

CHHATRAPATI SHAHUJI MAHARAJ UNIVERSITY KANPUR



Four Year Undergraduate Programme (FYUP)

EDUCATION

Syllabus of

4 YEAR B.A. (HONOURS)

4 YEAR B.A. (HONOURS WITH RESEARCH)

AND

**4+1 YEAR (B.A. HONOURS/ B.A. HONOURS WITH
RESEARCH + M.A.) IN EDUCATION**

SESSION 2025-2026 ONWARDS

CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR

Syllabus

As per the Guidelines of NEP-2020

**Bachelor of Arts (Education)
(Honours & Honours with Research- 4 Years Program)
Master of Arts in Education
(1 Year Program)
2025-26**



By:-

Prof. Swati Saxena (9839209029)

Convener

**Department of Education, Dayanand Girls,
P.G. College, Kanpur**



**Meeting of Board of Studies in Education
Chhatrapati Shahu Ji Maharaj University, Kanpur (U.P.)**

An online meeting of the BoS in Education was held on Friday 20.06.2025 from 04:00 pm onwards for structuring of the syllabus of FYUP (Four Years Under Graduate Programm- Honours & Honours with research) coursed Education as per guidelines for NEP-2020, received from the Government.

Following members of the Board of Studies were present in the meeting :

Convenor :

Dr. Swati Saxena

External Expert

1. Prof. S.K. Verma, Prof. of Education, M.J.P. Rohildhand University Bareilly.
2. Prof. Tripta Trivedi, Prof. of Education, Lucknow University Lucknow.
3. Prof. Shivam Srivastava, Principal, Madanmohan Malveeya P.G. College, Kalakankar, Pratapgarh.

Internal Members

1. Smt. Sushma Nishad, Associate Professor, Deptt. of Education, D.A.V. College, Kanpur.
2. Prof. Madhurima Singh, Professor, Deptt. of Education, D.G. P.G. College, Kanpur.
3. Dr. Chitra Singh Tomer, Professor, Deptt. of Education, S.N. Sen P.G. College, Kanpur.

Invited Members

1. Dr. Mamta Dixit, Professor, Deptt. of Education, Mahila Mahavidyalaya, Kanpur.
2. Dr. Sudarshan Singh, Assistant Professor, Deptt. of Education, D.S.N. College, Unnao.

Observer from University

Prof. Bristi Mitra, Dean Academic, CSJMU, Kanpur

Following decisions were taken.

The proposed syllabus was unanimously approved by all the members of the BoS.

Dr. Swati Saxena
Convener, Education
Incharge, Deptt. of Edu.
Dayanand Girls P.G.
College, Kanpur

Prof. S.K. Verma
M.J.P. Rohildkhand
University Bareilly

Prof. Madhurima Singh
Dayanand Girls P.G,
College Kanpur

Prof. Tripta Trivedi
Lucknow University
Lucknow.

**Prof. Chitra Singh
Tomer**
S.N. Sen P.G. College,
Kanpur

Prof. Shivam Srivastava
Madanmohan Malveeya
P.G. College,
Kalakankar, Pratapgarh

Dr. Mamta Dixit
Mahila Mahavidyalaya,
Kanpur

Smt. Sushma Nishad
D.A.V. College,
Kanpur

Dr. Sudarshan Singh
D.S.N. College,
Unnao

Prof. Bristi Mitra
Dean Academic,
CSJMU, Kanpur



CHHATRAPATI SHAHUJI MAHARAJ UNIVERSITY, KANPUR

B.A. Course Structure and Syllabus under four year UG Program

For all Affiliated Colleges

FYUP

(BA Honour & BA Honours with Research)

SUBJECT: EDUCATION

Syllabus Developed by		
Name of BoS Conener/ Bos Memeber	Designation	College /University
Prof. Swati Saxena	Convener	Dayanand Girls P.G. College Kanpur

Semester-wise Titles of the Papers in BA (Education)

Y ea r	Se m.	Course Code	Type	Paper	Paper Title	Theory/ Practical	Credit s
1	I	E010101T	CORE	I	Conceptual Framework of Education	Theory	4
		E010102P	-	II	Practical: Read the Preamble of Indian Constitution, understand and Analyse its basic ideas of Justice, Equality, Liberty and Fraternity. Prepare a report and present what You have conceptualized.	Practical	2
	II	E010201T	CORE	I	Development and challenges of Indian Education System	Theory	4
		E010202P	-	II	Prepare a profile of any School (Class6 th -12 th)-Government/Aided / Private.	Practical	2
2	III	E010301T	CORE	I	Philosophical-Sociological-Political-Economic Perspectives of Education	Theory	4
		E010302P	-	II	Practical: Review a book written By prominent educational Thinkers included in the course II	Practical	2
	IV	E010401T	CORE	I	Psychological Perspectives of Education	Theory	4
		E010402P	-	II	Course Title: Practical: Case study of a Special Child	Practical	2
		E010403R	-		Research Project	Project	3
3	V	E010501T	CORE	I	Course Title: Educational Assessment	Theory	4
		E010502T	CORE	II	CourseTitle: Educational Statistics	Theory	4
		E010503P	-	III	Administration and Interpretation of Score of a psychological test- Achievement / Intelligence / Personality/Aptitude	Practical	2

3	VI	E010601T	CORE	I	Educational Administration and Management	Theory	4
		E010602T	CORE	II	Milestones and New Dimensions of Indian Education	Theory	4
		E010603P	-	III	I. Visit to an Anganwadi Centre and report preparation. II. Write and submit an article on any trending Socio-Cultural Environmental Issue.	Practical	2
BA Honours							
	VII	E010701TN	CORE	I	Indian philosophical traditions and Educational Thoughts	Theory	4
		E010702TN	CORE	II	Methodology of Educational Research and Statistics	Theory	4
		E010703TN	CORE	II	Educational Guidance and counselling	Theory	4
		E010704TN	CORE	III	Environmental Education	Theory	4
		E010705PN	-		Psychological Test I. Value test II. Intrest test III. Creativity test IV. Emotional Intelligence	Practical	4
4	VIII	E010801TN	CORE	I	Western philosophical traditions and Educational Thoughts	Theory	4
		E010802TN	CORE	II	Distance Education	Theory	4
		E010803TN	CORE	III	Information and Communication Technology in Education	Theory	4
		E010804TN	CORE	IV	Gender and Society	Theory	4
		E010805TN	CORE	V	Population Education	Theory	4
BA Honours with Research							
Research projects (VIIth & VIIIth Sem.) will be given only to those students who obtain minimum of 75% marks till their sixth semester							
4	VII	E010701TN	CORE	I	Indian philosophical traditions and Educational Thoughts	Theory	4
		E010702TN	CORE	II	Methodology of Educational Research and Statistics	Theory	4
		E010703TN	CORE	III	Educational Guidance and counselling	Theory	4
		E010705PN	-		Psychological Test I. Value test II. Intrest test III. Creativity test IV. Emotional Intelligence	Practical	4
		E010706RN	-		Research Project/Dissertation	Project	3
	VIII	E010801TN	CORE	I	Western philosophicaltraditions and Educational Thoughts	Theory	4
		E010802TN	CORE	II	Distance Education	Theory	4
		E010803TN	CORE	III	Information and Communication Technology in Education	Theory	4

		E010804TN	CORE	IV	Gender and Society	Theory	4
		E010806RN	-		Research Project/Dissertation	Project	4
MA Education (1 Year)							
5	IX	E010901TN	CORE	I	History of Indian Education:Pre-Independent Era	Theory	4
		E010902TN	CORE	II	Economics of Education	Theory	4
		E010903TN	ELECTIVE	III	Value Education & Human Right	Theory	4
		E010904TN			Yog & Naturopathy	Theory	4
		E010905TN	ELECTIVE	IV	Teacher Education	Theory	4
		E010906TN			Special Education	Theory	4
		E010907P	-		Psychological Test 1. Educational interest record 2. Group test of intelligence 3. Span of apprehension 4. Test of free association 5. Thematic Apperception Test (TAT)	Practical	4
	X	E011001TN	CORE	I	Historical Perspectives of Education :Post-Independent Era	Theory	4
		E011002TN	CORE	II	Comparative Education	Theory	4
		E011003TN	ELECTIVE	III	Educational Technology &Management	Theory	4
		E011004TN			Education & Rural Development	Theory	4
		E011005TN	ELECTIVE	IV	Inclusive Education	Theory	4
		E011006TN			Curriculum Development & Test Constructions	Theory	4
		E011007RN	-		Dissertation OR Research Project	Project	4



(Prof. Swati Saxena)
Convener BoS
Education



CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR

Syllabus (NEP-2020)

**B.A. Honours (VII Semester)
(EDUCATION)**

Paper 1 (CORE)

**Indian philosophical traditions and Educational Thoughts - (E010701TN)
Credit- 4**

Objectives:

- 1- Understand the relationship between education and Indian philosophical traditions.
 - 2- Analyze contributions of major Indian educational thinkers.
 - 3- Interpret educational implications of national values from the Indian Constitution.
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Unit 1:

- Meaning and concept of Education and Philosophy.
- Relation between Education and Philosophy
- Need and functions of Philosophy of Education
- Branches of Philosophy and their educational importance

Unit 2:

- Schools of Indian traditions and their educational implications-Sankhya, Yoga, Valsheshik, Nyaya, Mimansa and Vedant.
- Buddhism, Jainism and Islamic Schools of thought with special reference to the concept of knowledge, reality, values and their educational implications

Unit 3:

- Vedic, Upnishad thought and Bhagwat Gita
- Classification of Indian philosophical traditions- Theist and Atheist, Orthodox and Heterodox

Unit 4:

Educational thinkers and their contribution:

- Shree Aurobindo
- Rabindranath Tagore
- Dr. S. Radhakrishnan

- Savitribai Phule
- Dayanand Saraswati
- J. Krishnamurti

Unit 5:

- National values as enshrined in the Indian Constitution and their educational Implications with specific reference to secularism, democracy and equality.

Suggested Readings:

1. ओड़ लक्ष्मीकांत के०, शिक्षा की दार्शनिक पृष्ठभूमि, राजस्थान हिंदी ग्रंथ अकादमी, जयपुर।
2. टेडन, उमा एवं गुप्ता, अरुणा— उदीयमान भारतीय समाज में शिक्षक, आलोक प्रकाशन, लखनऊ
3. रमन बिहारी लाल, सुनीता पलोह शिक्षा के दार्शनिक परिप्रेष्य आर० लाख प्रकाशन, मेरठ
4. सिंह मधुरिमा, गुप्ता रमा, शिक्षा के दार्शनिक आधार, आलोक प्रकाशन, लखनऊ — इलाहाबाद
5. सिंह मधुरिमा, गुप्ता रमा, शिक्षा के दार्शनिक परिप्रेक्ष्य, आलोक प्रकाशन, लखनऊ—इलाहाबाद
6. Singh Madhurima, Bhargav Mahesh, Educational Philosophies and Thinkers, Gyan Vibhoor Mala, Agra
7. शर्मा, रामनाथ—प्रमुख भारतीय शिक्षा दार्शनिक, अटलांटिक पब्लिशर्स एंड डिस्ट्रीब्यूटर्स प्राइवेट लिमिटेड
8. चौवे, सरयू प्रसाद—भारतीय शिक्षा दर्शन, मैकमिलन, दिल्ली
9. पांडेय, रामशकल भारतीय शिक्षा दर्शन की रूपरेखा, श्री विनोद पुस्तक मंदिर, आगरा
10. Kumar Sunil, Bhartiya Darshan (<https://amzn.in/d/bcRqIKi>)
11. Mukharjl, R.K. (1974)-Ancient Indian Education, Motilal Banarsi Das, New Delhi
12. Radhakrishnan, 5(1986)- Indian Philosophy, Vol. 1 & 2, Oxford India Paperbacks

13. डॉ. नीतीश दुबे, अद्वैत वेदान्तीय शिक्षा दर्शन एवं वर्तमान शिक्षा पद्धति,

प्रकाशक:— अराधना ब्रदर्स गोविंदनगर

14. डॉ. नीतीश दुबे, भारतीय दर्शन और शेष्वर वेदान्त, ओमेगा पब्लिशिंग

हाउस, नई दिल्ली।



Paper 1 (CORE)

Methodology of Educational Research and Statistics- (E010702TN) Credit- 4

Objectives:

1. To understand the meaning, scope, need and types of educational research.
 2. To develop skills in problem identification, hypothesis formulation, sampling and data collection.
 3. To learn various research methods and the process of writing and evaluating research reports.
 4. To apply statistical tests and develop skills in research report writing.
-

Unit 1:

- Educational Research meaning, nature, need, purpose and Scope.
- Types of Educational Research- Fundamental, Applied and Action Research, Quantitative and Qualitative Research.

Unit 2:

- Review of related literature - Need and procedure.
- Identification of Problem-nature, sources, types and characteristics of good problem, variables.
- Hypothesis- nature, types, sources and functions, population and sample, types of sampling (probability and non-probability).

Unit 3:

- Tools and Techniques of data collection - Observation, Interview, Sociometric techniques, questionnaire.

Unit 4:

- Methods of Research - Experimental Research, Ex-post-facto Research, Survey research, Historical research, Philosophical research.
- Writing Research Report - aims, procedure and evaluation of research reports.

Unit 5:

- Parametric and non-parametric data - meaning and difference.
- Parametric test - Significance of difference between two means (t-test).
- Testing null hypothesis (Ho), levels of significance. One tailed and two tailed test, Type I and Type II error.

- Non-parametric test - Calculation of chi-square.

Suggested Readings:

1. Bhatanagar RP, "Shiksha Anusandhan"
2. Garrett HE, "Statistics in Psychology and Education"
3. Kerlinger FN, "Foundations of Behavioural Research"
4. पांडा अनिल कुमार, शैक्षिक अनुसंधान एवं सांख्यिकी, साहित्य रत्नालय, कानपुर
5. पाण्डेय के. पी., "शैक्षिक अनुसंधान"
6. राय पारसनाथ, "अनुसंधान परिचय"
7. कुमार सुनील, "शोध परिचय" (<https://amzn.in/d/gUs1xgP>)
8. शर्मा आर. ए. "शिक्षा अनुसंधान के मूल तत्व एवं प्रारंभिक सांख्यिकी"।



Paper 2 (CORE)

Educational Guidance and counselling- (E010703TN)

Credit- 4

Objectives:

1. To understand the concepts, need, principles, and types of guidance and counselling.
 2. To develop knowledge of counselling techniques, levels and characteristics of a good counsellor.
 3. To acquaint students with guidance procedures, tools and school-based guidance programs.
-

Unit 1:

- Guidance - Concept, need, principles and types -Educational, personal and vocational.

Unit 2:

- Counselling- Purpose, role of counsellor to assist in problem solution.
- Levels of Counselling, characteristics of good counsellor.

Unit 3:

- Techniques of Guidance directive counselling, non-directive counselling and group counselling.

Unit 4:

- Procedure in Guidance- Methods and techniques for collection and assessment of information- Case study, cumulative records, personality inventories, intelligence test, achievement test, interest inventories and aptitude test.

Unit 5:

- Guidance program in schools- Self inventories services, occupational information service, counselling service, placement service and follow-up service.

Suggested Readings:

1. Agarwal JC, "Educational Vocational Guidance and Counselling, New Delhi"
2. Gibson RL, "Introduction to Counselling and Guidance"
3. Myer GE, "Principles and Practices of the Guidance Programme"



4. पाण्डेय के. पी. एवं भारद्वाज अमिता, "शैक्षिक तथा व्यवसायिक निर्देशन"
विनोद पुस्तक मंदिर, आगरा
5. जायसवाल सीताराम, "शिक्षा में निर्देशन एवं परामर्श, विनोद पुस्तक मंदिर,
आगरा" ।



Paper 3 (CORE)

Environmental Education- (E010704TN)

Credit- 4

Objectives:

1. To understand the meaning, importance, and purpose of environmental education for students and teachers.
 2. To explore environmental programmes, stressors, disasters and their management.
 3. To examine pollution control and study international environmental projects comparatively.
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Unit 1:

- Nature, Meaning and Importance of environmental education.
- Need and Purpose of Environment education for students and teachers.

Unit 2:

- Programmes of environmental education for Primary, Secondary and Higher institutions.
- United Nations Environment programme (UNEP)-objectives and functions.

Unit 3:

- Environmental stresses- Natural and man made disasters, education for coping with environmental stressors.
- Natural disasters and their Management-Earthquake, Floods and Drought

Unit 4:

- Management of Pollutions as a Manmade Disaster courses, effects and control of Air Pollution, Water Pollution, Land pollution and Sound Pollution.

Unit 5:

- Comparative study of environment projects from various countries (U.K., U.S.A. and India)

Suggested Readings:

1. Agarwal S.K.- "Environmental issues and themes", APH Publishing Corporation, New Delhi, 1997.

2. B.P. Chaurasia - "Environmental Pollution Perception and Awareness" Chugh Publications, 1992.
3. गोयल, एम.के. (1995), अपना पर्यावरण, विनोद पुस्तक मन्दिर, आगरा।
4. प्रसाद, गुरु, सम्पादक (1985), मानव पर्यावरण की सामाजिक समस्याएँ, दिल्ली।
5. सक्सेना, ए.बी. (1986), इनवायरमेण्टल, एजुकेशनल नेशनल साइकोलाजिकल कारपोरेशन, आगरा।
6. पाण्डेय, के.पी., भारद्वाज अमीता एवं पाण्डेय, आशा (2005), पर्यावरण शिक्षा भारतीय सन्दर्भ, विश्वविद्यालय प्रकाशन, वाराणसी।
7. शर्मा, आर.ए. (2004), पर्यावरण शिक्षा, आर. लाल बुक डिपो, मेरठ।



Psychological Test

- I. Value test**
- II. Intrest test**
- III. Creativity test**
- IV. Emotional Intelligence**

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CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR

Syllabus (NEP-2020)

**B.A. Honours (VIII Semester)
(EDUCATION)**

Paper 1 (CORE)

Western philosophical traditions and Educational Thoughts- (E010801TN)

Credit- 4

Objectives:

1. Understand major Western philosophies and their impact on education.
 2. Learn contributions of key educational thinkers.
 3. Apply philosophical ideas to modern educational practices.
-

Unit 1:

- Western Philosophy-Concept, characteristic, Need, Scope Functions and relation between Philosophy and Education
- Western Schools of philosophy- Idealism, Realism, Naturalism, Pragmatism with special reference to metaphysics, epistemology, axiology and their educational implications

Unit 2:

- Scientific Humanism
- Marxism and Existentialism: characteristics and their educational implications

Unit 3:

- Analytical Philosophy and Theory of Education with special reference to G.E. Moore and Bertrand Russell
- Logical Positivism and Education with special reference to A.J. Ayer (Sir Alfred Jules Ayer)

Unit 4:

- Radical thoughts in Education-Ivan Illich and De Schooling society Paulo Friere and Conscientization

Unit 5:

Educational Thinkers-

- Herbert Spencer
- Pestalozzi
- Dr. Maria Montessori
- Paulo Freire
- Nel Noddings
- Friedrich Frobel

Suggested Readings:

1. ओड़, लक्ष्मीकांत के०— शिक्षा की दार्शनिक पृष्ठभूमि, राजस्थान हिंदी ग्रंथ अकादमी, जयपुर
2. बिहारी लाल, रमन एवं पलोड़, सुनीता— शिक्षा के दार्शनिक परिप्रेक्ष्य
3. आर० लाल प्रकाशक, मेरठ 3 सिंह मधुरिमा, गुप्ता रमा, शिक्षा के दार्शनिक आधार, आलोक प्रकाशन, लखनऊ – इलाहाबाद
4. सिंह मधुरिमा, गुप्ता रमा, शिक्षा के दार्शनिक परिप्रेक्ष्य, आलोक प्रकाशन, लखनऊ—इलाहाबाद
5. Singh Madhurima, Bhargav Mahesh, Educational Philosophies and Thinkers, Gyan Vibhor Mala, Agra
6. Dewey, John-Democracy and Education, MacMillan, New York 1966
7. Brubacher, John S- Modern Philosophies of Education, Tata McGraw Hill, New Delhi
8. Depuis, A.M.- Philosophy of education in historical perspective, Thomson Press, New Delhi, 1972
9. Morris, Van C.- Existentialism in Education, What it means, Haper and Row, New York 1966



Paper 2 (CORE)

Distance Education- (E010802TN)

Credit- 4

Objectives:

1. To understand the meaning, need, growth and characteristics of distance education in India.
 2. To explore ICT tools, self-instructional materials and support services in distance learning.
 3. To study quality assurance, cost analysis and the role of open universities like IGNOU.
-

Unit 1:

- Meaning, scope, need and characteristics of Distance Education. Aims and objectives of Distance Education
- Growth of Distance Education and distance teaching-learning systems in India

Unit 2:

- Information and Communication Technologies and their application in Distance Education.
- Designing and preparing self instruction material
- Electronic Media (T.V.) and social media: Role in education

Unit 3:

- Student support services in Distance Education and their management
- Technical and vocational programmes through Distance Education
- Distance Education and rural development
- Programmes for women through Distance Education

Unit 4:

- Quality assurance and programme evaluation

- Mechanisms for maintenance of standards in Distance Education
- Cost analysis in Distance Education-concept, need and process
- Tutoring through correspondence

Unit 5:

- Emergence of Open University system in India.
- Governance and organisational structure of IGNOU
- Planning and coordination at IGNOU

Suggested Readings:

1. Sharma, Madhulika- Distance Education and open learning, Kanishka Publication, 2013.
2. Kumar, Sanjay- Open and Distance Education, Straight Forward Publisher, 2020.
3. Satyanarayan P., Seshratnam C., Madhuri DK- Distance Education Origin, Growth and Development, 2015.
4. यादव, सियाराम— दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर, आगरा।
5. तिवारी, अनुजा— दूरस्थ शिक्षा, पॉइंटर पब्लिशर्स, जयपुर।



Paper 3 (CORE)

Information and Communication Technology in Education- (E010803TN)

Credit- 4

Objectives:

1. To understand ICT concepts, components, software, hardware and internet use in education.
 2. To explore communication theories, instructional strategies and classroom applications.
 3. To develop skills in using educational software, e-learning tools and digital content design.
-

Unit 1:

- Information and Communication Technology: Meaning, nature and advantages
- Components of Educational technology:
- Software - Meaning and types (system software, application software, proprietary software, open source software shareware and freeware).
- Hardware fundamentals (Anatomy, input devices, output devices, storage devices, display devices, hardware troubleshooting and diagnosis.
- Computer Network LAN, WAN, MAN, Internet- concept and architecture, Locating Internet.
- Resources- Navigating, searching, selecting, evaluating, saving and bookmarking.

Unit 2:

- Communication: Concepts, nature, theories and process of communication.
- Components and types of Classroom communication.
- Principles of communications.
- Communication, learning and Instruction.
- Models of Communication- SMCR model of communication, Sharon's model of communication.

- Designing instructional Strategies such as lecture, team teaching, discussion, seminar and tutorials.

Unit 3:

EDUCATIONAL SOFTWARE APPLICATIONS

- Computer assisted instruction
- Drill & practice software
- Educational simulations
- Integrated learning system
- Curriculum specific Educational software.

Unit 4:

- E-learning- Definitions, scope, trends, attributes & opportunities.
- Pedagogical designs & e-learning.
- Assessments, feedback and e-moderation.
- Digital learning objects.
- Online learning course development models.
- Management and implementation of e-learning.
- E-content designing.

A handwritten signature in black ink, appearing to read 'Somat' with a stylized flourish underneath.

Paper 4 (CORE)

Gender and Society- (E010804TN)

Credit- 4

Objectives:

1. To understand key gender concepts like patriarchy, feminism and gender bias.
 2. To explore how gender roles are constructed socially through family, school and media.
 3. To examine gender laws and promote equality and empowerment in education.
-

Unit 1: Key concepts of Gender Issues

- Concepts, terms and relate them with their context in understanding the powerrelation to gender, sex, sexuality, patriarchy, masculinity and feminism, gender bias, gender stereotyping and empowerment.
- Patriarchy, power, resources and opportunities.

Unit 2: Social Construction of Gender

- Socialization in family and at school, Occupation and identity, Stereotypes about Females prevalent in the society, media and literature.
- Gender and its intersection with poverty, class, caste, religion.

Unit 3: Gender, Power and Education

- Gender identities and socialization practices in: Family, School and other formal and informal organization.
- Schooling of girls: Inequalities and resistances (Issues of access, retention and exclusion), Overview of girl education in India with special reference to U.P.

Unit 4: Gender Jurisprudence (Indian context)



- Understanding the importance of addressing sexual harassment in family, neighborhood and other formal and informal institutions.
- Prenatal Diagnostic Technique Act, 1994; Domestic Violence Act, 2005, Reservation for Women, Supreme Court Verdict about transgender.

Suggested Readings:

1. Desai, Neera and Thakkar, Usha. (2001). Women in Indian Society. National Book Trust. New Delhi
2. Dunne, M. et al. (2003). Gender and Violence in School. UNESCO
3. Kostas, Marios (20 June 2019). —Discursive construction of hegemonic masculinity and emphasized femininity in the textbooks of primary education: children's discursive agency and polysemy of the narratives. Gender and Education:-1
4. NCERT 2006, National Curriculum Framework 2005: Position Paper, National Focus Group. Gender Issues & Education
5. Srivastava, Gouri (2012). Gender and Peace in Textbooks and Schooling Process. Concept Publishing Company Pvt. Ltd., New Delhi
6. Sherwani Azim. (1998) The Girl Child in Crises. Indian Social Institute, New Delhi
7. UNESCO (2015). A Guide for Gender Equality in Teacher Education Policy and Practices (PDF). Paris, UNESCO. pp. 9-10, 59-61. ISBN 978-92-3100069-0.
8. <http://www.genderandeducation.com/issues/secondgeapolicyreportwolf/>
9. <http://www.genderandeducation.com/resources-2/pedagogies/curriculum/>
10. <http://www.publications.awe.asn.au/gender-and-the-national-curriculum>
11. जेंडर स्कूल और समाज, डॉ. दीप्ति जौहरी, आर० लाल० पब्लिकेशन मेरठ

Paper 5 (CORE)

Population Education- (E010805TN)

Credit- 4

Objectives:

1. To understand the concept, need, and scope of population education in the context of national development.
 2. To analyze the impact of population dynamics on quality of life, resources, and socio-economic development.
 3. To explore family life education, responsible parenthood, and population-related policies and programs.
-

Unit 1:

- Nature and scope of population education
- Meaning and concept of population education
- Need and importance of population education
- Scope and objectives of population education

Unit 2:

- Population situation and dynamics
- Distribution and density
- Population composition age, sex, rural, urban, Indian and world factors affecting population growth morality, migration and other implications

Unit 3:

- Population and quality of life
- Population in relation to socio-economic development
- Health status and health service
- Nutrition, environment, resources educational provision
- Unit 4: Family life education
- Concept of family
- Family role and responsibilities
- Family needs and resources
- Responsible parenthood
- Life values and beliefs

Unit 5:

- Population related policies and programs
- Population policy in relation to health environment education policies
- Program related to employment social movements
- Voluntary and international agencies UNFPA, WHO, UNESCO etc.

Suggested Reading:

1. Singh UN and Sudarshan K.N Population, education discovery publishing Ltd., New Delhi
2. Pandey V.C Population education, Isha books, New Delhi
3. मलैया के.सी एवं गोयल एम. के., जनसंख्या शिक्षा एवं पर्यावरणीय शिक्षा, विनोद पुस्तक मंदिर, आगरा
4. चंदेल नरेंद्र पाल, नंद विजय कुमार, जनसंख्या शिक्षा विनोद पुस्तक मंदिर, आगरा





CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR

Syllabus (NEP-2020)

B.A. Honours with Research

(VII Semester)

(EDUCATION)

Paper 1 (CORE)

Indian philosophical traditions and Educational Thoughts - (E010701T)
Credit- 4

Objectives:

- 1- Understand the relationship between education and Indian philosophical traditions.
 - 2- Analyze contributions of major Indian educational thinkers.
 - 3- Interpret educational implications of national values from the Indian Constitution.
-

Unit 1:

- Meaning and concept of Education and Philosophy.
- Relation between Education and Philosophy
- Need and functions of Philosophy of Education
- Branches of Philosophy and their educational importance

Unit 2:

- Schools of Indian traditions and their educational implications-Sankhya, Yoga, Valsheshik, Nyaya, Mimansa and Vedant.
- Buddhism, Jainism and Islamic Schools of thought with special reference to the concept of knowledge, reality, values and their educational implications

Unit 3:

- Vedic, Upnishad thought and Bhagwat Gita
- Classification of Indian philosophical traditions- Theist and Atheist, Orthodox and Heterodox

Unit 4:

Educational thinkers and their contribution:

- Shree Aurobindo

- Rabindranath Tagore
- Dr. S. Radhakrishnan
- Savitribai Phule
- Dayanand Saraswati
- J. Krishnamurti

Unit 5:

- National values as enshrined in the Indian Constitution and their educational Implications with specific reference to secularism, democracy and equality.

Suggested Readings:

1. ओड़ लक्ष्मीकांत के०, शिक्षा की दार्शनिक पृष्ठभूमि, राजस्थान हिंदी ग्रंथ अकादमी, जयपुर।
2. टेडन, उमा एवं गुप्ता, अरुणा— उदीयमान भारतीय समाज में शिक्षक, आलोक प्रकाशन, लखनऊ
3. रमन बिहारी लाल, सुनीता पलोह शिक्षा के दार्शनिक परिप्रेष्य आर० लाख प्रकाशन, मेरठ
4. सिंह मधुरिमा, गुप्ता रमा, शिक्षा के दार्शनिक आधार, आलोक प्रकाशन, लखनऊ — इलाहाबाद
5. सिंह मधुरिमा, गुप्ता रमा, शिक्षा के दार्शनिक परिप्रेक्ष्य, आलोक प्रकाशन, लखनऊ—इलाहाबाद
6. Singh Madhurima, Bhargav Mahesh, Educational Philosophies and Thinkers, Gyan Vibhor Mala, Agra
7. शर्मा, रामनाथ—प्रमुख भारतीय शिक्षा दार्शनिक, अटलांटिक पब्लिशर्स एंड डिस्ट्रीब्यूटर्स प्राइवेट लिमिटेड
8. चौवे, सरयू प्रसाद—भारतीय शिक्षा दर्शन, मैकमिलन, दिल्ली
9. पांडेय, रामशकल भारतीय शिक्षा दर्शन की रूपरेखा, श्री विनोद पुस्तक मंदिर, आगरा
10. Kumar Sunil, Bhartiya Darshan (<https://amzn.in/d/bcRqIKi>)
11. Mukharjl, R.K. (1974)-Ancient Indian Education, Motilal Banarsi Das, New Delhi

12. Radhakrishnan, 5(1986)- Indian Philosophy, Vol. 1 & 2, Oxford India Paperbacks
13. डॉ. नीतीश दुबे, अद्वैत वेदान्तीय शिक्षा दर्शन एवं वर्तमान शिक्षा पद्धति,
प्रकाशक:— अराधना ब्रदर्स गोविंदनगर
14. डॉ. नीतीश दुबे, भारतीय दर्शन और शेष्वर वेदान्त, प्रकाशन दिल्ली



Paper 2 (CORE)

Methodology of Educational Research and Statistics- (E010702T)

Credit- 4

Objectives:

1. To understand the meaning, scope, need and types of educational research.
 2. To develop skills in problem identification, hypothesis formulation, sampling and data collection.
 3. To learn various research methods and the process of writing and evaluating research reports.
 4. To apply statistical tests and develop skills in research report writing.
-

Unit 1:

- Educational Research meaning, nature, need, purpose and Scope.
- Types of Educational Research- Fundamental, Applied and Action Research, Quantitative and Qualitative Research.

Unit 2:

- Review of related literature - Need and procedure.
- Identification of Problem-nature, sources, types and characteristics of good problem, variables.
- Hypothesis- nature, types, sources and functions, population and sample, types of sampling (probability and non-probability).

Unit 3:

- Tools and Techniques of data collection - Observation, Interview, Sociometric techniques, questionnaire.

Unit 4:

- Methods of Research - Experimental Research, Ex-post-facto Research, Survey research, Historical research, Philosophical research.
- Writing Research Report - aims, procedure and evaluation of research reports.

Unit 5:

- Parametric and non-parametric data - meaning and difference.
- Parametric test - Significance of difference between two means (t-test).
- Testing null hypothesis (Ho), levels of significance. One tailed and two tailed test, Type I and Type II error.

- Non-parametric test - Calculation of chi-square.

Suggested Readings:

1. Bhatanagar RP, "Shiksha Anusandhan"
2. Garrett HE, "Statistics in Psychology and Education"
3. Kerlinger FN, "Foundations of Behavioural Research"
4. पांडा अनिल कुमार, शैक्षिक अनुसंधान एवं सांख्यिकी, साहित्य रत्नालय, कानपुर
5. पाण्डेय के. पी., "शैक्षिक अनुसंधान"
6. राय पारसनाथ, "अनुसंधान परिचय"
7. कुमार सुनील, "शोध परिचय" (<https://amzn.in/d/gUs1xgP>)
8. शर्मा आर. ए. "शिक्षा अनुसंधान के मूल तत्व एवं प्रारंभिक सांख्यिकी"।



Paper 3 (CORE)

Educational Guidance and counselling- (E010703T)

Credit- 4

Objectives:

1. To understand the concepts, need, principles, and types of guidance and counselling.
 2. To develop knowledge of counselling techniques, levels and characteristics of a good counsellor.
 3. To acquaint students with guidance procedures, tools and school-based guidance programs.
-

Unit 1:

- Guidance - Concept, need, principles and types -Educational, personal and vocational.

Unit 2:

- Counselling- Purpose, role of counsellor to assist in problem solution.
- Levels of Counselling, characteristics of good counsellor.

Unit 3:

- Techniques of Guidance directive counselling, non-directive counselling and group counselling.

Unit 4:

- Procedure in Guidance- Methods and techniques for collection and assessment of information- Case study, cumulative records, personality inventories, intelligence test, achievement test, interest inventories and aptitude test.

Unit 5:

- Guidance program in schools- Self inventories services, occupational information service, counselling service, placement service and follow-up service.

Suggested Readings:

1. Agarwal JC, "Educational Vocational Guidance and Counselling, New Delhi"
2. Gibson RL, "Introduction to Counselling and Guidance"

3. Myer GE, "Principles and Practices of the Guidance Programme"
4. पाण्डेय के. पी. एवं भारद्वाज अमिता, "शैक्षिक तथा व्यवसायिक निर्देशन"
विनोद पुस्तक मंदिर, आगरा
5. जायसवाल सीताराम, "शिक्षा में निर्देशन एवं परामर्श, विनोद पुस्तक मंदिर,
आगरा" ।



Psychological Test

- I. Value test**
- II. Intrest test**
- III. Creativity test**
- IV. Emotional Intelligence**

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- Research Project/Dissertation

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CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR

Syllabus (NEP-2020)

B.A. Honours with Research

(VIII Semester)

(EDUCATION)

Paper 1 (CORE)

Western philosophical traditions and Educational Thoughts- (E010801TN)

Credit- 4

Objectives:

1. Understand major Western philosophies and their impact on education.
 2. Learn contributions of key educational thinkers.
 3. Apply philosophical ideas to modern educational practices.
-

Unit 1:

- Western Philosophy-Concept, characteristic, Need, Scope Functions and relation between Philosophy and Education
- Western Schools of philosophy- Idealism, Realism, Naturalism, Pragmatism with special reference to metaphysics, epistemology, axiology and their educational implications

Unit 2:

- Scientific Humanism
- Marxism and Existentialism: characteristics and their educational implications

Unit 3:

- Analytical Philosophy and Theory of Education with special reference to G.E. Moore and Bertrand Russell
- Logical Positivism and Education with special reference to A.J. Ayer (Sir Alfred Jules Ayer)

Unit 4:

- Radical thoughts in Education-Ivan Illich and De Schooling society Paulo Friere and Conscientization

Unit 5:

Educational Thinkers-

- Herbert Spencer
- Pestalozzi
- Dr. Maria Montessori
- Paulo Freire
- Nel Noddings

Suggested Readings:

1. ओड़, लक्ष्मीकांत के०— शिक्षा की दार्शनिक पृष्ठभूमि, राजस्थान हिंदी ग्रंथ अकादमी, जयपुर
2. बिहारी लाल, रमन एवं पलोड़, सुनीता— शिक्षा के दार्शनिक परिप्रेक्ष्य
3. आर० लाल प्रकाशक, मेरठ 3 सिंह मधुरिमा, गुप्ता रमा, शिक्षा के दार्शनिक आधार, आलोक प्रकाशन, लखनऊ – इलाहाबाद
4. सिंह मधुरिमा, गुप्ता रमा, शिक्षा के दार्शनिक परिप्रेक्ष्य, आलोक प्रकाशन, लखनऊ—इलाहाबाद
5. Singh Madhurima, Bhargav Mahesh, Educational Philosophies and Thinkers, Gyan Vibhoo Mala, Agra
6. Dewey, John-Democracy and Education, MacMillan, New York 1966
7. Brubacher, John S- Modern Philosophies of Education, Tata McGraw Hill, New Delhi
8. Depuis, A.M.- Philosophy of education in historical perspective, Thomson Press, New Delhi, 1972
9. Morris, Van C.- Existentialism in Education, What it means, Haper and Row, New York 1966



Paper 2 (CORE)

Distance Education- (E010802TN)

Credit- 4

Objectives:

1. To understand the meaning, need, growth and characteristics of distance education in India.
 2. To explore ICT tools, self-instructional materials and support services in distance learning.
 3. To study quality assurance, cost analysis and the role of open universities like IGNOU.
-

Unit 1:

- Meaning, scope, need and characteristics of Distance Education. Aims and objectives of Distance Education
- Growth of Distance Education and distance teaching-learning systems in India

Unit 2:

- Information and Communication Technologies and their application in Distance Education.
- Designing and preparing self instruction material
- Electronic Media (T.V.) and social media: Role in education

Unit 3:

- Student support services in Distance Education and their management
- Technical and vocational programmes through Distance Education
- Distance Education and rural development
- Programmes for women through Distance Education

Unit 4:

- Quality assurance and programme evaluation
- Mechanisms for maintenance of standards in Distance Education
- Cost analysis in Distance Education-concept, need and process
- Tutoring through correspondence

Unit 5:

- Emergence of Open University system in India.
- Governance and organisational structure of IGNOU
- Planning and coordination at IGNOU

Suggested Readings:

1. Sharma, Madhulika- Distance Education and open learning, Kanishka Publication, 2013.
2. Kumar, Sanjay- Open and Distance Education, Straight Forward Publisher, 2020.
3. Satyanarayan P., Seshratnam C., Madhuri DK- Distance Education Origin, Growth and Development, 2015.
4. यादव, सियाराम— दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर, आगरा।
5. तिवारी, अनुजा— दूरस्थ शिक्षा, पॉइंटर पब्लिशर्स, जयपुर।



Paper 3 (CORE)

Information and Communication Technology in Education- (E010803TN)

Credit- 4

Objectives:

1. To understand ICT concepts, components, software, hardware and internet use in education.
 2. To explore communication theories, instructional strategies and classroom applications.
 3. To develop skills in using educational software, e-learning tools and digital content design.
-

Unit 1:

- Information and Communication Technology: Meaning, nature and advantages
- Components of Educational technology:
- Software - Meaning and types (system software, application software, proprietary software, open source software shareware and freeware).
- Hardware fundamentals (Anatomy, input devices, output devices, storage devices, display devices, hardware troubleshooting and diagnosis.
- Computer Network LAN, WAN, MAN, Internet- concept and architecture, Locating Internet.
- Resources- Navigating, searching, selecting, evaluating, saving and bookmarking.

Unit 2:

- Communication: Concepts, nature, theories and process of communication.
- Components and types of Classroom communication.
- Principles of communications.
- Communication, learning and Instruction.

- Models of Communication- SMCR model of communication, Sharon's model of communication.
- Designing instructional Strategies such as lecture, team teaching, discussion, seminar and tutorials.

Unit 3:

EDUCATIONAL SOFTWARE APPLICATIONS

- Computer assisted instruction
- Drill & practice software
- Educational simulations
- Integrated learning system
- Curriculum specific Educational software.

Unit 4:

- E-learning- Definitions, scope, trends, attributes & opportunities.
- Pedagogical designs & e-learning.
- Assessments, feedback and e-moderation.
- Digital learning objects.
- Online learning course development models.
- Management and implementation of e-learning.
- E-content designing.



Paper 4 (CORE)

Gender and Society- (E010804TN)

Credit- 4

Objectives:

1. To understand key gender concepts like patriarchy, feminism and gender bias.
 2. To explore how gender roles are constructed socially through family, school and media.
 3. To examine gender laws and promote equality and empowerment in education.
-

Unit 1: Key concepts of Gender Issues

- Concepts, terms and relate them with their context in understanding the powerrelation to gender, sex, sexuality, patriarchy, masculinity and feminism, gender bias, gender stereotyping and empowerment.
- Patriarchy, power, resources and opportunities.

Unit 2: Social Construction of Gender

- Socialization in family and at school, Occupation and identity, Stereotypes about Females prevalent in the society, media and literature.
- Gender and its intersection with poverty, class, caste, religion.

Unit 3: Gender, Power and Education

- Gender identities and socialization practices in: Family, School and other formal and informal organization.
- Schooling of girls: Inequalities and resistances (Issues of access, retention and exclusion), Overview of girl education in India with special reference to U.P.

Unit 4: Gender Jurisprudence (Indian context)



- Understanding the importance of addressing sexual harassment in family, neighborhood and other formal and informal institutions.
- Prenatal Diagnostic Technique Act, 1994; Domestic Violence Act, 2005, Reservation for Women, Supreme Court Verdict about transgender.

Suggested Readings:

1. Desai, Neera and Thakkar, Usha. (2001). Women in Indian Society. National Book Trust. New Delhi
2. Dunne, M. et al. (2003). Gender and Violence in School. UNESCO
3. Kostas, Marios (20 June 2019). —Discursive construction of hegemonic masculinity and emphasized femininity in the textbooks of primary education: children's discursive agency and polysemy of the narratives. Gender and Education:-1
4. NCERT 2006, National Curriculum Framework 2005: Position Paper, National Focus Group. Gender Issues & Education
5. Srivastava, Gouri (2012). Gender and Peace in Textbooks and Schooling Process. Concept Publishing Company Pvt. Ltd., New Delhi
6. Sherwani Azim. (1998) The Girl Child in Crises. Indian Social Institute, New Delhi
7. UNESCO (2015). A Guide for Gender Equality in Teacher Education Policy and Practices (PDF). Paris, UNESCO. pp. 9-10, 59-61. ISBN 978-92-3100069-0.
8. <http://www.genderandeducation.com/issues/secondgeapolicyreportwolf/>
9. <http://www.genderandeducation.com/resources-2/pedagogies/curriculum/>
10. <http://www.publications.awe.asn.au/gender-and-the-national-curriculum>
11. जेंडर स्कूल और समाज, डॉ. दीप्ति जौहरी, आर० लाल० पब्लिकेशन मेरठ



- Research Project/Dissertation

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CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR

M.A. 1 Year (IX Semester)

Syllabus (NEP-2020)

(EDUCATION)

Paper 1 (CORE)

History of Indian Education: Pre-Independence Era- (E010901TN)

Credit 4

Objectives:

1. To understand ancient Indian education systems – Vedic, Buddhist and Muslim.
 2. To study major ancient educational institutions like Nalanda and Taxila.
 3. To analyze key educational reforms from 1813 to the 19th century.
-

Unit 1: Vedic Education: Vedic System of Education with Reference

- | | |
|------------|-------------------------|
| • Aims | • Practices |
| • Methods | • Curriculum |
| • Features | • Agencies of Education |

Unit 2: Buddhist and Muslim System of Education

- | | |
|------------|-------------------------|
| • Aims | • Practices |
| • Methods | • Curriculum |
| • Features | • Agencies Of Education |

Unit 3: Institutes of Education in Ancient India

- | | |
|---------------|------------|
| • Nalanda | • Vallabhi |
| • Odantpuri | • Madras |
| • Taxila | • Somapura |
| • Pushpagiri | • Gurukul |
| • Vikramshila | • Jagdala |
| • Maktab | • Ashram |

Unit 4:

- Development of Education From 1813 Charter Act
- 1835 Lord Macaulay Minute

- Gokhale Bill 1911
- Basic Education or Nayi Taaleen
- 1854 Wood Dispatch
- 1882 Hunter Commission
- Vardha Scheme 1937
- To the End of the 19th Century With Reference To Important Landmark in Education.

Suggested Reading:

1. Bhartiya Shiksha Ka Itihas, S. P. Chaubey
2. Bhartiya Shiksha ka Itihas aur Utkarsh aur Pathak
3. Ancient Indian Education, Radhe Kumud Mukherjee
4. History of Indian Education System, Y. E. Singh
5. Education in Ancient India, A. S. Altekar
6. History, Development and Problem of Indian Education, Laal R. B. & Sharma
KE
7. History of Indian Culture And Religion, Bakshi S. R. N. Mahajan
8. Aims of Education in India-Vedic, Buddhist Medieval British & Post-
Independence, Singh Bhanu Pratap
9. भारतीय शिक्षा का विकास, डॉ. स्वाति सक्सेना, प्रकाशक फर्स्ट प्रिंट
पब्लिकेशन इलाहाबाद ।



Paper 2 (CORE)

Economics of Education- (E010902TN)

Credit- 4

Objectives:

1. To understand the concept, scope and importance of Economics of Education.
 2. To analyze education as consumption, investment and a tool for national development.
 3. To study human capital formation, manpower planning and cost-benefit analysis in education.
-

Unit 1:

- Economics of Education: Concept, Definition (Education, Economics, Economics of Education), Scope and Importance of Economics of Education.

Unit 2:

- Different forms of Education: Education as a Consumption, Education as Investment, Education as Productive Activity, Education as an Agency of Development of National Resources, Return of Education.

Unit 3:

- Education and Economic Development: Human capital formation and Man power planning.

Unit 4:

- Cost Benefit Analysis of Education: Taxonomy of cost Education, Taxonomy of benefits of Education. Input and Output: Concept and Relationships between the Two

Suggested Readings:

1. Sheinagar R.P. & Nidya Agarwal, Educational Administration, Planning and Financing R Lal, Meerut
2. Blang. M. Economics of Education, Himalaya, publishing House, Bombay, 1972.

3. पाण्डेय, आर. एस, शैक्षिक संयोजन एवं वित्त प्रमन्धन्न विनीय पुस्तक भवन, कानपुर।
4. सिंह मधुरिमा, शिक्षा का अर्थशास्त्र, आलोक प्रकाशन, लखनऊ।
5. सिंह मधुरिमा, शिक्षा का अर्थशास्त्र वित्त और नियोजन, भार्गव प्रकाशन, आगरा।



Paper 3 (ELECTIVE)

Value Education & Human Rights - (E010903TN)

Credit- 4

Objectives:

1. To understand the concept, significance, and need of value and human rights education in the present social context.
 2. To explore national and international initiatives for promoting value education and human rights awareness.
 3. To examine the role of legal rights, fundamental rights, and organizations like UNESCO in strengthening human rights education.
-

Unit 1:

- Concept, Definition and importance of value education.
- The need for value based education in the present context.

Unit 2:

- Initiatives of related to value education by India and scope of value education in the Indian education system.

Unit 3:

- Meaning, Need and scope of Human Rights education.
- Importance of Human Rights in existing social scenario.

Unit 4:

- Concept and classification of fundamental rights.
- Legal Rights-Meaning, Importance and its relevance relating to the Present global scenario.

Unit 5:

- Role of different Government and non-government Organization in Human Rights Education.
- Role of UNESCO with reference to Human Rights.

Suggested Readings:

1. Nilesh Kumar Singh, Education for Values and Human Rights.
2. Y.K. Sharma, Kuldeep S. Katoch, Fundamentals of Education for Values Environment Human Rights.
3. A. Selvan, Human Rights Education.
4. V. Narayan Karan Reddy, Man Education and Values.
5. V.C. Pandey, Value Education and Education for Human Rights.

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Paper 3 (ELECTIVE)

Yog & Naturopathy - (E010904TN)

Credit- 4

Objectives:

1. To understand the historical and philosophical roots of Yoga and its relevance to individual and social upliftment.
 2. To explore different systems of Yoga, their practices, principles, and therapeutic values.
 3. To study the concept, practices, and benefits of Naturopathy and its relationship with Yoga and holistic health.
-

Unit 1:

Origin of Yog

- History, Theme & Importance
- Yog Philosophy of Bhagavada Gita
- Transformation of Yog in Hinduism
- Yog in Western World
- Different types of Yog Systems & Characteristics of Yoga Practitioner
- The Philosophy of Yog & Its Relationship to Individual & Social Upliftment

Unit 2:

- Disconnect between Yog & Contemporary practices of Yog
- Paap Kataari Yog
- Patanjali Yog Sutra
- Importance & Practices of Yog Sutras & Chakras
- Seven Chakras

Unit 3:

- Yog & Meditation
- Importance of Yog
- Asanas & Their Reflection of Health



- Yog for Stress Management, Depression & Anxiety
- Yog Presumptions, Values, Objectives & Impact

Unit 4:

- What is Naturopathy?
- Concept & Meaning
- History & Origin of Naturopathy
- Naturopathic Medicine: Uses and Risks
- Naturopathic Diet Benefits & Importance
- Herbal Drugs
- Ayurvedic Food & Nutrition
- Institutions of Naturopathy & Yogic Science in India

Unit 5:

- Scientific Basis of Yog
- Yog and Bio feedback
- Therapeutic value of yog
- Different Asanas & their Effect to promote a sound Physical & Mental Health
- Dhyaan & Its Therapeutic value

Suggested Readings:

1. Samgra Yog
2. Light on Yoga, B. K. S. Iyenger
3. Patanjali Yog Sutra, Sachidanand Saraswati
4. Yog Anatomy, Leslie Kaminsky



Paper 4 (ELECTIVE)

Teacher Education - (E010905TN)

Credit- 4

Objectives:

1. To understand the concept, nature and need of social mobility in relation to education.
 2. To examine the role of education in promoting and directing social mobility.
 3. To identify and analyze the key factors influencing social mobility and their connection with educational opportunities.
-

Unit :1

- Evaluation and development of teacher education in India.
- Meaning and scope of teacher education.
- Objectives of teacher education at different levels.

Unit 2:

- Preparation to Teacher for Pre-Primary, Primary and Secondary stages. .
- Professional preparation of teacher educators and educational administrators.
- Preparation of teachers for the teaching of a particular subject (language Maths & Science).
- In-service training programmes
- Post graduate courses in education, and innovation in teacher education.

Unit 3:

- Student teaching programmes.
- Pattern of students teaching (internship, block teaching, teaching practice, off-campus teaching practice)
- Technique of teacher training, core teaching, micro-teaching analysis.
- Evaluation of students teaching.

Unit 4:

- Trends in teacher education.
- Integrated teacher education programme,
- Comprehensive college of education.
- BIEHERT/DIET
- NCERT
- National council for teacher Education.
- Current problems.
- Practicing Schools in teacher education.
- Teacher Education and Community.
- Implementation of curriculum of Teacher Education

Unit 5:

- Research activities in the field of teacher education and their implication with respect to.
- Teaching effectiveness
- Criteria of admission
- Approaches to teaching.

Suggested Readings:

1. Panday Jyoti, Teacher Education, K.S.K Publishers and distributors, New Delhi
2. Mishra Loknath, Teacher Education Issues and innovations, Atlantic Publishers and distributors Pvt Ltd, New Delhi
3. Mohan, Radha, Teacher Education, PHI Learning Pvt Ltd, New Delhi second edition
4. नरेश कुमार, अध्यापक शिक्षा, अर्जुन पब्लिशिंग हाउस, नई दिल्ली



Paper 4 (ELECTIVE)

Special Education - (E010906TN)

Credit- 4

Objectives:

1. To understand the concept and types of special and exceptional children.
 2. To know the policies and institutions supporting special education.
 3. To explore teaching methods for children with special needs.
-

Unit :1

- Brief History of Special Education
- Meaning, Scope, Definition & Development of Special Education
- Meaning, Scope, Definition & Development of Exceptional Children
- Types of Exceptional Children

Unit 2:

- Government Policies & Legislation About Special Education
- Recommendation given in NPE 1968, 1986 & NEP 2020
- About the Role & Rehabilitation of Exceptional Children
- National Institute of Handicapped & Exceptional Children
- Role of Rehabilitation Council of India

Unit 3:

- Education for Different Type of Exceptional Children
- Education for Mentally Retarded
- Education for Gifted & Creative Children
- Education for Juvenile Delinquent & Orthopedically Handicapped

Unit 4:

- Nature & Objectives of Special Schools



- Concept of Mainstream Schools & Integrated Schools with Adequate Resources as Teachers, Councillors, Rooms & Infrastructures
- Training of Teachers and Student Teachings for special Education
- Evaluation of Special Children

Unit 5:

- Education of Visually Impaired Children
- Concepts Characteristics
- Degree of Impairment
- Etiology & Intervention
- Educational Program

Suggested Readings:

1. Learning Disability, Bender W. N.
2. Exceptional Children in Schools, Dunn & Bay
3. Exceptional Children: Introduction to Special Education, Hallahar D. P. & Kauffmann
4. Education of Exceptional Learner, Hewett Frank
5. Learning Disability: Nature, theory & Treatment, N. N. Singh
6. विशिष्ट बालक, डॉ. स्वाति सक्सेना, प्रकाशक फर्स्ट प्रिंट पब्लिकेशन इलाहाबाद ।



Psychological Test

1. Educational interest record
2. Group test of intelligence
3. Span of apprehension
4. Test of free association
5. Thematic Apperception Test (TAT)

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CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR

M.A. 1 Year (X Semester)

Syllabus (NEP-2020)

(EDUCATION)

Paper 1 (CORE)

Historical Perspectives of Education: Post-Independent Era- (E011001TN)

Credit- 4

Objectives:

1. To study the development of Indian education post-independence through major commissions.
 2. To understand key features and impact of NPE 1968, 1986 and NEP 2020.
 3. To explore the implementation of NEP 2020, especially in CSJM University Kanpur and other institutions.
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Unit 1: Growth of Education from 1947 with Special Reference Post-Independence Era of Education

- University Education Commission (Radha-Krishna Commission) 1948-49
- Secondary Education Commission (Mudaliar Commission) 1952-53
- Indian Education Commission (Kothari Commission) 1964-66

Unit 2: Reconstruction of Indian Education System with Special Reference To

- National Policy of Education 1968 and 1986- Their Implementation, Main Features, Importance and Impact
- Review Committee of NPE 1968 and 1986-Action Plan 1992
- NCF 2005, NCFTE 2009

Unit 3: Reconstruction of Indian Education with Special Reference to National Policy of Education 2020

- School Education in NPE 2020- Its Main Features, Impact and Importance
- Higher Education in NEP 2020- Its Main Features, Impact and Importance
- Other Focus Area - Its Main Features, Impact and Importance

Unit 4: National Policy of Education 2020: Making It Happen

- Strengthening The System of Education

- Financial Affordable Quality Education
- Implementation Of NEP 2020 in Different States and Central Universities with Special Reference to CSJM University, Kanpur

Suggested Readings:

1. Education in India, Ramachandran P. And Ramkumar
2. Future of Indian Education System, Dr. N. Jadhav
3. National Educational Policy 2020- The Voice of Indian Youth
4. Issues In Indian Education, M. L. Dhawan
5. Development of Education System in India, J. C. Agrawal
6. Report of Education Commission, 1964 To 1966 by NCERT New Delhi
7. Report of University Education Commission, 1948-1949 by Ministry of Education Government of India
8. Report of Secondary Education Commission, 1952-53 by Ministry of Education & Social Welfare
9. Aims of Education in India, B. P. Singh
10. डॉ. स्वाति सक्सेना, भारतीय शिक्षा का विकास, प्रकाशक फर्स्ट प्रिंट पब्लिकेशन इलाहाबाद



Paper 2 (CORE)

Comparative Education- (E011002TN)

Credit- 4

Objectives:

1. To understand the meaning, scope and methods of comparative education.
 2. To compare educational systems of India, UK and USA at various levels.
 3. To analyze global educational challenges and the role of international organizations in educational development.
-

Unit 1:

- Nature, meaning and scope of comparative education
- Methods of comparative education: Juxtaposition, Area Study
- Intra and Inter Educational analysis

Unit 2:

- Comparative education factors and approaches: geographical, economic, cultural, philosophical, sociological, linguistic, scientific, historical, ecological and functional factors.
- Cross disciplinary approach used in comparative education.

Unit 3:

A comparative study of the educational system of countries with special reference to:

- Primary Education- UK, USA, India
- Secondary Education- UK, USA, India
- Higher Education- UK, USA, India
- Teacher Education- UK, USA, India
- Adult Education- UK, USA, India

Unit 4:

- Various official organization of UNO and their role in educational development
- Recommendation of Delors Commission report

Unit 5:

- Problems prevailing in developing countries with special reference to India, their causes and solutions through Education- Poverty, Unemployment, Population, Explosion, Terrorism, Illiteracy, Communalism, Political Unstability.

Suggested Readings:

1. Bearday: Comparative Methods in Education
2. Hans: Comparative Education
3. Kandel: Studies in Comparative education
4. Sharma, R.A.- Comparative Education: Education System and problems of the world, R. Lall book depot, Meerut
5. Sodhi, TS (2007)- A textbook of Comparative Education, S. Chand Publication, New Delhi
6. पाण्डेय, के० पी० (1987)– तुलनात्मक शिक्षा, अमिताश प्रकाशन, भवानी नगर, मेरठ

Paper 3 (ELECTIVE)

Education Technology and Management- (E011003TN)

Credit- 4

Objectives:

1. To understand the concept, components, and significance of Educational Technology in teaching-learning processes.
 2. To explore instructional design, teaching models, communication strategies, and technological tools like CAI, micro-teaching, and programmed instruction.
 3. To examine the role, applications, and emerging trends of Educational Technology in formal, non-formal, and distance education systems.
-

Unit 1:

- Concept of Educational Technology
- Meaning, Nature, Scope and significance of ET.
- Components of ET: Software, Hardware.
- Educational technology and instructional technology.

Unit 2:

- Communication and Instruction: Theory, concept, Nature, Process, Components Types, Classroom Communication, Mass media approach in Educational Technology.
- Designing Instructional system:
- Formulation of instructional objectives
- task analysis
- Designing of Instructional strategies such as lecture, team teaching discussion, seminar and tutorials.

Unit 3:

- Teaching levels, Strategies & Models
- Memory, Understanding and Reflective levels of teaching.

- Teaching Strategies: Meaning, Nature, Functions and Types
- Models of teaching: Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching)
- Modification of teaching behaviour.
- Micro teaching, Flander's Interaction Analysis, Simulation.

Unit 4:

- Programmed instruction (linear/branching model) - Origin and types- linear and branching.
- Development of the programmed instruction material
- Teaching machines
- Computer, Assisted Instruction
- Research in Educational Technology
- Future priorities in Educational Technology.

Unit 5:

- Educational Technology in formal, non formal and Informal Education, Distance Education, Open Learning Systems and Educational Technology.
- Emerging trends in Educational Technology, Videotape, Radio-vision, tele-conferencing, CCTV, CAI, INSAT -Problems of New Technologies.
- Evaluation and Educational Technology.
- Resource Centres for Educational Technology, CIET, UGC, IGNOU, NOS, State ET Cells, AVRC, EMRC, NIST etc. - their activity for the improvement of teaching-learning.

Suggested Readings

1. Mukhopadhyay, M. :Educational Technology
2. Kulkarni, S. S.: Educational Technology
3. Mohanty, J.: Educational Technology
4. Sahoo, P. K.: Open Learning System
5. Sahoo, P. K.: Educational Technology in Distance Education



6. Sampat, K. et al.: Introduction to Educational Technology
7. Sharma, M. L: System Approach - Its application in education
8. Sharma, R. A.: Educational Technology
9. Singh Madhurima, Educational Technology and Management, Alok prakashan, lucknow, Allahabad

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Paper 3 (ELECTIVE)

Education and Rural Development- (E011004TN)

Credit- 4

Objectives:

1. To understand the meaning, scope, and importance of population and family life education.
 2. To examine population dynamics, quality of life and their relation to socio-economic development.
 3. To study population policies, programs and the role of national and international agencies.
-

Unit 1:

- Concept and nature of rural society in India
- Characteristics of rural society in India
- Importance of rural society in India

Unit 2:

- Concept and scope of rural development
- The Agrarian historicity of Indian culture
- Causes of rural backwardness

Unit 3:

- Need of rural development
- Policies for rural development
- Constraints of rural development

Unit 4: Issues in rural development-

- | | |
|--|----------------------------|
| • Electricity | • Health care |
| • Sanitation, clean water and food | • Education |
| • Road | • Agricultural development |
| • Mahatma Gandhi's 'Basic Education System' and its relevance for education in rural society | |

- Education with emphasis on Primary, Adult and Community Education
- Participatory rural development programme in India with special reference to rural youth

Unit 5:

- Poverty and unemployment alleviation through Micro Finance and SHGs (Self Help Groups), Women empowerment through SHGs and MGNREGA

Suggested Reading:

1. Singh, Katar-Rural Development- Principles Policies and Management, Sage Publications, New Delhi
2. Gautam, B.S.-Cooperatives and Rural Development in India, Radha Publication, 2007
3. Shreedhar G. and Rajashekhar-Rural Development in India, Concept Publishing Company
4. सिंह, हरे कृष्ण— ग्रामीण विकास और साक्षरता (2011), मनीष प्रकाशन, वाराणसी
5. पचौरी, गिरीश एवं अग्रवाल, प्रीति— कार्य शिक्षा, गांधीजी की नई तालीम एवं सामुदायिक सहभागिता, आर० लाल बुक डिपो, मेरठ



Paper 4 (ELECTIVE)

Inclusive Education- (E011005TN)

Credit- 4

Objectives:

1. To understand the concept, need and historical development of inclusive education, distinguishing it from special and integrated education.
 2. To explore national and international policies, legal frameworks and curriculum adaptations for effective inclusion of children with diverse needs.
 3. To develop the required teacher competencies, pedagogical strategies and classroom practices for inclusive education at the secondary level.
-

Unit 1:

- Introduction, Issues & perspectives of Inclusive Education
- Definition, concept and Importance of inclusive education.. Historical perspectives of inclusive education for children with diverse needs.
- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive education for education of all children in the context of Right to Education.
- NCF-2005 and adaptation of teaching learning material

Unit 2: Policy Perspective

- Recommendations of Indian Education Commission (1964-66).
- Scheme of Integrated Education for Disabled Children. SSA
- Inclusive Education of Disabled at Secondary Stage (IEDSS).
- National Policy on Education (NPE, 1986-92).
- National Curriculum Framework, 2005 NCERT
- The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12). The World Declaration on the Survival. Protection and Development of Children and

- The Plans of action (Outcome of the UNICEF World Summit for Children, (1990). Educational provisions in Person with Disability Act.
- Rehabilitation Council of India Act(1992).
- National Trust Act (1999).
- UN convention on the Rights of Persons With Disabilities..
- Promoting Inclusion Preventing Exclusion
- The National Trust for the Welfare of Persons with Autism. Cerebral Palsy. Mental
- Retardation and Multiple Disabilities Act 1999.

Unit 3:

- Diversity - Meaning and definition.
- Disability-Legal definition, discrimination.
- Giftedness.
- Concept, Nature, and Characteristics of Multiple Disabilities
- Guidelines for adaptation for teaching practicing science,
- Mathematics, social studies. languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings.
- Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.
- Techniques and methods used for adaptation of content, laboratory skills and play material

Unit 4: Teacher Preparation and Inclusive Education

- Review existing educational programmes offered in secondary school (general, special education).
- Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- N.C.F 2005 and curriculum for teacher preparation and transaction modes.

Suggested Reading:

1. समावेशी शिक्षा— गुरु शरण दास त्यागी, सक्सेना सविता, विनोद पुस्ताक मंदिर, आगरा
2. समावेशी शिक्षा— शर्मा सविता, विनोद पुस्ताक मंदिर, आगरा
3. समावेशी शिक्षा— सिंह विपिन कुमार/चौहान ज्योत्सना, अग्रवाल प्रकाशन, आगरा



Paper 4 (ELECTIVE)

Curriculum Development & Test Constructions- (E011006TN)

Credit- 4

Objectives:

1. To understand the meaning, foundations, types and principles of curriculum along with the teacher's role in curriculum change and pedagogical implications.
 2. To explore planning, designing, and transaction of curriculum using instructional methods, communication and collaborative approaches.
 3. To study modern techniques and reforms in assessment and evaluation including formative and summative testing, grading, online examination and research in evaluation.
-

Unit 1:

- Concept of Curriculum
- Meaning, Concept, Theories, Procedures & Domains of Curriculum
- Foundation of Curriculum - Philosophical, Sociological, Psychological & Historical
- Types & Categories of Curriculum
- Curriculum Change: Determinance & Role of Teacher, Implications to Pedagogical Practices

Unit 2:

- Curriculum Planning & Design
- Objectives, Sources & Formations
- Curriculum Planning, Framework, Need & Relevance
- Approaches to Curriculum, Development: Lecture Centred, Subject Centred, Community Centred
- Principles of Curriculum Development

Unit 3:

- Curriculum Transaction
- Concept of Instructions, Instructional Design & Instructional Media

- Role of Communication in Effective Curriculum Transaction (Verbal & Non-Verbal)
- Factor Affecting Curriculum & Transaction
- Approaches for Curriculum Transactions: Collaborative Learning, Co-operative Learning & Team Teaching

Unit 4:

- Assessment & Evaluation
- Concept & Purpose - Types of Tests: Formative & Summative, Non-Reference & Criterion
- Construction of the Tests - Continuous & Comprehensive
- Types of Tests - Transparency & Objectivity In Evaluation
- Techniques of Curriculum Assessment: Grading, Computer Assisted, Self-Assessment, Content Analysis, Peer Assessment

Unit 5:

- Meaning, nature, significance and limitations of following reforms
- Grading, Marking and Credit System Semester System
- Question Bank
- Continuous Internal Assessment
- Moderation and revaluation
- Online Examination
- Researches in Measurement & Evaluation

Suggested Reading:

1. The Child & The Curriculum, John Dewey
2. Curriculum Development, Theory and Practices, Kelley A. V.
3. Curriculum Development, Theory and Practices, N. Tabah
4. An Introduction to Curriculum Research & Development, Sterhouse L..
5. National Curriculum Framework for School Education, NCERT
6. Reflection of Curriculum, NCERT
7. Curriculum Development, J. C. Agrawal
8. Fundamentals of Curriculum, Walker D. F.

- Dissertation
- OR
- Research Project

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