

## Post Graduate Curriculum Framework

With effect from the Academic Session 2026–27, the M.A. in Education programme in the Universities of Bihar shall be offered in accordance with the UGC Curriculum and Credit Framework for Postgraduate Programmes (PGCF) and the provisions of the National Education Policy (NEP), 2020.

The programme provides flexibility to students to pursue either a Two-Year Master's Degree Programme or a One-Year Master's Degree Programme for candidates who have completed a four-year undergraduate degree with the requisite credits and qualifications as prescribed by UGC.

The curriculum is designed under the Choice Based Credit System (CBCS) and comprises a combination of Core Courses (CCs), Discipline Specific Electives (DSEs), Generic Electives (GEs), Skill Enhancement Courses (SECs), Ability Enhancement Courses (AECs), and Value Added Courses (VACs). The programme seeks to impart advanced theoretical knowledge, computational proficiency, research aptitude, and practical skills in Statistics and its applications.

Each academic year shall consist of two semesters. Students shall be required to successfully complete the prescribed combination of Core, Elective (Discipline/Generic/Open), Skill Enhancement, Ability Enhancement, and Value Added Courses in each semester to fulfil the credit requirements of the programme.

The curriculum incorporates contemporary developments in Education, including (relevant topics of your programme). The syllabus and reading materials shall be reviewed periodically to ensure alignment with emerging developments in academia, research, industry, and public policy.

Teaching-learning methodologies may include lectures, tutorials, seminars, laboratory sessions, statistical computing exercises, case studies, project work, field-based applications, and research assignments. Practical training shall provide hands-on experience in the use of statistical software packages, data analysis techniques, computational tools, and real-world problem-solving.

Assessment shall be conducted through a combination of continuous evaluation and end-semester examinations, including assignments, presentations, practical examinations, projects, viva-voce examinations, and written tests, as prescribed by the authorities concerned from time to time.

Students shall have the opportunity to choose elective and generic courses in accordance with their academic interests, subject to the availability of courses and institutional regulations, thereby promoting interdisciplinary learning and specialization within the broad domain of Education.

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# **COURSE STRUCTURE & SYLLABUS**

**FOR**

**The 2-Years (4 Semesters)  
Post-Graduate Degree Course M.A. (Education)**

**Under**

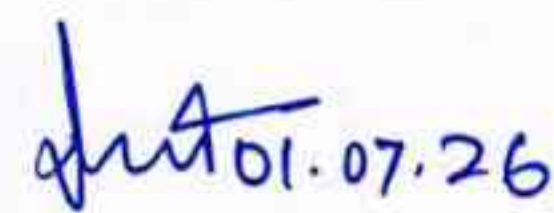
**CHOICE BASED CREDIT SYSTEM (CBCS)  
As per NEP-2020**

**Developed By**

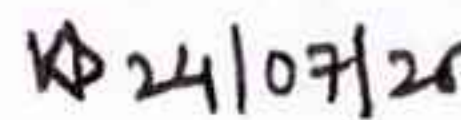
**Prof. Md. Wasay Zafar**  
**Dean, Faculty of Education, P.U., Patna**

  
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**&**

  
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| <b>COURSE OF STUDIES</b>                     |                                                                      |
|----------------------------------------------|----------------------------------------------------------------------|
| <i>EDUCATION /M.A. (EDUCATION) PROGRAMME</i> |                                                                      |
| Programme Level                              | Master of Arts (MA)                                                  |
| Subject / Discipline                         | Education                                                            |
| Faculty                                      | Faculty of Social Sciences / Education                               |
| University                                   | Universities of Bihar Established under the BSU AC 1976/PU Act 1976. |
| Duration                                     | Two Years / Four Semesters                                           |
| NHEQF Level                                  | Level 6.5                                                            |
| Effective from                               | 2026-27 onwards                                                      |

**A****PART A — PROGRAMME OVERVIEW & OBJECTIVES****A.1 Graduate Attributes (GAs)**

The programme nurtures the following Graduate Attributes in alignment with the National Higher Education Qualifications Framework (NHEQF) Level 6.5:

- Disciplinary expertise and interdisciplinary awareness
- Analytical reasoning and evidence-based judgement
- Independent research and inquiry orientation
- Digital and information literacy
- Effective communication and collaborative skills
- Ethical conduct and responsible citizenship
- Global awareness and cross-cultural competence

**A.2 Programme Outcomes (POs)**

Upon successful completion of the postgraduate program in Education, graduates will reflect advanced disciplinary knowledge, research competence, critical thinking, professional skills, and leadership abilities, ethical commitment, and the ability to contribute meaningfully to educational theory, policy, practice, and innovation. The following Program Outcomes (POs) may be realized after successful completion of M.A. Education program:

PO-1- The students shall demonstrate comprehensive understanding of educational theories, philosophies, policies, psychological foundations, curriculum studies, and contemporary issues in education.

PO-2- The will critically analyze educational concepts, practices, policies, and research findings to address complex educational problems and challenges.

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PO-3- They will be able to design, conduct, interpret, and report educational research using appropriate qualitative, quantitative, and mixed-method approaches.

PO-4- They will apply theoretical and empirical knowledge to identify, investigate, and propose solutions to educational issues at local, national, and global levels.

PO-5- They will be able to evaluate, develop, and implement innovative curricula, instructional strategies, and assessment practices suited to diverse learning contexts.

PO-6- They will demonstrate leadership, decision-making, and management skills for effective functioning in educational institutions and organizations.

PO-7- They will Communicate educational ideas, research findings, and professional perspectives effectively through oral, written, and digital media.

POs-8- They will utilize educational technologies and digital resources effectively for teaching, learning, research, and educational administration.

PO-9- They will exhibit professional ethics, social responsibility, inclusivity, and commitment to educational equity and lifelong learning.

PO-10- They will analyze educational issues from national and international perspectives and promote cultural diversity, inclusion, and global citizenship.

PO-11- They will be able to work effectively with educators, researchers, policymakers, communities, and other stakeholders to improve educational practices and outcomes.

PO-12- They will engage in continuous learning, reflective practice, and professional growth to adapt to emerging trends and challenges in education.

These outcomes are broadly aligned with the expectations of postgraduate education under contemporary quality assurance frameworks such as those promoted by the University Grants Commission and the National Assessment and Accreditation Council.

### **A.3 Programme Specific Outcome (PSOs)**

By going through the M.A. (Education) Programme the students will be able to;

PSO 1- Explain the nature & significance of 'Education' as a discipline/area of study.

PSO 2- Analyze deeply the Philosophical, Sociological, Psychological, Historical, Political & Economic Perspectives of Education.

PSO 3- Illustrate how concepts, theories and issues drawn from different disciplines viz. Philosophy, Sociology, Psychology, Economics, Political Science and Management etc. relate to education, and could be used suitably in dealing the educational problems and issues.

PSO 4- Interpret the basic concepts/issues of education especially with reference to the historical documents; Recommendations of the different Commissions & Committees; Policy documents like NPE 1968, NPE 1986, POC 1992, NEP 2020 and National Curriculum Frameworks.

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PSO 5- Estimate the challenges of theorizing education and identify relationship between theory and practices.

PSO 6- Analyze the basic principles, methods, and models of curriculum planning, curriculum development, curriculum transaction, and curriculum evaluation.

PSO 7- Apply the general as well as innovative methods of teaching and skills required for teaching and playing an effective role of leadership at different levels of education; Primary, Secondary.

PSO 8- Analyze the linkage between politics, economy, education and national development.

PSO 9- Analyze the basic considerations of educational financing, educational planning and administration.

PSO 10- Explain the basic concepts, methods, models and systems of educational measurement, assessment and evaluation.

PSO 11- Interpret developmental & cognitive Psychology and the process of learning.

PSO 12- Demonstrate the basic knowledge of guidance and counseling process and the process of caring students of diverse intellectual capabilities and socio-economic background.

PSO 13- Assess the field of teacher education and correlate the multiple contexts in which the schools and teacher education institutions are working.

PSO 14- Apply rationally the process and methods of educational research and of skills of academic and creative writing.

PLO 15- Integrate information and communication technology to teaching-learning and curriculum transaction;

PSO 16- Make a comparative analysis of the systems of education prevailing in the developed and developing countries and to have an emerging vision of education at global.

PSO 17- Judge the significance of mental health and hygiene in the development of a sound and balanced personality.

PSO 18- Justify the relevance of Environmental Education & Sustainable development, Value Education, Human Rights Education, Peace Education, Women's Education and Gender Sensitization.

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**Note:** The whole scheme has been translated into Semester System (4 semesters) in the subsequent pages.

**B.**

**PART B — COURSE STRUCTURE (CBCS/NHEQF FRAMEWORK)**

**B.1 Semester-wise Course Structure**

| S. No.            | Paper Code              | Title of the Course                                                                                 | L         | T        | P        | Credits   | Max. Marks | Type        |
|-------------------|-------------------------|-----------------------------------------------------------------------------------------------------|-----------|----------|----------|-----------|------------|-------------|
| <b>SEMESTER-I</b> |                         |                                                                                                     |           |          |          |           |            |             |
|                   |                         | <b>Common Core Courses</b>                                                                          |           |          |          |           |            |             |
| 1                 | MAEDU-CC101             | Philosophical Perspectives of Education                                                             | 3         | 1        | 0        | 4         | 100        | CC          |
| 2                 | MAEDU-CC102             | Sociological Perspectives Of Education                                                              | 3         | 1        | 0        | 4         | 100        | CC          |
| 3                 | MAEDU-CC103             | Psychological Perspectives Of Education                                                             | 3         | 1        | 0        | 4         | 100        | CC          |
| 4                 | MAEDU-CC104             | Historical Perspectives of Education                                                                | 3         | 1        | 0        | 4         | 100        | CC          |
|                   |                         | <b>General Elective Courses-: Any one of the Following Courses to be chosen from basket-I GE-o1</b> |           |          |          |           |            |             |
| 5                 | MAEDU-GE105             | Fundamentals of Statistics                                                                          | 3         | 1        | 0        | 4         | 100        | GE          |
|                   | MAEDU-GE106             | Environmental Education & Sustainable Development                                                   |           |          |          |           |            | GE          |
|                   | MAEDU-GE107             | Mental Health & Wellbeing                                                                           |           |          |          |           |            | GE          |
|                   |                         | <b>VAC/AEC/SEC-01</b>                                                                               |           |          |          |           |            |             |
| 6                 | VAC-01 /AEC-01 /SEC -01 |                                                                                                     | 2         | 0        | 0        | 2         | 100        | VAC/AEC/SEC |
|                   |                         | <b>Total Semester-I</b>                                                                             | <b>17</b> | <b>5</b> | <b>0</b> | <b>22</b> | <b>600</b> |             |

| S. No.             | Paper Code              | Title of the Course                                                                                   | L         | T        | P        | Credits   | Max. Marks | Type        |
|--------------------|-------------------------|-------------------------------------------------------------------------------------------------------|-----------|----------|----------|-----------|------------|-------------|
| <b>SEMESTER-II</b> |                         |                                                                                                       |           |          |          |           |            |             |
|                    |                         | <b>Common Core Courses</b>                                                                            |           |          |          |           |            |             |
| 1                  | MAEDU-CC201             | Political & Economic Perspectives of Education                                                        | 3         | 1        | 0        | 4         | 100        | CC          |
| 2                  | MAEDU-CC202             | Curriculum Studies                                                                                    | 3         | 1        | 0        | 4         | 100        | CC          |
| 3                  | MAEDU-CC203             | Contemporary Pedagogical Practices                                                                    | 3         | 1        | 0        | 4         | 100        | CC          |
| 4                  | MAEDU-CC204             | Educational Assessment & Evaluation                                                                   | 3         | 1        | 0        | 4         | 100        | CC          |
|                    |                         | <b>General Elective Courses-: Any one of the Following Courses to be chosen from basket-II- GE-o2</b> |           |          |          |           |            |             |
| 5                  | MAEDU-GE205             | Women Education & Gender Sensitization                                                                | 3         | 1        | 0        | 4         | 100        | GE          |
|                    | MAEDU-GE206             | Peace Education                                                                                       |           |          |          |           |            | GE          |
|                    | MAEDU-GE207             | Academic Writing & Communication Skills                                                               |           |          |          |           |            | GE          |
|                    |                         | <b>VAC/AEC/SEC-02</b>                                                                                 |           |          |          |           |            |             |
| 6                  | VAC-02 /AEC-02 /SEC -02 |                                                                                                       | 2         | 0        | 0        | 2         | 100        | VAC/AEC/SEC |
|                    |                         | <b>Total Semester-II</b>                                                                              | <b>17</b> | <b>5</b> | <b>0</b> | <b>22</b> | <b>600</b> |             |

| Particulars | Semester                    | Course Code | Course Title                                      |
|-------------|-----------------------------|-------------|---------------------------------------------------|
| Basket I    | I                           | MAEDU-GE105 | Fundamentals of Statistics                        |
|             |                             | MAEDU-GE106 | Environmental Education & Sustainable Development |
|             |                             | MAEDU-GE107 | Mental Health & Wellbeing                         |
| Basket II   | II                          | MAEDU-GE205 | Women Education & Gender Sensitization            |
|             |                             | MAEDU-GE206 | Peace Education                                   |
|             |                             | MAEDU-GE207 | Academic Writing & Communication Skills           |
| C           | PART C — COURSES OF STUDIES |             |                                                   |

MAEDU-CC101

C.1 Paper Identification

| PAPER PROFILE           |                                         |
|-------------------------|-----------------------------------------|
| Paper Code              | MAEDU-CC101                             |
| Title of the Paper      | Philosophical Perspectives of Education |
| Programme / Subject     | MA Education                            |
| Semester                | Semester I                              |
| Nature of Course        | Core Course (CC)                        |
| L – T – P               | 3 – 1 – 0                               |
| Credits                 | 4                                       |
| Maximum Marks           | 100 (ESE: 70 + Internal Assessment: 30) |
| Duration of Examination | 3 Hours                                 |

C.2 Marks Distribution

| Component                | Paper I | Practical | IA | Total (ESE+IA/ESE+PRAC) |
|--------------------------|---------|-----------|----|-------------------------|
| End Semester Examination | 70      | —         | —  | 70                      |

|                      |    |   |    |          |
|----------------------|----|---|----|----------|
| Practical / Lab Work | —  | — | —  | 30       |
| Internal Assessment  | —  | — | 30 | 30       |
| Maximum Marks        | 70 | — | 30 | 100      |
| Passing Marks        | 32 | — | 13 | 45 (45%) |

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

### C.3 Course Objectives (COBs)

| COB No. | Course Objectives                                                                                                                                   |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| COB 1   | Understand the nature, scope, and significance of philosophy and its relationship with education.                                                   |
| COB 2   | Examine the major branches of philosophy—metaphysics, epistemology, axiology, and logic—and their implications for educational theory and practice. |
| COB 3   | Analyze the educational ideas of major philosophical schools, including Idealism, Realism, Naturalism, Pragmatism, Existentialism, and Humanism.    |
| COB 4   | Critically evaluate the contributions of prominent educational philosophers and their relevance to contemporary education.                          |
| COB 5   | Explore the philosophical foundations of educational aims, curriculum, teaching methods, discipline, and evaluation.                                |
| COB 6   | Develop the ability to analyze educational issues and policies from different philosophical perspectives.                                           |
| COB 7   | Examine the influence of Indian and Western philosophical traditions on educational thought and practice.                                           |
| COB 8   | Cultivate reflective and critical thinking skills for addressing educational problems and challenges.                                               |
| COB 9   | Appreciate ethical values and philosophical inquiry as essential components of educational decision-making.                                         |
| COB 10  | Apply philosophical perspectives to contemporary educational contexts and promote informed professional practice.                                   |

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## C.4 Course Outcomes (COs)

| CLO No. | Course Learning Outcome                                                                                                                                                                                                 |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CLO 1   | Upon completion, students will be able to describe the meaning, concepts, functions and aims of education.                                                                                                              |
| CLO 2   | They will be able to analyze the role of different informal and formal agencies of education.                                                                                                                           |
| CLO 3   | They will be able to explain the meaning and functions of philosophy, and Philosophy of Education                                                                                                                       |
| CLO 4   | They will be able to realize the relationships between philosophy and education.                                                                                                                                        |
| CLO 5   | They will be able to analyze the major postulates of different Schools of Philosophies and Modern Theories and their implications for aims, Curriculum, method of teaching, and role of teacher in an education system. |
| CLO 6   | They will be able to illustrate Indian Schools of Philosophy and their relevance to education.                                                                                                                          |
| CLO 7   | They will be able to realize the contribution of great Indian educators to the field of education.                                                                                                                      |
| CLO 8   | They will be able to explain the Concept of SDG4 and Global Citizenship Education                                                                                                                                       |

## C.5 Syllabus — Unit-wise Breakdown

| Course Name: PHILOSOPHICAL PERSPECTIVES OF EDUCATION (MAEDU-CC101) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                          |
|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Unit                                                               | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Suggested Lectures hours |
| I                                                                  | <b>Concept, Functions and Aims of Education</b> <ul style="list-style-type: none"> <li>• Analysis of the Meaning and Definitions of Education.</li> <li>• Traditional &amp; Modern Concepts of Education</li> <li>• Agencies of Education; Informal, Formal and Non-Formal</li> <li>• Determinants of Aims of Education in the 21<sup>st</sup> century</li> <li>• Aims of Education in Individual Perspective with special reference to NEP 2020</li> <li>• Aims of Education in Social &amp; National perspective</li> <li>• Educational implications of the Constitutional Values of India</li> <li>• SDG4 and Global Citizenship Education.</li> </ul> | 12-15                    |
| II                                                                 | <b>Introduction to Philosophy of Education</b> <ul style="list-style-type: none"> <li>• Meaning and definitions of philosophy</li> <li>• Nature and Functions of philosophy</li> <li>• Branches of philosophy and their relationship with educational problems and issues</li> <li>• Meaning and functions of philosophy of Education</li> </ul>                                                                                                                                                                                                                                                                                                          | 12-15                    |

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|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
|                                 | <ul style="list-style-type: none"> <li>Philosophical Attitude and its important characteristics</li> <li>Methods of acquiring Knowledge and their significance</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                              |
| III                             | <b>Western Schools of Philosophy</b> <p>Major western schools of philosophy with special reference to their ontology, epistemology, axiology and their educational implications for aims, curriculum, methods of teaching, concept discipline and role of teacher:</p> <ul style="list-style-type: none"> <li>Idealism with special reference to Plato</li> <li>Naturalism with special reference to Rousseau</li> <li>Realism with special reference to Aristotle</li> <li>Pragmatism with special reference to John Dewey</li> <li>Marxism</li> <li>Existentialism</li> <li>Humanism</li> </ul>                                                                                                                                                                                                                                                                                                                                | 12-15                                        |
| IV                              | <b>Indian School of Philosophy</b> <p>Major Indian Schools of philosophy with special reference to their concepts of reality, knowledge and values, and their educational implications for aims, curriculum, methods of teaching, concept of discipline and role of teachers :</p> <ul style="list-style-type: none"> <li>Sankhya</li> <li>Vedanta</li> <li>Buddhism</li> <li>Jainism</li> <li>Islamic Philosophy</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 12-15                                        |
| V                               | <b>Philosophical Thoughts &amp; Educational Contributions of Indian Thinkers</b> <p>Indian Thinkers and their philosophical contribution in the field of education:</p> <ul style="list-style-type: none"> <li>M. K. Gandhi with special reference to Nai talim</li> <li>Rabindranath Tagore With special reference to freedom</li> <li>Swami Vivekananda with special reference to freedom</li> <li>Maulana Abul Kalam Azad with special reference to Universal education and national integration</li> <li>Sir Syed Ahmad Khan with special reference to Islamic, rational and scientific education</li> <li>Aurobindo Ghose with special reference to integral education</li> <li>Dr. J. Krishnamurti with special reference to Value based and experiential education</li> <li>Dr. Bhim Rao Ambedkar with special reference to social justice</li> <li>Savitribai Phule with special education to women education</li> </ul> | 12-15                                        |
| <b>Total Suggested Lectures</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>60 (45Lectures + 15 Tutorials) (For 4</b> |

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## C.6 Prescribed Textbooks

1. Alavi, S.M. Ziauddin (1988) Muslims Educational Thought in the Middle Ages. Atlantic, New Delhi.
2. Dhiman, O.P. (2008): Foundations of Education, APH Publishing Corporation, New Delhi
3. Ghose (2009); Education In Emerging Indian Society: The Challenges And Issues, PHI Learning Pvt. Ltd.
4. Johnson, Tony W. & Reed, Ronald F. (2011): Philosophical Documents In Education, Prentice Hall
5. Kneller, G.F. (1964): Introduction to Philosophy of Education, John Wiley, New York
6. Kneller, Georg F. (1977): Foundations of Education, John Wiley & Sons Inc., USA.
7. Noddings, N (2010): Philosophy of Education, 2nd ed., Read How You Want.com
8. Ozmon, H.A., (2011): Philosophical Foundations of Education, 9<sup>th</sup> Ed., Pearson Education (Singapore) Pvt. Ltd.-Delhi
9. Ross, James S. (1964) Groundwork of Educational Theory, George G. Harrap & Co. Ltd., London
10. Rusk, Robert, R. (1962): Philosophical Bases of Education, (Warwick Square, Univ. of London).
11. Sharma, A.P. (2010): Indian & Western Educational Philosophy, Unicorn Books Pvt. Limited, New Delhi
12. Sharma, Yogendra K. (2006): The Doctrines Of The Great Indian Educators, Kanishka Publishers
13. Taneja, V.R. (1988): Foundations of Education- Philosophical & Sociological, Mohindra Capital Publishers, Chandigarh
14. Taneja, V. R. & Taneja, S. (2006): Educational Thinkers, Atlantic Publishers & Distributor, New Delhi

## C.7 Reference Books & Readings

1. Badrul Islam (2009): Educational Foundation of Islam, Adam Publishers & Distributors, New Delhi
2. Joe, Park (1963): Selected Readings in the Philosophy of Education, Macmillan, New York
3. Butler, J. Donald (1968): Four Philosophies and Their Practices in Education and Religion, 3<sup>rd</sup> Ed., Harper & Row Publishers, New York
4. Mukerjee, R.K (2003): Ancient Indian Education-Brahmanical & Budhhist, Motilal Banarsidas, Delhi
5. Price, Kingsley (1962): Education and Philosophical Thought, Allyn and Bacon Inc., Boston
6. Sharma, G.R. (2003): Trends In Contemporary Indian Philosophy Of Education: A Critical Evaluation, Atlantic Publishers & Distributors, New Delhi

## C.7 Suggested E-Resources / Digital Repositories

1. Onlinecourses.swayam2.ac.in
2. dspace.library.manuu.edu.in
3. iiari.org
4. open.umn.edu

## C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

### Internal Assessment (20 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks



## MAEDU-CC102

### C.1 Paper Identification

| PAPER PROFILE           |                                         |
|-------------------------|-----------------------------------------|
| Paper Code              | MAEDU-CC102                             |
| Title of the Paper      | SOCIOLOGICAL PERSPECTIVES OF EDUCATION  |
| Programme / Subject     | MA Education                            |
| Semester                | Semester I                              |
| Nature of Course        | Core Course (CC)                        |
| L – T – P               | 3 – 1 – 0                               |
| Credits                 | 4                                       |
| Maximum Marks           | 100 (ESE: 70 + Internal Assessment: 30) |
| Duration of Examination | 3 Hours                                 |

### C.2 Marks Distribution

| Component                | Paper I | Practical | IA | Total (ESE+IA/ESE+PRAC) |
|--------------------------|---------|-----------|----|-------------------------|
| End Semester Examination | 70      | —         | —  | 70                      |
| Practical / Lab Work     | —       | —         | —  | 30                      |
| Internal Assessment      | —       | —         | 30 | 30                      |
| Maximum Marks            | 70      | —         | 30 | 100                     |
| Passing Marks            | 32      | —         | 13 | 45 (45%)                |

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

### C.3 Course Objectives (COBs)

| COB No. | Course Objectives;<br>After completing this course, learners will be able to:       |
|---------|-------------------------------------------------------------------------------------|
| COB 1   | To enable the students to analyze the relationship between sociology and education. |

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|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| COB 2 | To enable the student to analyze the relationship between culture, society and education.                                                                                                                                         |
| COB 3 | To enable them to analyze the relationship between Education and social change, social stratification, social mobility and modernization.                                                                                         |
| COB 4 | To enable them to explain the constitutional provisions towards the protection of educational rights with special reference to the deprived sections of the society like scheduled caste, scheduled tribes, women and minorities. |
| COB 5 | To make them realize the importance of constitutional values and their implications in Education.                                                                                                                                 |

#### C.4 Course Outcomes (COs)

| CLO No. | Course Learning Outcome                                                                                                                                                          |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | After completing this course, learners will be able to:                                                                                                                          |
| CLO 1   | Explain the nature, scope, and significance of sociology of education and its role in analyzing educational processes and institutions.                                          |
| CLO 2   | Examine major sociological theories and perspectives such as Functionalism, Conflict Theory, Symbolic Interactionism, and Critical Theory, and their implications for education. |
| CLO 3   | Analyze the relationship between education and society, including the influence of social, cultural, economic, and political factors on educational systems.                     |
| CLO 4   | Explore the role of education in socialization, social control, social change, and social mobility.                                                                              |
| CLO 5   | Critically examine issues of equality, equity, inclusion, and social justice in education.                                                                                       |
| CLO 6   | Investigate the impact of social stratification, including caste, class, gender, religion, ethnicity, and region, on educational opportunities and outcomes.                     |
| CLO 7   | Analyze contemporary educational issues and policies from sociological perspectives.                                                                                             |
| CLO 8   | Apply sociological insights to educational planning, administration, and classroom practices for promoting inclusive and democratic education.                                   |

#### C.5 Syllabus — Unit-wise Breakdown

| Course Name: SOCIOLOGICAL PERSPECTIVES OF EDUCATION (MAEDU-CC102) |                                                |                          |
|-------------------------------------------------------------------|------------------------------------------------|--------------------------|
| Unit                                                              | Content                                        | Suggested Lectures hours |
| I                                                                 | Sociology as a Frame of Reference in Education | 12-15                    |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
|     | <ul style="list-style-type: none"> <li>• Meaning, nature, functions and scope of sociology</li> <li>• Relationship between Sociology and Education</li> <li>• Sociological Approaches to Education and their Limitations.</li> <li>• Concept, Nature and Scope of Sociology of Education</li> <li>• Difference between Sociology of Education and Educational Sociology</li> <li>• Education as a Social sub-System; its specific Characteristics, structure &amp; function.</li> <li>• Social Determinants of Education- Views of Emile Durkheim &amp; Paulo Freire</li> <li>• A critical analysis of National Educational Policy in Sociological Perspective (NPE 1986 &amp; NEP 2020).</li> </ul>                                                                               |       |
| II  | <b>Education and Socialization</b> <ul style="list-style-type: none"> <li>• Concept &amp; Process of Socialization</li> <li>• Factors affecting socialization of a child</li> <li>• Agencies of Socialization -Family, Teacher, Peer Group, Community, Institutions of Formal Education, and Mass Media.</li> <li>• Concept of Community, School-Community Relationships and their Educational Importance.</li> <li>• Social groups -Nature and Types (Primary, Secondary and Tertiary, formal and informal; in-groups and out-groups); their Educational Relevance.</li> <li>• Group dynamics -Cohesion and Conflict; Conflict Resolution.</li> <li>• Organizational Climate type; dimensions and educational effects.</li> </ul>                                                 | 12-15 |
| III | <b>Education and Socio-Cultural Change</b> <ul style="list-style-type: none"> <li>• Society: its structure, functions and interdependence with education.</li> <li>• Social Stratification, Social Mobility, and their relationship with Education.</li> <li>• Education and social change; Concept &amp; Process of Social Change, Role of Education in Social Change, Constraints of Social Change in India (Caste, Ethnicity, Class, Language, Religion, Regionalism &amp; Politics).</li> <li>• Education and culture; Meaning and Nature of Culture, Role of education in Acculturation and Cultural Change.</li> <li>• Education as related to Religion &amp; Politics.</li> <li>• Education &amp; Modernization; Role of Education in Modernization of a society</li> </ul> | 12-15 |
| IV  | <b>Education and Social Inclusion.</b> <ul style="list-style-type: none"> <li>• Issues of equality of educational opportunities and excellence in education.</li> <li>• Equality vs. Equity in education</li> <li>• Inequalities in Indian Social System.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 12-15 |

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Signature

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|   |                                                                                                                                                                                                                                                                                                                                                                                            |                                                              |
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|   | <ul style="list-style-type: none"> <li>Means and measures adopted for the equality of educational opportunities for socially, culturally and economically deprived sections of the society like; Scheduled castes, Scheduled tribes, Women, Minorities, and Other Backward Sections</li> <li>Constitutional Provisions of Education</li> </ul>                                             |                                                              |
| V | <b>Constitutional Values &amp; Education.</b><br><br>Constitutional Values their implications to Education <ul style="list-style-type: none"> <li>Democracy and Education</li> <li>Secularism and Education</li> <li>Socialism and Education</li> <li>Nationalism and Education</li> <li>Education for National Integration</li> <li>Education and International Understanding.</li> </ul> | 12-15                                                        |
|   | <b>Total Suggested Lectures</b>                                                                                                                                                                                                                                                                                                                                                            | <b>60 (45 Lectures + 15 Tutorials) (For 4 Credit Course)</b> |

## C.6 Prescribed Textbooks

- Atoskowska, Antonina & Guide Martinotti (1977): Education in a Changing Society, London: Sage Publications Ltd.
- Dhiman, O.P. (2008): Foundations of Education, APH Publishing Corporation, New Delhi
- Ghose (2009); Education In Emerging Indian Society: The Challenges And Issues, PHI Learning Pvt. Ltd.
- Kneller, George, F. (1965): Educational Anthropology: An Introduction, New York: John Wiley & Sons, Inc.
- Kneller, Georg F. (1977): Foundations of Education, John Willey & Sons Inc., USA.
- Mathur, S.S. (1997): A Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra
- Ottaway, A.K.C., (1962): Education and Society, Routledge, London
- Singh, Y.K. (2008): Education In Emerging Indian Society, APH Publishing Corporation, New Delhi
- Taneja, V.R. (1988): Foundations of Education- Philosophical & Sociological, Mohindra Capital Publishers, Chandigarh
- Thakur, A.S. & Berwal, Sandeep (2007): Education in Emerging Indian Society, National Publishing House

## C.7 Reference Books & Readings

- Brenback, Cole, S. (1971): Social Foundation of Education: Environment Influences on Teaching and Learning, New York: John Wiley & Sons. Inc.
- Dewey, J. (1956) The school and Society, University of Chicago Press
- Durkheim, Emile (1956): Education and Sociology, Free Press of Glenco, New York
- Freire, P (1970): Cultural action for freedom, Penguin Education Special, Ringwood, Victoria, Australia.
- Freire, Paulo (1993): Pedagogy of the Oppressed, new revised edition, Penguin books.
- Kallenbach, W. Warren & Harold M. Hodges, Jr.(1963) : Education and Society, Columbus, Ohio.(Charles E. Merrell Books, Inc.,)

## Suggested E-Resources / Digital Repositories

- Onlinecourses.swayam2.ac.in



- 2. dspace.library.manuu.edu.in
- 3. iiari.org
- 4. open.umn.edu

### C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (20 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

## MAEDU-CC103

### C.1 Paper Identification

| PAPER PROFILE           |                                         |
|-------------------------|-----------------------------------------|
| Paper Code              | MAEDU-CC103                             |
| Title of the Paper      | PSYCHOLOGICAL PERSPECTIVES OF EDUCATION |
| Programme / Subject     | MA Education                            |
| Semester                | Semester I                              |
| Nature of Course        | Core Course (CC)                        |
| L – T – P               | 3 – 1 – 0                               |
| Credits                 | 4                                       |
| Maximum Marks           | 100 (ESE: 70 + Internal Assessment: 30) |
| Duration of Examination | 3 Hours                                 |

### C.2 Marks Distribution

| Component                | Paper I | Practical | IA | Total (ESE+IA/ESE+PRAC) |
|--------------------------|---------|-----------|----|-------------------------|
| End Semester Examination | 70      | —         | —  | 70                      |

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|----------------------|----|---|----|----------|
| Practical / Lab Work | —  | — | —  | 30       |
| Internal Assessment  | —  | — | 30 | 30       |
| Maximum Marks        | 70 | — | 30 | 100      |
| Passing Marks        | 32 | — | 13 | 45 (45%) |

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

### C.3 Course Objectives (COBs)

| COB No. | Course Objectives;<br>After completing this course, learners will be able to:                                                      |
|---------|------------------------------------------------------------------------------------------------------------------------------------|
| COB 1   | <b>Explain the foundations of educational psychology</b> and its relevance to teaching learning processes.                         |
| COB 2   | <b>Examine major psychological theories</b> of learning, development, motivation, intelligence, personality, and cognition.        |
| COB 3   | <b>Analyze the stages of human growth and development</b> and their implications for educational practice.                         |
| COB 4   | <b>Develop an understanding of individual differences</b> among learners and their educational significance.                       |
| COB 5   | <b>Apply principles of learning and motivation</b> to enhance classroom teaching and student engagement.                           |
| COB 6   | <b>Describe cognitive processes</b> such as perception, memory, thinking, problem-solving, and creativity in educational settings. |
| COB 7   | <b>Explore socio-cultural and emotional factors</b> influencing learning and educational achievement.                              |
| COB 8   | <b>Critically evaluate assessment and measurement practices</b> from a psychological perspective.                                  |
| COB 9   | <b>Promote inclusive and learner-centered educational practices</b> that address diverse learner needs.                            |
| COB 10  | <b>Develop skills for applying psychological knowledge</b> to solve educational problems and improve teaching effectiveness.       |

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## C.4 Course Outcomes (COs)

| CLO No. | Course Learning Outcome                                                                                                                 |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------|
| CLO 1   | Illustrate the concepts and principles of Educational Psychology as an Applied Science.                                                 |
| CLO 2   | Explain the process of Human Development, related psychological theories and their Implications for education                           |
| CLO 3   | Analyze the concept and Process of Learning, related theories and their educational Implications.                                       |
| CLO 4   | Correlate the Nature and Concepts of Individual Differences, Intelligence, Creativity etc and their Implications for education.         |
| CLO 5   | Interpret the concepts and Theories of Personality and apply them in assessment Techniques.                                             |
| CLO 6   | Evaluate critically the concepts of Mental Health, Mental Hygiene and the Nature of Group Behavior with their Educational Implications. |

## C.5 Syllabus — Unit-wise Breakdown

| Course Name: PSYCHOLOGICAL PERSPECTIVES OF EDUCATION (MAEDU-CC103) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                          |
|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Unit                                                               | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Suggested Lectures hours |
| I                                                                  | <b>Educational Psychology &amp; Human Development.</b> <ul style="list-style-type: none"> <li>• Concept, Concerns and Scope of Educational Psychology; Contribution of Psychology to Education,</li> <li>• Scientific Methods of Studying Human Behaviour.</li> <li>• Role of Schools in modifying the behaviour of students.</li> <li>• Concept and Principles of Development</li> <li>• Process of Growth &amp; Development: General Characteristics of Social, Emotional, Intellectual &amp; Language Development at various stages and their related problems.</li> <li>• Factors influencing development and their relative role.</li> <li>• Major concepts and stages of the theories of Piaget and Bruner and their implications for education.</li> </ul> | 12-15                    |
| II                                                                 | <b>Learning and Individual Differences.</b> <ul style="list-style-type: none"> <li>• Concept, kinds and level of learning -Gagne's hierarchy.</li> <li>• Theories of Learning with their Educational Implications: Thorndike's Connectionism; Pavlov's Classical and Skinner's Operant Conditioning; Hull's Reinforcement Theory; Learning by Insight; Gestalt Theory of Learning by Kohler, Lewin's Field Theory and Tolman's Sign Theory</li> <li>• Factors influencing learning.</li> </ul>                                                                                                                                                                                                                                                                    | 12-15                    |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                             |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
|                                 | <ul style="list-style-type: none"> <li>• Transfer of Learning and its Theories.</li> <li>• Motivation: Concept, Theories of Motivation and their Implication in Education.</li> <li>• Individual Differences -Concept of intra and inter differences, Determinants; role of heredity and environment; Implication of individual differences for organizing Educational Programmes.</li> </ul>                                                                                                                                                                                                                                                                                       |                                                             |
| III                             | <b>Intelligence and Creativity.</b> <ul style="list-style-type: none"> <li>• Intelligence: Nature and Theories of intelligence, Guilford's Structure of Intellect Model; Measurement of Intelligence, Identification and fostering of Intelligence.</li> <li>• Creativity: Concept and Nature, Main aspect of Creativity, The Creative Process, Creativity and Intelligence, Assessment of Creativity, Identification, fostering and guiding creative children.</li> <li>• Children with special needs: Gifted and Backward children: Characteristics, Identification and Education of Gifted, Mentally Retarded and Slow learners.</li> </ul>                                      | 12-15                                                       |
| IV                              | <b>Personality &amp; its Assessment.</b> <ul style="list-style-type: none"> <li>• Concept and Definitions of Personality.</li> <li>• Theories of Personality: Trait Theories of Allport; Psychoanalytic approach of Freud, Adler, and Jung; Behavioristic approach of Miller, Phenomenological approach of Carl Rogers, Humanistic approach of Maslow.</li> <li>• Determinants of Personality: Genetic, Social and Cultural determinants.</li> <li>• Assessment of Personality: Personality Inventories, Rating scales, Projective Techniques -Rorschach Ink Blot Test, Thematic Apperception Test.</li> </ul>                                                                      | 12-15                                                       |
| V                               | <b>Adjustment, Mental Health &amp; Group Dynamics.</b> <ul style="list-style-type: none"> <li>• Concept of adjustment and Maladjustment, Conflicts and mechanisms of defense.</li> <li>• Introduction to common forms of neuroses, psychosis and somatic disorders.</li> <li>• Mental Health and Mental Hygiene: Characteristics of a Mentally Healthy Person; Principles of mental hygiene- preventive, constructive, curative measures.</li> <li>• Group Dynamics: Understanding group process, Interpersonal relations, Socio-metric grouping, Socio-emotional climate of the classroom and influence of teacher characteristics, helping the Isolates and Rejectees.</li> </ul> | 12-15                                                       |
| <b>Total Suggested Lectures</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>60 (45Lectures + 15 Tutorials) (For 4 Credit Course)</b> |

## C.6 Prescribed Textbooks

1. Alexander, Patricia A., & Winne, Philip H. (2012): Handbook of Educational Psychology, 2<sup>nd</sup> Edition, New York: Routledge
2. Allport, G.W. (1969) Pattern and Growth in Personality, New York: Holt, Rinehart and Winston.
3. Bischof, L. J. (1970). Interpreting Personality Theories, New York: Harper and Row.
4. DeCeeco, J.P. (1982) Psychology of Learning and Instruction, New Delhi: Prentice Hall of India
5. Driscoll, Mary Perkins (2005): Psychology of Learning for Instruction, Third Edition, Pearson Allyn and Bacon
6. Engler, Barbara (2014): Personality Theories, 9<sup>th</sup> Ed., Belmont (USA): Wadsworth Cengage Learning
7. Hurlock, Elizabeth B. (2008): Developmental Psychology: A Life Span Approach, New Delhi: Tata McGraw-Hill of India Pvt. Ltd.
8. Jarvis, Matt (2005): The Psychology of Effective Learning and Teaching, U.K.: Nelson Thornes Ltd.
9. Krause, Kerri-Lee Dawn et.al. (2006): Educational Psychology: For Learning and Teaching, Cengage Learning Australia,
10. Maddi, Salvatore R. (1996): Personality Theories: A Comparative Analysis, 6<sup>th</sup> Ed., California: Brooks/Cole Publishing Company
11. O'Donnell, Angela M. et. Al. (2012): Educational Psychology: Reflection for Action, New Jersey: John Wiley & Sons

## C.7 Reference Books & Readings

1. Santrock, John.W. (2006) Educational Psychology, New Delhi: McGraw-hill.
2. Schunk, Dale H. (2008): Learning Theories: An Educational Perspective (5th Edition), New Delhi: Pearson Education India,
3. Skinner, Charles E (1956) Educational Psychology, New York: Prentice Hall.
4. Stephens, J.M. and Evans, E.D. (1983) Development and Classroom Learning: An Introduction to Educational Psychology. New Delhi: Macmillan Company.
5. Stone, Edger (2012): Readings in Educational Psychology, Oxon: Rutledge
6. Schultz, D.P. & Schultz, S.E. (2013): Theories of Personality, Belmont (USA): 10<sup>th</sup> Ed. Wadsworth Cengage Learning
7. Tuckman, Bruce W. & Monetti, D.M. (2011): Educational Psychology, Wadsworth, USA

## Suggested E-Resources / Digital Repositories

1. Onlinecourses.swayam2.ac.in
2. dspace.library.manuu.edu.in
3. iiari.org
4. open.umn.edu

## C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

### Internal Assessment (20 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

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**C.1 Paper Identification**

| PAPER PROFILE           |                                         |
|-------------------------|-----------------------------------------|
| Paper Code              | MAEDU-CC104                             |
| Title of the Paper      | HISTORICAL PERSPECTIVES OF EDUCATION    |
| Programme / Subject     | MA Education                            |
| Semester                | Semester I                              |
| Nature of Course        | Core Course (CC)                        |
| L – T – P               | 3 – 1 – 0                               |
| Credits                 | 4                                       |
| Maximum Marks           | 100 (ESE: 70 + Internal Assessment: 30) |
| Duration of Examination | 3 Hours                                 |

**C.2 Marks Distribution**

| Component                | Paper I | Practical | IA | Total (ESE+IA/ESE+PRAC) |
|--------------------------|---------|-----------|----|-------------------------|
| End Semester Examination | 70      | —         | —  | 70                      |
| Practical / Lab Work     | —       | —         | —  | 30                      |
| Internal Assessment      | —       | —         | 30 | 30                      |
| Maximum Marks            | 70      | —         | 30 | 100                     |
| Passing Marks            | 32      | —         | 13 | 45 (45%)                |

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

**C.3 Course Objectives (COBs)**

| COB No. | Course Objectives;<br>After completing this course, learners will be able to:                                                                        |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| COB 1   | Explain the nature, scope, and significance of the historical study of education and its relevance to contemporary educational thought and practice. |

|        |                                                                                                                                                   |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| COB 2  | Examine the evolution of educational ideas, institutions, and systems across different historical periods.                                        |
| COB 3  | Analyze the educational traditions and contributions of ancient, medieval, and modern societies to the development of education.                  |
| COB 4  | Explore the development of education in India, including Vedic, Buddhist, Medieval, Colonial, and Post-Independence periods.                      |
| COB 5  | Critically evaluate the educational philosophies and contributions of major thinkers, reformers, and policymakers in shaping educational systems. |
| COB 6  | Examine the impact of social, cultural, political, religious, and economic forces on educational development.                                     |
| COB 7  | Analyze the historical evolution of educational policies, commissions, and reforms and their implications for present-day education.              |
| COB 8  | Interpret historical sources and educational events critically and objectively.                                                                   |
| COB 9  | Compare educational developments in India with global trends and movements in education.                                                          |
| COB 10 | Utilize historical perspectives to understand contemporary educational issues and contribute to informed educational decision-making.             |

#### C.4 Course Outcomes (COs)

| CLO No. | Course Learning Outcome<br>After going through this course the students will be able to;                                 |
|---------|--------------------------------------------------------------------------------------------------------------------------|
| CLO 1   | Describe the general development and progress of education during Ancient & Medieval Period                              |
| CLO 2   | Illustrate the general development and progress of education prior to independence during British period.                |
| CLO 3   | Explain with general development and progress of education after independence.                                           |
| CLO 4   | Analyze the problems related to the policies of Government and to find out remedies.                                     |
| CLO 5   | Assess and evaluate various "Policies" adopted by the government of India after independence.                            |
| CLO 6   | Appraise the different movements & strategies adopted by the government for expansion of education & quality upliftment. |

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CLO 7 Relate historical experiences to current educational challenges and reforms.

## C.5 Syllabus — Unit-wise Breakdown

| Course Name: PHILOSOPHICAL PERSPECTIVES OF EDUCATION (MAEDU-CC101) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                          |
|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Unit                                                               | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Suggested Lectures hours |
| I                                                                  | <b>Education during Ancient &amp; Medieval Period</b> <ul style="list-style-type: none"> <li>Importance of Historical Context in the development of a sound Education System</li> <li>Vedic Education System</li> <li>Buddhist Education System</li> <li>Jainism and Education</li> <li>System of Muslim Education in Medieval India</li> </ul>                                                                                                                                                                                                                                                                                                                                                                       | 12-15                    |
| II                                                                 | <b>Education during British Period</b> <ul style="list-style-type: none"> <li>Macaulay's Minute -1835</li> <li>Wood Despatch of 1854</li> <li>Lord Curzon's education policy; University Commission 1902</li> <li>Growth of National consciousness, National Education Movement and Education</li> <li>Indian Education Commission/ Hunter Commission – 1882-83.</li> </ul>                                                                                                                                                                                                                                                                                                                                           | 12-15                    |
| III                                                                | <b>Education Commissions in Independent India</b> <ul style="list-style-type: none"> <li>The University Education Commission/ Dr. S. Radhakrishan Commission-1948-49</li> <li>Secondary Education Commission/Mudaliar Commission Report (1952-53)</li> <li>Indian Education Commission/ Kothari Commission (1964-66)</li> <li>National Knowledge Commission Report (2006-2009)</li> <li>Justice Rajinder Sachar Committee Report (2006) on the Social, Economic and Educational Status of the Muslim Community of India and its Recommendations</li> <li>Yash Pal Committee Report-2009; Report of 'The Committee to Advise on Renovation and Rejuvenation of Higher Education'- Important Recommendations</li> </ul> | 12-15                    |
| IV                                                                 | <b>Educational Policies in India</b> <ul style="list-style-type: none"> <li>National Policy of Education-1968</li> <li>National Policy of Education-1986</li> <li>Ramamurti Committee Report (1990) / Report of the Committee for Review Of National Policy On Education 1986</li> <li>Revised Programme of Action -1992</li> <li>National Education Policy -2020</li> </ul>                                                                                                                                                                                                                                                                                                                                          | 12-15                    |
| V                                                                  | <b>Movement &amp; Strategies for Expansion of Education &amp; Quality Upliftment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 12-15                    |

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Sarva Shiksha Abhiyan ( Education for All Movement), or SSA-2001</li> <li>• Common School System Commission of Bihar (2006-07).</li> <li>• Right to Education Act (2009)</li> <li>• Rashtriya Madhyamik Shiksha Abhiyan (RMSA) (Tr.: National Mission for Secondary Education) -2009</li> <li>• Rashtriya Uchchatar Shiksha Abhiyan (RUSA)-2013</li> <li>• Samagra Shiksha Abhiyan-2018</li> <li>• Education Quality Upgradation and Inclusion Programme (EQUIP)-2019-2024</li> </ul> |                                                             |
| <b>Total Suggested Lectures</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>60 (45Lectures + 15 Tutorials) (For 4 Credit Course)</b> |

### C.6 Prescribed Textbooks

1. Aggarwal, J.C. 1993. Landmarks in the History of Modern Indian Education, New Delhi: Vikas Publishing House Pvt. Ltd.
2. Ghosh, S. C. (1987). Education Policy in India since Warren Hastings. Nav Prakash. Calcutta.
3. Ghosh, S.C. (2007). History of Education in India. Rawat Publications.
4. Joshi, K.L. (1977), Problems of Higher Education in India- An Approach to Structural Analysis and Reorganization, Bombay: Popular Prakashan Pvt. Ltd.
5. Ministry of Education- Education Commission Report- 1964-66 Dr. Kothari Commission
6. Mukherjee, R.K. (1921) Ancient Indian Education – London
7. Mukerjee, S. N. 1976. Education in India: Today and Tomorrow. Acharya Book Depot. Vadodara.
8. Naik J.P. (1956), Educational Planning in India, Allied Publishers
9. Purkait, B.R. 2005. Milestones in Modern Indian Education. New Central Book Agency. Kolkata.
10. Ranganathan, S.(2007). Educational Reform and Planning Challenge. Kanishka Publishers. New Delhi.
11. Singh, V.N. 2005. Education in India: From Earlier Times to Today. Vista International Publishing House. New Delhi.
12. UNESCO- (1963) Economic and Social aspects of Educational Planning.
13. Yogendra K. Sharma (2001), History and Problems of Education Vol. I-& II, Kanishka Publishers, Distributors.
14. N.C.E.R.T., NCERT- The First Year Book of Education 1961.

### C.7 Reference Books & Readings

1. Altekar, A. S. (1944), Education in Ancient India – Benares; Nand Kishore & Bros. Educational Publishers.
2. Basu, Aparna. (1979). The growth of Education and Political Development in India: 1893-1920, New Delhi: Oxford University Press
3. Keay, F.E. (1972). A History of Education in India. Oxford University Press. Delhi.
4. Monroe, Paul (1935) A Brief Course in the History of Education, London: The Macmillan Company.
5. Naik, P. and Syed, Nurullah.(1972). A Student's History of Education. Delhi: MacMillan.
6. Syed Nurullah & Naik, J. P. (1951), A History of Education in India (during the British period), Macmillan

### C.7 Suggested E-Resources / Digital Repositories

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1. Onlinecourses.swayam2.ac.in
2. dspace.library.manuu.edu.in
3. iiari.org
4. open.umn.edu

## C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (20 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

## MAEDU-GE105

### C.1 Paper Identification

| PAPER PROFILE           |                                         |
|-------------------------|-----------------------------------------|
| Paper Code              | MAEDU-GE105                             |
| Title of the Paper      | FUNDAMENTALS OF STATISTICS              |
| Programme / Subject     | MA Education                            |
| Semester                | Semester I                              |
| Nature of Course        | General Elective Course (GE)            |
| L – T – P               | 3 – 1 – 0                               |
| Credits                 | 4                                       |
| Maximum Marks           | 100 (ESE: 70 + Internal Assessment: 30) |
| Duration of Examination | 3 Hours                                 |

### C.2 Marks Distribution

| Component                | Paper I | Practical | IA | Total (ESE+IA/ESE+PRAC) |
|--------------------------|---------|-----------|----|-------------------------|
| End Semester Examination | 70      | —         | —  | 70                      |
| Practical / Lab Work     | —       | —         | —  | 30                      |

|                     |    |   |    |          |
|---------------------|----|---|----|----------|
| Internal Assessment | —  | — | 30 | 30       |
| Maximum Marks       | 70 | — | 30 | 100      |
| Passing Marks       | 32 | — | 13 | 45 (45%) |

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

### C.3 Course Objectives (COBs)

| COB No. | Course Objectives;<br>After completing this course, learners will be able to:                                           |
|---------|-------------------------------------------------------------------------------------------------------------------------|
| COB 1   | Explain the basic concepts, nature, scope, and importance of statistics in education, social sciences, and research.    |
| COB 2   | Describe different types of data, scales of measurement, methods of data collection, and data organization              |
| COB 3   | Demonstrate the skills in the classification, tabulation, and graphical presentation of statistical data.               |
| COB 4   | Compute and interpret measures of central tendency, including mean, median, and mode.                                   |
| COB 5   | Calculate and analyze measures of dispersion such as range, quartile deviation, mean deviation, and standard deviation. |
| COB 6   | Describe the concepts of correlation and regression and their applications in educational and social science research.  |
| COB 7   | Apply basic inferential statistical techniques, including hypothesis testing and tests of significance.                 |
| COB 8   | Interpret statistical results and draw meaningful conclusions from data.                                                |
| COB 9   | Use statistical tools and software for data analysis and presentation in educational and research settings.             |

### C.4 Course Outcomes (COs)

| CLO No. | Course Learning Outcome<br>After going through this course the students will be able to; |
|---------|------------------------------------------------------------------------------------------|
| CLO 1   | Illustrate the basis concept of statistics.                                              |

|       |                                                                                                                |
|-------|----------------------------------------------------------------------------------------------------------------|
| CLO 2 | Apply the various statistical method used in the analysis of Data                                              |
| CLO 3 | Select proper statistics with various data analysis and interpretation.                                        |
| CLO 4 | Judge the basic assumptions, uses and misuses of various statistics.                                           |
| CLO 5 | Apply statistical interpretations in educational research and to examine the scope of application of research. |
| CLO 6 | Evaluate critically the result of analysis of data.                                                            |
| CLO 7 | Evaluate research studies based on the appropriateness of statistical methods employed.                        |

### C.5 Syllabus — Unit-wise Breakdown

| Course Name: FUNDAMENTALS OF STATISTICS (MAEDU-GE105) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                          |
|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Unit                                                  | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Suggested Lectures hours |
| I                                                     | <b>Descriptive Analysis of Quantitative Data</b> <ul style="list-style-type: none"> <li>Data types: Nominal, Ordinal, Interval and Ratio; Data Levels: individual and group</li> <li>Graphical representation of Data in the form of histograms, frequency of polygons, smoothed frequency curves, etc.</li> <li>Description and comparison of groups: Measures of Central Tendency- computation of the Arithmetic Mean, Median and Mode. When to use different measures- merits and demerits of different measures and dispersions, assumptions, uses and interpretation.</li> <li>Measures of Variability, computation of Range, Mean Deviation, Standard Deviation and Quartile Deviation- assumptions, uses and interpretation - merits and demerits of the various measures of variability, Measures of variability as supplements to measures of central tendency.</li> <li>Cumulative Distributions &amp; Relative Positions; Percentiles and Percentile Rank z-scores.</li> <li>Normal Distribution: Theoretical and empirical distributions, Deviation from normality and underlying causes, Characteristics of Normal Probability curve and its applications</li> </ul> | 12-15                    |
| II                                                    | <b>Examining Relationships</b> <ul style="list-style-type: none"> <li>Correlation – Concepts, types and uses</li> <li>Scatter plots and their interpretation</li> <li>Indices of correlation: Computation of Product Moment, Spearman's Rank, Biserial, point-biserial, Tetra-choric, Partial and Multiple correlations.</li> <li>Applications of correlation; Measurement of relationships, prediction (by simple regression equations) Item analysis,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 12-15                    |

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|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
|                                 | <p>estimating-the reliability and validity of tests and faction analysis.</p> <ul style="list-style-type: none"> <li>Linear Regression Analysis-concept of regression, regression equation, regression line and their uses, accuracy of prediction.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                             |
| III                             | <p><b>Inferential Analysis of Quantitative Data-1</b></p> <ul style="list-style-type: none"> <li>Estimation of a Parameter-Concept of parameter and statistics, sampling error, sampling distribution, Standard Error of Mean</li> <li>Testing of Hypotheses-Null and Alternative Hypotheses, Directional Alternative Hypotheses, Testing of Null Hypotheses, Levels of Significance, confidence limits and intervals, degrees of freedom, types of Error.</li> <li>Tests of significance of mean and of difference between means for independent and correlated samples (both large and small samples); t-test, F-test, their characteristics, analysis, interpretation and uses.</li> </ul> | 12-15                                                       |
| IV                              | <p><b>Inferential Analysis of Qualitative Data-2</b></p> <ul style="list-style-type: none"> <li>Analysis of variance and Co- variance (ANOVA and ANCOVA)-concept, assumptions and uses</li> <li>The chi-square tests: Use of chi-square tests for testing the agreement between theoretical and observed frequencies. Chi-square as test of goodness of fit and test of independence</li> <li>Contingency coefficient and its uses</li> <li>Non-Parametric statistics: assumptions and uses of sign test, rank test and median test</li> </ul>                                                                                                                                                | 12-15                                                       |
| V                               | <p><b>Data Analysis in Qualitative and Mixed Research and Report Writing</b></p> <ul style="list-style-type: none"> <li>Memoing, Analysis of visual data, segmenting coding and developing category systems; Enumeration, identifying relationships among categories, constructing diagrams, corroborating and validating results</li> <li>Report Writing: General Principles, Format and Style, content and chapterization, References and Bibliography, Appendices.</li> <li>Preparation of Research Abstracts/Executive Summary</li> <li>Characteristics of a good research report.</li> </ul>                                                                                             | 12-15                                                       |
| <b>Total Suggested Lectures</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>60 (45Lectures + 15 Tutorials) (For 4 Credit Course)</b> |

## C.6 Prescribed Textbooks

- Edwards, A.L. (1971) Experimental Designing in Psychological Research, New Delhi: Amerind publishing Co. Pvt Ltd. (Indian Edition).
- Fruchter, B. (1972) Introduction to factor Analysis, Bombay: John wiley & sons.
- Gupta, S.C. & Kapoor, V.K. (2020) Fundamentals of Mathematical Statistics, New Delhi: Sultan Chand & Sons
- Holcomb, Zealure C. (2017) Fundamentals of Descriptive Statistics, Oxon: Routledge
- Karte A.K. and savuel T. Mayo Statistical Methods in Education and Psychology, New Delhi: Naresa Publishing House.
- Mc Nemar (1962), Psycological statistic New York: John willy & Sons.

7. Mulholland, H. & Jones, C. R. (2014) Fundamentals of Statistics, London: ELBS & Butterworth & Co. (Pub.) Ltd.
8. Scheffe Henry, Statistical inference in Non-Parametric Case, New York: Wiley.
9. Sullivan, Michael (2011) Fundamentals of Statistics, 3rd Edition, Prentice Hall
10. Tate, M. W. Statistics in Education and Psychology. New York : The Macmillan Co.

### C.7 Reference Books & Readings

1. Ferguson G.A. (1976) Statistical analysis in psychology and Education, New York: McGraw Hill
2. Gareett, H.E. (1962) Statistics in psychology and education, Bombay: Allied Pacific Pvt. Ltd., 1962.
3. Thomos Godfrey, (1960) Factor Analysis of Human ability, London: University of London press Ltd.
4. Walker, H.M. & Lev Joseph (1965) Statistical Inference, Calcutta: Oxford and IBH
5. Guilford J.P., Psychometric Methods, Bombay: Tata McGraw Hill
6. Guilford J.P. (1973) Fundamental statistics in psychology and education, Tokyo: MacGraw Hill, Kogakush

### C.7 Suggested E-Resources / Digital Repositories

1. Onlinecourses.swayam2.ac.in
2. dspace.library.manuu.edu.in
3. iiari.org
4. open.umn.edu

### C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (20 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

## MAEDU-GE106

### C.1 Paper Identification

| PAPER PROFILE       |                                                   |
|---------------------|---------------------------------------------------|
| Paper Code          | MAEDU-GE106                                       |
| Title of the Paper  | ENVIRONMENTAL EDUCATION & SUSTAINABLE DEVELOPMENT |
| Programme / Subject | MA Education                                      |
| Semester            | Semester I                                        |
| Nature of Course    | General Elective Course (GE)                      |
| L – T – P           | 3 – 1 – 0                                         |

|                         |                                         |
|-------------------------|-----------------------------------------|
| Credits                 | 4                                       |
| Maximum Marks           | 100 (ESE: 70 + Internal Assessment: 30) |
| Duration of Examination | 3 Hours                                 |

## C.2 Marks Distribution

| Component                | Paper I | Practical | IA | Total (ESE+IA/ESE+PRAC) |
|--------------------------|---------|-----------|----|-------------------------|
| End Semester Examination | 70      | —         | —  | 70                      |
| Practical / Lab Work     | —       | —         | —  | 30                      |
| Internal Assessment      | —       | —         | 30 | 30                      |
| Maximum Marks            | 70      | —         | 30 | 100                     |
| Passing Marks            | 32      | —         | 13 | 45 (45%)                |

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

## C.3 Course Objectives (COBs)

| COB No. | Course Objectives;<br>After completing this course, learners will be able to:                                                                                    |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| COB 1   | Explain the concept of environment and its physical, biological, social, and cultural dimensions.                                                                |
| COB 2   | Develop awareness of environmental issues at local, national, and global levels, including pollution, climate change, biodiversity loss, and resource depletion. |
| COB 3   | Acquire knowledge of sustainable development principles and their relevance to education, society, and human well-being.                                         |
| COB 4   | Examine the relationship between humans and the environment and understand the impact of human activities on ecological balance.                                 |
| COB 5   | Promote environmental ethics, values, and responsible citizenship for conservation and sustainable use of natural resources.                                     |
| COB 6   | Analyze national and international environmental policies, laws, and initiatives related to environmental protection and sustainable development.                |

|        |                                                                                                                                                                  |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| COB 7  | Develop skills for environmental problem-solving, decision-making, and action-oriented learning through field-based and community engagement activities.         |
| COB 8  | Describe the role of education in achieving Sustainable Development Goals (SDGs) and fostering sustainable lifestyles.                                           |
| COB 9  | Encourage participation in environmental conservation activities such as waste management, energy conservation, water conservation, and biodiversity protection. |
| COB 10 | Integrate environmental and sustainability perspectives into teaching, research, and professional practices for creating a sustainable future.                   |

#### C.4 Course Outcomes (COs)

| CLO No. | Course Learning Outcome                                                                                                                                                               |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CLO 1   | Explain the concept, importance scope and aims of environmental education.                                                                                                            |
| CLO 2   | Analyze the possible environmental hazards enabling them to combat with the negative effects of the Programmes of environmental erosion and pollution at various stages of education. |
| CLO 3   | Identify major environmental issues such as pollution, climate change, deforestation, loss of biodiversity, and resource depletion, and evaluate their causes and consequences.       |
| CLO 4   | Describe the various components of environment for preparing a curriculum for environmental education.                                                                                |
| CLO 5   | Analyze various methods and strategies for realizing the objectives of environmental education.                                                                                       |
| CLO 6   | Realize the role of different agencies in imparting Environmental education.                                                                                                          |

#### C.5 Syllabus — Unit-wise Breakdown

| Course Name: ENVIRONMENTAL EDUCATION & SUSTAINABLE DEVELOPMENT<br>(MAEDU-GE106) |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                          |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Unit                                                                            | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Suggested Lectures hours |
| I                                                                               | <b>Concept, Nature &amp; Scope of Environmental Education &amp; Sustainable development</b> <ul style="list-style-type: none"> <li>• Concept of Environmental Education: Definition, nature, scope, objectives and limitations of Environmental Education</li> <li>• Place of environmental studies/social sciences in elementary and secondary school curriculum</li> <li>• Features of curriculum for environmental education at primary and</li> </ul> | 12–15                    |

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|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
|     | secondary levels <ul style="list-style-type: none"> <li>• Need for developing environmental awareness or consciousness</li> <li>• Concept and importance of sustainable development and Sustainable Development Goals (2016)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |
| II  | <b>Curricular Issues &amp; Method of Teaching</b> <ul style="list-style-type: none"> <li>• Teaching environment education as a separate subject/discipline</li> <li>• Interdisciplinary and integration approaches for teaching environmental education.</li> <li>• Principles and content of Environmental Education</li> <li>• Methods of teaching environmental education, Discussion, seminar, workshop, dialogue, problem solving, field survey, projects, exhibition and experiential learning.</li> <li>• Evaluation of student's learning in EVS programme</li> <li>• Teacher's training for Environmental Education; Present status, agencies, curriculum of Teacher's training., Problems and remedies of Teacher's training curriculum</li> </ul>  | 12-15 |
| III | <b>Environmental Hazards &amp; Related Measures</b> <ul style="list-style-type: none"> <li>• Relationship between man and environment; Ecological and Psychological Perspective.</li> <li>• Effect of man-made and natural disaster on environment.</li> <li>• Environmental pollution; physical, air, water, noise, chemical.</li> <li>• Extinction of flora and fauna, deforestation, soil erosion.</li> <li>• Need and efforts for conservation, preservation and protection of rich environmental heritage.</li> <li>• Global warming, ozone depletion, Resource degeneration, and population explosion and its effect on environmental resources.</li> <li>• Waste Management: e-waste, medical waste, nuclear waste, solid and liquid waste.</li> </ul> | 12-15 |
| IV  | <b>Agencies of Environmental Education</b> <ul style="list-style-type: none"> <li>• Role of educational institutions in disaster management.</li> <li>• Role of governmental and non-governmental agencies in imparting environmental education.</li> <li>• Role of Mass Media- Newspaper, Radio, Electronic media and others in imparting environmental education.</li> <li>• Role of International Agencies in imparting environmental education; UNESCO/UNEP International Environmental Education Programme (IEEP).</li> </ul>                                                                                                                                                                                                                            | 12-15 |
| V   | <b>Movements, Policy &amp; Programmes Concerning Environment</b> <ul style="list-style-type: none"> <li>• National Social movements for Environmental Awareness.</li> <li>• Environmental Education, Awareness and Training (EEAT)- 1983-84; National Green Corps (NGC) Programme, 2001-02, National Nature Camping Programme, Green Good Deeds: 2018'</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                             | 12-15 |

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|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• The Environment Protection Act, 1986</li> <li>• National Conservation Strategy and Policy Statement on Environment and Development, 1992</li> <li>• Policy Statement for the Abatement of Pollution, 1992</li> <li>• National Environment Policy, 2006</li> <li>• Vision Statement on Environment and Health</li> <li>• International Policy/ resolution on Environment; United Nations Framework Convention on Climate Change (UNFCCC)-1992, Kyoto Protocol-1997, Vienna Convention-1985</li> </ul> |                                                              |
|  | <b>Total Suggested Lectures</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>60 (45 Lectures + 15 Tutorials) (For 4 Credit Course)</b> |

## C.6 Prescribed Textbooks

1. B.P. Chaurasia – “Environmental Pollution Perception and Awareness” – Chugh Publications, 1993
2. Dahiwal G.S., Sangha G.S., Ralhan P.K., “Fundamentals of Environmental Science”, Kalyani Publishers, 1996
3. Dash, M.C., Fundamentals of Ecology, Tata Mc GrawHills pub. Company Ltd, New Delhi, 2006
4. Dr. Nasrin, “Environmental Education”, APH Publishing Corporation, New Delhi, 1999
5. Embertin J.C., “Introduction to Ecology”, M & E Handbooks, 1983
6. Joseph, Benny, Environmental Studies, Tata Mc GrawHills pub. Company Ltd, New Delhi, 2006
7. Joseph, Kurian & Nagendran R, Essentials of Environmental Studies, Pearson Education, 2004

## C.7 Reference Books & Readings

1. Agarwal S.K. – “Environmental issues and themes”, APH Publishing Corporation, New Delhi, 1997
2. Kiran Chhokar, Mamata Pandya, Meena Raghunathan (Editors) (2004) Understanding Environment, New Delhi: Sage Publication
3. Sharma, P.D., Ecology & Environment, Rastogi Publication, Meerut, 2004
4. Sharma R.C., “Environmental Education”, Metropolitan, 1986
5. S.K. Kochhar, “Methods and Techniques of Teaching”, Sterling Publishers Private Ltd. New Delhi, 1981
6. Vijandra Kumar, “Modern Methods of Teaching Environmental Education”, Sanap & Sons, New Delhi, 2000

## Suggested E-Resources / Digital Repositories

1. [onlinecourses.swayam2.ac.in](http://onlinecourses.swayam2.ac.in)
2. [dspace.library.manuu.edu.in](http://dspace.library.manuu.edu.in)
3. [iiari.org](http://iiari.org)
4. [open.umn.edu](http://open.umn.edu)

## C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

### Internal Assessment (20 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks



## MAEDU-GE107

### C.1 Paper Identification

| PAPER PROFILE           |                                         |
|-------------------------|-----------------------------------------|
| Paper Code              | MAEDU-GE107                             |
| Title of the Paper      | MENTAL HEALTH & WELLBEING               |
| Programme / Subject     | MA Education                            |
| Semester                | Semester I                              |
| Nature of Course        | General Elective Course (GE)            |
| L – T – P               | 3 – 1 – 0                               |
| Credits                 | 4                                       |
| Maximum Marks           | 100 (ESE: 70 + Internal Assessment: 30) |
| Duration of Examination | 3 Hours                                 |

### C.2 Marks Distribution

| Component                | Paper I | Practical | IA | Total (ESE+IA/ESE+PRAC) |
|--------------------------|---------|-----------|----|-------------------------|
| End Semester Examination | 70      | —         | —  | 70                      |
| Practical / Lab Work     | —       | —         | —  | 30                      |
| Internal Assessment      | —       | —         | 30 | 30                      |
| Maximum Marks            | 70      | —         | 30 | 100                     |
| Passing Marks            | 32      | —         | 13 | 45 (45%)                |

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

### C.3 Course Objectives (COBs)

| COB No. | Course Objectives;<br>After completing this course, learners will be able to: |
|---------|-------------------------------------------------------------------------------|
| COB 1   | Explain the concept of Mental Health and mental Wellbeing.                    |

|       |                                                                                                                                            |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------|
| COB 2 | Explain the concept of normality, abnormality, classification of abnormal behaviour and Characteristics of a Mentally Healthy Individuals. |
| COB 3 | Realize the different kinds of Mental Health Problems and their impact on human personality.                                               |
| COB 4 | Analyze the relationship between education and mental health.                                                                              |
| COB 5 | Undertake preventive and curative roles regarding problems to mental health.                                                               |
| COB 6 | Explain the phases of mind, nature of conflicts and the process of conflict management.                                                    |
| COB 7 | Describe the Concept, Goals, and Approaches of Psychotherapies                                                                             |
| COB 8 | Analyze the different theories of Psychotherapies.                                                                                         |

#### C.4 Course Outcomes (COs)

| CLO No. | Course Learning Outcome<br>After going through this course the students will be able to;                                              |
|---------|---------------------------------------------------------------------------------------------------------------------------------------|
| CLO 1   | Explain the concept, nature, scope, and significance of mental health and Wellbeing in personal, educational, and social contexts.    |
| CLO 2   | Examine the factors influencing mental health, including biological, psychological, social, cultural, and environmental determinants. |
| CLO 3   | Illustrate the characteristics of mentally healthy individuals and the indicators of positive mental health.                          |
| CLO 4   | Analyze common mental health problems, maladjustments, and behavioral issues affecting children, adolescents, and adults.             |
| CLO 5   | Explain the principles and practices of mental hygiene for the promotion, maintenance, and enhancement of mental well-being.          |
| CLO 6   | Explore the role of family, school, community, and educational institutions in fostering mental health and emotional well-being.      |
| CLO 7   | Identify sources of stress, conflict, frustration, and anxiety, and examine effective coping and adjustment strategies.               |
| CLO 8   | Apply principles of mental health and Wellbeing to educational settings for creating a healthy and supportive learning environment    |

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## C.5 Syllabus — Unit-wise Breakdown

| Course Name: MENTAL HEALTH & HYGIENE (MAEDU-GE107) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                          |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Unit                                               | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Suggested Lectures hours |
| I                                                  | <b>Introduction to Mental Health and Wellbeing</b> <ul style="list-style-type: none"> <li>• Concept of Mental Health and illness in historical perspective (Theogenic, Medical, Psychological, Psychosocial and Current)</li> <li>• Integrated concept of Mental Health and illness, Korshin's five levels of dysfunction</li> <li>• Factors affecting mental health (Home, Society, Work Place and School Factors)</li> <li>• Concept and Objectives of Mental Wellbeing</li> <li>• Concept of Normality and Abnormality, Classification of Abnormal Behaviour</li> <li>• Characteristics of a Mentally Healthy Individuals</li> <li>• The Mental Health Act 1987</li> </ul>                                                                                                                                                       | 12-15                    |
| II                                                 | <b>Mental Health Problems in the Individuals</b> <ul style="list-style-type: none"> <li>• Nature of Personality disorders – Common symptoms of Personality disorders, Types of Personality disorders and specific symptoms, High risk individuals and vulnerability to develop personality disorders, Role of Schools in prevention of personality disorders.</li> <li>• Psychological deviations during childhood and adolescence – Classification, Symptoms, causes and interventions</li> <li>• Handling common emotional and behavioural problems in school setting: Approaches, Principles and Strategies</li> <li>• Psychoses: nature, types, symptoms and causes</li> <li>• Neuroses: nature, types, symptoms and causes</li> <li>• Maladjustment (social, marital, and occupational) and Causes of Maladjustment</li> </ul> | 12-15                    |
| III                                                | <b>Education &amp; Mental Health</b> <ul style="list-style-type: none"> <li>• Role of Home, Society and School in promoting and maintaining good Mental Health</li> <li>• Principles of Good Mental Health</li> <li>• Mental Health Hazards in the school</li> <li>• Educational Programme to Promote Mental Wellbeing</li> <li>• Role of Curriculum in improving Mental Health of children or pupils.</li> <li>• Role of school Discipline in promoting Mental Health of children or pupils.</li> <li>• Role of guidance personnel in promoting positive mental health.</li> <li>• Relaxation and Meditation for maintaining good Mental Health</li> <li>• Characteristics of Mentally Healthy Teacher</li> <li>• Measures of improving Mental Health of Teacher</li> </ul>                                                        | 12-15                    |

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|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| IV                       | <b>Understanding Phases of Mind</b> <ul style="list-style-type: none"> <li>• Meaning of mind, Dynamic aspect of mind (Id, Ego, Super Ego)</li> <li>• Topographical aspect of mind (conscious, sub-conscious, un-conscious)</li> <li>• Conflict- and mental mechanism</li> <li>• Repression, Conversion, Sublimation, Regression</li> <li>• Psychopathology of everyday life.</li> </ul>                                                       | 12-15                                                 |
| V                        | <b>Concept, Goals, and Approaches of Psycho- Therapies</b> <ul style="list-style-type: none"> <li>• Concept, Goals, and Approaches of Psychotherapies</li> <li>• Salient Features and Technique of Psycho-analysis</li> <li>• Carl Roger's Humanistic Therapy</li> <li>• Existential Psychotherapy</li> <li>• Kelly's Cognitive Psychotherapy</li> <li>• Behaviour Therapies: Systematic Desensitization and Aversive Conditioning</li> </ul> | 12-15                                                 |
| Total Suggested Lectures |                                                                                                                                                                                                                                                                                                                                                                                                                                               | 60 (45 Lectures + 15 Tutorials) (For 4 Credit Course) |

## C.6 Prescribed Textbooks

1. Bhan, S. & Dutt, N.K. (1986) Mental Health through Education, New Delhi: Vision Books.
2. Carson, Butcher & Mineka (2000) Abnormal Psychology and Modern Life (Eleventh Edition), Allyn & Bacon
3. Chauhan, J.C. (1986) Mental Hygiene, New Delhi: Allied publisher.
4. Korchin S.J. (1986) Modern Clinical Psychology, New Delhi: CBS Publishers
5. Maurus, J. (1976) Mental Hygiene, Allahabad: Better Yourself Books.
6. Richard J. Whelan (1998), Emotional & Behavioural Disorders- A 25 year Focus, Love Publishing Company.
7. Woodworth, R.S (1995) Psychology: A Study of Mental Life, New York: Century. Pub.

## C.7 Reference Books & Readings

1. Brown, J. F. (1940) The Psychodynamics of Abnormal Behaviour, New York, McGraw Hill Book Co.
2. Carroll, H. A. (1979) Mental Hygiene, New York, Prentice Hall.
3. Crow, L.D. & Crow A. (1970) Mental Hygiene, New York: McGraw Hill Book Co.
4. Cyril M.F. (1969) Behavior Therapy, New York: McGraw Hill Book
5. Dollard J & Miller N.E. (1970) Personality and Psychotherapy, Chicago: Aldine.
6. Enelow Allen J. (1978) Elements of Psychotherapy, New York: Oxford University Press.
7. Jahoda M. (1958) Current Concepts of Positive Mental Health, New York, Basic Books inc.
8. Kaplan, L. (1971) Education and Mental Health. Harper & Row
9. Klein, D.B. (1956) Mental Hygiene, New York: Henny, Holt and Company.
8. Page, J.P. (1970) Abnormal Psychology, New Delhi: Tata McGraw Hill Publishers.
9. Rayan W. Carson (1970) Mental Health through Education, New Delhi, Common wealth.

## C.7 Suggested E-Resources / Digital Repositories

1. Onlinecourses.swayam2.ac.in
2. dspace.library.manuu.edu.in
3. iiari.org
4. open.umn.edu

## C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

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- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (20 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

MAEDU-CC201

C.1 Paper Identification

| PAPER PROFILE           |                                                |
|-------------------------|------------------------------------------------|
| Paper Code              | MAEDU-CC201                                    |
| Title of the Paper      | POLITICAL & ECONOMIC PERSPECTIVES OF EDUCATION |
| Programme / Subject     | MA Education                                   |
| Semester                | Semester II                                    |
| Nature of Course        | Core Course (CC)                               |
| L – T – P               | 3 – 1 – 0                                      |
| Credits                 | 4                                              |
| Maximum Marks           | 100 (ESE: 70 + Internal Assessment: 30)        |
| Duration of Examination | 3 Hours                                        |

C.2 Marks Distribution

| Component                | Paper I | Practical | IA | Total (ESE+IA/ESE+PRAC) |
|--------------------------|---------|-----------|----|-------------------------|
| End Semester Examination | 70      | —         | —  | 70                      |
| Practical / Lab Work     | —       | —         | —  | 30                      |
| Internal Assessment      | —       | —         | 30 | 30                      |
| Maximum Marks            | 70      | —         | 30 | 100                     |
| Passing Marks            | 32      | —         | 13 | 45 (45%)                |

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Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

### C.3 Course Objectives (COBs)

| COB No. | Course Objectives;<br>After completing this course, learners will be able to:                                                                |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------|
| COB 1   | Explain the political foundations of education and analyze how political ideologies, policies, and governance influence educational systems. |
| COB 2   | Examine the relationship between education and democracy, citizenship, social justice, equality, and human rights.                           |
| COB 3   | Analyze educational policies and reforms in national and global contexts, with special reference to India and the provisions of NEP 2020.    |
| COB 4   | Describe the economic dimensions of education, including education as an investment in human capital and national development.               |
| COB 5   | Evaluate the financing of education, budgetary provisions, resource allocation, and issues related to educational planning and management.   |
| COB 6   | Examine the role of education in economic growth, employment generation, poverty reduction, and sustainable development.                     |
| COB 7   | Critically analyze issues of equity, access, quality, and privatization in education from political and economic perspectives.               |
| COB 8   | Develop an understanding of globalization, liberalization, and technological changes and their impact on educational policies and practices. |
| COB 9   | Interpret contemporary educational challenges through political and economic frameworks and propose evidence-based solutions.                |
| COB 10  | Apply political and economic perspectives to educational research, policy analysis, and decision-making in educational institutions          |

### C.4 Course Outcomes (COs)

| CLO No. | Course Learning Outcome<br>After completing this course, learners will be able to: |
|---------|------------------------------------------------------------------------------------|
|---------|------------------------------------------------------------------------------------|

|       |                                                                                                                               |
|-------|-------------------------------------------------------------------------------------------------------------------------------|
| CLO 1 | Explain the Political Economy & its relation to Education system in India.                                                    |
| CLO 2 | Describe the role & responsibilities of government in a welfare state concerning education.                                   |
| CLO 3 | Analyze the relationship between democracy and education and aims of education in a democratic society.                       |
| CLO 4 | Comprehend the constitutional values and their implications in education.                                                     |
| CLO 5 | Illustrate the concept and meaning of problems of Education; social, economic, political.                                     |
| CLO 6 | Evaluate the problems related to the policies of Government and to find out remedies.                                         |
| CLO 7 | Assess and evaluate various "Plan efforts" (V Year Plans) put into effect from time to time.                                  |
| CLO 8 | Analyze the Current Challenges in the Global Economy and impact of Liberalization, Privatization, Globalization on Education. |

### C.5 Syllabus — Unit-wise Breakdown

| Course Name: POLITICAL & ECONOMIC PERSPECTIVES OF EDUCATION<br>(MAEDU-CC201) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                          |
|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Unit                                                                         | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Suggested Lectures hours |
| I                                                                            | <b>Political Perspectives of Education</b> <ul style="list-style-type: none"> <li>Relationship between education and Politics.</li> <li>Role of the State and civil society in education</li> <li>Different forms of Government and their educational goals</li> <li>Responsibilities of the Government in a welfare state with special reference to education.</li> <li>Democracy and Education; Fundamental postulates of democracy and their implications in education</li> <li>Aims of education in a democratic society.</li> <li>Education for citizenship building.</li> </ul> | 12-15                    |
| II                                                                           | <b>Constitutional Values &amp; Education</b> <ul style="list-style-type: none"> <li>Secularism and Education</li> <li>Education for Nationalism</li> <li>Education and National Integration</li> <li>Role of teachers' organization in education and development.</li> <li>Equity and inclusion in education.</li> <li>Rights-based approach to education: Education as a human right; Child rights and education; Educational rights of minorities and disadvantaged groups; Affirmative action for promoting equal rights in education.</li> </ul>                                  | 12-15                    |
| III                                                                          | <b>Political Economy &amp; Education of free India</b> <ul style="list-style-type: none"> <li>How the Economy is Political -- and Why, Politics and Markets.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                               | 12-15                    |

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|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
|                                 | <ul style="list-style-type: none"> <li>• Foundations of Indian Political Economy.</li> <li>• Politics &amp; Education; The Politics of Policy Making, the Policy Making Process, and its implementation</li> <li>• Overview of Educational Governance in India.</li> <li>• Current Challenges in the Global Economy.</li> <li>• Liberalization, Privatization, Globalization and Education.</li> </ul>                                                                                                                                                                                                                                                                           |                                                              |
| IV                              | <b>Economic Perspectives of Education</b> <ul style="list-style-type: none"> <li>• Education as public good.</li> <li>• Education and economic growth, Economic reforms and education.</li> <li>• Education and Human development, Human Development Index (HDI), Human capability approach to education.</li> <li>• Production of Education: Cost-Benefit Analysis.</li> <li>• Education as an Output: Public Vs. Private Provision.</li> <li>• Institutional Stability and Change, Power, &amp; the State</li> </ul>                                                                                                                                                           | 12-15                                                        |
| V                               | <b>Educational Plans &amp; Problems in free India</b> <ul style="list-style-type: none"> <li>• Planned efforts of India for Education; Five-Year Plans and Education- an overview.</li> <li>• Allocation of Budget for education in India: A critical assessment with historical perspective.</li> <li>• Assessment and Evaluation of development and progress of Education during plans.</li> <li>• Problems of Education; Social and Economic, Problem related to quality and quantity, Administrative, and Political problems.</li> <li>• Role and impact of different organizations viz. NCERT, UGC, NCTE.</li> <li>• Millennium Development Goals and education.</li> </ul> | 12-15                                                        |
| <b>Total Suggested Lectures</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>60 (45 Lectures + 15 Tutorials) (For 4 Credit Course)</b> |

## C.6 Prescribed Textbooks

1. Azad, Jagdishlal (1975) Financing of Higher Education in India, New Delhi, Sterling Publishers.
2. Bradley, Steve & Green, Colin (2020) The Economics of Education: A Comprehensive Overview, London: Elsevier Academic Publisher
3. Brewer, Dominic J. & McEwan, Patrick J. (2010) Economics of Education, Elsevier Academic Publishers
4. Burkitt, B. (1984), Radical Political Economy: an Introduction to the Alternative Economics, Wheatsheaf Books, Brighton.
5. Clark, B. (1998), Political Economy: a Comparative Approach, Praeger, Westport, Conn. Connell, R. W. (1993), Schools and Social Justice, Temple University Press, Philadelphia.
6. Douglass North (1990), Institutions, Institutional Change and Economic Performance (New York: Cambridge University Press.
7. James P. Caporaso and David P. Levine (1992) Theories of Political Economy (New York: Cambridge University Press.
8. Johnes, Geraint & Johnes, Jill (2007) International Handbook on the Economics of Education, UK: Edward Elgar Publishing Limited
9. Joshi, K.L. (1977), Problems of Higher Education in India- An Approach to Structural Analysis and Reorganization, Bombay: Popular Prakashan Pvt. Ltd.

10. Klees, S.J. 1986. Planning and Policy Analysis in Education: what can Economists tell us?, Comparative Education Review, pp. 574-607

### C.7 Reference Books & Readings

1. Akinyemi, Samuel (2013) The Economics of Education, Houston: Strategic Book Publishing and Rights Co.
2. Apple, M. (1996), Cultural Politics and Education, Open University Press, Buckingham
3. McCall, Brian P. (2021) The Routledge Handbook of the Economics of Education, UK: Routledge - Taylor & Francis
4. Misra, Atmanand (1964) Financing Education in India, Bombay: Asia Publishing Co.
5. Naik J.P. (1956), Educational Planning in India, Allied Publishers
6. Ranganathan, S. (2007). Educational Reform and Planning Challenge. Kanishka Publishers, New Delhi.
7. Saffer, H. (1961) Investment in Human Capital, New York: McGraw Hill.
8. UNESCO- (1963) Economic and Social aspects of Educational Planning.
9. Yogendra K. Sharma (2001), History and Problems of Education Vol. I-& II, Kanishka Publishers, Distributors.
10. UNESCO (1961) Financing of Education, Paris: UNESCO.

### Suggested E-Resources / Digital Repositories

1. Onlinecourses.swayam2.ac.in
2. dspace.library.manuu.edu.in
3. iiari.org
- 4.open.umn.edu

### C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (20 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

## MAEDU-CC202

### C.1 Paper Identification

| PAPER PROFILE       |                    |
|---------------------|--------------------|
| Paper Code          | MAEDU-CC202        |
| Title of the Paper  | CURRICULUM STUDIES |
| Programme / Subject | MA Education       |
| Semester            | Semester II        |
| Nature of Course    | Core Course (CC)   |

|                         |                                         |
|-------------------------|-----------------------------------------|
| L-T-P                   | 3-1-0                                   |
| Credits                 | 4                                       |
| Maximum Marks           | 100 (ESE: 70 + Internal Assessment: 30) |
| Duration of Examination | 3 Hours                                 |

## C.2 Marks Distribution

| Component                | Paper I | Practical | IA | Total (ESE+IA/ESE+PRAC) |
|--------------------------|---------|-----------|----|-------------------------|
| End Semester Examination | 70      | —         | —  | 70                      |
| Practical / Lab Work     | —       | —         | —  | 30                      |
| Internal Assessment      | —       | —         | 30 | 30                      |
| Maximum Marks            | 70      | —         | 30 | 100                     |
| Passing Marks            | 32      | —         | 13 | 45 (45%)                |

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

## C.3 Course Objectives (COBs)

| COB No. | Course Objectives;<br>After completing this course, learners will be able to:                                 |
|---------|---------------------------------------------------------------------------------------------------------------|
| COB 1   | Explain the concept, nature, scope, and significance of curriculum in education.                              |
| COB 2   | Examine the philosophical, psychological, sociological, and historical foundations of curriculum development. |
| COB 3   | Analyze the principles, approaches, and models of curriculum development and design.                          |
| COB 4   | Develop an understanding of curriculum planning, organization, implementation, and transaction processes.     |
| COB 5   | Differentiate among aims, goals, objectives, and learning outcomes in curriculum construction.                |
| COB 6   | Critically evaluate various curriculum models, innovations, and contemporary curriculum issues.               |
| COB 7   | Analyze the curriculum evaluation techniques and procedures for improving educational effectiveness.          |

|        |                                                                                                                 |
|--------|-----------------------------------------------------------------------------------------------------------------|
| COB 8  | Explore the role of national agencies, educational policies, and NEP-2020 in curriculum reform and development. |
| COB 9  | Apply theoretical knowledge to the design and development of curricula for diverse educational contexts.        |
| COB 10 | Develop critical and reflective perspectives on curriculum practices in schools and higher education.           |

#### C.4 Course Outcomes (COs)

| CLO No. | Course Learning Outcome<br>After completing this course, learners will be able to: |
|---------|------------------------------------------------------------------------------------|
| CLO 1   | Define curriculum.                                                                 |
| CLO 2   | Identify the components of curriculum.                                             |
| CLO 3   | Describe the various principles of curriculum.                                     |
| CLO 4   | Explain various determinants of curriculum.                                        |
| CLO 5   | Describe and analyze various approaches to curriculum.                             |
| CLO 6   | Explain and compare various types of curriculum.                                   |
| CLO 7   | Differentiate between various models of curriculum.                                |

#### C.5 Syllabus — Unit-wise Breakdown

| Course Name: CURRICULUM STUDIES (MAEDU-CC202) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                          |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Unit                                          | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Suggested Lectures hours |
| I                                             | <b>Nature, Types and Determinants of curriculum</b> <ul style="list-style-type: none"> <li>• Concept &amp; Definition of Curriculum,</li> <li>• Components of curriculum: Objectives, Content, Learning experiences and evaluation system.</li> <li>• Philosophical, Sociological, Psychological, Linguistics and Historical Foundations of Curriculum.</li> <li>• Determinants of curriculum: Objectives, Values in Indian Constitution, Knowledge, Society, Learner, Nature of Subject</li> </ul> | 12-15                    |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
|     | <p>matter.</p> <ul style="list-style-type: none"> <li>Principles of Curriculum construction - students cantered, Activity Centred, Community Centred, Forward looking principle, Principles of Integration, Principles of Conservation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                 |       |
| II  | <p><b>Types &amp; Nature of Curriculum</b></p> <ul style="list-style-type: none"> <li>Relevance, flexibility, quality, Conceptuality and plurality in curriculum construction.</li> <li>Types of curriculum: Subject Cantered, Learner Centred, Community Centred, Activity based, Broad Field curriculum and Core curriculum.</li> <li>Humanistic Curriculum - Characteristics, Purpose, Role of Teacher and psychological basis.</li> <li>Social re-constructionist curriculum – Characteristics, Purpose, Role of teacher.</li> <li>Relationships between Types of Curricula.</li> </ul>                        | 12-15 |
| III | <p><b>Models of Curriculum Designing.</b></p> <ul style="list-style-type: none"> <li>Curriculum development: concept and need</li> <li>Factors That Influence Curriculum Design</li> <li>Need for active role of stakeholders in the process of curriculum development</li> <li>Grass root Model vs Administrative model.</li> <li>Curriculum models: The Objective Model, The Process Model, Taba's Inverted model, Tyler's Ends-Means model, Oliva model, Beaucham's Model, Saylor-Alexander Model, Wheeler's Model, Kerr's Model, etc.</li> </ul>                                                               | 12-15 |
| IV  | <p><b>Curriculum Development in India</b></p> <ul style="list-style-type: none"> <li>Review of NCF 2005, BCF 2008</li> <li>Review of NCFTE 2009</li> <li>Review of The National Early Childhood Care &amp; Education (ECCE) Curriculum Framework- Ministry of Women &amp; Child Development</li> <li>Role of UGC, NCERT and SCERT in Curriculum Development</li> <li>NCTE Guidelines for different Courses (D.L.Ed/B.Ed./M.Ed.)</li> </ul>                                                                                                                                                                         | 12-15 |
| V   | <p><b>Curriculum change and Research in Curriculum.</b></p> <ul style="list-style-type: none"> <li>Concept of Curriculum Evaluation, Need &amp; Importance of Curriculum Evaluation Improvement and Innovations.</li> <li>Participants in Curriculum Evaluation: Curriculum specialists, administrators, teachers, students and Decision makers.</li> <li>Methods of Curriculum Evaluation</li> <li>Tools and Techniques of Curriculum Evaluation</li> <li>Barriers to Curriculum Change.</li> <li>Emerging trends and thrust areas of research in Curriculum: National and International perspectives.</li> </ul> | 12-15 |

## C.6 Prescribed Textbooks

1. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
2. Arora, G.L. (1984): Reflections on Curriculum. NCERT.
3. Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
4. English, F.W, (2000). Deciding What to Teach and Test, CA, Corwin Press, Sage Publications, Thousand Oaks.
5. Erickson, H. L, (2000). Concept based Curriculum and Instruction, CA, Corwin Press, Sage Publications, Thousand Oaks.
6. Flinders D. J (Ed) (1977). The Curriculum Studies, New Delhi, Atlantic Publishers.
7. McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.

## C.7 Reference Books & Readings

1. NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
2. NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
3. Taba, Hilda (1962). Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York.
4. Tyler, Ralph. W. (1962). Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.
5. Tyler, Ralph. W. (1974) Basic Principles of Curriculum & Instruction, Chicago, The University of Chicago Press, 1974.
6. Zias, R S. (1976). Curriculum principles and foundations. New York: Harper & Row.

## Suggested E-Resources / Digital Repositories

1. [Onlinecourses.swayam2.ac.in](http://Onlinecourses.swayam2.ac.in)
2. [dspace.library.manuu.edu.in](http://dspace.library.manuu.edu.in)
3. [iiari.org](http://iiari.org) 4. [open.umn.edu](http://open.umn.edu)

## C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (20 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

## MAEDU-CC203

### C.1 Paper Identification

| PAPER PROFILE |             |
|---------------|-------------|
| Paper Code    | MAEDU-CC203 |

|                         |                                         |
|-------------------------|-----------------------------------------|
| Title of the Paper      | CONTEMPORARY PEDAGOGICAL PRACTICES      |
| Programme / Subject     | MA Education                            |
| Semester                | Semester II                             |
| Nature of Course        | Core Course (CC)                        |
| L – T – P               | 3 – 1 – 0                               |
| Credits                 | 4                                       |
| Maximum Marks           | 100 (ESE: 70 + Internal Assessment: 30) |
| Duration of Examination | 3 Hours                                 |

### C.2 Marks Distribution

| Component                | Paper I | Practical | IA | Total (ESE+IA/ESE+PRAC) |
|--------------------------|---------|-----------|----|-------------------------|
| End Semester Examination | 70      | —         | —  | 70                      |
| Practical / Lab Work     | —       | —         | —  | 30                      |
| Internal Assessment      | —       | —         | 30 | 30                      |
| Maximum Marks            | 70      | —         | 30 | 100                     |
| Passing Marks            | 32      | —         | 13 | 45 (45%)                |

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

### C.3 Course Objectives (COBs)

| COB No. | Course Objectives;<br>After completing this course, learners will be able to: |
|---------|-------------------------------------------------------------------------------|
| COB 1   | Describe the concept, definitions and objectives of teaching.                 |
| COB 2   | Explain the general principles and maxims of teaching.                        |
| COB 3   | Illustrate the various levels of teaching.                                    |
| COB 4   | Explain the classification of Bloom’s taxonomy of educational objectives.     |

|       |                                                                    |
|-------|--------------------------------------------------------------------|
| COB 5 | Explain the merits and demerits of various approaches to teaching. |
| COB 6 | Apply various teaching methods in class-room teaching.             |
| COB 7 | Explore innovative methods of teaching.                            |
| COB 8 | Use of ICT in teaching and learning process.                       |
| COB 9 | Analyze and evaluate contemporary pedagogical practices            |

#### C.4 Course Outcomes (COs)

| CLO No. | Course Learning Outcome                                                                                                                    |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------|
| CLO 1   | Explain the concept, principles, scope, and significance of teaching and learning in diverse educational contexts.                         |
| CLO 2   | Analyze various methods, strategies, and approaches to teaching and their suitability for different learners, subjects                     |
| CLO 3   | Formulate instructional objectives and prepare effective lesson plans based on appropriate pedagogical principles.                         |
| CLO 4   | Select and utilize suitable teaching-learning materials, educational technologies, and digital resources to enhance classroom instruction. |
| CLO 5   | Apply learner-centered, activity-based, collaborative, and inclusive teaching strategies to facilitate meaningful learning.                |
| CLO 6   | Demonstrate effective classroom communication, classroom management, and facilitation skills for creating a positive learning environment. |
| CLO 7   | Design and implement appropriate assessment and evaluation techniques to monitor and improve student learning.                             |
| CLO 8   | Integrate reflective practice and feedback mechanisms for continuous improvement in teaching effectiveness.                                |
| CLO 9   | Address individual differences, diverse learning needs, and inclusive education requirements in instructional planning and delivery.       |
| CLO10   | Critically evaluate teaching practices and adopt innovative pedagogical approaches for improving educational outcomes.                     |

#### C.5 Syllabus — Unit-wise Breakdown

| Course Name: CONTEMPORARY PEDAGOGICAL PRACTICES<br>(MAEDU-CC203) |         |                          |
|------------------------------------------------------------------|---------|--------------------------|
| Unit                                                             | Content | Suggested Lectures hours |

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|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| I   | <b>Concept, Approaches and Objectives of Teaching:</b> <ul style="list-style-type: none"> <li>• Concept and definitions of teaching</li> <li>• Approaches or Conceptions of Teaching; Teacher-centred Conception, Student-centred</li> <li>• Conception, Intermediate Transitional Conception</li> <li>• General Principles of Effective Teaching</li> <li>• Maxims of teaching: known to unknown, simple to complex, easy to difficult, concrete</li> <li>• to abstract, particular to general, inductive to deductive, analysis to synthesis,</li> <li>• whole to part, psychological to logical, empirical to rational etc.</li> <li>• Aims &amp; Objectives of teaching in terms of learning outcomes with special reference</li> <li>• to Bloom's taxonomy of educational objectives</li> <li>• Levels of Teaching: Memory level, Understanding level and Reflective level</li> <li>• Requisite characteristics of a Good or Effective Teacher</li> </ul> | 12-15 |
| II  | <b>Teacher-Centered Methods of Teaching</b> <ul style="list-style-type: none"> <li>• Distinction between approach and method of teaching</li> <li>• Criteria of adopting a suitable method of teaching</li> <li>• Lecture Method</li> <li>• Demonstration Method</li> <li>• Lecture-cum-Demonstration Method</li> <li>• Story Telling Method</li> <li>• Team Teaching</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 12-15 |
| III | <b>Student-Centered Methods of Teaching</b><br>Process, Skills associated, Merits and limitations of following methods: <ul style="list-style-type: none"> <li>• Problem Solving Method</li> <li>• Assignment Method</li> <li>• Project Method</li> <li>• Heuristic method</li> <li>• Play-way Method</li> <li>• Kinder Garden Method</li> <li>• Montessori Method</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 12-15 |
| IV  | <b>Group Controlled Methods of Teaching</b><br>Process, Skills associated, Merits and limitations of following methods: <ul style="list-style-type: none"> <li>• Discussion Method</li> <li>• Dramatization Method - Merit and limitation</li> <li>• Group Discussions</li> <li>• Panel Discussion</li> <li>• Debate</li> <li>• Brain Storming</li> <li>• Field Trips</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 12-15 |
| V   | <b>Dynamic and Modern Methods of Teaching</b> <ul style="list-style-type: none"> <li>• Mastery Learning</li> <li>• Programmed Instruction</li> <li>• Computer Assisted Instruction</li> <li>• Teaching Machines</li> <li>• Use of ICT and Audio-Visual Aids – Advantages of Audio-Visual Aids and</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 12-15 |

|  |                                        |                                                              |
|--|----------------------------------------|--------------------------------------------------------------|
|  | types of Aids.<br>• E-Learning Methods |                                                              |
|  | <b>Total Suggested Lectures</b>        | <b>60 (45 Lectures + 15 Tutorials) (For 4 Credit Course)</b> |

## C.6 Prescribed Textbooks

12. Bhatia, K. (2002), "The Principles and Methods of teaching", Doaba House, New Delhi.
13. Bhatt, B.D. (1995). Modern Methods of Teaching. Kanishka Publishers
14. Cooper, James M. (Ed.) (2014) Classroom Teaching Skills, 10th Edition, Belmont (CA): Wadsworth, Cengage Learning
15. Day, Christopher (2004), "A Passion for Teaching", RoutledgeFalmer, London.
16. Fry, H., Ketteridge, S., & Marshall, S (2009) A Handbook for Teaching and Learning in Higher Education, 3rd Ed., New York: Routledge.
17. Government of India (2000), National Curriculum Framework (NCF), NCERT, New Delhi.
18. Government of India (2005), National Curriculum Framework (NCF), NCERT, New Delhi
19. Jangira, N. K., & Singh, A. (1982) Core Teaching Skills: Microteaching Approach, New Delhi: NCERT
20. Kyriacou, Chris (2007) Essential Teaching Skills, 3rd Edition, Cheltenham (UK): Nelson Thornes Ltd.
21. Mangal, S. K. & Mangal, U. (2009), Essentials Of Educational Technology, New Delhi: PHI Learning Pvt. Ltd.
22. Mujis, D. & Reynolds, D. (2002) Effective Teaching: Evidence and Practice. London: Paul Chapman Publishing.
23. Singh, L. C. & Sharma, R. D. (1987) Microteaching: Theory & Practice 3rd. Ed. 2002, Agra: H.P. Bhargava Book House.
24. Woods, P. (2011), "Critical Events in Teaching and Learning", Routledge Library Edition, London.

## C.7 Reference Books & Readings

1. Bigge, Morris L. & Shermis, Samuel S. (2004), Learning Theories for Teachers, 6th Edition, Boston: Pearson/Allyn and Bacon Inc.
2. Chris, Kyriacou (1997), "Effective Teaching in Schools : Theory & Practice", Stanley Thornes Ltd.
3. Davis, B. G. (1993) Tools for Teaching, San Francisco: Jossey-Bass Inc. Publishers.
4. Gage, N. L. (1963) Handbook of Research on Teaching, Chicago: Rand McNally & Co.
5. David Coulby and others (2011), "Preventing classroom Description : Policy, Practice and Evaluation in Urban Schools", Routledge Library edition, London.
6. Passi, B. K. (1976) Becoming Better Teacher: Microteaching Approach, Ahmedabad : Sahitya Mudranalaya

## E-Resources / Digital Repositories

1. Onlinecourses.swayam2.ac.in
2. dspace.library.manuu.edu.in
3. iiari.org
4. open.umn.edu

## C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

### Internal Assessment (20 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

**C.1 Paper Identification**

| PAPER PROFILE           |                                         |
|-------------------------|-----------------------------------------|
| Paper Code              | MAEDU-CC204                             |
| Title of the Paper      | EDUCATIONAL ASSESSMENT & EVALUATION     |
| Programme / Subject     | MA Education                            |
| Semester                | Semester II                             |
| Nature of Course        | Core Course(CC)                         |
| L – T – P               | 3 – 1 – 0                               |
| Credits                 | 4                                       |
| Maximum Marks           | 100 (ESE: 70 + Internal Assessment: 30) |
| Duration of Examination | 3 Hours                                 |

**C.2 Marks Distribution**

| Component                | Paper I | Practical | IA | Total (ESE+IA/ESE+PRAC) |
|--------------------------|---------|-----------|----|-------------------------|
| End Semester Examination | 70      | —         | —  | 70                      |
| Practical / Lab Work     | —       | —         | —  | 30                      |
| Internal Assessment      | —       | —         | 30 | 30                      |
| Maximum Marks            | 70      | —         | 30 | 100                     |
| Passing Marks            | 32      | —         | 13 | 45 (45%)                |

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

**C.3 Course Objectives (COBs)**

| COB No. | Course Objectives;<br>After completing this course, learners will be able to:                                           |
|---------|-------------------------------------------------------------------------------------------------------------------------|
| COB 1   | Explain the concepts, principles, and purposes of educational assessment and evaluation in teaching–learning processes. |

|        |                                                                                                                                                                                               |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| COB 2  | Differentiate among assessment, measurement, testing, examination, and evaluation and explain their interrelationships.                                                                       |
| COB 3  | Develop knowledge of various assessment approaches and evaluation models, including formative, summative, diagnostic, and criterion-referenced assessment.                                    |
| COB 4  | Acquire skills in selecting, constructing, administering, and standardizing assessment tools and tests for educational purposes.                                                              |
| COB 5  | Describe the characteristics of a good assessment instrument, including reliability, validity, objectivity, and usability.                                                                    |
| COB 6  | Apply quantitative and qualitative techniques for analyzing and interpreting assessment data to improve instructional practices and learner achievement.                                      |
| COB 7  | Develop competency in designing outcome-based and competency-based assessment strategies aligned with curriculum objectives and learning outcomes.                                            |
| COB 8  | Critically examine contemporary trends and reforms in educational evaluation, including Continuous and Comprehensive Evaluation (CCE), grading systems, and alternative assessment practices. |
| COB 9  | Use assessment results for feedback, decision-making, and educational improvement at learner, classroom, and institutional levels.                                                            |
| COB 10 | Develop professional competence in planning, implementing, and evaluating educational programmes and learner performance in diverse educational settings.                                     |

#### C.4 Course Outcomes (COs)

| CLO No. | Course Learning Outcome                                                                                                                |
|---------|----------------------------------------------------------------------------------------------------------------------------------------|
|         | After completing this course, learners will be able to:                                                                                |
| CLO 1   | Explain the basic concepts and types of educational assessment                                                                         |
| CLO 2   | Analyze the basic considerations in educational assessment and evaluation                                                              |
| CLO 3   | Illustrate the various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners. |
| CLO 4   | Design the basic Techniques and Tools of Evaluation of Cognitive and Non-Cognitive Outcomes.                                           |
| CLO 5   | Develop skills and competencies in constructing and standardizing different kinds of tests.                                            |

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|-------|-----------------------------------------------------------------------------------------------------------------------------|
| CLO 6 | Illustrate the recent trends of educational evaluation like Grading System, Question Banking, Use of Computer in Evaluation |
|-------|-----------------------------------------------------------------------------------------------------------------------------|

### C.5 Syllabus — Unit-wise Breakdown

| Course Name: EDUCATIONAL ASSESSMENT & EVALUATION (MAEDU-CC204) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                          |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Unit                                                           | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Suggested Lectures hours |
| I                                                              | <b>Basic Concepts in Educational Assessment</b> <ul style="list-style-type: none"> <li>• Concept of Test, Measurement, Assessment and Evaluation.</li> <li>• Role of Evaluation in the Teaching Learning Process.</li> <li>• Needs &amp; Purposes of Evaluation</li> <li>• Types of Evaluation; Placement Evaluation, Formative &amp; Summative Evaluation, Diagnostic Evaluation, Internal &amp; External Evaluation, Norm-referenced and Criterion-referenced Evaluation</li> <li>• Continuous Comprehensive Internal Assessment</li> </ul>                                                                                                                                                                                             | 12-15                    |
| II                                                             | <b>Basic Considerations in Educational Assessment</b> <ul style="list-style-type: none"> <li>• Basic Characteristics of a good Measuring Instrument</li> <li>• Validity: Concepts, types and their ways of determination, Factors affecting validity.</li> <li>• Reliability: Concepts, types and their ways of estimation, Factors affecting reliability.</li> <li>• Objectivity: Concepts, types and their ways of estimation, Factors affecting objectivity.</li> <li>• Educational Objectives and their Role in Teaching Learning and Testing Process</li> <li>• Taxonomy of educational objectives- B.S. Bloom.</li> </ul>                                                                                                           | 12-15                    |
| III                                                            | <b>Techniques and Tools of Evaluation</b> <ul style="list-style-type: none"> <li>• Basic Techniques and Tools of Evaluation of Cognitive Outcomes; Subjective and Objective Tools, Nature, Characteristics, Advantages and Limitations of Essay Test, Objectives Test, Performance Test and Oral Test.</li> <li>• Basic Techniques and Tools of Evaluation of Non-Cognitive Outcomes; Observation Schedules, Rating scales, Interest Inventories.</li> <li>• Measurement of Aptitude; Different Types of Aptitude Tests and their Salient Features</li> <li>• Steps Involved in the Construction and Standardization of an Achievement Test</li> <li>• Construction and Standardization of a Criterion-referenced Mastery Test</li> </ul> | 12-15                    |
| IV                                                             | <b>Recent Trends of Educational Evaluation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 12-15                    |

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|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
|                                 | <ul style="list-style-type: none"> <li>Diagnostic Testing: Steps Involved in the Construction of a Diagnostic Test.</li> <li>Semester System</li> <li>Choice Based Credit System (CBCS)</li> <li>Grading System</li> <li>Question Banking</li> <li>Use of Computer in Evaluation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                  |                                                              |
| V                               | <b>Interpretation of Test Scores</b> <ul style="list-style-type: none"> <li>Scales of Measurements; Nominal, Ordinal, Interval and Ratio Scales</li> <li>Graphical Representation of Data</li> <li>Measures of Central Tendency; Calculation &amp; uses of Mean, Median, Mode</li> <li>Measures of Variability; Range, Interquartile Range, Standard deviation, Variance.</li> <li>Correlation; Product Moment and Rank Difference Correlations and their uses.</li> <li>Characteristics of Normal Probability curve and its applications</li> <li>Interpretation of Test Scores; Norms; Concept and Types- Age, Grade, Percentile, Z- Score, T-scores, C-scores &amp; Stannines.</li> </ul> | 12-15                                                        |
| <b>Total Suggested Lectures</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>60 (45 Lectures + 15 Tutorials) (For 4 Credit Course)</b> |

## C.6 Prescribed Textbooks

- Angelo, Thomas A. & Cross, K. Patricia (1993) Classroom Assessment Techniques - A Handbook for College Teachers, 2<sup>nd</sup> Edition. San Francisco: Jossey-Bass Inc., Publishers.
- Chauhan, C. P. S. (1993). Emerging Trends in Educational Evaluation. New Delhi: Commonwealth Publishers
- Cronbach, L. J. (1990): Essentials of Psychological Testing (5th Edition) New York: Harper & Row.
- Freeman, Frank S. (1965): Theory and Practice of Psychological Testing. New Delhi: Oxford Publishing
- Gronlund, N. E. & Linn, R. L. (2000). Measurement and Assessment in Teaching (8th Edition). New Jersey: Prentice Hall
- Guilford, J. P. (1936). Psychometric Methods. New York; Macmillan Publishing Co.
- Hopkins, C. D. & Stanley, J. C. (1981): Educational and Psychological Measurement and Evaluation (6th edn.). New Jersey, Englewood Cliffs: Prentice Hall Inc.
- Kubiszyn, Tom & Borich, Gary (2013) Educational Testing and Measurement: Classroom Application and Practice, 10<sup>th</sup> Ed., Hoboken-New Jersey: John Wiley & Sons, Inc.
- NCERT (1984), Curriculum evaluation, NCERT, New Delhi

## C.7 Reference Books & Readings

- Anastasi, Anne & Urbina, Susane (2004): Psychological Testing. Singapore: Pearson Education
- NCERT (2006), Systematic reforms for Curriculum change, NCERT, New Delhi
- Payne, D. A. (2003). Applied Educational Assessment. Wadsworth: Thomson Learning, USA
- Popham, W. J. (1981). Modern Educational Measurement. New Jersey, Englewood Cliffs: Prentice Hall Inc.
- Singh, A. K. (2002). Tests, Measurements and Research Methods in Behavioural Sciences, Patna: Bharti Bhawan Publishers & Distributors

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6. Ward, A. W. & Ward, M. M. (1999). Assessment in the Classroom. Wadsworth: International Thomson Publishing Company
7. Yorke, Mantz (2008) Grading Student Achievement in Higher Education: Signals & Shortcomings, Abingdon, Oxon: Routledge Taylor & Francis Group.

### Suggested E-Resources / Digital Repositories

1. Onlinecourses.swayam2.ac.in
2. dspace.library.manuu.edu.in
3. iiari.org
- 4.open.umn.edu

### C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (20 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

## MAEDU-GE205

### C.1 Paper Identification

| PAPER PROFILE           |                                         |
|-------------------------|-----------------------------------------|
| Paper Code              | MAEDU-GE205                             |
| Title of the Paper      | WOMEN EDUCATION & GENDER SENSITIZATION  |
| Programme / Subject     | MA Education                            |
| Semester                | Semester II                             |
| Nature of Course        | General Elective Courses(GE)            |
| L – T – P               | 3 – 1 – 0                               |
| Credits                 | 4                                       |
| Maximum Marks           | 100 (ESE: 70 + Internal Assessment: 30) |
| Duration of Examination | 3 Hours                                 |

C.2 Marks Distribution

| Component                | Paper I | Practical | IA | Total (ESE+IA/ESE+PRAC) |
|--------------------------|---------|-----------|----|-------------------------|
| End Semester Examination | 70      | —         | —  | 70                      |
| Practical / Lab Work     | —       | —         | —  | 30                      |
| Internal Assessment      | —       | —         | 30 | 30                      |
| Maximum Marks            | 70      | —         | 30 | 100                     |
| Passing Marks            | 32      | —         | 13 | 45 (45%)                |

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COBs)

| COB No. | Course Objectives;<br>After completing this course, learners will be able to:                                               |
|---------|-----------------------------------------------------------------------------------------------------------------------------|
| COB 1   | Explain the concept of gender and distinguish between sex and gender in social, cultural, and educational contexts.         |
| COB 2   | Examine the status of women in India with reference to historical, social, economic, political, and educational dimensions. |
| COB 3   | Analyze gender disparities in education and identify factors responsible for inequality and exclusion.                      |
| COB 4   | Develop awareness of women's rights, constitutional provisions, policies, and legal safeguards related to gender equality.  |
| COB 5   | Evaluate the role of education in women's empowerment and social transformation.                                            |
| COB 6   | Critically examine gender bias and stereotypes present in family, society, media, curriculum, and educational institutions. |
| COB 7   | Promote gender-sensitive attitudes and practices in teaching, learning, and educational administration.                     |
| COB 8   | Evaluate national and international initiatives aimed at achieving gender justice and women's development.                  |
| COB 9   | Design and implement strategies for gender-inclusive education and equitable learning environments.                         |

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| COB 10 | Develop commitment towards gender equity, social justice, and empowerment of marginalized women and girls. |
|--------|------------------------------------------------------------------------------------------------------------|

#### C.4 Course Outcomes (COs)

| CLO No. | Course Learning Outcome<br>After completing this course, learners will be able to:                                                                                             |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CLO 1   | Explain about the present scenario of Women Education.                                                                                                                         |
| CLO 2   | Analyze the concept, need and relevance of Women Education.                                                                                                                    |
| CLO 3   | Develop the evolution and constraints of Women Education.                                                                                                                      |
| CLO 4   | Interpret the values for women and establish the importance, of empowerment, of developing an identity independent of societal restrictions, and a sense of power and respect. |
| CLO 5   | Assess the Comprehensive and Balanced understanding of the fact that women can play pivotal role in national and international development.                                    |
| CLO 6   | Implement the legal rights of women and the means of enforcing such rights for the achievement of equality and development.                                                    |

#### C.5 Syllabus — Unit-wise Breakdown

| Course Name: <b>WOMEN EDUCATION &amp; GENDER SENSITIZATION</b><br>(MAEDU-GE205) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                          |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Unit                                                                            | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Suggested Lectures hours |
| I                                                                               | <b>Concept, Origin &amp; Scope of Women Education</b> <ul style="list-style-type: none"> <li>• Concept, Nature and Scope of Women Education.</li> <li>• Need and Importance of women's education and its features.</li> <li>• Evolution of Women Education.</li> <li>• Development of society and women education</li> <li>• Constrains- Social, Cultural, Economical Political.</li> <li>• Discrimination- Gender, Glass ceiling, Habitat.</li> <li>• Women's Education in Rural and urban area; Problems and achievements.</li> </ul> | 12-15                    |
| II                                                                              | <b>Constitutional Provisions &amp; Law Enactments</b> <p>Constitutional Provisions and Legislation</p> <ul style="list-style-type: none"> <li>• Women's Rights Act and its implementations</li> <li>• Pre- Conception, Pre Natal, Diagnostic Technique Act.</li> <li>• Inheritance Right.</li> <li>• Property Right.</li> </ul>                                                                                                                                                                                                         | 12-15                    |

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|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
|                                 | <ul style="list-style-type: none"> <li>• Dowry Act.</li> <li>• Domestic Violence Act.</li> <li>• Maternity Act.</li> <li>• Sexual Harassment Act.</li> <li>• Suppression of Immoral Trafficking Act.</li> <li>• Vitriolage (Legal provision for Acid attacked Victims).</li> </ul>                                                                                                                                                                                                  |                                                              |
| III                             | <b>Affirmative Plans &amp; Strategies for Women Empowerment</b> <ul style="list-style-type: none"> <li>• Governmental Plans &amp; Policies for girl's education.</li> <li>• Welfare Schemes.</li> <li>• Budget &amp; Allocation for women welfare.</li> <li>• Provision at Local Self Govt.</li> <li>• Provisions at State Govt.</li> <li>• Provisions at Central Govt.</li> <li>• Reservation for Women.</li> </ul>                                                                | 12-15                                                        |
| IV                              | <b>State, National, International Agencies</b> <ul style="list-style-type: none"> <li>• State Commission for women.</li> <li>• National Commission for women.</li> <li>• Women Development Corporation.</li> <li>• Ministry of Women &amp; Child Welfare.</li> <li>• NGOS.</li> <li>• United Nations Organization &amp; its Convention.</li> <li>• United Nations Development Fund for women.</li> <li>• Other International Bodies.</li> </ul>                                     | 12-15                                                        |
| V                               | <b>Revolution in Women Education</b> <ul style="list-style-type: none"> <li>• Contributions of Social Reformers.</li> <li>• Feminist Revolution.</li> <li>• Emerging Trends in Women Education.</li> <li>• Problems of Professional Women.</li> <li>• Women Participation in Decision Making.</li> <li>• Role of women in educational administration and management.</li> <li>• Comparative study of Women's Education with developed nations i.e., U.S.A., U.K., Japan.</li> </ul> | 12-15                                                        |
| <b>Total Suggested Lectures</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>60 (45 Lectures + 15 Tutorials) (For 4 Credit Course)</b> |

## C.6 Prescribed Textbooks

1. Agrawal, S.P. (2001): Women's Education in India, Eastern Book House, Guwahati.
2. Arya Sadhna (1999): Women, Gender Equality and the State, Deep & Deep Publications, New Delhi.
3. Baig, Tara Ali (1976): India's Women Power, S. Chand & Company, New Delhi
4. Bakshi, S.R. (2002): Empowerment of Women and Politics of Reservation, DVS Publishers, Guwahati.
5. Ottaway A.K.C. (1962): Education & Women, London.
6. Dakshi, S.R. (1999): Welfare and Development of Women, Deep & Deep Publications, New Delhi.

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7. Gupta Mukta (2000): Women and Educational Development, DVS Publishers, Guwahati.
8. Hancock, A. (1977): Planning for Women Education, Longman, London.
9. Jayapalan, N. (2002): Women and Human Gight, DVS Publishers, Guwahati.
10. Joshi, S. T. (2003): Women and Development: The changing scenario, Nivedita Book Distributor, Guwahati.
11. Kapur Promilla (2001): Empowering the Indian Women. Publication Division Ministry of Information and Broad Casting. Govt. of India, New Delhi.
12. Mujibul Hasan Siddique b(1993): Women Education, A Research Approach, Ashish Publishing Hense, New Delhi.

### C.7 Reference Books & Readings

1. Abid, S.A. (2003): Women's Role in Education, Sab Publishers, Chennai.
2. Menon Latika (1998): Women Empowerment and Challenge of Change, Kanishka Publishers, New Delhi.
3. Narasimhan Sakuntala (1999): Empowering Women, Sage Publications, New Delhi.
4. Oberai Neena (1981): Development & Evaluation of Women Education, South Gujrat University, Surat.
5. Raju M. Lakshminath (2007): Women Empowerment, Challenges & Strategies Regal Publication, New Delhi
6. Ramchandran, V. (1998): Girls and women Education: Policies and implementation Mechanism. Case study: India, Bangkok, UNESCO.
7. Sahay, Sushma (1998): Women & Empowerment- Approaches & Strategies, Discovery Publishing House, New Delhi.
8. Seth Mira (2001): Women and Development, Sage Publication, New Delhi.
9. Shanthi, K. (1998): Empowerment of Women, Anmol Pub. Pvt. Ltd., New Delhi.
10. Singh, U.K. (2000): Women Education, Book Men Associates, Jaipur.
11. Usha Sharma (1995): Introduction to women Education, Common Wealth Publishers, New Delhi.

### Suggested E-Resources / Digital Repositories

1. Onlinecourses.swayam2.ac.in
2. dspace.library.manuu.edu.in
3. iiari.org
4. open.umn.edu

### C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

**Internal Assessment (20 marks) breakdown:**

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

## MAEDU-GE206

### C.1 Paper Identification

| PAPER PROFILE |             |
|---------------|-------------|
| Paper Code    | MAEDU-GE206 |

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|                         |                                         |
|-------------------------|-----------------------------------------|
| Title of the Paper      | PEACE EDUCATION                         |
| Programme / Subject     | MA Education                            |
| Semester                | Semester II                             |
| Nature of Course        | General Elective Course(GE)             |
| L – T – P               | 3 – 1 – 0                               |
| Credits                 | 4                                       |
| Maximum Marks           | 100 (ESE: 70 + Internal Assessment: 30) |
| Duration of Examination | 3 Hours                                 |

## C.2 Marks Distribution

| Component                | Paper I | Practical | IA | Total (ESE+IA/ESE+PRAC) |
|--------------------------|---------|-----------|----|-------------------------|
| End Semester Examination | 70      | —         | —  | 70                      |
| Practical / Lab Work     | —       | —         | —  | 30                      |
| Internal Assessment      | —       | —         | 30 | 30                      |
| Maximum Marks            | 70      | —         | 30 | 100                     |
| Passing Marks            | 32      | —         | 13 | 45 (45%)                |

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

## C.3 Course Objectives (COBs)

| COB No. | Course Objectives;<br>After completing this course, learners will be able to:                                                                                                              |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| COB 1   | Explain the concepts about peace and peace education, their relevance and connection to inner harmony in social relationships based on Constitutional values.                              |
| COB 2   | Reflect on the attitudes that generate conflicts at personal and social levels and learning skills and strategies of resolving these conflicts                                             |
| COB 3   | Express the self by continual reflection leading to reduction in stereotypes transcending barrier of identity and socialization                                                            |
| COB 4   | Analyze the curricular and educational processes, find creative alternatives which counter the negative influence of media and local community to weed out negative effects by influencing |

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|       | parents, families and local community                                                                 |
| COB 5 | Develop attitudes and skills for resolving conflicts in creative manner                               |
| COB 6 | Develop personal initiative and resources for the pursuit and promotion of peace.                     |
| COB 7 | Perform the activities for experiential awareness of peace as a reality at personal and school levels |
| COB 8 | Reflect on school, curricula, textbooks and pedagogical processes from peace perspective              |
| COB 9 | Realize the role of media and local community in peace education                                      |

#### C.4 Course Outcomes (COs)

| CLO No. | Course Learning Outcome<br>After completing this course, learners will be able to:                                                                     |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| CLO 1   | Explain the concept, principles, nature, scope, and significance of peace education in contemporary society.                                           |
| CLO 2   | Analyze the causes and consequences of conflict, violence, discrimination, and social injustice at individual, community, national, and global levels. |
| CLO 3   | Examine the philosophical, psychological, sociological, and ethical foundations of peace and peaceful coexistence.                                     |
| CLO 4   | Demonstrate understanding of human rights, social justice, democracy, equality, and cultural diversity as essential components of a peaceful society.  |
| CLO 5   | Apply conflict resolution, negotiation, mediation, and dialogue skills in educational and social settings.                                             |
| CLO 6   | Promote values such as tolerance, empathy, compassion, cooperation, respect, and non-violence in personal and professional life.                       |
| CLO 7   | Design and implement educational activities and programs that foster peace, harmony, and intercultural understanding.                                  |
| CLO 8   | Evaluate the role of educational institutions, communities, and international organizations in promoting peace and sustainable development.            |
| CLO 9   | Integrate peace-building perspectives into curriculum, teaching-learning processes, and educational practices.                                         |
| CLO10   | Demonstrate commitment to fostering a culture of peace, social responsibility, and global citizenship.                                                 |

#### C.5 Syllabus — Unit-wise Breakdown

| Course Name: PEACE EDUCATION (MAEDU-GE206) |         |           |
|--------------------------------------------|---------|-----------|
| Unit                                       | Content | Suggested |

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|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Lectures hours |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| I   | <b>Understanding Peace as a Dynamic Social Reality</b> <ul style="list-style-type: none"> <li>• Concept, need and significance of peace education.</li> <li>• Awareness of relevance of peace</li> <li>• Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life.</li> <li>• Peace contexts: underlying assumptions, processes and imperatives</li> <li>• Peace values vis-a-vis Constitutional values: Importance of the attitudes, beliefs and values of peace viz., compassion, cooperation, love, etc. that foster inner peace and Constitutional values of justice, equality, freedom, respect for differences and ecological resources that ensures peace in society.</li> </ul>                                                                                                                                | 12-15          |
| II  | <b>Foundations of peace</b> <ul style="list-style-type: none"> <li>• Foundations of peace: compassionate and ethical decision-making and intercultural and cultural harmony, responsible citizenship, respect for secular and democratic ideals based on non-violence, respect for differences, e.g. socio-economic, gender, etc., life style in harmony with sustainable development</li> <li>• Highlights of the philosophies of peace of various thinkers: M.K. Gandhi (1869-1948), Vinoba Bhave (1895-1982), B.R. Ambedkar (1891-1956), Martin Luther King Jr. (1929-1968), Eqbal Ahmad (1933-1999), Wahiduddin Khan (1925-2021), Tenzin Gyatso; The 14<sup>th</sup> Dalai Lama (1935-), Edward Said (1935-2003).</li> <li>• Peace initiatives at national and international levels.</li> </ul>                                                                                         | 12-15          |
| III | <b>Understanding Conflicts, Mediation and Transformation of Conflict</b> <ul style="list-style-type: none"> <li>• Nature of conflict; Incompatibility of needs and aspirations, Resulting conflicts at different levels in society- intrapersonal, interpersonal, organizational, interstate and global.</li> <li>• Understanding the role of social conditions and processes that sustain conflict: limited resources, poverty, political, economic, socio-cultural and ecological conditions, environmental resources viz. Water, forests, energy etc.</li> <li>• Developing capabilities for mediation and conflict transformation; Awareness of own identity, cultural underpinning and communication skills, Awareness of context of the conflict, Commitment to mediate, Looking for alternative strategies, skills and creative solutions to overcome/transform conflicts</li> </ul> | 12-15          |
| IV  | <b>Curricular Processes and Pedagogy of Peace Education</b> <ul style="list-style-type: none"> <li>• Critical reflection on the curricular processes and pedagogy of peace education</li> <li>• Challenging the traditional models of learning to constructivist approaches in teaching</li> <li>• Rethinking authority relations from democratic perspective; promoting dialoguing, and developing capabilities for decision making</li> <li>• Understanding social justice in local contexts- its implications</li> </ul>                                                                                                                                                                                                                                                                                                                                                                 | 12-15          |

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Officer-On-Special Duty (Judl.)

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|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
|                                 | <p>for beliefs, attitudes, and values and school/social practices and conflict resolution at all levels</p> <ul style="list-style-type: none"> <li>• Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level</li> <li>• Becoming peace teacher acquisition of relevant knowledge, attitudes, values and skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                             |
| V                               | <p><b>Orienting Education for Peace Building</b></p> <ul style="list-style-type: none"> <li>• Pedagogical knowledge for skill orientation of subject content and teaching-learning experience in classroom for promoting peace; Awareness of the epistemic connection of the subject content with peace values, e.g. Language (effective communication). Science ( objectivity, flexibility), social science ( democratic ethos, Constitutional values, and Multi-culturalism, conflicts, violence and war links with challenges to regional and local conflicts), Mathematics (precision), Using textbook contents for highlighting values of peace, particularly anti-peace messages in direct or hidden, Humanistic approach to evaluation</li> <li>• Becoming agency for peace in the school organization and surrounding local communities; Awareness of cultural characteristics of the local communities around school and quality of its linkages-parenting styles, disciplinary practices, economic conditions, linguistic background, domestic violence, attitudes towards education, etc.</li> <li>• Inspiring movements for health, yoga, effective parenting, and communication skill building, mediating conflicts in and around school</li> <li>• Awareness and orientation of students' attitudes towards balanced media exposure</li> <li>• Evaluation of the Peace –Building Processes- Understanding importance of skills and strategies of assessment of the peace – building process in terms of attitudes, values, skills and strategies at school level-motivation and sustains of efforts, sharing experiences towards peace building, reviewing strategies</li> </ul> | 12-15                                                       |
| <b>Total Suggested Lectures</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>60 (45Lectures + 15 Tutorials) (For 4 Credit Course)</b> |

## C.6 Prescribed Textbooks

1. [Aber, J. L., Brown, J. L. & Henrich, C.G. (1999). *Teaching Conflict Resolution: An Effective School- Based Approach to Violence Prevention*. New York: Columbia University, National Center for Children in Poverty.
2. Arnow, J. (1995). *Teaching Peace: How to Raise Children to Live in Harmony without Fear, without Prejudice, without Violence*. New York: The Berkeley Publishing Group.
3. Barash, D. (1991). *Introduction to Peace Studies*. Belmont, CA: Wadsworth Publishing Co.
4. Cortright, D. (2008). *Peace: A History of Movement and Ideas*. Cambridge: Cambridge University Press.
5. Deutsch, M & P. T. Coleman. (2000). *The Handbook of Conflict Resolution*. San Francisco, CA: Jossey-Bass.
6. Eisler, R.T. & Miller, R. (2004). *Educating for a Culture of Peace*. New York: Heineman.
7. Girard, K. and S. J. Koch. (1998). *Conflict Resolution in Schools: A Manual for Educators*. San Francisco, CA: Jossey-Bass.
8. Harris, I. & Morrison, M. L. (2003). *Peace Education (2nd edition)*. Jefferson, NC: McFarland Inc.
9. Johnson, D. W. & Johnson, R. T. (2005). *Teaching Students to be Peacemakers (4rd. edition)*. Edina, MN: Interaction Press.

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10. Page, James (2008). *Peace Education: Exploring Ethical and Philosophical Foundations* (Charlotte, NC: Information Age Press.
11. Salomon, Gavriel and Baruch Nevo (Eds.) (2003). *Peace Education: The Concept, Principles, and Practices around the World*. Mahwah, NJ: Lawrence Erlbaum.
12. Salomon, Gavriel and Edward Cairns (Eds.) (2010). *Handbook on Peace Education*. Taylor & Francis: New York: NY.
13. Ury, W. (1999). *Getting to Peace: Transforming Conflict at Home, at Work, and in the World*. New York, NY: Viking.
14. Weeks, D. (1992). *The Eight Essential Steps to Conflict Resolution*. Los Angeles, CA: Jeremy Tarcher, Inc.
15. Young, N. (2010). *The Oxford International Encyclopedia of Peace*. New York: Oxford Unity Press.

### C.7 Reference Books & Readings

1. Bajaj, Monisha, ed. (2008). *Encyclopedia of Peace Education*. Charlotte, NC: Information Age Publishing.
2. Brantmeier, Edward J. Lin, Jing & Bruhn, Christa (Eds.) (2008). *Transforming Education for Peace*. Charlotte, NC: Information Age Press.
3. Brock-Utne, Birgit. (1985). *Education for Peace*. London: Pergamon Press.
4. Harris, I. (1988). *Peace Education*. Jefferson, NC: McFarland Inc.
5. Read, Herbert. (1955). *Education for Peace*. New York: Harper Colophon.
6. Reardon, Betty (1989). *Comprehensive Peace Education*. New York, NY: Teachers College Press.
7. Montessorri, Maria (1972). *Education and Peace*. Chicago, IL: Regnery.
8. O'Hare, Pdraic (1983). *Education for Peace and Justice*. New York: Harper and Row.
9. Merryfield, M. and Remy, R. (1995). *Teaching about International Conflict and Peace*. Albany, New York: State University of New York Press.

### Suggested E-Resources / Digital Repositories

1. [Onlinecourses.swayam2.ac.in](http://Onlinecourses.swayam2.ac.in)
2. [dspace.library.manuu.edu.in](http://dspace.library.manuu.edu.in)
3. [iiari.org](http://iiari.org) 4. [open.umn.edu](http://open.umn.edu)

### C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (20 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

## MAEDU-GE207

### C.1 Paper Identification

| PAPER PROFILE       |                                       |
|---------------------|---------------------------------------|
| Paper Code          | MAEDU-GE207                           |
| Title of the Paper  | ACADEMIC WRITING & COMMUNICATION SKIL |
| Programme / Subject | MA Education                          |
| Semester            | Semester II                           |

|                         |                                         |
|-------------------------|-----------------------------------------|
| Nature of Course        | General Elective Courses(GE)            |
| L – T – P               | 3 – 1 – 0                               |
| Credits                 | 4                                       |
| Maximum Marks           | 100 (ESE: 70 + Internal Assessment: 30) |
| Duration of Examination | 3 Hours                                 |

## C.2 Marks Distribution

| Component                | Paper I | Practical | IA | Total (ESE+IA/ESE+PRAC) |
|--------------------------|---------|-----------|----|-------------------------|
| End Semester Examination | 70      | —         | —  | 70                      |
| Practical / Lab Work     | —       | —         | —  | 30                      |
| Internal Assessment      | —       | —         | 30 | 30                      |
| Maximum Marks            | 70      | —         | 30 | 100                     |
| Passing Marks            | 32      | —         | 13 | 45 (45%)                |

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

## C.3 Course Objectives (COBs)

| COB No. | Course Objectives;<br>After completing this course, learners will be able to:                                                                |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------|
| COB 1   | Develop an understanding of the principles and conventions of academic writing in higher education and research contexts.                    |
| COB 2   | Enhance critical reading, analysis, and synthesis skills for reviewing academic literature and scholarly texts.                              |
| COB 3   | Acquire proficiency in academic communication skills, including oral presentations, seminars, group discussions, and scholarly interactions. |
| COB 4   | Develop the ability to write academic and research documents such as essays, term papers, reports, research proposals, and dissertations.    |
| COB 5   | Apply appropriate citation, referencing, and documentation styles while maintaining academic integrity and avoiding plagiarism.              |

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| COB 6 | Strengthen skills in organizing, presenting, and defending academic arguments through logical reasoning and evidence-based writing. |
| COB 7 | Utilize digital tools and information resources effectively for academic writing, communication, and research dissemination.        |
| COB 8 | Cultivate professional communication competencies required for academic, educational, and research environments.                    |

#### C.4 Course Outcomes (COs)

| CLO No. | Course Learning Outcome<br>After completing this course, learners will be able to:               |
|---------|--------------------------------------------------------------------------------------------------|
| CLO 1   | Explain the needs, process and barriers of effective communication.                              |
| CLO 2   | Comprehend different modes of Verbal, Non-Verbal Communication & technology based communication. |
| CLO 3   | Develop Listening Skills and Reading Skills.                                                     |
| CLO 4   | Analyze the different kinds of Academic, technical and professional writing skills.              |
| CLO 5   | Use effectively MS Word, MS Excel and Microsoft PowerPoint.                                      |

#### C.5 Syllabus — Unit-wise Breakdown

| Course Name: ACADEMIC WRITING & COMMUNICATION SKIL<br>(MAEDU-GE207) |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                          |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Unit                                                                | Content                                                                                                                                                                                                                                                                                                                                                                                                                                   | Suggested Lectures hours |
| I                                                                   | <b>Introduction to Communication</b> <ul style="list-style-type: none"> <li>Need for Effective Communication.</li> <li>The Process of Communication: Levels of communication; Flow of communication.</li> <li>Use of language in communication; Communication networks.</li> <li>Significance of technical communication.</li> <li>Barriers to Communication: Types of barriers; Miscommunication; Noise; overcoming measures.</li> </ul> | 12-15                    |
| II                                                                  | <b>Types of Communication.</b> <ul style="list-style-type: none"> <li>Verbal Communication: Oral presentation and public speaking skills</li> <li>Interview; Structured &amp; Unstructured Interviews</li> <li>Group Discussion &amp; Panel Discussion; Difference between panel</li> </ul>                                                                                                                                               | 12-15                    |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                             |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
|                                 | <p>discussion and group discussion, How to conduct a Panel Discussion and Group Discussion.</p> <ul style="list-style-type: none"> <li>• Debate; Main Differences Between Debate and Group Discussion</li> <li>• Non-verbal Communication and Body Language: Forms of non-verbal communication; Interpreting body-language cues; Kinesics; Proxemics; Chronemics; Effective use of body language.</li> </ul>                                                                                                                                                                                                                                                                                       |                                                             |
| III                             | <p><b>Technical Writing</b></p> <ul style="list-style-type: none"> <li>• Types of writings and their basic features; Creative Writing, Expressive Writing, Expository Writing, Journalism, and Technical Writing.</li> <li>• Technical Writing: Types of documents in technical writing category, Attributes of technical writings, Differences between technical and literary style, Elements of style; Sentence formation; Use of appropriate diction, Coherence and Cohesion, Common Errors.</li> <li>• Process for Creating an Interesting, Informative Text</li> <li>• Paragraph and Essay Writing, Technical Writing vs. Essay Writing</li> <li>• Drawbacks in Technical Writings</li> </ul> | 12-15                                                       |
| IV                              | <p><b>Expository writing and Academic writing</b></p> <ul style="list-style-type: none"> <li>• Expository writing and Academic writing; Types, features and the essential requirements.</li> <li>• Academic sources and how to refer to them? How to cite a source, paraphrase and acknowledge the source?</li> <li>• How to edit one's own writing?</li> <li>• Writing a newspaper/magazine articles</li> <li>• Writing a Research Paper</li> <li>• Report Writing: Basics of Report Writing; Structure of a report; Types of reports.</li> </ul>                                                                                                                                                 | 12-15                                                       |
| V                               | <p><b>Technology-based Communication:</b></p> <ul style="list-style-type: none"> <li>• Basic Knowledge of the use of MS Word</li> <li>• Basic Knowledge of the use of MS Excel</li> <li>• Netiquettes: Effective e-mail messages;</li> <li>• Mail Merger</li> <li>• Basic skills of Power-point presentation</li> <li>• Enhancing editing skills using computer software.</li> </ul>                                                                                                                                                                                                                                                                                                               | 12-15                                                       |
| <b>Total Suggested Lectures</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>60 (45Lectures + 15 Tutorials) (For 4 Credit Course)</b> |

## C.6 Prescribed Textbooks

1. ASM International (2001) Engineers' Guide to Technical Writing, [www.asminternational.org](http://www.asminternational.org)
2. Beasley, V (1988) "Developing academic literacy: the Flinders experience", in Taylor, G et al [Eds.], Literacy by Degrees, Society for Research into Higher Education & Open University Press, Milton Keynes, UK.

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3. Bovee, Courtland, L., John V. Thill and Barbara E. Schatzman. (2004) *Business Communication Today: Seventh Edition*. Delhi: Pearson Education.
4. Department of Biosystems and Agricultural Engineering (2007) *Technical Writing Guide*, Michigan State University
5. Eunson, Baden Ian (2012) *Communicating in the 21st Century* (3rd Ed.), John Wiley & Sons Australia Ltd.
6. Fenton, Norman (31 August 2017) *Improving Your Technical Writing Skills*, London: School of Electronic Engineering and Computer Science, Queen Mary (University of London)
7. Gerson, Steven M. (n.d.) *Writing That Works: A Teacher's Guide to Technical Writing*, Topeka, KS: Kansas Curriculum Center Washburn University

### C.7 Reference Books & Readings

1. Lesikar, Raymond V and John D. Pettit. *Report Writing for Business*. Boston: McGraw-Hill, 1998.
2. Lesikar, Raymond V and Marie E. Flatley. *Basic Business Communication: Skills for Empowering the Internet Generation: Ninth Edition*. New Delhi: Tata McGraw-Hill Publishing Company Ltd., 2002.
3. Parry, S (1990) "The evaluative writing process – content and context in harmony", in Marshall, L [Ed], *Learning from Each Other: Proceedings of the 7<sup>th</sup> Language and Learning Skills Conference*, Educational Services and Teaching Resources Unit, Murdoch University.
4. Pease, Allan and Barbara Pease. (2005) *The Definitive Book of Body Language*. New Delhi: Manjul Publishing House.
5. Ruesh, Jurgen and Weldon Kees (1966) *Nonverbal Communication: Notes on Visual Perception of Human Relations*. Berkeley: University of California Press, 1966.
6. Spuida, Bernhard (2002) *Technical Writing made easier*, <http://www.icsharpcode.net/technotes/technicalwriting20020325.pdf>, retrieved on 04.10.2017.

### Suggested E-Resources / Digital Repositories

1. Onlinecourses.swayam2.ac.in
2. dspace.library.manuu.edu.in
3. iiari.org
4. open.umn.edu

### C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

#### Internal Assessment (20 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

**Note:** Generic/Open Elective-I (Course Code) and II (Course Code) courses in Semester- I and Generic/Open Elective-III (Course Code) and IV (Course Code) courses in Semester- II of 2 Year Postgraduate Programme may be offered by an institution based on student demand, academic interest, and the availability of

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qualified faculty members. These courses shall be open to students of the concerned discipline as well as students from other disciplines, with the objective of promoting multidisciplinary and interdisciplinary learning in accordance with the principles of the National Education Policy (NEP), 2020.

For fulfilment of the programme requirements, a student shall be required to successfully complete any one of the Generic Elective courses offered during the semester. The institution may decide to offer either or both of the Generic Elective courses, subject to academic feasibility, availability of faculty expertise, and student enrolment.

D

PART D — GENERAL REGULATIONS & PROVISIONS

D.1 Attendance & Eligibility

- A student must have a minimum of 75% attendance in each paper to be eligible to appear in the Semester / Annual Examination.
- Condonation of attendance deficiency shall be governed by the Regulation..
- A student detained due to shortage of attendance may appear to the examinations of same semester in the next academic session subject to payment of prescribed fees.

D.2 Examination & Promotion Rules

- A student is required to clear **at least 60%** (4 out of 6) papers of a particular Semester before being promoted to the succeeding Semester.
- Back / Ex-Student candidates shall be governed by the rules in force at the time of their original admission unless otherwise specifically notified.
- A candidate who fails in one or more papers shall be required to appear only in the failed paper(s) (Carry Forward System) in subsequent examinations of the same Semester.
- A candidate is required to clear all his papers within a maximum of **Five Years of duration** to qualify for the degree.

D.3 Grading System (CBCS)

| Letter Grade | % Range | Grade Point | Performance Description | Remarks         |
|--------------|---------|-------------|-------------------------|-----------------|
| O            | ≥90-100 | 10          | Outstanding             | Pass            |
| A+           | ≥80<90  | 9           | Excellent               | Pass            |
| A            | ≥70<80  | 8           | Very Good               | Pass            |
| B+           | ≥60<70  | 7           | Good                    | Pass            |
| B            | ≥55<60  | 6           | Above Average           | Pass            |
| C            | ≥50<55  | 5           | Average                 | Pass            |
| P            | ≥45<50  | 4           | Pass                    | Pass            |
| F            | <45     | 0           | Fail                    | Fail            |
| Ab/M         | 0       | 0           | Absent/Malpractice      | Fail / Reappear |

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## E.1 List of Abbreviations

| Abbr. | Expansion                            | Abbr. | Expansion                    |
|-------|--------------------------------------|-------|------------------------------|
| CC    | Core Course                          | DSE   | Discipline Specific Elective |
| GE    | Generic Elective                     | OE    | Open Elective                |
| AEC   | Ability Enhancement Course           | VAC   | Value Added Course           |
| SEC   | Skill Enhancement Course             | IKS   | Indian Knowledge System      |
| L     | Lecture (hours per week)             | T     | Tutorial (hours per week)    |
| P     | Practical (hours per week)           | IA    | Internal Assessment          |
| CCA   | Continuous & Comprehensive Assess.   | CLO   | Course Learning Outcome      |
| PLO   | Programme Learning Outcome           | GA    | Graduate Attribute           |
| NHEQF | National HE Qualifications Framework | PROJ  | Project / Dissertation       |

## E.2 Authentication



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Subject Expert-1

Prof. Md. Wasay Zafar

[Dean, Faculty of Education]

[Patna University, Patna]

Date: 01.07.2026



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Subject Expert-3

[Dr. Mamta Kumari]

[Assistant Professor, Women's Training College]

[Patna University, Patna]

Date: 01.07.2026



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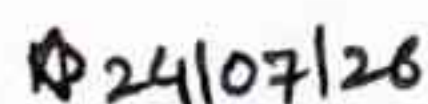
Subject Expert-2

Dr. Deep Narayan Kumar

[Assistant Professor, Patna Training College]

[Patna University, Patna]

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