



UNIVERSITY OF JAMMU

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

Academic Section

Email: academicsectionju14@gmail.com

NOTIFICATION (25/Oct./Adp./121)

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

No. F. Adc/II/25/ 11/11-325
Dated: 27/10/25

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

Sd/-
DEAN ACADEMIC AFFAIRS

Abusca
22/10/25
Joint Registrar (Academic)

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(M.A. EDUCATION)
MASTERS DEGREE PROGRAMME IN EDUCATION (Two Years) AS PER NEP 2020

The Table reflects the percentage of changes in the MA Education (two Years) Programme

First Semester

Course Code	Name of the Course	% of Change
P2EDTC101	Philosophical Foundations of Education	25
P2EDTC102	Psychology of Learning	25
P2EDTC103	Educational Research	25
P2EDTC104	Contemporary Issues in Indian Education	25
P2EDPC105	School Internship-I	25

Second Semester

Course Code	Name of the Course	% of Change
P2EDTC201	Sociological Foundations of Education	25
P2EDTC202	Artificial Intelligence for Education	Newly introduced
P2EDTC203	Teacher Education	25
P2EDTC204	Vocational Education	Newly introduced
P2EDRC205	Research Proposal	25
P2EDPC206	School Internship-II	25
P2EDVC251	Vocational Education (Practical Based)	Newly introduced

Third Semester

Course Code	Name of the Course	% of Change
P2EDTC301	Curriculum Development	25
P2EDTC302	Inclusive Education	25
P2EDTC303	Guidance and Counselling	25
P2EDTC304	Pedagogies in Education	25
P2EDTE305	Comparative Education/ Educational Planning and Administration/ Environmental Education	25
P2EDPC306	School Internship-III	25
P2EDRC307	Dissertation (Data collection)	25

Fourth Semester

Course Code	Name of the Course	% of Change
P2EDTC401	Yoga and Health Education	25
P2EDTC402	Educational Measurement and Evaluation	25
P2EDTC403	Educational Statistics	25
P2EDTC404	Value and Life Skill Education	25
P2EDRC405	Dissertation	25

PG Education Syllabi 2025 (Two Years)

S. No.	Course No.	Course Title	No. Of Credits	Course Type	Marks	Nature of Course										
						Core/Elective Points	Theory	Practical	Regional	National	International	Global	Skills	Vocational Course	SAWAM/MOOC	Research Project
1.	P2EDTC102	Philosophical Foundations of Education	04	6.5	26	core	Theory		G 1 0 5 2 1	National						
2.	P2EDTC103	Psychology of Learning	04	6.5	26	core										
3.	P2EDTC104	Educational Research	04	6.5	26	core	Theory		G 1 0 4 2 1	National						
4.	P2EDTC105	Contemporary Issues in Indian Education	04	6.5	26	core										
5.	P2EDTC106	School Internship-I	04	6.5	26	core	Theory									
6.	P2EDTC201	Sociological Foundations	04	6.5	26	core	Theory		G 1 0 2 1 1	National						

MA (Education) Two Year as per NEP 2020 w.e.f. 2025

		of Education										
	P2EDTC203	Artificial Intelligence for Education	04	6.5	26	core				b	a	
7.	P2EDTC203	Teacher Education	04	6.5	26	core	Theory			c	1	
8.	P2EDTC204	Vocational Education	04	6.5	26	core	Theory			a	0	
9.	P2EDTC205	Research Proposal	04	6.5	26	core	Theory			a	1	
10	P2EDTC206	School Internship-II	04	6.5	26	core	Practical			1	1	
11	P2EDTC201	Vocational Education (Practical Based)	04	6.5	26	core	Practical			1	1	
12		Summer Internship					Practical			1	1	

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MA (Education) Year as per NEP 2020 w.e.f. 2025

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MA (Education) Two Year as per NEP 2020 w.e.f. 2025

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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.

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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 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. develop a sociological understanding of the nature and function of education in society




6. Define and explain the fundamental concepts of Artificial Intelligence, including its scope, goals, the ethical implications of AI technologies for social sciences, identify potential biases, discuss transparency issues, and evaluate the impact of AI on privacy, job displacement, and societal fairness.
7. analyze the role and responsibilities of teaching as a profession
8. Reflect on vocational education and vocationalisation of education in India and elsewhere
9. Understand the concept of curriculum construction from the different perspectives .
10. Apply inclusive education strategies and policies to support children with diverse needs in collaboration with teachers, parents, and the community.
11. Trace the evolution, significance along with the domains of guidance and counselling and the theories .
12. 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.
13. Understand the theoretical foundations, approaches, and technological relevance of comparative education.
14. Develop an understanding of the concepts, scope, and significance of educational planning and management.
15. Evaluate the different biodiversity conservation strategies and interpret key environmental laws and their integration in school education.

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(M.A. EDUCATION)
MASTERS DEGREE PROGRAMME IN EDUCATION (Two Years) AS PER NEP 2020

The following courses of study are prescribed for the 1st, 2nd, 3rd and 4th Semesters of the Master Degree Programme in Education:

Semester-wise Distribution of Courses with Credits

First Semester

Course Code	Name of the Course	Credits
P2EDTC101	Philosophical Foundations of Education	04
P2EDTC102	Psychology of Learning	04
P2EDTC103	Educational Research	04
P2EDTC104	Contemporary Issues in Indian Education	04
P2EDPC105	School Internship-I	04
	Total	20

Second Semester

Course Code	Name of the Course	Credits
P2EDTC201	Sociological Foundations of Education	04
P2EDTC202	Artificial Intelligence for Education	04
P2EDTC203	Teacher Education	04
P2EDTC204	Vocational Education	04
P2EDRC205	Research Proposal	04
P2EDPC206	School Internship-II	04
P2EDVC251	Vocational Education (Practical Based)	04
	Total	24

Third Semester

Course Code	Name of the Course	Credits
P2EDTC301	Curriculum Development	04
P2EDTC302	Inclusive Education	04
P2EDTC303	Guidance and Counselling	04
P2EDTC304	Pedagogics in Education	04
P2EDTE305	Comparative Education/ Educational Planning and Administration/ Environmental Education	04
P2EDPC306	School Internship-III	04
P2EDRC307	Dissertation (Data collection)	04
P2EDMO351	MOOC	04
	Total	32

Fourth Semester

Course Code	Name of the Course	Credits
P2EDTC401	Yoga and Health Education	04
P2EDTC402	Educational Measurement and Evaluation	04
P2EDTC403	Educational Statistics	04
P2EDTC404	Value and Life Skill Education	04
P2EDRC405	Dissertation	08
	Total	24

Total Credits: 100

Requirement for Earning the PG Degree

The total credit requirement for the Master of Arts in Education is 100 credits (96 credits from Department, 04 credits from SWAYAM in third semester).

Splitting of Semester Credits and Marks:

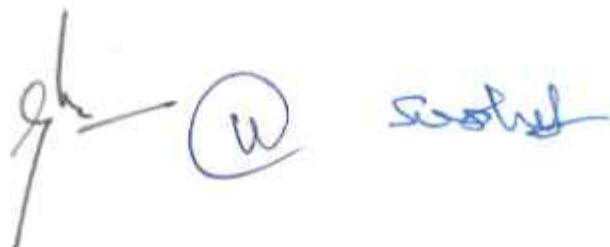
1 st Semester	20 Credits	500 marks
2 nd Semester	24 Credits	600 marks
3 rd Semester	32 (28+4) Credits	700 marks + MOOC
4 th Semester	24 credits	600 marks
	100 Credits	2400 marks + MOOC (over and above)

John S. Scholten

MA Education Course Structure

The course structure of MA Education in all the courses shall contain four 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.
- (iii) **SWAYAM/MOOC:** A 4 credit course preferably focused on Domain Knowledge/Course shall be compulsory for 2 year PG course. However, a student shall register for the SWAYAM/MOOC in December/ January of the 1st year of Master Degree Programme for 2 year PG Program and shall be credited in the 3rd semester. The credits of this course will be over and above.
- (iv) **Vocational:** This 04 credit course is mandatory for the students who intend to exit after first year (after Semester-II) of the 02 year PG programme and desire to get diploma of completion of first year, the vocational course (P2EDVC251) shall be held during the summer term.

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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 1/2 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% 25% Project Report 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.**

A photograph of two handwritten signatures. The first signature on the left is a stylized 'g' and 'h'. The second signature on the right is a stylized 'S' and 'u'.

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

Syllabus for the Examinations to be held in December 2025, 2026 and 2027

Course No. P2EDTC101
Credits: 4

Title: Philosophical Foundations of Education
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. Develop an in-depth understanding of the nature, scope, and significance of philosophy in education.
2. Examine the major schools of Indian & Western philosophy and their implications for educational aims, curriculum, methods, and discipline.
3. Understand the contributions of Indian and Western thinkers to educational thought and practice.
4. Analyze contemporary educational issues through philosophical inquiry and reflection.

Course Contents:

Unit I: The Basis of Knowledge: Indian and the Western Orientations

What is Education in Context of India and the West (Conceptual Analysis& difference); the Concept of Shiksha, Vidya and Gyan and education. Difference between Darshan(Indian context) and Philosophy (Western); Philosophy of Education – Its Nature and Functions (Speculative, Normative, Analytical), Relationship; Bases of Knowledge –Metaphysics, Epistemology and Axiology and Indian Education-Vaishesika, Nyaya, Samkhya, Yoga, PurvaMimansa and Vedanta or Uttara Mimansa.

The usefulness old scripted Indian knowledge in the Vedas and Upanishads are useful in the contemporary society(Ayurveda, Yoga and values).

Unit II: BhartiyaDarshan and its impact on Samaj

A critical review of the Bhagwat Gita by Mahatma Gandhi (Character Building, Inner Discipline, Spirituality) & Sri Aurobindo(Integral Education & Philosophy of Swabhava&Swadharma) The Valuesystem of Buddhism, Jainism. Critical Analysis of Contribution of Indian Thinkers to the cause of education (Sri Vivekananda, Sri Aurobindo, Mahatma Gandhi, J Krishnamurthy&Dr BR Ambedkar) A critical analysis of Indigenous education prior to the English educational system.



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

Syllabus for the Examinations to be held in December 2025, 2026 and 2027

Course No. P2EDTC101
Credits: 4

Title: Philosophical Foundations of Education
Maximum Marks: 100
Minor Test-I: 20
Minor Test-II: 20
Major Test: 60

Unit III: The Western Thinkers and Education system

A conceptual understanding of western schools of thoughts (Idealism, Realism, Naturalism, Pragmatism, Existentialism, post modernism) and its role in education in the West and on Indian education; Critical Commentary on the Westernclassical Thinkers (Socrates, Plato & Aristotle in respect of contribution to the field of Education) and of Rousseau, Immanuel Kant, John Dewey, Paulo Freire.

Development of concept of Inclusiveness & Exclusiveness in Indian and Western philosophical thoughtsthrough Education.

Unit IV:Contemporary educational thoughts& ideas

The Conceptual understanding of the Indian Knowledge System and its effectiveness in the BhartiyaSamaj and shiksha(Family, society,economy as well as educational values);Analytical study into the faith Schools and its effect on the Bhartiya Shiksha and sanskriti(Values,Language, Social differentiations, western traditions and Culture)Difference between Moral & Changing Conceptions of Morality in context of Indian& Western Education)Conceptual understandings of Critical Theory & Critical Pedagogy & Critical Thinking (Implications in NEP2020)

A critical Analysis of Indian Knowledge and Knowledge led by Science of the West.

Modes of Transaction: Lecture cum Discussion Method and Seminar

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

Syllabus for the Examinations to be held in December 2025, 2026 and 2027

Course No. P2EDTC101
Credits: 4

Title: Philosophical Foundations of Education
Maximum Marks: 100
Minor Test-I: 20
Minor Test-II: 20
Major Test: 60

Books recommended:

Bhagavad Gita by M Gandhi, National Book Trust

Blackwell Guide to the Philosophy of Education, 2002 Ed) Wiley Corp

Conner, D.J. O., Introduction to the Philosophy of Education- Universal Book Stall.

KappoorKapil&Avadesh K Singh Indian Knowledge systems (Vol I) available on https://iks.iitgn.ac.in/wp-content/uploads/2020/06/Indian_Knowledge_Systems-Kapil-Kapoor.pdf

Moore T.W., Philosophy of Education – An Introduction, Routledge and Kegan Paul, Great Britain.

Morris, L. Bigge Positive Relativism- Harper and Row Publishers, New York

Pring, Richard Philosophy of Education, Continuum Studies in Education, London

Puligandla R The Fundamentals of Indian Philosophy (1975) available in Market and on flipkart.

Saroj Sharma, The significance of Ancient Indian Sciences in Contemporary Education, National Book Trust

Saroj Sharma, Scientific Basis of Indian Knowledge System (Ed) Shipra Publications

Sri Aurobindo, The Essays on The Gita

Tuner David, Theory of Education:Continuum studies in Education, London

Wingo, G.Max., Philosophy of Education-An Introduction, Sterling Publishers Pvt. Ltd.

Wood, R.G., Introduction of Education- Methun and Co. Ltd.

Three handwritten signatures are shown. From left to right: 1) A signature that appears to start with 'g' and end with 'n'. 2) A signature enclosed in a circle. 3) A signature that appears to start with 'S' and end with 'h'.

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

Syllabus for the Examinations to be held in December 2025, 2026 and 2027

Course No. P2EDTC102

Credits: 4

Title: Psychology of Learning

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. examine psychological perspectives and use motivational strategies to support diverse learners.
2. analyze various learning theories and design strategies to facilitate effective transfer of learning.
3. design learning tasks to support concept formation, reasoning, problem-solving, and language development.
4. identify different personality traits and intelligence types to plan learner-centered instructional strategies.

Course Contents:

Unit I: Educational Psychology and Motivation

Educational Psychology – Concept and history of psychology of education, Difference between psychology of education and educational 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: Learning and Transfer of Learning

Learning –Concept, Factors affecting learning Theories of learning- Kolb, Jack Mezirow and George Siemen Cognitive theories of learning –Piaget, Vygotsky, Kurt Lewin and Tolman

Transfer of Learning- Theories of Transfer, Major experiments on transfer, Role of teacher in facilitating transfer of learning

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

Syllabus for the Examinations to be held in December 2025, 2026 and 2027

Course No. P2EDTC102
Credits: 4

Title: Psychology of Learning
Maximum Marks: 100
Minor Test-I: 20
Minor Test-II: 20
Major Test: 60

Unit III: Concept Formation, Reasoning, Problem Solving, Thinking and Language Development

Development of Concept Formation (meaning and attributes of concepts, development of some concepts and role of teacher in concept building)

Reasoning (meaning, steps, types of reasoning and role of teacher)

Problem Solving (meaning, approaches, phases and role of teacher)

Development of Thinking (meaning, steps, tools, forms of thinking and role of teacher)

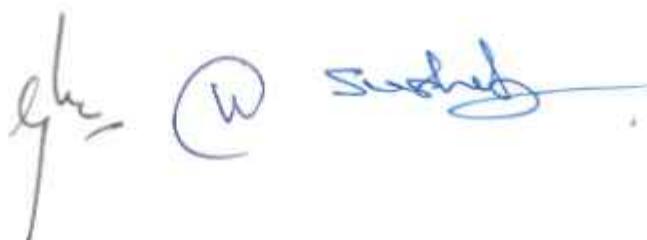
Language (meaning, sequence, factors influencing language development and role of teacher)

Unit IV: Personality and Intelligence

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: Guilford and Gardner, Performance and Non-performance tests

Mode of Transaction: Lecture cum Discussion Method and Seminar

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

Syllabus for the Examinations to be held in December 2025, 2026 and 2027

Course No. P2EDTC102

Credits: 4

Title: Psychology of Learning

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

Warts, Margaret G. (2011). Fundamentals of Special Education. P H I Learning Private Ltd. New Delhi



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

Syllabus for the Examinations to be held in December 2025, 2026 and 2027

Course No. P2EDTC103
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, differentiate between various sampling techniques and apply appropriate sampling methods in designing research study.
3. develop and standardize different tools.
4. Analyse qualitative and quantitative research methodologies with their applications.

Course Contents:

Unit-I Research in Education

Educational Research-Meaning, nature and scope

Areas of Educational Research: Philosophical, Psychological, Sociological, Historical and Economical

Scientific enquiry and theory development

Types of Educational Research- Fundamental, Applied, Action Research and Policy Research (Meaning, Purpose, Steps, Characteristics, and Differences)

Approaches of Educational Research: Qualitative, Quantitative

Formulation of Hypothesis and Research Questions in various types of research

Unit-II Research Problem and Sampling

Formulation of Research Problem: Sources and Criteria

Concept of Universe, Population and Sample; Unit of Sampling, Population

Characteristics of a good sample, Determination of sample size

Techniques (a) Probability sampling techniques and (b) Non-Probability; when to use probability and non-probability sampling techniques

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SEMESTER I

Syllabus for the Examinations to be held in December 2025, 2026 and 2027

Course No. P2EDTC103

Credits: 4

Title: Educational Research

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Probability Sampling: Simple Random Sampling, Systematic random, Cluster, Proportionate and Stratified Sampling, Multi-Stage Sampling

Non-probability Sampling: Convenience, Purposive, Quota, Incidental and Snowball Sampling

Unit-III Tools, Methods and Techniques of Educational Research

Meaning, characteristics-reliability, validity, usability and sensitivity; Types of Tools- Standardized and Non-Standardized,

Construction and uses of Tools of Educational Research: Questionnaire, Attitude Scales, Rating Scale

Methods of Educational Research: Interview, Observation

Techniques of Educational Research: Projective and Socio-metric Technique

Conduct a pilot-study on a small sample and standardize any one of the above-mentioned educational research tool/technique/method

Unit-IV Types of Research Methods

- (i) **Descriptive Research** (concept and steps)- Survey Studies, descriptive studies, correlation studies, developmental studies, comparative studies, causal comparative studies, Cross-sectional and Longitudinal studies
- (ii) **Experimental Research** (Concept, Nature, Merits and Demerits)

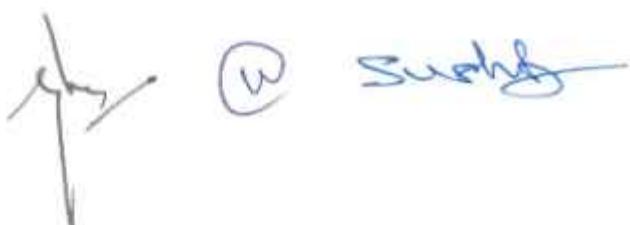
Variables in Experimental Research: Independent, Dependent, Confounding variables

Concept of Univariate, Bi-variate and Multivariate variables

Internal and External Validity of Results in Experimental Research

Experimental Research Design: Single group pre-test, post-test design, pre-test-post-test Control group design, post-test only control group design and quasi experimental design: Non-equivalent controlled group design, time-series design

- (iii) **Historical Research** (concept, steps, types, merits and demerits)

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

Syllabus for the Examinations to be held in December 2025, 2026 and 2027

Course No. P2EDTC103

Credits: 4

Title: Educational Research

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

Concept and uses of following methods:

Ex-Post-Facto; Laboratory experiment; Field Studies and Field Experiment; Documentary Analysis with special reference to logical and content analysis

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

Books Recommended:

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.



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

Syllabus for the Examinations to be held in December 2025, 2026 and 2027

Course No. P2EDTC104

Credits: 4

Title: Contemporary Issues in Indian Education
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 foundational and preparatory stage of education in the light of National Education Policy 2020.
2. Comprehend the middle education system as per National Education Policy 2020.
3. Analyze the organizational patterns of secondary education in the light of National Education Policy 2020.
4. Reflect on the functions and problems of different agencies of higher education.

Course Contents:

Unit-I

Foundation and Preparatory Education – Meaning, aims and objectives of Foundation and Preparatory Education, girls' education, problems of non- enrolment and non-retention, functions of DIET, NCERT, SCERT, Operation Blackboard, District Primary Education Programme, PM POSHAN, Samagra Shiksha, Continuous and Comprehensive Evaluation at school Level, National Policy on Education 1986 (revised 1992) their implications for Elementary Education, Right of Children for Free and Compulsory Education Act 2009 and National Education Policy 2020, Jaadui Pitara, PM e Vidya, Bal Vatika Channel.

Unit-II

Middle Education – Meaning, importance and objectives of middle education: organizational pattern of middle education, problems and remedial measures of middle education. Rashtriya Vidya Samikha Kendra (RVS), DIKSHA, NISHTA, , e

Unit-III

Secondary Education – Meaning, importance and objectives of secondary education: organizational pattern of secondary education, problems and remedial measures of secondary education and Role of CBSE.

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SEMESTER I

Syllabus for the Examinations to be held in December 2025, 2026 and 2027

Course No. P2EDTC104

Credits: 4

Title: Contemporary Issues in Indian Education

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Unit-IV

Higher Education— Meaning, Aims and Functions of Higher Education, major problems in University Education, Role of UGC, AIU, AICTE, ICSSR, CSIR, ICAR, NIEPA, Autonomous Colleges (Concept, composition and importance), Malviya Mission Teacher Training Programme (MMTTP), RUSA, Deemed to be University, Cluster University, Study Webs of Active Learning for Young Aspiring Minds (SWAYAM).

Modes of Transaction: Lecturecum Discussion Method and Seminar

Books recommended:

Bhatnagar, S. Education in India Today and Tomorrow. Agra, (2013)

MoE, Govt of India (2019) Samagra Shikha, <https://samagra.education.gov.in/>

Report of Secondary Education Commission and Indian Education Commission 1952

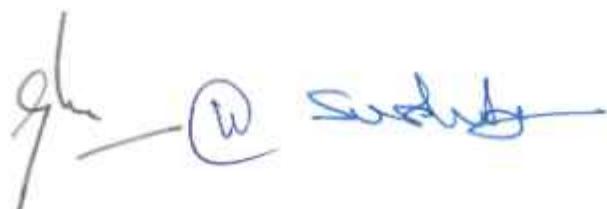
Report of Education and National Development (1966).

Report of New Education of Policy (1986).

Report of Programme of Action (1992).

Report of National Education Policy (2020).

Sakir, Mohd (2017) Contemporary Issues in Education- A perspective, New Delhi, Shipra Publications.



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Syllabus for the Examinations to be held in December 2025, 2026 and 2027

Course No.: P2EDPC105

Title: School Internship-I

Total Marks: 100 (25 internal +75 External)

Credit: 04

It will be compulsory for each student studying in First Semester of MA (Education) Programme will do their Internship through the following activities:

1. Critical analysis of narratives, biographies, stories, group interactions and film reviews of different youth and self to be able to explore dreams, aspirations, concerns through varied forms of self-expression (poetry, humor, creative movement, aesthetic representations) and how this affected the self and identity formation 50 marks
2. Portfolio of an adolescent 20 marks
3. Care of one tree on campus 20 marks
4. Theatre activities/ discussions/ nature club/ collective art/adventure/field visits.(any one) 10 marks



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MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER II

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

Course No. P2EDTC201

Title: Sociological Foundations of 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. Develop a sociological understanding of the nature and function of education in society.
2. Enable students to analyze the interplay between education and social institutions.
3. analyse issues of social stratification, diversity, and inclusion in the context of education.
4. Reflect upon the role of education in socialization and social change.

Course Contents:

Unit I: Sociological Perspectives and Theories in Education

Meaning, scope, and importance of sociology of education & Educational Sociology; Relationship between education and society; Major theoretical perspectives: Functionalism (Durkheim); Conflict theory (Marx, Bowles & Gintis); Symbolic Interactionism (Mead, Blumer) Critical Pedagogy (Freire)

Unit II: Education, Culture, and Socialization

Concept of culture and its types; Education as an agency of cultural transmission and transformation; Process of socialization and its agents: family, school, peer group, media, social media & religion; Role of education in preserving, transmitting, and transforming social norms and values.

Unit III: Education and Social Stratification

Concepts of stratification: caste, class, gender, ethnicity in context of India and the Western society; Education and social mobility; Inequality and exclusion in education: barriers and responses; Policies and practices for equity and inclusion (e.g., reservations, RTE Act)

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

Course No. P2EDTC201

Title: Sociological Foundations of Education

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Unit IV: Education, Social Change, and Contemporary Issues

Education as an instrument of social change and modernization (Concept and Types); Role of education in national development and democratic citizenship; Education and contemporary social issues: communalism, gender inequality, privatization of Education, digital divide; Sociological critique of NEP 2020 and implications for inclusive education

Modes of Transaction: Lecture cum Discussion Method and Seminar

Suggested Readings:

Apple, Michael. Education and Power.

Beteille, Andre. Equality and Universality.

Durkheim, Émile. Education and Sociology.

Freire, Paulo. Pedagogy of the Oppressed.

Harlambos M. Sociology Themes and Perspectives

Ministry of Education, Government of India. National Education Policy 2020.

Nambissan, Geetha. Social Exclusion and Schooling: Indian Experiences.

Parsons, Talcott. The School Class as a Social System.

Shanker Rao CN Sociology Principles of Sociology with an Introduction to Social Thought.

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MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER II

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

Course No. P2EDTC202

Title: Artificial Intelligence for 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. Define and explain the fundamental concepts of Artificial Intelligence, including its scope, goals, the ethical implications of AI technologies for social sciences, identify potential biases, discuss transparency issues, and evaluate the impact of AI on privacy, job displacement, and societal fairness.
2. Demonstrate an understanding of the historical evolution of AI by identifying and describing significant milestones, key figures, and pivotal moments in the development of AI technologies.
3. Understand basic AI techniques, such as machine learning, computer vision, recommender systems, and natural language processing methods, to analyze and solve social sciences and simple real-world problems.
4. Recognize the role of AI in vocational education and skill development, understanding how AI can personalize learning experiences, facilitate adaptive curricula, and contribute to workforce upskilling and reskilling initiatives.

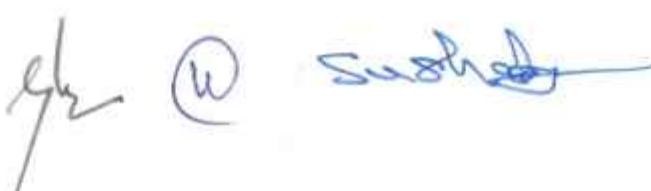
Course Contents:

Unit I: Understanding Artificial Intelligence

Artificial Intelligence (AI): Concept, scope, potential and limitations. Relationship between AI and job displacement, acknowledging and addressing the social and economic concerns arising from the automation of various roles.

Historical perspective by understanding the foundations of early AI, key milestones, and breakthroughs that have paved the way for its current capabilities. AI's presence in popular culture to various myths and misconceptions.

Ethical considerations in the realm of AI development: student data privacy and bias in AI algorithms used in educational settings, creativity, examining issues such as copyright, ownership, and the ethical considerations surrounding AI-generated content.



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SEMESTER II

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

Course No. P2EDTC202

Title: Artificial Intelligence for Education

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

Unit II: AI Techniques and Problem-Solving

Machine Learning: supervised, unsupervised, and reinforcement learning methodologies.

Deep Learning: neural networks, their architecture, and diverse applications. Natural Language Processing (NLP) - language understanding, automated grading and generation, role AI plays in processing and interpreting human language.

Computer Vision such as image recognition, object detection, and image generation powered by AI. Robotics and Automation, exploring how AI contributes to the realms of robotics, process automation, shaping the future of industries and workflows.

Case Studies, presenting real-world examples that showcase the application of AI techniques across faculties to develop simple AI models relevant to education.

Unit III: AI Tools and Emerging Trends

AI Tools and Emerging Trends, practical applications and evolving landscape of artificial intelligence. AI Development Frameworks such as TensorFlow, PyTorch, and scikit-learn, elucidating their role in empowering developers to create sophisticated AI models. Evaluating and selecting appropriate tools for different educational needs.

Cloud-based AI services and platforms, highlighting the integration of AI with cloud computing to enhance scalability and accessibility. Edge AI and IoT, examining the deployment of AI at the edge of the network, showcasing its relevance in scenarios where real-time processing, alignment of AI tools in lesson planning.

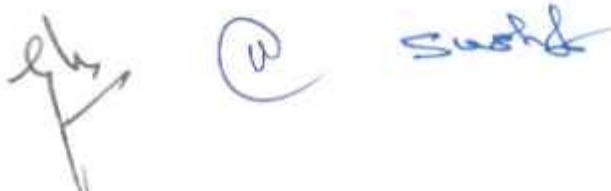
Current Trends in AI, ranging from its applications in public healthcare, finance, agriculture, and smart cities. Dynamic nature of AI and its transformative impact across diverse sectors.

Unit IV: AI's Transformative Role in Education

AI's transformative role in Education, its influence on the workforce dynamics. Role of AI in reshaping the landscape of educational professions, encompassing both its disruptive potential and augmentation capabilities.

AI's contribution in upskilling and reskilling across disciplines/faculties, dynamically adapting skill sets to meet the evolving demands of this intricate field. AI-powered tools for career guidance and skill assessment, demonstrating their relevance in aiding decision-making related to career paths and skill development.

AI's emphasis on personalized learning and adaptive curricula catering to the unique and diverse needs of learners especially in inclusive settings. Understanding public opinion, predictive modeling for societal trends, and data-driven insights for policy formulation.

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SEMESTER II

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

Course No. P2EDTC202

Title: Artificial Intelligence for Education

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Modes of Transaction: Regular face-to-face, computer Lab. practical sessions, workshop mode with explaining of the theoretical aspects, blended and flipped, AI- driven adaptive learning platforms to personalize the learning experience. A companion webpage will be created on AUD LMS to provide reading resources and hands on practice for relevant tools.

Essential Readings:

AI on Campus: Its Impact and Implications. The Chronicle of Higher Education, 2020, <https://connect.chronicle.com/rs/931-EKA-218/images/AlonCampusv6.pdf>.

AI Ethics in Higher Education: Insights from Africa and Beyond. (2023). Germany: Springer International Publishing. (Open Access Book). ISBN: 9783031230356. Publisher: Springer

International Publishing. Editors: Caitlin C. Corrigan, Christoph Luetge, Jerry John Kponyo, Simon Atuah Asakipaam.

Antonio Aceves Fernandez, M., & M. Travieso-Gonzalez, C. (Eds.). (2022). Artificial Intelligence Annual Volume 2022. Intech Open. doi: 10.5772/intechopen.109246

Aoun, Joseph E. *Robot-Proof: Higher Education in the Age of Artificial Intelligence*. MIT Press, 2017.

Bacalja, Alexander, Catherine Beavis, and Annemaree O'Brien. "Shifting landscapes of digital literacy." *Australian Journal of Language and Literacy*, vol. 45, no. 2, June 2022, pp. 253+, *Gale Academic OneFile*,

link.gale.com/apps/doc/A728086026/AONE?u=cuny_nytc&sid=bookmark-AONE&xid=fd6fef66. Accessed 10 Sept. 2023.

Bearman, Margaret, and Rola Ajjawi. "Learning to Work with the Black Box: Pedagogy for a World with Artificial Intelligence." *British Journal of Educational Technology*, vol. 54, no. 5, Sept. 2023, pp. 1160–73. *EBSCOhost*, <https://doi-org.citytech.ezproxy.cuny.edu/10.1111/bjet.13337>.

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MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER II

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

Course No. P2EDTC202

Title: Artificial Intelligence for Education

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Bierman, Dick, Joost Breuker, and Jacobijn Sandberg, editors. *Artificial Intelligence and Education: Proceedings of the 4th International Conference on AI and Education, 24-26 May 1989, Amsterdam, Netherlands*. IOS Press, 1989.

Doroudi, Shayan. "The Intertwined Histories of Artificial Intelligence and Education." *International Journal of Artificial Intelligence in Education*, 4 Oct. 2022.
<https://doi.org.citytech.ezproxy.cuny.edu/10.1007/s40593-022-00313-2>

G. Harkut, D. (Ed.). (2019). Artificial Intelligence - Scope and Limitations. IntechOpen. doi: 10.5772/intechopen.77611 . <https://www.intechopen.com/books/7795>

Holmes, Wayne and Kaska Porayska-Pomsta. *The Ethics of Artificial Intelligence in Education: Practices, Challenges, and Debates*. Routledge, 2023.

High-Level Expert Group on Artificial Intelligence. (2019). *A definition of AI: Main capabilities and scientific disciplines*. European Commission. Available at: https://ec.europa.eu/newsroom/dae/document.cfm?doc_id=56341

Huawei Technologies Co., L. (2022). Artificial Intelligence Technology. Singapore: Springer Nature Singapore. (Open Access BOOK). ISBN: 9789811928796, 9811928797. Publisher: 6

Springer Nature Singapore. Author: Ltd Huawei Technologies Co.

Soofastaei, A. (Ed.). (2019). Advanced Analytics and Artificial Intelligence Applications. IntechOpen. doi: 10.5772/intechopen.78899

Suggested Readings:

Automated Machine Learning: Methods, Systems, Challenges (Open Access Book)
<https://link.springer.com/book/10.1007/978-3-030-05318-5>

Aceves-Fernandez, M. A. (Ed.). (2018). Artificial Intelligence - Emerging Trends and Applications. InTech. doi: 10.5772/intechopen.71805

Boden, M. (2018). *Artificial Intelligence: A very short introduction*. Oxford University Press.

Bostrom, N. (2016). *Superintelligence: Paths, Dangers, Strategies*. Oxford University Press.

Broussard, M. (2019). *Artificial Unintelligence: How computers misunderstand the world*. MIT Press.



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MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER II

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

Course No. P2EDTC202

Title: Artificial Intelligence for Education

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Brynjolfsson, E., & McAfee, A. (2014). *The second machine age: Work, progress, and prosperity in a time of brilliant technologies*. WW Norton and Company.

Understanding Machine Learning: From Theory to Algorithms (2014) by Shai Shalev-Shwartz and Shai Ben-David. Cambridge University Press.

Machine Learning with Applications is a peer reviewed, open access journal.

Lee, Raymond S. T. *Artificial Intelligence in Daily Life*. Springer, 2020.

Web References:

<https://neuralnetworksanddeeplearning.com/> <https://www.deeplearningbook.org/>

<https://www.intechopen.com/books/6646>

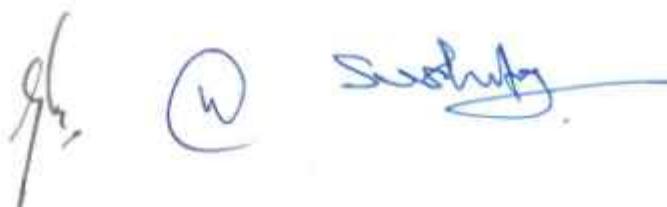
<https://www.cs.huji.ac.il/~shais/UnderstandingMachineLearning>

<https://www.cs.huji.ac.il/~shais/UnderstandingMachineLearning/understanding-machine-learning-theory-algorithms.pdf>

<https://www.elsevier.com/journals/machine-learning-with-applications/2666-8270/open-access-journal>

<https://www.intechopen.com/books/8523>

<https://www.iro.umontreal.ca/~bengioy/talks/lisbon-mlss-19juillet2015.pdf>

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MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER II

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

Course No. P2EDTC203

Title: Teacher 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 students will be able to:

1. Understand historical background of teacher education,
2. Analyze the functions of agencies of teacher education in professional development,
3. Reflect and practice multiple aspects of reflective teaching
4. analyze the role and responsibilities of teaching as a profession.

Unit-I Historical Background of Teacher Education

Historical background of Teacher Education in India

Historical development of Teacher Education in the Union Territory of Jammu and Kashmir

Reforms in Teacher Education through National Education Policy 2020.

Unit-II Agencies of Teacher Education

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 & MMTTC

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

Unit-III Reflective Teaching

Objectives and strategies for promoting reflective teaching

Models of Teacher Education – Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

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



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

Course No. P2EDTC203

Title: Teacher Education

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

Unit-IV Teaching as a Profession

Professionalism, professional ethics and code of conduct

360-degree performance appraisal of teachers and students

Research in Teacher Education-Why & How

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 within UNESCO publishing.

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

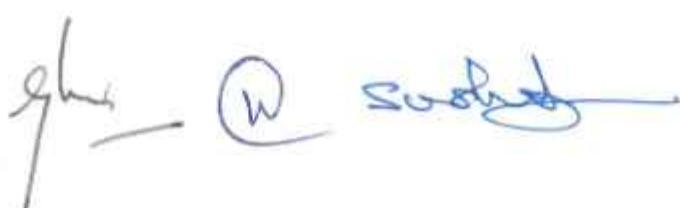
Husen, Torsten & Postlethwaite (Eds.) (1984). The International Encyclopedia of Education Pergamon Press, New York, Vol. 1-12.

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

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.



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MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER II

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

Course No. P2EDTC203

Title: Teacher Education

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

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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MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER II

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

Course No. P2EDTC204

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. Reflect on the innovations in teaching-learning in VET in India.
4. Apply their knowledge of Craft Centred Education in day to day life .

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. P2EDTC204

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.

Mode of Transaction: Lecture cum Field Visit 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. (2nd ed.) Macmillan. 16

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

Institute of Technical Education (ITE), Singapore "Educating for the Future: The ITE Story"

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SEMESTER II

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

Course No. P2EDTC204

Title: Vocational Education

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

John Stevenson (2007). Developing Vocational Expertise: Principles and Issues in Vocational Education. Springer Netherlands.

Mays, A.B. (1992). Principals and Practices of Vocational Education. McGraw Hill Book co, inc. New York.

Ministry of Skill Development and Entrepreneurship. (2015). National Policy for Skill Development and Entrepreneurship. <https://www.msde.gov.in/en/reports-documents/policies/national-policy-skill-development-and-entrepreneurship-2015>

(OECD) "Education Policy Outlook: Finland"

(OECD Review) "Vocational Education and Training in Singapore"

OECD Reviews of Vocational Education and Training" The German Vocational Education and Training System: Strengths, Challenges and Recommendations"

Peter Willis, Stephen McKenzie, Roger Harris (auth.), Peter Willis, Stephen McKenzie, Roger Harris (eds.). (2009). Technical and Vocational Education and Training: Issues, Concerns and Prospects 9, Rethinking Work and Learning: Adult and Vocational Education for Social Sustainability [1 ed.]. Springer Netherlands. 17

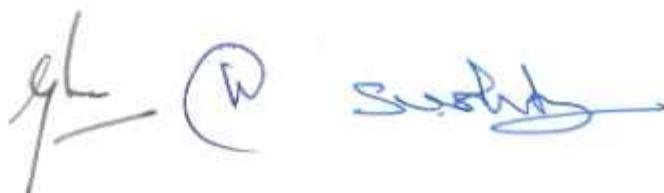
Roberts, R.W. (2009). Vocational and Practical Arts Education- History, Development and Principles. Harper & Persther Publishers, New York.

Sharma, S.R. (2002). Vocational Education and Training. Mittal Publishers, New Delhi. 12.

Thakur, D. & Thakur D.N. (eds). Vocational and Technical Education, Deep and Deep Publications, New Delhi.

"The Oxford Handbook of Vocational Education and Training" Editors: David Guile, Lorna Unwin.

Thimmaiah, S. et.al. (1998). Vocational Education- Problems and prospects. Himalaya Publishing House, Bombay.



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MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER II

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

Course No. P2EDRC205

Title: Research Proposal

Credits: 4

Maximum Marks: 100 (25 internal +75 External)

Prepare a research proposal and Preparation of Tools on a selected Educational related Problem/Issue with its procedural design

1. 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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MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER II

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

Course No.: P2EDPC206

Title: School Internship-II

Total Marks: 100 (25 Internal + 75 External)

Credit: 04

Critical Commentary/assessment on the Educational Profile as well as performance (5 days Programme) on:

1. Visit & observe Foundational Stage School: Prepare Report on its overall functioning (20 marks)
2. Visit & observe Preparatory Stage School: Prepare Report on its overall functioning (20 marks)
3. Visit & observe Middle Stage School: Prepare Report on its overall functioning (20 marks)
4. Visit & observe Secondary School: Prepare Report on its overall functioning (20 marks)
5. Visit & observe one College of Education: Prepare Report on its overall functioning (20 marks)

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MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER II

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

Course No.: P2EDVC251

Title: Vocational Education (Practical Based)

Total Marks: 100 (25 Internal + 75 External)

Credit: 04

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

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 / Computer Hardware & Networking /DTP



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SEMESTER III

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

No. P2EDTC301

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

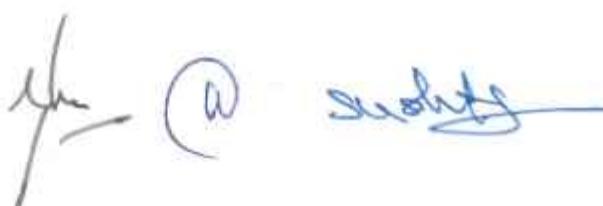
Approaches of curriculum design

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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SEMESTER III

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

Course No. P2EDTC301

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

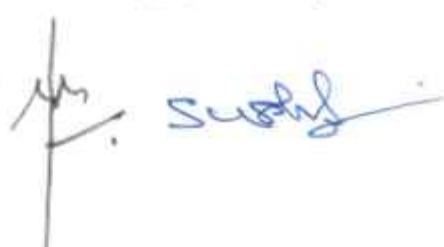
Formative & summative evaluation

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 Chapman 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 Roueldege 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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MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER III

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

Course No. P2EDTC302

Title: Inclusive 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. Apply inclusive education strategies and policies to support children with diverse needs in collaboration with teachers, parents, and the community.
2. Identify and support the educational needs of diverse and creative children.
3. Understand the needs, types, and educational support for visually and hearing-impaired children.
4. Identify orthopedic handicaps and learning disabilities, their educational programs, and support methods.

Course Contents

Unit I: Preparation for Inclusive Education & Policy Perspectives:

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

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

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

Role of Rehabilitation Council of India RCI and PWD (Persons with Disability Act, 1995)

Recommendation of NCERT & Braille Signage Coimbatore in promoting inclusion
National Policy for Person with Disability (2006).

The Rights of persons with Disabilities Act, 2016

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SEMESTER III

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

Course No. P2EDTC302

Title: Inclusive Education

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Unit-II: Education of Children with Diverse Needs & Creative Children:

Concept and meaning of diverse needs

Categories of diverse needs children: Women, tribal children, marginalized children, socially and economically disadvantaged groups, first generation learners. Criteria for identification & Educational provisions

Education of Creative Children

Concept, Characteristics, Criteria for identification, Educational provisions

Unit-III: Education of Visually and Hearing-Impaired

Concept of visually Impaired

Characteristics

Types of visual impairment on the basis of degree of impairment

Etiology and prevention

Educational Programmes

Role of National Institute for Visually Impaired

Concept of Hearing Impaired

Concept

Characteristics

Types (degree of impairment)

Etiology and prevention

Educational Programmes and placement

Role of National Institute for Hearing Impaired



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

Course No. P2EDTC302

Title: Inclusive Education

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Unit-IV: Education of Orthopedically Handicapped & Learning Disabled Children:

Education of orthopedically handicapped

Concept

Types

Educational Programmes and Placement

Role of National Institute of Orthopedically Handicapped

Learning disabled children

Concept

Characteristics

Identification

Prevention

Educational programmes

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

Essential Readings:

Ainscow, M., Booth, T., & Dyson, A. (2006). *Improving schools, developing inclusion*. Routledge.

Dash, M. (2012). *Inclusive education for children with special needs*. Atlantic Publishers.

Florian, L. (2014). *The SAGE handbook of special education*. SAGE Publications.

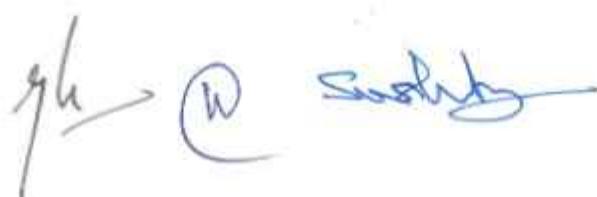
Gupta, R. A. (2006). *Teaching children with learning difficulties*. Commonwealth Publishers.

Mani, M. N. G. (2000). *Inclusive education in Indian context*. Ramakrishna Mission Vidyalaya.

MHRD. (2016). *The Rights of Persons with Disabilities Act, 2016*. Government of India.

NCERT. (2005). *National Curriculum Framework*. NCERT.

NIEPA. (2000). *Education of children with special needs: Policy and practice*. NIEPA.



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MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER III

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

Course No. P2EDTC302

Credits: 4

Title: Inclusive Education

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Rao, D. B. (2003). *Inclusive education*. Discovery Publishing House.

Rehabilitation Council of India. (2000). *Status of disability in India*. RCI.

Sharma, A., & Sharma, D. (2012). *Education of children with special needs*. Vikas Publishing House.

Sharma, U., & Das, A. K. (2005). *Inclusive education in India: Policies and practices*. NIEPA.

Suggested Readings:

Farrell, P. (2004). *Special education needs: A resource for practitioners*. Routledge.

Florian, L., & Black-Hawkins, K. (2011). *Exploring inclusive pedagogy*. Cambridge Journal of Education.

Gargiulo, R. M., & Metcalf, D. J. (2016). *Teaching in today's inclusive classrooms* (3rd ed.). Cengage Learning.

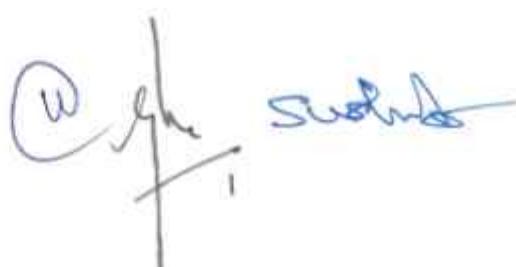
Lindsay, G. (2007). *Educational psychology and the effectiveness of inclusive education/mainstreaming*. British Journal of Educational Psychology.

Loreman, T., Deppeler, J., & Harvey, D. (2010). *Inclusive education: Supporting diversity in the classroom* (2nd ed.). Routledge.

Mitchell, D. (2014). *What really works in special and inclusive education*. Routledge.

Slee, R. (2011). *The irregular school: Exclusion, schooling and inclusive education*. Routledge.

Turnbull, R., Turnbull, A., Wehmeyer, M. L., & Shogren, K. A. (2019). *Exceptional lives: Special education in today's schools*. Pearson.



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MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER III

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

Course No. P2EDTC303

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. Analyse 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



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MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER III

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

Course No. P2EDTC303

Title: Guidance and Counselling

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

Unit -III: Guidance and Counselling: 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

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:

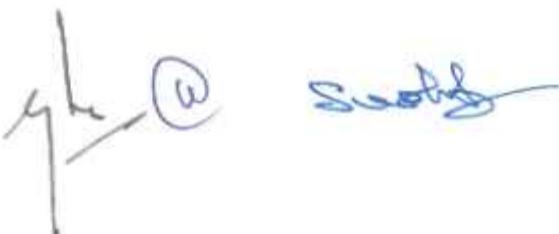
Dash, B.N., Dash, N. (2009). Career information in Career Guidance and counselling. New Delhi: Dominant Publishers and Distributors.

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.



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MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER III

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

Course No. P2EDTC303

Title: Guidance and Counselling

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

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.

Chabe, 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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MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER III

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

Course No. P2EDTC304

Title: Pedagogics in 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 be able to:

1. 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.
2. Examine the different principles, maxims of successful teaching and the different methods of teaching, strengthening critical thinking and policy analysis to enhance learning.
3. Evaluate the effectiveness of various devices of teaching and the role of audio visual aids in the development of teaching -learning process, promoting research and innovation in improving educational resources.
4. Estimate the different levels of teaching process and be able to organize teaching at these levels fostering lifelong learning and professional development through informed decision making in educational practices.

Course Contents:

Unit-I: Pedagogy of Education

Pedagogy of Education: Concept, Scope and Importance

Modalities of teaching- Teaching and Instruction; Conditioning and Training

Relationship between Teaching and Learning

Stages of Teaching- Pre-active, Interactive and Post active stages

Principles and Maxims of successful Teaching, Blooms Taxonomy and its new version

Unit-II: Teaching: Levels and Methods

Levels of Teaching: Memory level, Understanding level and Reflective level

Joe W. Sushig

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

Course No. P2EDTC304

Title: Pedagogics in Education

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Methods of Teaching: Inductive method, Deductive method, Analytic method and Synthetic method

Individualized and Cooperative Teaching: Concept, Purpose and Significance

Keller's Plan (PSI): Concept, Steps, Merits and Demerits

Computer Supported Collaborative Learning (CSCL): Concept, steps, merits and demerits

Unit-III: Communication and Devices of Teaching

Communication: Concept, principles, modes, process and barriers.

Teaching devices: explanation, narration, illustrations, questioning, homework, textbooks and reference books

Fixing devices: Drill, review, recapitulation and repetitive practice

Teaching aids: Concept, functions and types; audio, visual and audio-visual

Unit-IV: Lesson Planning and Evaluation

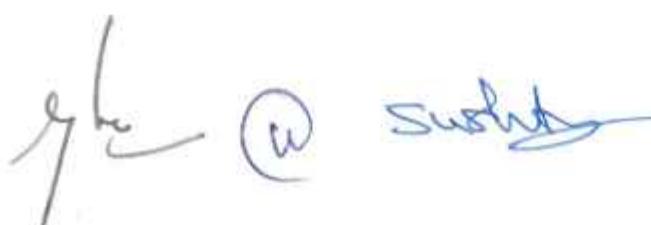
Approaches in Lesson Planning- Herbertian, RCEM and Constructivist (5Es Model)

Evaluation in Teaching: Concept, types (Formative and summative)

Relationship between Teaching and Evaluation

Methods of Evaluation: Subjective type and Objective type (Concept, types, merits, demerits and comparison)

Modes of Transaction: Lecture-cum-discussion method



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

Course No. P2EDTC304

Title: Pedagogics in Education

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Essential Readings:

Kochar, S.K. (2011). Methods and Techniques of teaching. Sterling Publisher Pvt. Ltd., New Delhi

Chauhan, S.S. (1995). Innovations of teaching learning process. Vikash Publishing House, New Delhi

Sharma, R.A. (1986). Technology of Teaching. International Publishing House, Meerut.

Kincheloe, J. L. (2008). Critical pedagogy primer. New York: P. Lang.

Kumar, Krishna (2000) What is Worth Teaching (2nd Edition) (Hyderabad: Orient Longman)

Suggested Books:

Aggarwal, J.C. (1995). Essentials of Educational Technology. Vikash Publishing House, New Delhi

Walia, J.S. (2013). Educational Technology. Jalandhar, Punjab: Ahim Publications.

Mangal, S.K. and Mangal, U. (2010) Essentials of Educational Technology, New Delhi, PHI Learning Pvt. Limited

Mangal, S.K. (1988) Foundations of Educational Technology, Ludhiana, Tandan Publications

Nageswar Rao, S., Sreedhar, P. & Rao, B. (2007). Methods and techniques of teaching, Sonali Publications, New Delhi

Pathak, R.P. & Chaudhary, J. (2012) Educational Technology, Pearson, New Delhi

Ryburn, W.M. (1955) Principles of Teaching, Geoffrey Cembridge, OUP



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MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER III

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

Course No. P2EDTE305

Title: Comparative 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 be able to:

1. Understand the theoretical foundations, approaches, and technological relevance of comparative education.
2. Critically examine secondary, higher, and vocational education systems of India, UK, and USA.
3. Analyze similarities, differences, and innovations in structure, governance, curriculum, and policy.
4. Draw policy implications for reform and improvement of Indian education. (how will this be achieved)

Course Contents:

Unit I: 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)

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 II: Comparative Study of Secondary Education (India, UK, USA)

Approaches: Historical, Descriptive, Problem-solving, Area Studies, Bereday's Four-Step Approach, Noah & Eckstein's Models

Structures and stages of schooling (K-12, GCSE/A-Levels, CBSE/State Boards)

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

Course No. P2EDTE305

Title: Comparative Education

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

Curriculum reforms, examinations, and assessment system

Visit a secondary school and prepare a case study highlighting implementation of National Education Policy (NEP) 2020 with regard to the curriculum reforms, examinations and assessment system

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

- Structure and organisation of higher education institutions (Universities, Colleges, Community Colleges, Open Universities)
- Governance and regulatory mechanisms (UGC, NAAC, Ofsted/QAA, Accreditation in USA)
- Issues of financing, privatisation, and student support (scholarships, loans, debt)
- Develop a case study after visiting a higher education institution highlighting pedagogical shifts, institutional governance and autonomy, financing, privatisation, student support (scholarships, loans, debt, etc.) vis-à-vis National Education Policy (NEP) 2020

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

- Taking insights from National Education Policy (NEP) 2020, develop a plan for vocationalisation of education in Jammu and Kashmir (Tracing History from the Mudaliar Commission to National Education Policy (NEP) 2020)
- Vocational streams in schools and higher education
- 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



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

Course No. P2EDTE305

Title: Comparative Education

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Suggested Readings:

Unit I: Foundations of Comparative Education

Core Readings:

- Bereday, G.Z.F. *Comparative Method in Education*.
- Noah, H.J. & Eckstein, M.A. *Toward a Science of Comparative Education*.
- Bray, M., Adamson, B., & Mason, M. *Comparative Education: Approaches and Methods*.
- Mukhopadhyay, M. *Educational Technology for Teachers: Technology Integrated Education*.
- Singh, C.P. *Advanced Educational Technology*.

Unit II: Secondary Education

India

- National Education Policy (NEP) 2020, Govt. of India.
- Ministry of Education, *Annual Report on School Education in India*.

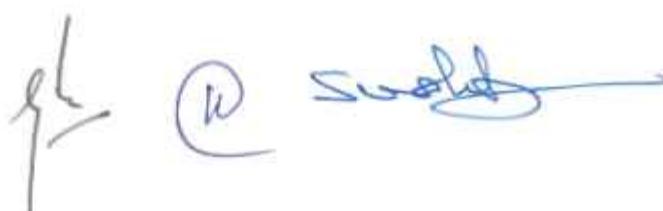
UK

- Department for Education (DfE) policy documents on National Curriculum, GCSEs, A-levels.
- Ofsted Annual Reports.

USA

- U.S. Department of Education: *Every Student Succeeds Act (ESSA)*.
- Ravitch, D. (2016). *The Death and Life of the Great American School System*

UK

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SEMESTER III

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

Course No. P2EDTE305

Title: Comparative Education

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

- Department for Education (DfE) policy documents on National Curriculum, GCSEs, A-levels.
- Ofsted Annual Reports.

USA

- U.S. Department of Education: *Every Student Succeeds Act (ESSA)*.
- Ravitch, D. (2016). *The Death and Life of the Great American School System*

Unit III: Higher Education

India

- UGC & NAAC policy documents.
- NEP 2020 (Sections on Higher Education).

UK

- QAA (Quality Assurance Agency) Reports.
- Scott, P. (2015). *Mass Higher Education in UK: The Legacy of Robbins*.

USA

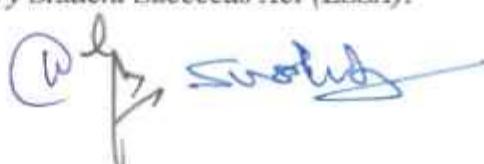
- Thelin, J.R. (2019). *A History of American Higher Education*.
- Bok, D. (2017). *The Struggle to Reform Our Colleges*.
- Altbach, P.G. (2016). *Global Perspectives on Higher Education*.

UK

- Department for Education (DfE) policy documents on National Curriculum, GCSEs, A-levels.
- Ofsted Annual Reports.

USA

- U.S. Department of Education: *Every Student Succeeds Act (ESSA)*.



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

Course No. P2EDTE305

Title: Comparative Education

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

- Ravitch, D. (2016). *The Death and Life of the Great American School System*

Unit III: Higher Education

India

- UGC & NAAC policy documents.
- NEP 2020 (Sections on Higher Education).

UK

- QAA (Quality Assurance Agency) Reports.
- Scott, P. (2015). *Mass Higher Education in UK: The Legacy of Robbins*.

USA

- Thelin, J.R. (2019). *A History of American Higher Education*.
- Bok, D. (2017). *The Struggle to Reform Our Colleges*.
- Altbach, P.G. (2016). *Global Perspectives on Higher Education*.

Unit IV: Vocationalisation of Education

India:

- Ministry of Skill Development & Entrepreneurship: *Skill India Mission Reports*.
- Mehrotra, S. (2014). *Vocational Education in India: Current Trends and Future Prospects*.
- National Education Policy (NEP) 2020, Govt. of India
- Tilak, J.B.G. (2020). *Education and Development in India*.

UK

- Department for Education: *T-Levels and Apprenticeship Reports*.
- Kee, E. (2015). *Governance in UK Vocational Education and Training*.
- Hodgson, A. & Spours, K. (2016). *The English System of Vocational Education*.

USA

- U.S. Department of Education: *Perkins V Act (Strengthening Career and Technical Education)*.
- Grubb, W.N. & Lazerson, M. (2004). *The Education Gospel: The Economic Power of Schooling*.



(M.A. EDUCATION)
MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER III

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

Course No. P2EDTE305

Title: Educational Planning and Administration

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. Develop an understanding of the concepts, scope, and significance of educational planning and management.
2. Familiarize students with various models, approaches, and trends in educational planning.
3. Enable students to analyze and apply principles of effective educational management in institutional and system-wide settings.
4. Build competencies in leadership, decision-making, and human resource management in education.

Course Contents

UNIT I: Introduction to Educational Planning

Concept and Nature of Educational Planning, Need, Objectives, and Importance of Educational Planning, Types of Planning: Indicative vs. Imperative, Perspective vs. Tactical, Levels of Planning: National, State, Institutional, Agencies Involved in Planning: NITI Aayog, Ministry of Education, NUEPA (now NIEPA), UNESCO

UNIT II: Approaches and Models of Educational Planning

Manpower Planning Approach; Social Demand Approach; Rate of Return Approach; Cost-Benefit and Cost-Effectiveness Analysis; Strategic Planning and Contingency Planning; Case Studies of Educational Planning in India

UNIT III: Educational Management and Administration

Concepts of Educational Management, Administration, and Governance;

Functions of Management: Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting (POSDCORB);

Types of Educational Management: Centralized, Decentralized, Democratic, and Bureaucratic Institutional Planning and Development; Role of Leadership in Educational Management



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

Course No. P2EDTE305

Title: Educational Planning and Administration

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

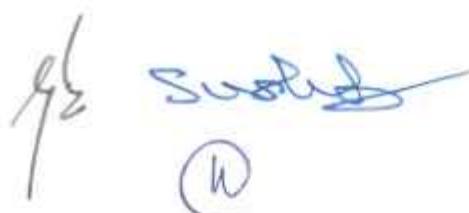
UNIT IV: Contemporary Issues and Innovations in Educational Planning & Management

Educational Leadership and Decision-Making. Resource Mobilization and Financial Management, Monitoring, Supervision, and Evaluation, Total Quality Management (TQM) in Education, Use of ICT in Planning and Management, Recent Policies and Reforms (NEP 2020 and its implications)

Modes of Transaction: Lecture cum Discussion Method and Seminar

Suggested Readings:

1. Bhatnagar, R.P. & Aggarwal, V. – *Educational Planning*
2. Naik, J.P. – *Educational Planning in India*
3. UNESCO – *Guide to Educational Planning*
4. Mathur, S.S. – *Educational Administration and Management*
5. Mukhopadhyay, M. – *Total Quality Management in Education*
6. NIEPA publications and working papers
7. NEP 2020 Documents


Sushil
W

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MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER III

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

Course No. P2EDTE305

Title: Environmental 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. Differentiate between environmental education and awareness and suggest strategies for promoting environmental understanding.
2. Analyse human impact on the environment and demonstrate ethical values for environmental conservation.
3. Identify challenges of sustainable development and evaluate the role of government and NGOs in environmental protection.
4. Evaluate the different biodiversity conservation strategies and interpret key environmental laws and their integration in school education.

Course Contents

Unit-I: Environmental Education – Concept, Objectives & Approaches

Environmental education-meaning, objectives, Importance

Difference between environmental education and environmental awareness

Environmental awareness through education-programme for secondary and higher Secondary school children

Formal and non-formal environmental education

Unit-II: Man-Environment Relationship & Conservation Values

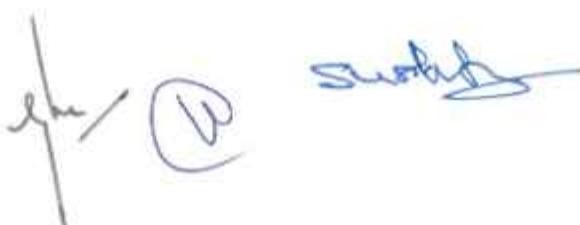
Man and environment relationship, man as a creator and destroyer

Effect of human activities on environment, values and ethics related to environment

Conservation of environment: an immediate need

Need of sensitizing learners towards concern of environmental conservation

Environmental awareness and social forestry



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

Course No. P2EDTE305

Title: Environmental Education

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Unit-III: Sustainable Development – Concept and Challenges

Concept and need of sustainable development

Challenges for sustainable development

Preservation of environmental and natural resources for sustainable development

Role of govt. and non-govt. Organizations in protection and preservation of environment

Unit-IV: Biodiversity Conservation & Environmental Legislation

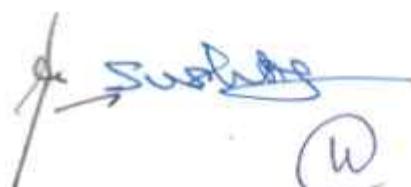
Concept and types of biodiversity

Strategies for conservation of bio-diversity-in-situ and ex-situ

Integration of environmental education in various school subjects and in co-curricular activities

Environmental legislations in India:

- a) The water Act-1977
- b) Forest conservation Act-1980
- c) The air Act-1981
- d) Environmental Act-1986
- e) National environmental education Act-1990



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MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER III

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

Course No. P2EDTE305

Title: Environmental Education

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Modes of Transaction:

Lecture-cum-discussion, Brainstorming and small group activities, Project-based learning, Guest lectures by environmentalists or forest officers, Field visit to local NGO or community-based project, Case studies and legislation analysis, Field visits to botanical gardens or biodiversity parks.

Essential Readings:

Aggarwal, J.C. (2007) Education for values, environment and human rights, Shipra publications, Delhi.

Bhat, Tanveer Ahmad (2021). Environmental Education with special reference to Jammu and Kashmir, Clever Fox Publishing.

Dixit, Rajan and Hussain, M.I.(2024). Environmental Education and Sustainable Development, R Lal Publisher & Distributors

Kohli, V. and Kohli, V (2000) Environmental Pollution and Management, Vivek Publishers, Ambala.

Mohanka, Reena and Singh, M.P.(2022).Biodiversity and Sustainable Development

Prints Publications Pvt Ltd.

Mohanka, Reena and Singh, M.P.(2022).Eco-Environment and Global Biodiversity, Prints Publications PVT LTD.

Suggested Readings:

Das, Kamalesh, and Nehal Ghazala (2024). Environmental Education.

Reddy, K.P. and Reddy, D.N. (2002): Environmental Education. Neelkamal Publications Pvt. Ltd, Hyderabad.

Sharma, R.C. (1986). Environmental Education, Metropolitan Book Pvt. Ltd.

Sungosh, S.M. (2006): An introduction to Environmental Education, Akashi Book Depot, Shillong.

Shimray, Chong (2024). Understanding Environmental Education From Theory to Practices in India, Routledge India.



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MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER III

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

Course No. P2EDPC306

Title: School Internship-III

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 4th Semester consisting of 80 hours.

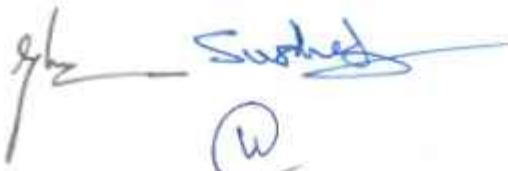
1. Practice of Teaching (40marks)
2. Internship cum School Report (20 marks)
3. Supervision of Lessons (10 marks)
4. Final Teaching (30 marks)

1. 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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MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER III

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

Course No. P2EDPC306

Title: School Internship-III

Credits: 4

Maximum Marks: 100 (25 Internal and 75 External)

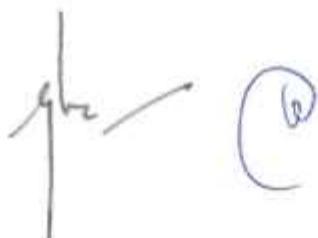
of the group. The teacher in-charge will collect the marks prepared on award-rolls from the teacher educators for submission to HOD.

2. Internship cum school Report

During Practice of teaching each student studying in 4th 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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Syllabus for the Examinations to be held in December 2026, 2027 and 2028

Course No. P2EDPC306

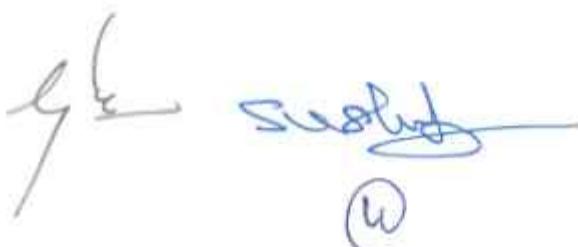
Title: School Internship-III

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 3rdSemester 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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MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER III

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

Course No. P2EDRC307

Title: Dissertation

Credits: 4

Maximum Marks: 100 (25 Internal + 75 External)

1. Research Proposal

- a) Data Collection
- b) Analysis and Interpretation of Data



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A handwritten signature in blue ink, appearing to read 'Sankar'.

(M.A. EDUCATION)
MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER IV

Syllabus for the Examinations to be held in May 2027, 2028 and 2029

Course No. P2EDTC401

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

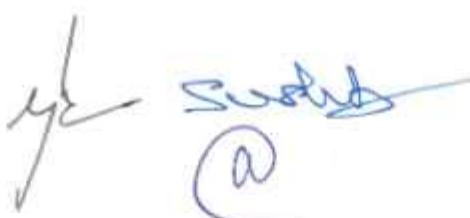
Demonstration and practice of various Asanas and Pranayamas

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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MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER IV

Syllabus for the Examinations to be held in May 2027, 2028 and 2029

Course No. P2EDTC401

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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MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER IV

Syllabus for the Examinations to be held in May 2027, 2028 and 2029

Course No. P2EDTC401

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: UBPSC 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://www.mohfw.nic.in/WriteReadData/l892s/569857456332145987456.pdf>

<http://www.mohfw.nic.in/WriteReadData/l892s/About%20NTCC.pdf>

<http://www.mohfw.nic.in/WriteReadData/l892s/NPHCE.pdf>

http://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_extension_trainees/Intro_HealthEducation.pdf

*g / h - Sushma
(W)*

(M.A. EDUCATION)
MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER IV

Syllabus for the Examinations to be held in May 2027, 2028 and 2029

Course No. P2EDTC402

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:

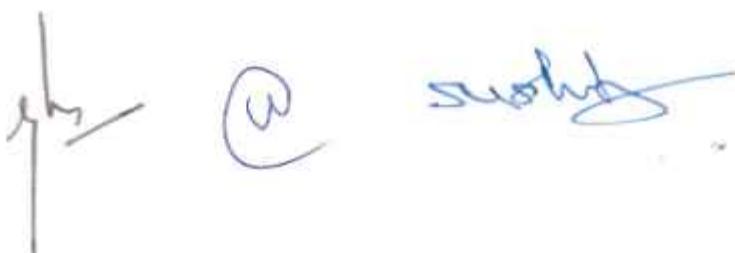
Unit-I: Educational Measurement and Evaluation

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

Three handwritten signatures are shown in blue ink. From left to right: 1) A vertical line with a small 'b' at the top. 2) A stylized 'C' or 'W' shape. 3) A cursive signature that appears to read 'sushma'.

(M.A. EDUCATION)
MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER IV

Syllabus for the Examinations to be held in May 2027, 2028 and 2029

Course No. P2EDTC402

Title: Educational Measurement and Evaluation

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

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

gk *W* *Sushil*

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MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER IV

Syllabus for the Examinations to be held in May 2027, 2028 and 2029

Course No. P2EDTC402

Title: Educational Measurement and Evaluation

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

Difference between Parametric and Non -Parametric tests

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

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.

A photograph of three handwritten signatures. From left to right: a signature that appears to be 'W', a signature that appears to be 'g', and a signature that appears to be 'sushil'.

(M.A. EDUCATION)
MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER IV

Syllabus for the Examinations to be held in May 2027, 2028 and 2029

Course No. P2EDTC403

Title: Educational Statistics

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 problems of research design, the tools of collecting data, methods and techniques of analysis.
2. Analyze the concepts and methods used in statistical analysis of test scores.
3. Apply the derived knowledge in tabulating and interpreting tests scores.
4. Develop the skills necessary for the analysis and interpretation of tests scores.

Course Contents:

Unit-I: Normal Distribution Curve and its applications

Normal Distribution Curve - Characteristics of Normal Distribution Curve: Importance, Causes for Divergence of Normality, Applications of Normal Curve.

- i) To compare the distributions in term of overlapping
- ii) To determine the relative difficulty of test questions, problems and other test items.
- iii) To separate a given group into sub- groups according to capacity when the trait is normally distributed.

Unit - II: Correlation and Regression Equation:

Concept, uses and Computations of Biserial, Point- biserial, comparison Tetrachoric, Phi-coefficient, comparison and 2nd order partial and multiple correlation.

Regression Equations: Concept of Regression, Framing regression Equations (involving two variables), Advantages and limitations of regression and prediction.



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MASTERS DEGREE PROGRAMME IN EDUCATION
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Syllabus for the Examinations to be held in May 2027, 2028 and 2029

Course No. P2EDTC403

Title: Educational Statistics

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

Unit-III: Significance of Statistics and Statistical Inferences:

1. (a) Significance of Statistics: Concept of standard Error, setting up confidence Intervals for correlations and percentages/ proportions.
(b) Statistical Inferences of the Differences between Correlations, and Percentages/proportions (Independent).
(c) Significance of Mean Differences of Two matched groups on Mean and SD.
2. Analysis of Variance : Concept, Assumptions and Computations of Two Way Classifications with equal number of cases, Advantages and limitations,

Unit-IV: Parametric and Non-parametric Statistics

Parametric and Non-parametric Statistics, Differences between the two, uses of Non-Parametric Statistics and Computations of Sign Test, Median test, Kolmogorov- Smironv test (Small and Large Small with equal and unequal N), RUN test and Mann- Whitney U test.

Chi-square and Hypothesis Testing: Concept, when to use Assumptions and Advantages.

Hypothesis Testing

- i) Testing Deviation of the Observed Frequencies from the Expected Frequencies against equal Probability Hypothesis.
- ii) Testing Deviation of the Observed Frequencies from Expected Frequencies against Normal Distribution Hypothesis.
- iii) Testing Hypothesis of Independence when Observed Frequencies are given in contingency.
- iv) Goodness of fit of Normal Distribution of Frequencies.

Factor Analysis (upto one factor loading)

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Syllabus for the Examinations to be held in May 2027, 2028 and 2029

Course No. P2EDTC403

Title: Educational Statistics

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

Modes of Transaction: Problem solving method

Books Recommended:

1. Aggarwal, Y.P (2009) Statistical Methods, Sterling Publishers Private Limited, New Delhi
2. Carter, David Clark .(2004) Quantitative Psychological Research , Psychology Press, East Sussex, New York
3. Cohen, Louis, et.al (2011) Research methods in education, Routledge, New York
4. Garrett, Henry. E. (1981) Statistics in psychology and education, Vakils Feffer and Simons Ltd. Bombay
5. Koul, Lokesh .(2011)Methodology of Educational Research, Vikas Publishing House Pvt Ltd, New Delhi
6. Mangal ,S.K. (2007) Statistics in psychology and education, Prentice Hall Of India Pvt Ltd. New Delhi
7. Patel, R.S. (2011) Statistical methods for Educational Research, Jay Publication, Ahmedabad



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(M.A. EDUCATION)
MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER IV

Syllabus for the Examinations to be held in May 2027, 2028 and 2029

Course No. P2EDTC404

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 be 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: Gandhi, Tagore, 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)

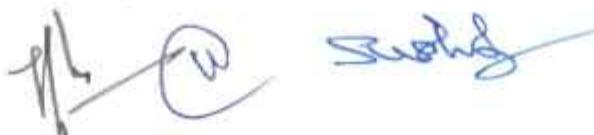
UNIT III: Life Skills – Concept and Core Areas

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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Maximum Marks: 100
Minor Test-I : 20
Minor Test-II: 20

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

Suggested Readings:

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

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

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

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

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

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

NEP 2020 – Relevant sections on value education and life skills

① *Sushil* *g/b*

(M.A. EDUCATION)
MASTERS DEGREE PROGRAMME IN EDUCATION
SEMESTER IV

Syllabus for the Examinations to be held in May 2027, 2028 and 2029

Course No. P2EDRC405

Title: Dissertation

Credits: 8

Maximum Marks: 200 (50 Internal +150 External)

- a) Report Writing
- b) Viva Voce

Dissertation and Viva-voce:

The Dissertation is a compulsory component of M.A. (Edu.) programme in 4th 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 fourth 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 Viva-Voce 50 marks). 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.



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