25 Internal + 75 External)**

Prepare a research proposal including tools and data collection on a selected Educational related Problem/Issue with its procedural design

- a) Preparation of Research Proposal**
- b) Development of Tools**
- c) Data Collection**

**Structure of the Research Proposal**

- Front Page (Statement of the Problem, Guide, Researcher and affiliation)
- Introduction
- Review of related literature
- Justification of the study
- Operational Definitions of the key terms used
- Objectives of the Study
- Hypothesis/Research questions
- Research Methodology:
  - i. Variables
  - ii. Population and Sample
  - iii. Tools to be used
  - iv. Data Collection
  - v. Scoring Procedure
  - vi. Statistical Technique/s to be used
- Analysis of Data and Interpretation of results
- Delimitations of the Study
- References

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**Syllabus for the Examinations to be held in December 2026, 2027 and 2028**

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**Course No. P1EDTC106**

**Title: Fundamentals of Artificial Intelligence**

**Credits: 4**

**Maximum Marks: 100**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

**Course Outcomes:** After completion of the course, the learner will be able to:

1. interpret the history of artificial intelligence, the philosophy related to it and contrast the various concepts related to artificial intelligence.
2. differentiate the artificial intelligence project cycle with its constituent parts and analyze the various issues of ethics related to artificial intelligence.
3. integrate the concepts of artificial intelligence to education and other disciplines.
4. evaluate the various applications of artificial intelligence in education.

**Course Contents:**

**Unit I – Introduction**

Meaning, definitions and history of artificial intelligence, Difference between Artificial intelligence (AI), Machine Learning (ML) and Deep learning (DL)

Principles of artificial intelligence integrated learning, objectives of artificial intelligence integrated learning, design thinking, critical thinking, and creative thinking

**Unit II-Project Cycle & Ethics**

Problem scoping, data acquisition, data exploration, modeling, evaluation, Data visualization – Need and means of data visualization using graphical tools, data fluency, and computational thinking. Moral issues, data privacy, artificial intelligence bias awareness, artificial intelligence access, future loss in jobs

**Unit III-Use in Education**

Teaching-learning process and assessment in schools by teachers, artificial intelligence integrated education, reinforcement learning, artificial intelligence in industry, artificial intelligence in enterprise





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**Course No. PIEDTC106**

**Title: Fundamentals of Artificial Intelligence**

**Credits: 4**

**Maximum Marks: 100**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

**Unit III-Use of AI in Education**

Teaching-learning process and assessment in schools by teachers, artificial intelligence integrated education, reinforcement learning, artificial intelligence in industry, artificial intelligence in enterprise

**Unit IV- Applications of AI**

Perception, problem analysis, abstract knowledge, experiential learning, AI in education learning experience, adjustable learning environment, new opportunities, improved efficiency, AI driven education platforms

**Modes of Transaction:** Lecture-cum-discussion cum hands on experience method

**Essential Readings:**

D. Khemani (2017). A first course in artificial intelligence. Mc Grow Hill Education, India.

Kapur, R. (2024). AI made simple: A beginner's guide to generate intelligence. Rinity India.

Malhotra, R. (2021). Artificial intelligence and the future of power: 5 and Battlegrounds. Rupa Publications India.

Mehrotra, D. (2020). Basics of artificial intelligence & machine learning. Notion Press, India.

Russell, S., & Norvig, P. (2020). Artificial intelligence: A modern approach. Pearson Education India.



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**Course No. P1EDTC106**

**Title: Fundamentals of Artificial Intelligence**

**Credits: 4**

**Maximum Marks: 100**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Suggested Readings:**

Chowdary, K. R. (2020). Fundamentals of artificial intelligence. Springer, India Pvt. Ltd.

Crompton, H., & Burkee, D. (2024). Artificial intelligence applications in higher education: Theories, Ethics and case studies for Universities. Routledge

Mitchell, M. (2020). Artificial Intelligence: A guide for thinking humans. Pelican Penguin Random House.

Nazeer, M., Patel, G., Srinivasalu, B., Obulesh, A., (2024). Fundamentals of Artificial Intelligence and its implications. Immortal Publications

Seshadri, S., & Iyer, S. (2024). AI for everyone: A common man's guide to artificial intelligence. Embassy Books Distributors, India.



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**Course No. P1EDTC107**

**Title: Vocational Education**

**Credits: 4**

**Maximum Marks: 100**

**Minor Test-I : 20**

**Minor Test-II: 20**

**Major Test: 60**

**Course Outcomes:** After completion of the course, the learner will be able to:

1. Reflect on vocational education and vocationalisation of education in India.
2. Understand the different programs and policies working at national level on vocational education.
3. Familiarize the students about innovations in teaching-learning in VET in India.
4. Apply their knowledge of Craft Centred Education and Wood Work.

**Course Contents**

**Unit-I: Vocationalisation of Education**

Vocationalisation of Education: Concept, Needs and Importance

Vocational Education: Concept and types

Problems of Vocationalisation of Education (Social, Academic & Economic)

Essentials for a successful Vocational Programme

**Unit-II: Vocational Education: Program and Policies**

National Policies on Vocational Education

NEP 2020 and Vocational Education in School and Colleges

Skill India (Kaushal Vikas Yojana): Objectives, needs & Scope

Innovations in Teaching-Learning in Vocational Education and Training (VET): Role of Vocational Teachers in Innovations

**Unit-III: Issues and Challenges in Vocational Education in India:**

PSS Central Institute of Vocational Education, Bhopal (NCERT): working & Mandate

A study of Vocationalisation in Germany, Singapore & Finland as a model of Vocational Education

Training of teachers/trainers: Issues in training of teachers/trainers – lack of qualified teachers/trainers, lack of institutions for training, lack of involvement of industry in training, lack of employability skills

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**Course No. P1EDTC107**

**Title: Vocational Education**

**Credits: 4**

**Maximum Marks: 100**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

**Unit-IV: Craft Centered Education: Wood Work**

Craft Centered Education: Meaning, Nature, Types and Scopes

M.K. Gandhi and his recommendations on Craft Centered Education

Woodwork: Need, importance and scope of woodwork

Workshop Activities: Workshop discipline, safety, precaution, safe handling of tools, first aid, definition of push and pull saw, fret saw and saw sharpening.

**Practicals:** Visit to the centres of Wood Carving /DTP/ Computer Hardware & Networking

**Mode of Transaction: Field Visit cum Practical Method**

**Books Recommended:**

Agrawal J.C & Agrawal S.P.(1999). Vocational Education in India, Why, What and How.Doaba House.

Alan Brown, Simone Kirpal, Felix Rauner (2007). Technical and Vocational Education and Training: Issues, Concerns and Prospects, Identities at Work (Technical and Vocational Education and Training: Issues, Concerns and Prospects) [1 ed.]. Springer Netherlands.

BIBB (Federal Institute for Vocational Education and Training)"Vocational Education and Training in Germany"

David Sherlock, Nicky Perry (2008). Quality Improvement in Adult Vocational Education and Training: Transforming Skills for the Global Economy. Springer Netherlands.

Evans, R.N & Herr, E.L. (2004). Foundations of Vocational Education. (2<sup>nd</sup> ed.) Macmillan. 16

Felix Rauner, Rupert Maclean (auth.), Felix Rauner, Rupert Maclean (eds.), (2008). training, Handbook. Springer Netherlands.





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**Course No. P1EDPC108**

**Title: School Internship**

**Credits: 4**

**Maximum Marks: 100 (25 Internal and 75 External)**

**Components of School Internship**

The School Internship will comprise of following academic activities/components to be performed by each student studying in 4<sup>th</sup> Semester consisting of 80 hours.

1. Practice of Teaching (40marks)
2. Internship cum School Report (20 marks)
3. Supervision of Lessons (10 marks)
4. Final Teaching (30 marks)

**I. Practice Teaching**

Each student shall participate in practice of teaching for three hours daily for twenty working days under the supervision of a qualified teacher educator. The teacher educators in different teaching subjects opted by the students shall be appointed by the HOD. Each student shall have to opt for two teaching subjects being taught at the school level, preferably out of those, which the student has studied at B.A. level provided if it happens to be school subject otherwise, the choice will be exercised by the students themselves out of the subjects prescribed in B.Ed. Syllabi. The teaching practice will be conducted in schools fixed by the teacher in-charge of the Department who will coordinate with the teacher educators for supervising the subjects. The students will follow the schedule as such:

- Demonstration lesson will be delivered by respective Teacher Educators in each teaching subject followed by one discussion lesson in each teaching subject.
- Actual teaching in the school will be practiced by delivering 20 lessons ( five Herbartian, five RCEM and ten on constructivism) in each teaching subject to be supervised by teacher educator.

The teacher educator in each teaching subject will guide and supervise the lessons of the students daily. The lessons delivered by the students shall bear the remarks of the teacher educator, indicating the deficiencies and tips for improving the lesson and presentation of the student. The students will be trained to use appropriate teaching aid and its relevance while delivering the lesson in actual classroom situation. The students may make use of transparencies, power point presentation and any other mode of presentation. The students will be awarded marks for their performance in Practice of Teaching by teacher educators in consultation with teacher in-charge





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**Course No. P1EDPC108**

**Title: School Internship**

**Credits: 4**

**Maximum Marks: 100 (25 Internal and 75 External)**

of the group. The teacher in-charge will collect the marks prepared on award-rolls from the teacher educators for submission to HOD.

**2. Internship cum school Report**

During Practice of teaching each student studying in 4<sup>th</sup> Semester shall take part in the morning assembly of the school, prepare a time-table, organize certain activities in the school, check the home task given to the student, maintain attendance register, prepare cumulative progress card and should acquire knowledge of preparing School Leaving Certificate etc. The participation of the students in said activities will be judged by the Head of the Institution who will prepare a report on the performance and progress of the students during course of Internship duly signed by the Head of the Institution which will be kept for handing over the same to the teacher in –charge. The head will award marks on the basis of participation of students in different school activities, his/her sense of class management etc. the marks shall be awarded out of 25. The teacher in-charge of the Department will collect the marks from the respective Head of the Institution. Each Student shall visit any one school to review the status of the school in terms of its history, infrastructure, student enrolment class wise, teacher strength library, financial status, Qualification of teachers, teacher-student ratio etc. and present a report for assessment to be made by an Internal committee to be constituted by H.O.D.

**3. Supervision of Lessons**

Each student after having completed internship and skill in teaching shall also be involved in making supervision of ten lessons delivered by M.A./ B.Ed. students in actual classroom situation in any two teaching subjects. The supervision made by the students will be judged by a committee, which will award marks on the basis of appropriateness of the remarks/feedback/guidance given to the M.A./ B.Ed. students for further improving their lessons.



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Course No. PIEDPC108      Title: School Internship

Credits: 4      Maximum Marks: 100 (25 Internal and 75 External)

**4. Final Teaching Practice**

Two final lessons will be delivered (one in each teaching subject) by each student for evaluation by two External Examiners. Any teacher nominated by HOD will organize final examination of teaching practice. Two external examiners appointed by the University out of the approved panel shall observe the final examination of the lessons. The external examiners shall award marks on the basis of the performance of the students based on the delivery of the lesson, relevance and use of appropriate teaching aids. **The marks shall be awarded separately for each activity and thereafter, may a combined to make a composite score.** The award roll shall be prepared on the basis of composite score and the same shall be recorded in a register meant for maintaining records. The records of all activities undertaken by a Student shall be retained/preserved by the Department till the declaration of the result of 2<sup>nd</sup> Semester if all the students have qualified. In case, any students fall in reappear category, his record shall be retained till he/she qualifies. No students shall be allowed to appear as a private candidate.

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**Course No. P1EDTC201**

**Title: Teacher Education and Comparative Education**

**Credits: 4**

**Maximum Marks: 100**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

**Course Outcomes:** At the end of course, the students will able to:

1. understand historical background & agencies of teacher education,
2. analyze the reforms & innovative practices in teacher education,
3. explain the scope, significance & role of technology in comparative education
4. critically examine higher, and vocational education systems of India, UK, and USA

**Unit-I: Evolution and Agencies of Teacher Education**

Historical background of Teacher Education in India-In-service and pre-service teacher education: evolution, organization and modes

Agencies and Institutions of In-service and Pre-Service Teacher Education: DIET, CTE, IASE, SSA, RMSA, SCERT, NCERT, NCTE, NCERT, UGC & MMTTP

Case study of an agency/institution of teacher education in your area

**Unit-II: Reforms and Innovative Practices in Teacher Education**

Reforms in Teacher Education through National Education Policy 2020.

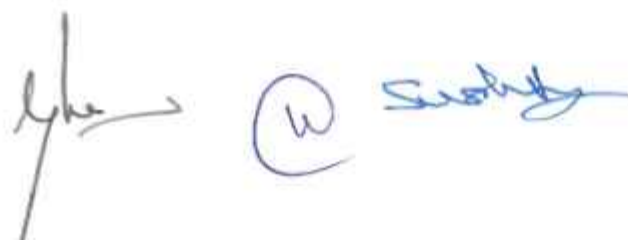
Innovative Practices in Teacher Education– Activity based learning, ICT integration, Experiential learning, Cooperative and Collaborative learning

360-degree performance appraisal of teachers and students

**Unit III: Foundations of Comparative Education**

Meaning, scope, and importance of comparative education, A Brief History of Comparative Education

Factors shaping education: socio-cultural, political, economic, technological, and global influences for Inclusion, equity, and access (marginalised groups, special education, gender equity)

The block contains three handwritten signatures in blue ink. The first signature on the left is stylized and appears to be 'Jha'. The second signature in the middle is a circular logo containing the letter 'W'. The third signature on the right is more cursive and appears to be 'Sushil'.



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**Course No. P1EDTC201**  
**Credits: 4**

**Title: Teacher Education and Comparative Education**  
**Maximum Marks: 100**

**Minor Test-I: 20**  
**Minor Test-II: 20**  
**Major Test: 60**

Role of technology in comparative education (Virtual Learning Environment, Virtual Universities, Digital Platforms, Learning Management System (LMS), Learning Content Management System (LCMS), EdTech, Flipped Learning, Blended Learning, Hybrid Learning)

**Unit IV: Comparative Study of Higher Education (India, UK, USA)**

Governance and regulatory mechanisms (UGC, NAAC, Ofsted/QAA, Accreditation in USA)

Issues of financing, privatisation, and student support (scholarships, loans, debt)

National Skill Development Initiatives (India), Apprenticeship & T-Levels (UK), Career & Technical Education (USA)

Industry linkages, employability skills, lifelong learning, NEP 2020 & global best practices

**Modes of Transaction:** Lecture-cum-discussion method and Seminar

**Books Recommended:**

CABE, 1992. Report of the CABE Committee on Policy Perspective Govt. of India, MHRD, New Delhi.

Deighton, Lec, C. The Encyclopedia of Education Vol. 1 & 11, MacMillan & Co. & Free Press, New York.

Delors, J. (1996) Learning : The Treasure with in UNESCO publishing.

Dunkin, J. Michael (1987). The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.

Husen, Torsten & Postlethwaite (Eds.) (1984). The International Encyclopedia of Education Pergamon Press, New York, Vol. 1-12.

Mangal, Sheela (2000). Teacher Education: Trends & Strategies, Radha Publishing, New Delhi.





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**Course No. PIEDTC201**  
**Credits: 4**

**Title: Teacher Education and Comparative Education**  
**Maximum Marks: 100**

**Minor Test-I: 20**  
**Minor Test-II: 20**  
**Major Test: 60**

Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.

Millman, J., (1988) Handbook of Teacher Education, Boverly Hills, Sage Publishing.

MHRD (1986) National Policy on Education and Programme of Action, Govt. of India, New Delhi.

MHRD (1990) Rama Murti Committee Report, Department of Education, Govt. of India, New Delhi.

MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.

MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi.

Nayar, D.P. (1989) Towards a National System of Education, Mital Publishing, New Delhi.

NCERT (1987) In service Training Package for Secondary Teachers MHR, New Delhi.

NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publishing, New Delhi.

Oberoi, M.K. (1955) Professional competencies in Higher Education, UGC Publication, New Delhi.

Sahoo, P.K and Das, B.C (2025). Teacher Education and National Education Policy 2020. New Delhi, Concept Publishing Company.

Sikula, J. (Ed.) (1985) Handbook of Research on Teacher Education, New York, MacMillan Publishing.



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**Course No. P1EDTE202**

**Title: Guidance and Counselling**

**Credits: 4**

**Maximum Marks: 100**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

**Course Outcomes:** After completion of the course, the learner will be able to:

1. Trace the evolution, significance along with the domains of guidance and counselling.
2. Analyze the theories that address diverse educational needs for the promotion of global competitiveness.
3. Prepare and use tools and techniques for professional development.
4. Understand the ethical concerns in line with the recommendations of NEP (2020).

**Course Contents:**

**Unit-I: Historical Perspectives of Guidance and Counselling**

Evolution of guidance & counselling in India

Significance, scope and counselling as a profession

Educational, vocational and personal domains of guidance and counselling

**Unit -II: Counselling for Career Planning and Decision making**

Changing nature of career planning, counselling & technology

Theories of career development and decision making: Developmental theories, Personality theories and Sociological theories

Career planning and decision making in educational institutions: Schools & Higher education

**Unit -III: Guidance and Counseling: Tools & Techniques**

Selection of tool/ techniques: Criteria – Validity, Reliability and Practicability

Preparation & use of standardized test: Intelligence testing, Aptitude test, Academic achievement test, Interest inventory & Personality test

Non-Standardized techniques: Observation, Checklist, Anecdotal report



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**Course No. P1EDTE202**

**Title: Guidance and Counselling**

**Credits: 4**

**Maximum Marks: 100**

**Minor Test-I : 20**

**Minor Test-II: 20**

**Major Test: 60**

**Unit- IV: Ethical Concerns**

Ethical issues: Confidentiality, Personal relationship with client, Legal considerations

Counsellor's professional development

Counselling skills & NEP (2020)

**Modes of Transaction:** Lecture-cum-discussion method, Power point presentation

**Essential Reading:**

Dash, B.N., Dash, N. (2009). Career information in Career Guidance and counselling. New Delhi: Dominant Publishers and Distributors.

Nayak, A.K. (2004). Guidance and Counselling. New Delhi: APH Publishing Corporation

Koshy, J.S. (2004). Guidance and Counselling. New Delhi: Dominant Publishers and Distributors.

Shrivastava, K.K. (2003). Principles of Guidance and Counselling. New Delhi: Kanishka Publishers, Distributors.

Sharma, R. N & Sharma, R. (2004). Guidance and Counselling in India. New Delhi: Atlantic Publishers and Distributors.

Sharma, T.C. (2002). Modern Methods of Guidance and Counselling. New Delhi: Sarup & Sons

Sharma, Y.K. (2004). Principles of educational and vocational guidance. New Delhi: Kanishka Publishers Distributors.

Rao, N. (2009). Counselling and Guidance (2nd ed). McGraw Hill Education Private Ltd.

Vashist, S.R. (2008). Methods of Guidance. Anmol Publication Pvt.Ltd.

**Suggested Books:**

Charles, K. & Jyothsna, N.G. (2011). Guidance and counselling. Educational Publishers.

Chaube, S.B. (2005). Educational & Vocational Guidance. New Delhi: Dominant Publishers and Distributors.

Gibson, R.L. & Mitchell, M.H. (2014). Introduction to counselling and Guidance. PHI Learning Private Limited.

Oberoi, C. (2003). Educational, Vocational Guidance & Counselling. New Delhi: Dominant Publishers and Distributors.



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**Course No. P1EDTE202**

**Title: Curriculum Development**

**Credits: 4**

**Maximum Marks: 100**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

**Course Outcomes:** After the completion of the course, the learner will be able to:

1. Understand the concept of curriculum construction.
2. Analyze the process of different curriculum designs.
3. Reflect on the models of curriculum.
4. Experience the process of curriculum evaluation.

**COURSE CONTENTS**

**Unit-I Foundations of Curriculum**

Philosophical foundations of curriculum: Idealism, Realism

Philosophy as a curriculum source; Progressivism, Reconstructionism

NCFSE 2023

**Unit-II Curriculum Design**

Sources of curriculum design

Components of curriculum design

Approaches of curriculum design

**Unit-III Curriculum Implementation**

Nature of curriculum implementation

Support for curriculum implementation

Models: Overcoming Resistance to change model, Organizational Development Model, Organizational Parts, Units and Loops and Educational Change Model





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**Course No. PIEDTE202**

**Title: Curriculum Development**

**Credits: 4**

**Maximum Marks: 100**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

**Unit-IV Curriculum Evaluation**

Purpose of evaluation, measurement versus evaluation



Formative & summative evaluation

Interpretation of curriculum evaluation, challenges & opportunities

**Modes of Transaction:** Lecture-cum-discussion method, and seminar

**Books Recommended:**

1. Aggarwal, J.C. (1990). Curriculum Reforms in India, Doaba house, New Delhi.
2. Bill Boyle and Marie Charles (2016) Curriculum Development- A Guide for Educators. Sage Publications
3. Bruner, J.S. (1977). The Process of Education, Harward University Pres.
4. Dash, B.N. (2007). Curriculum Planning and Development Dominant Publishers and Distributors
5. Dewey, J. (1996). The child and curriculum- The school and the society, Phoenix, USA.
6. Kelly, A.V, (1989). The Curriculum: Theory and Practice: London Paul Chapaman Publishers.
7. McNeil, John, D. (1977). Curriculum A comprehensive introduction, Little Brown and Co. Boston.
8. Panda, S. K. and Panda N. (2020). Curriculum Development: Practices and Perspective, New Delhi, Shipra Publications
9. Sharpes, D.K. (1988). Curriculum Traditions and practices Roueldge London.
10. Singh R (2021). Curriculum, Development and School, Anu Books
11. Malhotra M.M (1985). Curriculum Evaluation and Renewal Manila, CBSE Publication.
12. Warwick, D (1975). Curriculum Structures and Design, University of London.

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**Course No. P1EDTE202**

**Title: Yoga and Health Education**

**Credits: 4**

**Maximum Marks: 100**

**Minor Test-I : 20**

**Minor Test-II: 20**

**Major Test: 60**

**Course Outcomes:** After completion of the course, the learner will be able to:

1. Understand importance of yoga and health, and demonstrate selected asanas and pranayamas effectively.
2. Analyze the roles and responsibilities of teachers in promoting yoga and health education and yogic diet
3. Apply knowledge of health and wellbeing to maintain mental health and seek psychotherapeutic support when necessary.
4. Evaluate the functions of national and international agencies in delivering health services and promoting yoga at global and national levels.

**Course Contents:**

**Unit-I: Health and Yoga Education**

Historical Development of Yoga Education and Health in India

Approaches to health education and Targets for Yoga Education and Health

Scope, need and importance of Yoga in Education

Elements of yoga- Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi

Demonstration and practice of various Asanas and Pranayamas

**Unit-II: Role and Responsibilities of Teacher**

Teacher preparation for Yoga Education and Health and Qualities of Yoga Education and Health teacher

Teacher's role and responsibilities in health and yoga appraisal, health instruction, health and nutrition services

Types of food according to yogic diet



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**Course No. . P1EDTE202**

**Title: Yoga and Health Education**

**Credits: 4**

**Maximum Marks: 100**

**Minor Test-I : 20**

**Minor Test-II: 20**

**Major Test: 60**

**Unit-III: Introduction to Health Education and Wellbeing**

Concept, Objectives and Importance of Health Education and Wellbeing

Factors affecting Physical, Mental, Social and Emotional Health and Wellbeing

Concept, Symptoms and Causes of Mental illness

Stress Management: Concept, Manifestations of Stress and Coping Strategies

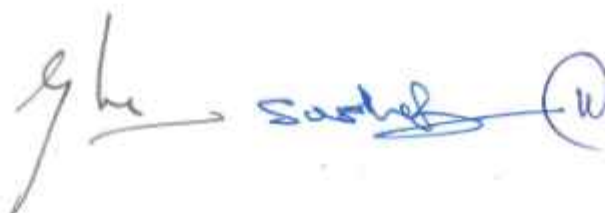
Psychotherapies: Behavioural Therapy, Client-Centered Therapy and Group Therapy

**Unit-IV: International and National Agencies**

International and National Agencies connected with Health services:

- a) WHO: Constitution, Objectives and Functions
- b) UNICEF: Constitution, Objectives, Functions, roles, various programmes
- c) Indian Red Cross Society- Concept, aims and objectives
- d) National Rural Health Mission (NRHM)
- e) National Health Policy (NHP)
- f) Multi-Purpose Health Worker (MPHW)
- g) Pradhanmantri Swasthya Suraksha Yojna (PMSSY)

**Modes of Transaction:** Lecture-cum-discussion method and Seminar



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**Course No. : PIEDTE202**

**Title: Yoga and Health Education**

**Credits: 4**

**Maximum Marks: 100**

**Minor Test-I : 20**

**Minor Test-II: 20**

**Major Test: 60**

**Essential Readings:**

Hedge, (1997) How to maintain good health, New Delhi: UBPSD Publishers.

Kanele., B. S., & Kumar, C. P. (1996) Text book on health and physical education, Ludhiana: Kalyana Publishers.

Kilander, H. F. (1971) School Health Education, New York: MacMillan Company.

Kumar, V., & Singh, A. (2024) Fundamentals of Physical Education, Health and Yoga. New Delhi: Integrated Publications.

**Suggested Readings:**

Maity, S.K., & Ahammad, G. (2022) Yoga Education: An Introductory Course Book. Harayana: Palmview Publishing.

Mangal, S. K. (2005) Health and physical education, Ludhiana: Tandon Publication book market

Manjul, J.U. S. (1965) School Swasthya Shiksha, Agra University: Universal Publish

Nash, T.N. (2006) Health and physical education, Hyderabad: Neelkamal Publishers

**Web References:**

[http://en.wikipedia.org/wiki/Health\\_education](http://en.wikipedia.org/wiki/Health_education)

<http://www.mohfw.nic.in/WriteReadData/1892s/569857456332145987456.pdf>

<http://www.mohfw.nic.in/WriteReadData/1892s/About%20NTCC.pdf>

<http://www.mohfw.nic.in/WriteReadData/1892s/NPHCE.pdf>

[http://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture\\_notes/health\\_extension\\_trainees/Intro\\_HealthEducation.pdf](http://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_extension_trainees/Intro_HealthEducation.pdf)



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**Course No. P1EDTC203**

**Title: Educational Measurement and Evaluation**

**Credits: 4**

**Maximum Marks: 100**

**Minor Test-I : 20**

**Minor Test-II: 20**

**Major Test: 60**

**Course Outcomes: After the completion of the course, the learner will be able to:**

1. Critical analysis the fundamental concept and practices in educational measurement and evaluation and utilizing advanced knowledge to enhance curriculum development and practices.
2. Apply various tools and techniques of measurement and evaluation across the various disciplines, fostering research innovations and research ethics in improving evaluation process.
3. Develop the skills of test construction and standardization, fostering research innovations and ethics in improving evaluation.
4. Analyse the latest trends in educational measurement ensuring objective based evaluation in all aspects of curriculum development, enhancing student outcomes and informed educational practices.

**Course Contents:**

**Unit-I: Educational Measurement and Evaluation**

Educational measurement and evaluation: Concept, Scope and Need

Difference between measurement and evaluation

Scales of measurement: Nominal scale, Ordinal scale, Interval scale and Ratio scale

Measurement of achievement, aptitude, intelligence and attitude tests

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**Unit-II: Test Construction**

Principles of test construction

Item analysis

Teacher made test and Standardized test

Steps for preparing standardized test

Norm referenced and criterion referenced test (concept and difference)

**Unit-III: Characteristics of Good Measuring Tool**

Reliability: Concept and types; Test-retest reliability, internal consistency and Parallel form reliability

Validity: Concept and types; Face validity, Content validity, Criterion validity and Construct validity

Usability and Norms

Factors influencing reliability and validity of tool

Characteristics of a good measuring tool

**Unit-IV: Parametric Tests & Non Parametric Tests**

Normal Probability Curve: Concept, characteristics and applications

Parametric Tests: Concept and types; t-test, ANOVA (One way and Two way)

Non Parametric Tests: Concept and types; Chi-square test, Spearman's correlation coefficient, Sign test and Mann-Whitney U test

Difference between Parametric and Non -Parametric tests

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**Minor Test-I : 20**

**Minor Test-II: 20**



**Major Test: 60**

**Essential Readings:**

- Aggarwal, Y. P. (2004). Statistical Methods: Concept, Application and Computation. New Delhi: Sterling Publication Pvt. Ltd.
- Bhatnagar, A. B., & Bhatnagar, A. (2011.) Measurement and Evaluation. Meerut: (Tyranny of Testing), R. Lall Book Dept.
- Grondlund, N. E. (1956). Measurement and Evaluation in Teaching. New York: McMillan Publishing Co.
- Thorndike, R. M., & Thorndike-Christ, T. (2015). Measurement and Evaluation in Psychology and Education. Uttar Pradesh: Pearson.

**Suggested Books:**

- Asthana, B. (2001). Measurement and Evaluation in Psychology and Education. Agra: Vinod Pustak Mandir.
- Koul, L. (2009). Methodology of Educational Research. New Delhi: Vikas Publishing House.
- Mathur, S. S. (2005). Educational Psychology. Agra: Vinod Pustak Mandir.
- Tate, M. W. (1970). Statistics in Education and Psychology. London: Collier-Macmillan Limited.
- Verma, R. (2005). Textbook of Statistics in Psychology and Education. New Delhi: Anmol Publications Pvt. Ltd.

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**Course No. P1EDTC204**

**Title: Value and Life Skill Education**

**Credits: 4**

**Maximum Marks: 100**

**Minor Test-I : 20**

**Minor Test-II: 20**

**Major Test: 60**

**Course Outcomes:** After the completion of the course, the learner will able to:

1. Develop an understanding of the importance of values and life skills in education and daily life.
2. Foster ethical, moral, and emotional development among students.
3. Enhance skills such as self-awareness, empathy, decision-making, and conflict resolution.
4. Promote value-based education in schools and society.

**UNIT I: Foundations of Value Education**

Concept and Meaning of Values; Types of Values: Personal, Social, Cultural, Moral, Spiritual; Importance of Value Education in the 21st Century; Role of Teachers and Educational Institutions in Value Formation; Philosophical Foundations: Gandhian, Tagorean, and Vivekananda's Views on Value Education

**UNIT II: Approaches and Strategies in Value Education**

Value Inculcation through Curricular and Co-curricular Activities; Integration of Values across School Subjects; Role of Stories, Biographies, and Literature in Value Development; Experiential Learning and Service-Learning Approaches; National Policies and Recommendations on Value Education (NPE 1986, NEP 2020)

**UNIT III: Life Skills – Concept and Core Areas**

Concept and Need of Life Skills Education; WHO's Ten Core Life Skills:-Self-awareness; Empathy; Critical Thinking; Creative Thinking; Decision Making; Problem Solving; Effective Communication; Interpersonal Relationships; Coping with Stress; Coping with Emotions; Life Skills and Emotional Intelligence; Life Skills for Enhancing Mental Health and Well-being

**UNIT IV: Application and Pedagogical Approaches**

Participatory Methods: Role Plays, Group Work, Brainstorming, Debates; Life Skills through ICT, Media, and Digital Platforms ;Role of Teachers and Counselors in Life Skills Education; Assessment and Evaluation of Values and Life Skills

Case Studies on Value Conflicts and Life Skill Challenges in Educational Contexts





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Course No. P1EDTC204  
Credits: 4

Title: Value and Life Skill Education  
Maximum Marks: 100  
Minor Test-I : 20  
Minor Test-II: 20

**Modes of Transaction:** Lecture-cum-discussion method and Seminar

**Suggested Readings:**

Chakrabarti, M. – *Value Education: Changing Perspectives*

Kumar, R. – *Education, Value and Ethics*

Mohanty, J. – *Teaching of Human Rights and Values*

NCERT – *Education for Values in Schools – A Framework*

NEP 2020 – Relevant sections on value education and life skills

UNESCO – *Learning to Be and Life Skills Education for Children and Adolescents*

WHO – *Life Skills Education for Children and Adolescents in Schools*

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**Course No. P1EDTC205**  
**Credits: 4**

**Title: Experiential Learning**  
**Maximum Marks: 100**  
**Minor Test-I : 20**  
**Minor Test-II: 20**

**Course Objectives :**

**The Course will realize the following Objectives and will make the students to**

1. understand the theoretical foundations and philosophies of experiential education.
2. critically analyze experiential learning models and their relevance in contemporary education.
3. develop skills for designing, implementing, and assessing experiential learning activities.
4. connect experiential education with social, cultural, and community contexts and engage in reflective practice as learners and future educators.

**Unit I: Foundations of Experiential Learning**

Philosophical roots: Dewey, Rousseau, Gandhi, Tagore, Freire.  
Experiential learning as constructivism in action.  
Experiential vs. traditional approaches in education.  
Role of reflection in learning.

**Suggested Activities:** Reflective journals, reading seminars on Dewey's Experience and Education.

**Unit II: Models and Approaches**

Kolb's Experiential Learning Cycle (Concrete Experience, Reflective Observation, Abstract Conceptualization, Active Experimentation).  
Project-Based Learning (PBL), Problem-Based Learning, Inquiry-Based Learning. Outdoor & Adventure Education.  
Service Learning & Community-based Learning.

**Suggested Activities:** Case study analysis, simulation activities, design of a PBL unit.

**Unit III: Pedagogical Practices & Implementation**

Designing experiential curriculum: principles & frameworks.  
Teacher's role as facilitator.  
Creating reflective spaces: journals, portfolios, group discussions.  
Assessment in experiential learning: rubrics, self/peer assessment, authentic assessment.  
Integrating ICT and digital tools for experiential learning.

**Suggested Activities:** Create lesson plans using Kolb's cycle; micro-teaching with experiential components.



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**Course No. P1EDTC205**

**Credits: 4**

**Title: Experiential Learning**

**Maximum Marks: 100**

**Minor Test-I : 20**

**Minor Test-II: 20**

**Unit IV: Contemporary Issues and Research in Experiential Education**

Experiential education for inclusive classrooms.

Experiential education in higher education, teacher education, and lifelong learning.

Role in sustainability and environmental education.

Global perspectives and emerging trends (virtual reality, gamified experiences).

Review of current research and case studies.

**Suggested Activities:** Field visit/Community engagement project with reflective report; review a research article.

**Mode of Transaction:** Lecture-cum-discussion method and Activity based/ Field Visit

**Suggested Readings**

1. Beard, C., & Wilson, J. P. (2018). *Experiential Learning: A Practical Guide for Training, Coaching and Education*.
2. Dewey, J. (1938). *Experience and Education*.
3. Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*.
4. Kraft, R. J., & Sakofs, M. (1995). *The Theory of Experiential Education*.
5. Roberts, J. W. (2012). *Beyond Learning by Doing: Theoretical Currents in Experiential Education*.

**Additional References:**

6. Freire, P. (1970). *Pedagogy of the Oppressed*
7. Gandhi, M. K. *Basic Education (NaiTalim)*.
8. Tagore, R. *Shantiniketan model writings*.

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**Course No. P1EDRC206**  
**Credits: 8**

**Title: Dissertation**  
**Maximum Marks: 200 (50 Internal + 150 External)**

- a) Analysis and Interpretation of Data
- b) Report Writing
- c) Viva Voce

**Dissertation and Viva-voce:**

The Dissertation is a compulsory component of M.A. (Edu.) programme in 2<sup>nd</sup> semester. It aims at providing students with an academic space to explore, study and reflect upon a selected issues/ themes in the discipline of Education. The themes are usually related to any of the courses or the key thrust areas of education. The identified themes are then consolidated into research problem and pursued by the students in the semester programme.

Each student will be required to complete work under the guidance of a supervisor for Analysis and interpretation of Data (4 credits) as well as viva Voce of the Dissertation (4 credits) in the second semester. Each student shall have to submit one hard copy and soft copy in the Department. The external examiner shall evaluate the dissertation out of 150 marks (100 marks for Dissertation Report and 50 marks for Viva Voce). He/She will be invited to the University a day or two in advance for evaluation of the dissertation. Each student shall have to appear in the viva-voce of the dissertation to be conducted by same external examiner who evaluated the dissertation. Every Student shall have to make a Power Point Presentation of the work before appearing for the viva-voce.

