

(M.A. EDUCATION)
MASTERS DEGREE PROGRAMME IN EDUCATION (TWO YEARS)
SEMESTER IV
Syllabus for the Examinations to be held in May 2027, 2028 and 2029

Course No. P2EDTC401

Title: Yoga and Health Education

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

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

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

Course Contents:

Unit-I: Health and Yoga Education

Historical Development of Yoga Education and Health in India

Approaches to health education and Targets for Yoga Education and Health

Scope, need and importance of Yoga in Education

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

Demonstration and practice of various Asanas and Pranayamas

Unit-II: Role and Responsibilities of Teacher

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

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

Types of food according to yogic diet

(M.A. EDUCATION)
MASTERS DEGREE PROGRAMME IN EDUCATION (TWO YEARS)
SEMESTER IV
Syllabus for the Examinations to be held in May 2027, 2028 and 2029

Course No. P2EDTC401

Title: Yoga and Health Education

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

Unit-III: Introduction to Health Education and Wellbeing

Concept, Objectives and Importance of Health Education and Wellbeing

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

Concept, Symptoms and Causes of Mental illness

Stress Management: Concept, Manifestations of Stress and Coping Strategies

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

Unit-IV: International and National Agencies

International and National Agencies connected with Health services:

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

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

(M.A. EDUCATION)
MASTERS DEGREE PROGRAMME IN EDUCATION (TWO YEARS)
SEMESTER IV
Syllabus for the Examinations to be held in May 2027, 2028 and 2029

Course No. P2EDTC401

Title: Yoga and Health Education

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

Essential Readings:

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

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

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

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

Suggested Readings:

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

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

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

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

Web References:

http://en.wikipedia.org/wiki/Health_education

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

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

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

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

(M.A. EDUCATION)
MASTERS DEGREE PROGRAMME IN EDUCATION (TWO YEARS)
SEMESTER IV
Syllabus for the Examinations to be held in May 2027, 2028 and 2029

Course No. P2EDTC402

Title: Educational Measurement and Evaluation

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

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

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

Course Contents:

Unit-I: Educational Measurement and Evaluation

Educational measurement and evaluation: Concept, Scope and Need

Difference between measurement and evaluation

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

Measurement of achievement, aptitude, intelligence and attitude tests

(M.A. EDUCATION)
MASTERS DEGREE PROGRAMME IN EDUCATION (TWO YEARS)
SEMESTER IV
Syllabus for the Examinations to be held in May 2027, 2028 and 2029

Course No. P2EDTC402

Title: Educational Measurement and Evaluation

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Unit-II: Test Construction

Principles of test construction

Item analysis

Teacher made test and Standardized test

Steps for preparing standardized test

Norm referenced and criterion referenced test (concept and difference)

Unit-III: Characteristics of Good Measuring Tool

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

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

Usability and Norms

Factors influencing reliability and validity of tool

Characteristics of a good measuring tool

Unit-IV: Parametric Tests & Non Parametric Tests

Normal Probability Curve: Concept, characteristics and applications

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

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

(M.A. EDUCATION)
MASTERS DEGREE PROGRAMME IN EDUCATION (TWO YEARS)
SEMESTER IV
Syllabus for the Examinations to be held in May 2027, 2028 and 2029

Course No. P2EDTC402

Title: Educational Measurement and Evaluation

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

Difference between Parametric and Non -Parametric tests

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

Essential Readings:

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

Suggested Books:

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

(M.A. EDUCATION)
MASTERS DEGREE PROGRAMME IN EDUCATION (TWO YEARS)
SEMESTER IV
Syllabus for the Examinations to be held in May 2027, 2028 and 2029

Course No. P2EDTC403

Title: Educational Statistics

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

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

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

Course Contents:

Unit-I: Normal Distribution Curve and its applications

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

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

Unit - II: Correlation and Regression Equation:

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

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

(M.A. EDUCATION)
MASTERS DEGREE PROGRAMME IN EDUCATION (TWO YEARS)
SEMESTER IV
Syllabus for the Examinations to be held in May 2027, 2028 and 2029

Course No. P2EDTC403

Title: Educational Statistics

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

Unit-III: Significance of Statistics and Statistical Inferences:

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

Unit-IV: Parametric and Non-parametric Statistics

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

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

Hypothesis Testing

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

(M.A. EDUCATION)
MASTERS DEGREE PROGRAMME IN EDUCATION (TWO YEARS)
SEMESTER IV
Syllabus for the Examinations to be held in May 2027, 2028 and 2029

Course No. P2EDTC403

Title: Educational Statistics

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

Modes of Transaction: Problem solving method

Books Recommended:

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

(M.A. EDUCATION)
MASTERS DEGREE PROGRAMME IN EDUCATION (TWO YEARS)
SEMESTER IV
Syllabus for the Examinations to be held in May 2027, 2028 and 2029

Course No. P2EDTC404

Title: Value and Life Skill Education

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

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

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

UNIT I: Foundations of Value Education

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

UNIT II: Approaches and Strategies in Value Education

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

UNIT III: Life Skills – Concept and Core Areas

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

UNIT IV: Application and Pedagogical Approaches

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

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

(M.A. EDUCATION)
MASTERS DEGREE PROGRAMME IN EDUCATION (TWO YEARS)
SEMESTER IV
Syllabus for the Examinations to be held in May 2027, 2028 and 2029

Course No. P2EDTC404
Credits: 4

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

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

Suggested Readings:

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

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

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

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

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

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

NEP 2020 – Relevant sections on value education and life skills

(M.A. EDUCATION)
MASTERS DEGREE PROGRAMME IN EDUCATION (TWO YEARS)
SEMESTER IV
Syllabus for the Examinations to be held in May 2027, 2028 and 2029

Course No. P2EDRC405

Title: Dissertation

Credits: 8

Maximum Marks: 200 (50 Internal +150 External)

- a) Report Writing
- b) Viva Voce

Dissertation and Viva-voce:

The Dissertation is a compulsory component of M.A. (Edu.) programme in 4th semester. It aims at providing students with an academic space to explore, study and reflect upon a selected issues/themes in the discipline of Education. The themes are usually related to any of the courses or the key thrust areas of education. The identified themes are then consolidated into research problem and pursued by the students in the semester programme.

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