

**Learning Outcome Based Syllabus of
3-Years Bachelor of Arts (B.A.)-Education
त्रि वर्षीय कला स्नातक (बी. ए.)- शिक्षा शास्त्र पाठ्यक्रम**



शिक्षाशास्त्र विभाग

कला संकाय

इलाहाबाद विश्वविद्यालय, प्रयागराज-211002

Department of Education

Faculty of Arts

University of Allahabad, Prayagraj-211002

(Session 2024-25 onwards)

Prologue

About the Department:

The department of Education, University of Allahabad is one of the oldest institutions of Education discipline in country. The department was established in the year 1942 with M.Ed. Programme. In the year 1954, department was the third among the Indian Universities awarded first Ph.D. (Education) in India. Bachelor of Arts (Education) classes were started in 1949 and in 1981 classes in M.A. (Education) were started with the objectives



of developing academic excellence. The Department consistently ensure constructive and conducive learning environment. Department completed 75 years of Excellence in 2017. The stalwarts like Prof. P.S. Naidu, Col. Sohan Lal, Prof. S.B. Adaval, Prof. R.S. Pandey, Prof. S. K. Pal built academic culture of this department.

Department of Education implemented DRS-I of the UGC SAP for a duration of Five years (2011 to 2016). Department is presently running UGC SAP DRS Phase- II (2018 to 2023). Department has also worked on e-PG Paathshala Project of UGC in Collaboration with CIET, NCERT, New Delhi. Department is publishing National Journal “Research and Studies” Since 1950 annually ISSN number 0084-621. Department is also Publishing UGC-SAP Annual News Letter since 2013. The Department of Education boasts of fully equipped labs of Educational Psychology, Educational Technology and Science Education. All the classes of the department in ICT equipped. The major focus of research in the department has been Philosophy of Education, Sociology of Education, Educational Psychology, Measurement & Assessment and Educational Administration. Of late, the department has initiated studies in the emerging area of pursuit like ICT in education, Pedagogical Approaches, open and distance education, Artificial intelligence and school education. Regular house colloquiums, seminars, workshops and conferences, in-service education for professional development of teachers, are some of the prominent features of the department. The faculty members contributions are well acknowledged at national and international level through their representations in different bodies, research publication and conducting research projects. There have been collaborative efforts with different national and international institutions, corporate sectors and state level organization to strengthen the functioning of the department.

About the Programme:

In the ever-evolving landscape of education, the Bachelor of Arts in Education stands as a beacon, illuminating the path towards shaping the minds of tomorrow. This program is a gateway to the profound realm where knowledge intersects with inspiration, and pedagogy becomes an art form. As we embark on this educational journey, we delve into the heart of teaching, seeking not only to transmit information but to ignite the spark of curiosity and instill a lifelong love for learning. The Bachelor of Arts in Education is not merely a course of study; it is a transformative experience that prepares individuals to become educators who shape the future of generations. This program goes beyond the traditional confines of academia, embracing a holistic approach that encompasses not only the mastery of subject matter but also the cultivation of essential skills, a deep understanding of diverse learners, and the fostering of a nurturing and inclusive educational environment.

Throughout this academic odyssey, students will engage in a dynamic curriculum designed to foster critical thinking, creativity, and effective communication. From educational psychology to curriculum design, and from classroom management to the integration of technology, the Bachelor of Arts in Education provides a comprehensive foundation that empowers future educators with the tools and insights needed to navigate the complexities of the modern educational landscape. Our commitment is not only to the development of proficient educators but also to the cultivation of compassionate individuals who recognize the unique potential within each student. The program emphasizes the importance of fostering a growth mindset, cultural competence, and an unwavering dedication to equity and social justice in education. As we embark on this academic expedition, let us remember that education is not confined to the four walls of a classroom; it extends into the fabric of society, influencing the trajectory of nations and shaping the future of humanity. The Bachelor of Arts in Education is a passport to this transformative journey, inviting students to become architects of knowledge, advocates for learning, and ambassadors of positive change.

Programme Outcomes (P.O.) for a Bachelor's degree (Level 5.5)

Bachelor's degree: The bachelor's degree qualifies students who can apply a broad and coherent body of knowledge and skills in a range of contexts to undertake professional work and/or for further learning.

Descriptor	Knowledge and understanding: The graduates should be able to demonstrate the acquisition of:
P.O. 1.	comprehensive, factual, theoretical, and specialized knowledge in broad multidisciplinary contexts with depth in the underlying principles and theories relating to one or more fields of learning.
P.O. 2.	knowledge of the current and emerging issues and developments within the chosen field(s) of learning.
P.O. 3.	procedural knowledge required for performing and accomplishing professional tasks associated with the chosen fields of learning.
Descriptor	General, technical and professional skills required to perform and accomplish tasks: The graduates should be able to demonstrate the acquisition of:

P.O. 4.	cognitive and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of learning.
P.O. 5.	cognitive and technical skills required to evaluate and analyze complex ideas,
P.O. 6.	cognitive and technical skills required to generate solutions to specific problems associated with the chosen fields of learning.
Descriptor	Application of knowledge and skills: The graduates should be able to demonstrate the ability to:
P.O. 7.	apply the acquired specialized technical or theoretical knowledge, and cognitive and practical skills to gather and analyze quantitative/qualitative data to assess the appropriateness of different approaches to solving problems,
P.O. 8.	employ the right approach to generate solutions to problems related to the chosen fields of learning.
Descriptor	Generic learning outcomes: The graduates should be able to demonstrate the ability to:
P.O. 9.	listen carefully, to read text related to the chosen fields of learning analytically and present complex information in a clear and concise manner to different groups/audiences.
P.O. 10.	communicate in writing and orally the constructs and methodologies adopted for the studies undertaken relating to the chosen fields of learning,
P.O. 11.	make coherent arguments to support the findings/results of the study undertaken to specialist and non-specialist audiences.
P.O. 12.	meet one's own learning needs relating to the chosen field(s) of learning,
P.O. 13.	pursue self-paced and self-directed learning to upgrade knowledge and skills that will help adapt to changing demands of the workplace and pursue higher level of education and training.
P.O. 14.	critically evaluate evidence for taking actions to generate solutions to specific problems associated with the chosen fields of learning based on empirical evidence.
P.O. 15.	make judgement and take decisions based on the analysis and evaluation of information for formulating responses to problems, including real-life problems,
P.O. 16.	exercise judgement across a broad range of functions based on empirical evidence, for determining personal and/or group actions to generate solutions to specific problems associated with the chosen fields of learning.
Descriptor	Constitutional, humanistic, ethical, and moral values: The graduates should be able to demonstrate the willingness and ability to:
P.O. 17.	Embrace constitutional, humanistic, ethical, and moral values, and practice these values in life.
P.O. 18.	identify ethical issues related to the chosen fields of study,
P.O. 19.	formulate coherent arguments about ethical and moral issues, including environmental and sustainable development issues, from multiple perspectives.
P.O. 20.	follow ethical practices in all aspects of research and development, including avoiding unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.
Descriptor	Employability and job-ready skills, and entrepreneurship skills and capabilities/ qualities and mindset: The graduates should be able to demonstrate the acquisition of:

P.O. 21.	knowledge and essential skills set and competence that are necessary to take up a professional job relating to the chosen field of learning and professional practice,
P.O. 22.	entrepreneurship skills and mindset required for setting up and running an economic enterprise or pursuing self-employment requiring the exercise of full personal responsibility for the outputs of own work, and full responsibility for the output of the group,
P.O. 23.	the ability to exercise management and supervision in the contexts of work or study activities involving unpredictable work processes and working environments.

Programme Specific Outcomes:

The three-Year Bachelor of Arts (Education) is a programme that prepares learners for understanding the discipline of Education and to provide a conducive learning environment to the learners for understanding the aims, the theoretical context, curriculum, policy, evaluation, innovations in the context of overall education process. Hence, at the end of the three-Year Bachelor of Arts (Education) Programme:

PSO₁ Knowledge- The learner/graduates will demonstrate systematic and extensive content knowledge and understanding of the academic field of education. Along with the philosophical, sociological & psychological foundations.

PSO₂ Attitude- Learner/graduates will develop an inclusive attitude, demonstrating fairness and justice in their interactions within educational contexts.

PSO₃ Communiqué- learners will demonstrate skills of effective reading, writing, speaking and listening, in personal, instructional as well as in digital context to establish meaningful relationships with stakeholders of society.

PSO₄ Alliance- learners will showcase the ability to collaborate with diverse peer teams, fostering cooperative efforts toward common goals. Demonstrate effective teamwork skills as an efficient educator.

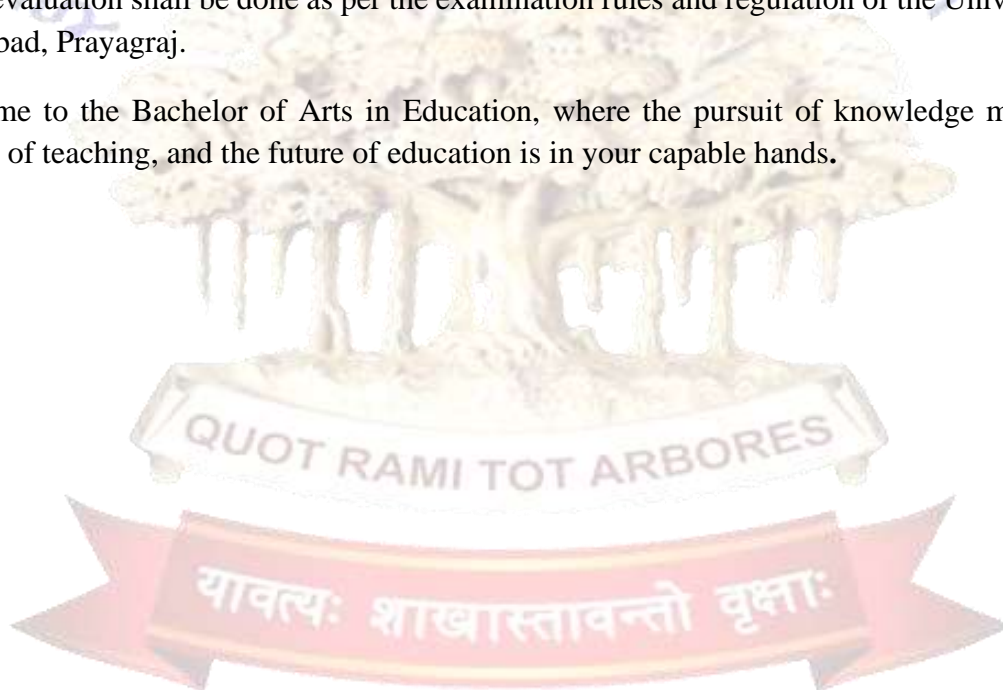
PSO₅ Skill-Learners will be able to exhibit Proficiency in analyzing content, understanding learning conditions, styles, crafting learning situations & materials and designing curriculum. They will also be able to develop competencies related to assessment, testing & research (action), and Proficiency in technology, coupled with the capacity to employ both traditional and contemporary techniques in educational settings.

Programme Structure

Offer in Year	Course Number / Course Code	Course Name	Maximum Marks*
1 st Year of Bachelor	First Paper	Principles of Education	75 Marks
	Second Paper	Problems of Indian Education	75 Marks
2 nd Year of Bachelor	First Paper	Educational Philosophy and Sociology	75 Marks
	Second Paper	Educational Psychology	75 Marks
3 rd Year of Bachelor	First Paper	Measurement, Evaluation and Action Research in Education	75 Marks
	Second Paper	Indian and Western Thinkers	75 Marks
	Third Paper	Emerging Trends in Education	75 Marks

* The evaluation shall be done as per the examination rules and regulation of the University of Allahabad, Prayagraj.

Welcome to the Bachelor of Arts in Education, where the pursuit of knowledge meets the artistry of teaching, and the future of education is in your capable hands.



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B.A. Part I
बीए प्रथम वर्ष

Course Number / Course Code	Course Name	Maximum Marks*
First Paper	Principles of Education	75 Marks
Second Paper	Problems of Indian Education	75 Marks



बीए प्रथम वर्ष प्रथम प्रश्नपत्र B.A. Part I Paper-I	
Course Name	Principles of Education / शिक्षा के सिद्धांत
Nature of the Course	Theory (core) (सैद्धांतिक)
Special Nature/ Category of the Course	Indian Knowledge System/ Lok Vidya/ Skill Based
Mode of Transaction	Lectures, Video clips, Study of documents and references and reflective interaction with the peer group, Library readings on selected theme followed by group discussion.
Assessment	Annual Examination (75 Marks)

Course Objectives:

The course will enable learner to:

- Develop the conceptual understanding of principles of education.
- Relate the concepts of equality, inclusion, and human values for a sustainable society.
- Discuss the constitutional basis of formulating aims of education.
- Recall the principles of curriculum construction.
- Design a syllabus based on the curriculum framework.

Course Outcomes:

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

- CO1.** Differentiate between formal, informal, and non-formal education.
CO2. Elucidate the role of different agencies and institutions of education.
CO3. Comprehend the interdisciplinary nature of education.
CO4. Enumerate the aims of education in a democratic society.
CO5. Elaborate the benefits of equality in educational opportunities.
CO6. Explain the procedure of curriculum construction.
CO7. Analyse the difference between the syllabus and the curriculum.

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO9	PO10	PO22
CO1	√				√				√
CO2			√			√			√
CO3	√	√				√		√	
CO4		√						√	
CO5		√		√				√	
CO6		√			√		√		
CO7					√		√		

Topic/Sub Topic	Contact Hours	Outcome Mapping
UNIT-1 EDUCATION & ITS SETTINGS शिक्षा और इसके परिप्रेक्ष्य	10 Hrs	
<ul style="list-style-type: none"> Education; concept & definition. शिक्षा सम्प्रत्यय एवं परिभाषा Formal, informal and nonformal settings of education. औपचारिक गैर औपचारिक व अनौपचारिक शिक्षा Agencies of education: Home, School and State. शिक्षा के अभिकरण: गृह विद्यालय तथा समाज 		CO1 CO2 PSO1 PSO2 PSO5
UNIT-II THEORETICAL CONTEXT OF EDUCATION शिक्षा का सैद्धांतिक संदर्भ	10 Hrs.	
<ul style="list-style-type: none"> Interdisciplinary nature of education in the context of: शिक्षा की अंतर्विषयक प्रकृति के संदर्भ में; <ul style="list-style-type: none"> Philosophy - knowledge, reason, belief, and rationality. दर्शन - ज्ञान, कारण, विश्वास और तर्कसंगतता Psychology- child's nature; growth & development. मनोविज्ञान- बच्चे का स्वभाव; वृद्धि एवं विकास. Sociology- dominance, conflict and resistance. समाजशास्त्र- प्रभुत्व, संघर्ष और प्रतिरोध 		CO3 CO4 PSO1 PSO2 PSO4
UNIT-III PRIORITIZING AIMS OF EDUCATION शिक्षा के लक्ष्यों को प्राथमिकता देना	10 Hrs	
<ul style="list-style-type: none"> Prioritizing the aims of Indian Education in the context of a democratic, egalitarian, and humane society. लोकतांत्रिक, समतावादी और मानवीय समाज के संदर्भ में भारतीय Aims of education as per the national values enshrined in the Indian Constitution – Socialism, Secularism, justice & liberty. भारतीय संविधान में निहित राष्ट्रीय मूल्यों के अनुसार शिक्षा के उद्देश्य - समाजवाद, धर्मनिरपेक्षता, न्याय और स्वतंत्रता। Aims as envisaged in National Policy-2020 -scientific temper & self-reliance (contribution to the growing Indian economy). राष्ट्रीय नीति-2020 में परिकल्पित उद्देश्य - वैज्ञानिक स्वभाव और आत्मनिर्भरता (बढ़ती भारतीय अर्थव्यवस्था में योगदान)। 		CO4 PO1 PSO2
UNIT-IV CULTURAL & SOCIAL CONTEXT OF EDUCATION शिक्षा का सांस्कृतिक एवं सामाजिक संदर्भ	10 Hrs	

<ul style="list-style-type: none"> ● Cultural functions of Education- diffusion, acculturation & cross-cultural understanding. शिक्षा के सांस्कृतिक कार्य - प्रसार, संस्कृतिकरण और अंतर-सांस्कृतिक समझ ● Education and sustainable development, addressing diverse needs and creating accessible learning environments (sp. Ref. to SDG4) शिक्षा और सतत विकास, विविध आवश्यकताओं को संबोधित करना और सुलभ शिक्षण वातावरण बनाना (एसडीजी4 के लिए विशेष संदर्भ) ● Equality in Educational opportunity ref.- Fostering social consciousness amongst learners. शैक्षिक अवसर में समानता संदर्भ - शिक्षार्थियों के बीच सामाजिक चेतना को बढ़ावा देना। 	CO5 PSO2 PSO4
UNIT V CURRICULUM & SYLLABUS	10 Hrs
<ul style="list-style-type: none"> ● Curriculum -concept, principles of curriculum construction, types of curricula. ● पाठ्यचर्या-अवधारणा, पाठ्यचर्या निर्माण के सिद्धांत, पाठ्यचर्या के प्रकार। ● Syllabus-concept, relevant incorporation of Indian Traditional Knowledge. ● पाठ्यक्रम-अवधारणा, भारतीय पारंपरिक ज्ञान का प्रासंगिक समावेश। ● Holistic approaches to curriculum design and implementation (to develop well-rounded individuals, integrating IKS, Panchkosha) ● पाठ्यक्रम डिजाइन और कार्यान्वयन के लिए समग्र दृष्टिकोण (आईकेएस, पंचकोश को एकीकृत करके, सर्वांगीण व्यक्तियों का विकास करना) 	CO6 CO7 PSO2 PSO5
<p>SUGGESTED READINGS:</p> <ul style="list-style-type: none"> ➤ NCERT (2005) Position Paper of Focus Group on Education of SC and STs, NCERT, New Delhi ➤ NCERT (2022-23) Sociology, (Text books for class XI and XII) NCERT, New Delhi ➤ Nambissan, G. (2009). Exclusion and Discrimination in Schools: Experiences of Dalit Children, UNICEF. ➤ Naik, JP & Nurullah, S (1974) Edn A Students' History of Education in India, Macmillan ➤ Pandey, R. S. (2020). <i>Principles of Education</i>. Agra: Shri Vinod Pustak Mandir ➤ Agrawal. J.C. (2010). <i>Theory and Principles of Education</i>. New Delhi: S. Chand ➤ कुमार, कृष्ण (1974). राज समाज और शिक्षा . दिल्ली : राजकमल पब्लिकेशन ➤ कुमार, कृष्ण (1998). शैक्षिक ज्ञान और वर्चस्व. दिल्ली : ग्रन्थ शिल्पी ➤ कुमार, कृष्ण (1974). शिक्षा और समाज . दिल्ली : ग्रन्थ शिल्पी ➤ धनकर, आर. (2006). शिक्षा और समाज. गुरुग्राम : आधार प्रकाशन ➤ दुबे, एस. सी. (2000). भारतीय समाज. नई दिल्ली: नेशनल बुक ट्रस्ट 	

बीए- प्रथम वर्ष द्वितीय प्रश्नपत्र B.A. Part I Paper-II	
Course Name	Problems of Indian Education भारतीय शिक्षा की समस्याएँ
Nature of the Course	Theory (Core)
Special Nature/ Category of the Course	Value Based (Human Values / Constitutional Values) /Indian Knowledge System/ Lok Vidya)
Mode of Transaction	Lecture, Tutorials, Group discussion, seminar, presentations by students, field work etc
Evaluation	Annual Examination (75 Marks)

Course Objectives:

The course will enable the students to -

1. Gain knowledge of the persistent problems in primary school education.
2. Become familiar with the main problems and difficulties facing Indian secondary education.
3. Increase their understanding of the crucial issues of higher education.
4. Understand knowledge of the recent developments and the dynamics of adult education.
5. Critically assess and methodically consider the main ideas of educational policy.

Course Outcomes

On the completion of this course, the students will be able to-

CO-1: List the current problems facing India's primary education system.

CO-2: Investigate the kinds of issues that arose in secondary school.

CO-3: Examine the role and purpose of higher education in current educational practices.

CO-4: Describe the recent developments in the field of adult education.

CO-5: Analyse the issues and concerns about education raised by the education policy document.

Mapping of Course Outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO12	PO18	P20
CO1	✓		✓		✓	✓		✓	
CO2	✓		✓		✓	✓		✓	
CO3	✓			✓	✓	✓	✓		
CO4	✓		✓		✓		✓		✓
CO5	✓	✓			✓				✓

Topic/Sub Topic	Outcome Mapping
UNIT-1 PRIMARY EDUCATION प्राथमिक शिक्षा	10 Hrs
<ul style="list-style-type: none"> ● Concept, Historical Perspective and Problems related to: संकल्पना, ऐतिहासिक परिप्रेक्ष्य एवं समस्याएँ: <ul style="list-style-type: none"> ● Enrolment, retention and Dropout Rates नामांकन, धारण, ड्रॉपआउट दरें ● Learning Burden & MLL (Minimum Level of Learning) सीखने का बोझ और एमएलएल (सीखने का न्यूनतम स्तर) ● Core Curriculum (कोर पाठ्यचर्या) 	CO ₁ PS01 PSO3 PSO5
UNIT-II SECONDARY EDUCATION माध्यमिक शिक्षा	10 Hrs
<ul style="list-style-type: none"> ● Concept, Historical Perspective and Problems related to: संकल्पना, ऐतिहासिक परिप्रेक्ष्य एवं समस्याएँ <ul style="list-style-type: none"> ● Diversification of courses (पाठ्यक्रम के विभिन्नीकरण) ● Vocationalisation of Education (शिक्षा का व्यावसायीकरण) ● Examination Reforms and Parents Teacher Association परीक्षा सुधार एवं अभिभावक शिक्षक संघ 	CO2 PS01 PSO3 PSO5
UNIT-III HIGHER EDUCATION उच्च शिक्षा	10 Hrs
<ul style="list-style-type: none"> ● Concept, Historical Perspective and Problems related to: संकल्पना, ऐतिहासिक परिप्रेक्ष्य एवं समस्याएँ <ul style="list-style-type: none"> ● Admission (Multidisciplinary and Flexibility in Higher Education) प्रवेश (उच्च शिक्षा में बहुविषयक और लचीलापन) ● Autonomy and Self- financing Programme discipline स्वायत्तता और स्व-वित्तपोषण कार्यक्रम अनुशासन ● Ineffective Regulatory System अप्रभावी नियामक प्रणाली 	CO3 CO5 PS01 PSO4 PSO5
UNIT-IV ADULT AND CONTINUING EDUCATION प्रौढ़ एवं सतत शिक्षा	10 Hrs
<ul style="list-style-type: none"> ● Adult Education: Its Meaning and Historical Perspective वयस्क शिक्षा: इसका अर्थ एवं ऐतिहासिक परिप्रेक्ष्य ● National Literacy Mission राष्ट्रीय साक्षरता मिशन ● Role of volunteer agencies and Adult Education Centers (AECs) in education for all. सभी के लिए शिक्षा में स्वयंसेवी एजेंसियों और वयस्क शिक्षा केंद्रों (एईसी) की भूमिका। 	CO4 CO5 PS01 PSO3 PSO5

UNIT-V POLICY RELATED ISSUES नीति संबंधी मुद्दे	10 Hrs
<ul style="list-style-type: none"> • Constitutional Provisions of education for all in relation to access, equity, quality पहुंच, समानता, गुणवत्ता, सामर्थ्य के संबंध में सभी के लिए शिक्षा के संवैधानिक प्रावधान • Education for Socio-Economically Disadvantaged Groups (SEDGs) under Special Education Zones (SEZs) विशेष शिक्षा क्षेत्र (एसईजेड) के तहत सामाजिक-आर्थिक रूप से वंचित समूहों (एसईडीजी) के लिए शिक्षा • Language controversy भाषा विवाद 	CO1 CO2 CO3 CO5 PSO1 PSO2 PSO5

Suggested Readings:

- Dubey, S.N. (2018). Problems of Indian Education (Hindi). Anubhav Publishing House.
- Mohanty, J. (1994). Indian Education in the Emerging Society. New Delhi: Sterling Publishers Pvt. Ltd, Pp. 262.
- Aggarwal, J.C. (2012). Modern Indian Education: History, Development & Problems. Shipra Publications (5th Edition).
- Pathak, R.P. (2007). Education in the Emerging India. Atlantic Publishers & Distributors.
- Mathur, V.S. (1970). Crucial Problems in Indian Education. Arya Book Depot.
- Tilak B. G. J. (2022). Education in India: Policy and Practice. SAGE Publications Pvt. Ltd.
- Azad, L. A. (2021). Indian Education Since Independence: A Critical Study. Om Publications.
- Chaube, S. P. (2016). History & Problems of Indian Education. Shri Vinod Pustak Mandir (1st edition).
- अग्निहोत्री, रविन्द्र (2008). आधुनिक भारतीय शिक्षा : समस्याएँ एवं समाधान जयपुर :राजस्थान हिंदी बुक अकादमी
- अदावल एवं उनियाल भारतीय शिक्षा की समस्याएँ तथा प्रवृत्तियाँ . लखनऊ: हिंदी ग्रन्थ अकादमी

शिक्षा शास्त्र विभाग
कला संकाय
इलाहाबाद विश्वविद्यालय, प्रयागराज-२११००२
Department of Education
Faculty of Arts
University of Allahabad, Prayagraj-211002

B.A. Part II
बीए द्वितीय वर्ष

Course Number / Course Code	Course Name	Maximum Marks*
First Paper	Educational Philosophy and Sociology	75 Marks
Second Paper	Educational Psychology	75 Marks



बीए द्वितीय वर्ष प्रथम प्रश्नपत्र B.A. Part II Paper-I	
Course Name	Educational Philosophy and Sociology शैक्षिक दर्शन एवं समाजशास्त्र
Nature of the Course	Theory (Core) सैद्धांतिक
Special Nature/ Category of the Course	Indian Knowledge System/ Lok Vidya/ Skill Based
Mode of Transaction	Lectures, Tutorials, Group discussions, Seminars, Fieldwork, Presentations by students
Evaluation	Annual Examination (75 Marks)

Course Objectives

The course will enable the students to:

- Acquaint with foundational knowledge of Indian and Western philosophy.
- Become familiar with the basic understanding of different Indian and Western schools of thought and their implication in educational settings.
- Develop skills and competencies to incorporate philosophical and sociological perspectives in educational contexts.
- Understand how 'Education' is embedded in social structure and culture.
- Enhance capacities for the critical evaluation of the role of education in social change and for sociological reflection on educational issues.

Course Outcomes

On the completion of this course, the students will be able to:

CO-1: Explain the nature and concept of philosophy and philosophy of education

CO-2: Compare the contribution of different Western schools of philosophy

CO-3: Examine different Indian schools of philosophy based on their characteristics

CO-4: Establish the relationship between society and education

CO-5: Analyze the role of education in social change

Mapping of Course Outcomes:

C.O.	PSO1	PSO2	PSO3	PSO4	PSO5	PO5	PO12	PO18
CO1	√	√				√		√
CO2	√	√	√			√		√
CO3	√	√		√			√	
CO4	√	√	√	√	√	√	√	√
CO5	√	√	√					√

Topic/Sub Topic	Contact Hours	Outcome Mapping
UNIT I: Philosophy and Education दर्शन एवं शिक्षा		10 Hrs
<ul style="list-style-type: none"> Philosophy: Meaning, Nature and Branches दर्शन: अर्थ, प्रकृति एवं शाखाएँ Philosophy of Education, Interrelationship between Philosophy and Education शिक्षा दर्शन, दर्शन एवं शिक्षा के मध्य अंतर्संबंध Indian and Western Educational Philosophy: Basic Features भारतीय एवं पाश्चात्य शिक्षा दर्शन: मूलभूत विशेषताएँ 		CO1 PSO1 PSO2
UNIT II: Western Schools of Philosophy पाश्चात्य दर्शन की शाखाएँ		10 Hrs
<ul style="list-style-type: none"> Idealism & Naturalism: characteristics and educational implications आदर्शवाद एवं प्रकृतिवाद: विशेषताएँ और शैक्षिक निहितार्थ Realism & Pragmatism: characteristics and educational implications यथार्थवाद एवं प्रयोजनवाद: विशेषताएँ और शैक्षिक निहितार्थ Marxism & Existentialism: characteristics and educational implications मार्क्सवाद एवं अस्तित्ववाद: विशेषताएँ और शैक्षिक निहितार्थ 		CO2 PSO1 PSO2 PSO3
UNIT III: Indian Schools of Philosophy भारतीय दर्शन की शाखाएँ		10 Hrs
<ul style="list-style-type: none"> An Introduction to Indian Philosophical System and its Characteristics भारतीय दर्शन प्रणाली का परिचय एवं इसकी विशेषताएँ Introduction of Indian Philosophical Schools (Orthodox): Samkhya, Yoga, Nyaya, Vaisheshik, Purva-mimansha, Uttar-mimansha भारतीय दर्शन की शाखाओं का परिचय (आस्तिक): सांख्य, योग, न्याय, वैशेषिक, पूर्व-मीमांसा, उत्तर-मीमांसा Introduction of Indian Philosophical Schools (Heterodox): Buddhism, Jainism, Carvak भारतीय शिक्षा दर्शन का परिचय (नास्तिक): बौद्ध, जैन, चार्वाक 		CO3 PSO1 PSO2
UNIT IV: Society and Education समाज एवं शिक्षा		10 Hrs
<ul style="list-style-type: none"> Educational Sociology: Need and Scope शैक्षिक समाजशास्त्र: आवश्यकता और विषय-क्षेत्र Socialization: Role of Family and School, Conflicts and Coherence, Education and Culture, Factors affecting Social Stratification and Social Mobility समाजीकरण: परिवार एवं विद्यालय की भूमिका, संघर्ष एवं सामंजस्य, शिक्षा एवं संस्कृति, सामाजिक स्तरीकरण एवं सामाजिक गतिशीलता को प्रभावित करने वाले कारक 		CO4 PSO1 PSO2 PSO3

<ul style="list-style-type: none"> Schooling and Equality of educational opportunity with reference to caste, class, gender, disability and economic basis. जाति, वर्ग, दिव्यांगता और आर्थिक आधार के सन्दर्भ में विद्यालयी शिक्षा और शैक्षिक अवसर की समानता 	
UNIT V: Education and Social Change शिक्षा एवं सामाजिक परिवर्तन	10 Hrs
<ul style="list-style-type: none"> Modernization and Sanskritization: Hierarchy and Differences in Education आधुनिकीकरण एवं संस्कृतिकरण: शिक्षा में पदानुक्रम और विभिन्नता Democracy and the State: Knowledge and Ideology in relation to Curriculum and Textbooks लोकतंत्र एवं राज्य: पाठ्यक्रम व पाठ्यपुस्तकों के संदर्भ में ज्ञान तथा विचारधारा Contribution of Western thinkers to the development of educational thought for social change: Max Weber and Emile Durkheim पाश्चात्य विचारकों का सामाजिक परिवर्तन के लिए शैक्षिक विचारों के विकास में योगदान: मैक्स वेबर तथा एमील दुर्खेइम 	<p style="text-align: center;">CO5</p> <p style="text-align: center;">PSO1</p> <p style="text-align: center;">PSO2</p> <p style="text-align: center;">PSO3</p>
Suggested Readings: <ul style="list-style-type: none"> Arnstine, D. (1967). <i>Philosophy of Education: Learning and Schooling</i>. Harper & Row. Biswal, U. N. (2005). <i>Philosophy of Education</i>. Dominant Publishers. Blake, N. Smeyer, P. Smith, R., & Stanfish, P. (2003). <i>The Blackwell Guide to the Philosophy of education</i>. Blackwell Publications. Curtir, S. J. (1968). <i>Introduction to the Philosophy of Education</i>. Tutorial Press. Gore, M. S. (1984). <i>Education and Modernization in India</i>. Rawat Publishers. Jayapalan, N. (2001). <i>Sociological Theories</i>. Atlantic Publishers. Jayram, N. (1990). <i>Sociology of education in India</i>. Rawat Publications. Kamat, A. R. (1985). <i>Education and Social Change in India</i>. Samaiya Publishing Co. Mooij, J. & Majumdar, M. (2010). <i>Education and Inequality in India: A Classroom View (Routledge Contemporary South Asia Series)</i> Routledge: Chapman & Hall. Morris, I. (1978). <i>The sociology of education: An introduction</i>. William Cloves Limited. Pandey, K. P. (1983). <i>Perspective in Social Foundations of Education</i>. Amita Prakashan. Ruhela, S. P. (1969). <i>Social determinants of educability in India</i>. Jain Brothers Publishers. Saxena, S. (2001). <i>Philosophical and Sociological Foundation of Education</i>. Surya Singh, B. N. (2005). <i>Education: Social Change and Economic Development</i>. RBSA Publishers. Sodhi, T. S. & Suri, A. (1998). <i>Philosophical and Sociological Foundation of Education</i>. Bawa Publication. दूबे, एस.सी. (2023). भारतीय समाज. विजनआईएस. लाल, आर.बी. (2017). शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार. बुकमैन. <p style="text-align: center;">*****</p>	

बीए द्वितीय वर्ष द्वितीय प्रश्नपत्र B.A. Part II Paper-II	
Course Name	Educational Psychology शैक्षिक मनोविज्ञान
Nature of the Course	Theory (Core)
Special Nature/ Category of the Course	Value Based/Indian Knowledge System/ Lok Vidya/ Skill Based
Mode of Transaction	Lecture, Tutorials, Group discussion, seminar, presentations by students, field work etc.
Assessment	Annual Examination (75 Marks)

Course Objectives: The course will enable learners to:

- know the connotations of educational psychology, growth and development
- become familiar with individual differences and intelligence
- acquaint with the idea of mental health and personality
- increase their understanding of learning, transfer of learning and learning style
- understand the concept of motivation and creativity
- develop the competencies to assess Intelligence Quotient and personality

Course Outcomes:

After completion of the course the students will be able to:

CO1: Describe the concept of educational psychology, growth and development

CO2: Explain the nature of individual differences and intelligence

CO3: Illustrate the notions of personality and mental health

CO4: Extrapolate the process of learning, transfer of learning and learning style

CO5: Appraise the role of creativity and motivation in learning

CO6: Assess Intelligence Quotient and personality

Mapping of Course outcomes:

C.O.	PSO1	PSO2	PSO3	PSO4	PSO5	PO5	PO17	PO22
CO1	✓	✓	✓			✓		
CO2	✓	✓		✓	✓	✓		
CO3	✓	✓	✓	✓	✓	✓		✓
CO4	✓	✓			✓			✓
CO5	✓	✓			✓		✓	
CO6					✓		✓	

S. No	Topic/Sub Topic	Contact Hours	Outcome Mapping
	UNIT-1 Growth and Development वृद्धि एवं विकास	10 Hrs	
	<ul style="list-style-type: none"> Educational Psychology – Nature, Scope and Methods शैक्षिक मनोविज्ञान - प्रकृति, कार्यक्षेत्र और विधियाँ Growth & Development – Concept, Issues and Principles वृद्धि और विकास - अवधारणा, मुद्दे और सिद्धांत Cognitive development with reference to Piaget and Bruner, Moral development with reference to Kohlberg, Language development with reference to Chomsky and Vygotsky. संज्ञानात्मक विकास के संदर्भ में पियाजे और ब्रूनर, नैतिक विकास के संदर्भ में कोहलबर्ग, भाषा विकास के संदर्भ में चॉम्स्की और वायगोत्स्की 		CO1 PS01 PSO2 PSO3
	UNIT-II Individual difference and Intelligence वैयक्तिक भिन्नताएँ एवं बुद्धि	10 Hrs	
	<ul style="list-style-type: none"> Individual differences and its educational implications वैयक्तिक भिन्नताएँ और इसके शैक्षिक निहितार्थ Intelligence – Nature and Nurture, Intelligence in Indian Tradition बुद्धि- प्रकृति और पोषण, भारतीय परंपरा में बुद्धि Theories of Intelligence – Uni-factor, Two-factor, Multifactor, Group factor, Structure of Intellect (SoI), Multiple intelligence, Intelligence Quotient (IQ) बुद्धि के सिद्धांत – एक- कारक, द्वि-कारक, बहुकारक, समूह कारक, बुद्धि की संरचना (SoI), बहु-बुद्धि, बुद्धि लब्धि (आई क्यू) 		CO2 CO6 PS01 PSO2 PSO3 PSO4 PSO5
	UNIT-III Personality and Mental Health व्यक्तित्व और मानसिक स्वास्थ्य	10 Hrs	
	<ul style="list-style-type: none"> Personality – Concept and Nature, Personality in Indian Tradition व्यक्तित्व - अवधारणा और प्रकृति, भारतीय परंपरा में व्यक्तित्व Theories of Personality – Type, Trait - Allport, Eysenck, Psychodynamic Theories - Freud, Ecological approach – Bronfren Brenner, Assessment of Personality-Techniques व्यक्तित्व के सिद्धांत - प्रकार, शीलगुण - ऑलपोर्ट, आइजेक, मनोगतिकी सिद्धांत- फ्रायड, पारिस्थितिक उपागम – ब्रोनफेन ब्रेनर, व्यक्तित्व का आकलन- तकनीक Mental Health – Concept, Principles, Problems, Factors Influencing Mental Health, Adjustment Mechanism मानसिक स्वास्थ्य - अवधारणा, सिद्धांत, समस्या, मानसिक स्वास्थ्य को प्रभावित करने वाले कारक, समायोजन तंत्र 		CO3 CO6 PS01 PSO2 PSO3 PSO4 PSO5
	UNIT-VI Learning अधिगम	10 Hrs	

<ul style="list-style-type: none"> ● Learning – Nature and Approaches (Behavioural, Cognitive, Socio-Cultural – in brief), Theories – Thorndike, Pavlov, Skinner, Kohler अधिगम - प्रकृति और उपागम (व्यवहारिक, संज्ञानात्मक, सामाजिक- सांस्कृतिक संक्षेप में), सिद्धांत - थार्नडाइक, पावलोव, स्किनर, कोहलर ● Transfer of Learning – Nature (General & Specific) अधिगम का स्थानांतरण - प्रकृति (सामान्य और विशिष्ट) ● Learning Style – Nature and Types अधिगम शैली - प्रकृति और प्रकार 	<p>CO4</p> <p>PS01</p> <p>PSO2</p> <p>PSO5</p>
UNIT-V Motivation and Creativity अभिप्रेरणा एवं सृजनात्मकता	10 Hrs
<ul style="list-style-type: none"> ● Motivation – Concept, Nature, Types of motives अभिप्रेरणा - अवधारणा, प्रकृति, अभिप्रेरक के प्रकार ● Maslow’s Theory, Motivation and Learning मास्लो का सिद्धांत, अभिप्रेरणा और सीखना ● Creativity – Nature, Theories – Theory of Giftedness, Hemisphericity Theory, Taylor’s Theory. सृजनात्मकता - प्रकृति, सिद्धांत - प्रतिभा का सिद्धांत, गोलार्ध सिद्धांत, टायलर का सिद्धांत 	<p>CO5</p> <p>PS01</p> <p>PS02</p> <p>PSO5</p>
Suggested Readings: <ul style="list-style-type: none"> ➤ Aggarwal, J.C. (2012). Educational Psychology. Shipra Publications. ➤ Allport., G.W. (1937) Personality: A Psychological Interpretation, New York: Henry Holt ➤ Bigge, M. L. (1964). Learning Theories for Teachers. New York: Harper and Row. ➤ Bijou, S. W., & Dear, D. M. (1964). Child Development (Both vols.). New York: Appleton. ➤ Boring, E. G., Langfeld, H. S., & Weld, H. P. (1962). Foundations of Psychology. Bombay: Asia Publishing House. ➤ Cattell, R. B. (1957). Personality and Motivation. New York: Harcourt. ➤ Cole, L. E., & Bruce, W. F. (1950). Educational Psychology. New York: World Book Company. ➤ Cronback, L. J. (1954). Educational Psychology. New York: Harcourt Brace. ➤ Crow, L. D., & Crow, A. (1948). Educational Psychology. New York: American Book Company. ➤ Griffith, C. R. (1935). An Introduction to Educational Psychology. New York: The Rinehart & Company. ➤ Hartman, G. W. (1941). Educational Psychology. New York: American Book Company. ➤ Hilgard, E. R., Atkinson, R. L., & Atkinson, R. C. (1979). Introduction to Psychology. New York: Harcourt Brace Jovanovich. ➤ Hurlock, E. B. (1972). Child Development. New York: McMillan Co. ➤ Jordan, A. M. (1942). Educational Psychology. New York: Henry Holt & Company. ➤ Judd, C. H. (1939). Educational Psychology. Boston: Houghton Mifflin Company. ➤ Mangal, S. K. (1993). Advanced Educational Psychology. New Delhi: Prentice Hall of India. ➤ Maslow, A. H. (1954). Motivation and Personality. New York: Harper and Row. ➤ Morgan, C. T. (1990). A Brief Introduction to Psychology. New Delhi: Tata McGraw Hill Publishing Co. ➤ गुप्ता, एस. पी. व गुप्ता, ए. (2022). उच्चतर शिक्षा मनोविज्ञान. शारदा, पुस्तक भवन इलाहाबाद. ➤ सिंह, ए.के. (2017). शिक्षा मनोविज्ञान, भारती भवन प्रकाशन ➤ मंगल, एस .के.(2009). शिक्षा मनोविज्ञान, प्रेन्टिस हॉल इंडिया लर्निंग प्राइवेट लिमिटेड 	

शिक्षाशास्त्र विभाग

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Department of Education

Faculty of Arts

University of Allahabad, Prayagraj-211002

B.A. Part III

बीए तृतीय वर्ष

Course Number / Course Code	Course Name	Maximum Marks*
First Paper	Measurement, Evaluation and Action Research in Education	75 Marks
Second Paper	Indian and Western Thinkers	75 Marks
Third Paper	Emerging Trends in Education	75 Marks

QUOT RAMI TOT ARBORES

यावत्यः शाखास्तावन्तो वृक्षाः

बीए तृतीय वर्ष प्रथम प्रश्नपत्र B.A. Part III Paper-I	
Course Name	Measurement, Evaluation and Action Research in Education शिक्षा में मापन , मूल्यांकन एवं क्रियात्मक शोध
Nature of the Course	Theory (core) (सैद्धांतिक)
Special Nature/ Category of the Course	Indian Knowledge System/ Lok Vidya/ Skill Based
Mode of Transaction	Lecture, Tutorials, Group discussion, seminar, presentations by students, field work etc.
Assessment	Annual Examination (75 Marks)

Course Objectives:

The course will enable learner to:

- Develop the conceptual understanding of educational assessment and evaluation.
- Realize the significance of educational assessment in the educational process.
- Orient the students with tools and techniques of assessment and evaluation.
- Develop the skills and competencies in constructing and standardizing a test.
- Analyze the process of educational assessment and evaluation.
- Discuss the latest issues regarding educational assessment and evaluation.

Course Outcomes:

The course will enable learner to:

- CO1: Explain the relationship between educational assessment and evaluation.
 CO2: Describe the different types of assessment/evaluation/tools.
 CO3: Discuss the characteristics of a good tool & process of tool construction.
 CO4: Elucidate difference models of action research.
 CO5: Prepare research proposal on action research.
 CO6: Analyse the data using different statistical methods.

Mapping of Course outcomes:

C.O.	PSO1	PSO2	PSO3	PSO4	PSO5	PO6	PO13	PO19
CO1	✓	✓			✓		✓	
CO2	✓	✓			✓	✓	✓	
CO3	✓		✓		✓	✓	✓	
CO4	✓		✓	✓	✓	✓		✓
CO5	✓	✓		✓	✓	✓		✓
CO6	✓	✓		✓	✓	✓		✓

Topic/Sub Topic	Contact Hours	Outcome Mapping
UNIT-1 Basics of Educational Assessment and Evaluation शैक्षिक मूल्यांकन और मूल्यांकन की मूल बातें	10 Hrs	
<ul style="list-style-type: none"> Measurement, Assessment, and Evaluation- Meaning, Concept, and Need, Scale of measurements मापन, आँकलन और मूल्यांकन- अर्थ, अवधारणा और आवश्यकता, मापन का पैमाना Relationship among educational measurement, assessment and evaluation शैक्षिक मापन, आँकलन और मूल्यांकन के बीच संबंध Basic principles of assessment and evaluation, purpose of educational testing आँकलन एवं मूल्यांकन के मूल सिद्धांत, शैक्षिक परीक्षण के उद्देश्य Norm-referenced and criterion-referenced evaluation, prognostic, diagnostic, formative and summative, assessment for/of/as/in learning, मानक संदर्भित एवं निकष संदर्भित मूल्यांकन, पूर्वानुमानात्मक, नैदानिक, संरचनात्मक और योगात्मक, सीखने के लिए/का/के रूप/में में मूल्यांकन Alternative assessment- Rubrics and portfolio, Performance-based assessment, Use of ICT in Assessment: Tools वैकल्पिक मूल्यांकन- रुब्रिक्स और पोर्टफोलियो, प्रदर्शन-आधारित मूल्यांकन, मूल्यांकन में आईसीटी का उपयोग: उपकरण 		CO1 PS01 PSO2
UNIT-II Characteristics of a Tool and Construction of Standardized Tool उपकरण की विशेषताएँ और मानकीकृत उपकरण का निर्माण	10 Hrs	
<ul style="list-style-type: none"> Quality of a Good tool एक अच्छे उपकरण की गुणवत्ता Reliability: Meaning, concept and methods for estimating reliability विश्वसनीयता: विश्वसनीयता का अर्थ, अवधारणा और आकलन करने के तरीके Validity: Meaning, concept and methods for estimating Validity वैधता: वैधता का अर्थ, अवधारणा और आकलन करने के तरीके Norms: Meaning, concept and types of norms & Practicability मानक: अर्थ, अवधारणा और मानकों के प्रकार और व्यावहारिकता Various types of tests- Subjective and Objective, Group and Individual, Verbal and Non-verbal, Speed and Power, Standardized and Teacher-made, Construction of Standardized Test विभिन्न प्रकार के परीक्षण- आत्मनिष्ठ एवं वस्तुनिष्ठ, सामूहिक एवं व्यक्तिगत, मौखिक एवं अशाब्दिक, गति एवं शक्ति, मानकीकृत एवं शिक्षक निर्मित, मानकीकृत परीक्षण का निर्माण 		CO2 PS01 PSO2 PS04 PSO5
UNIT-III Action Research in Education शिक्षा में क्रियात्मक अनुसंधान	10 Hrs	
<ul style="list-style-type: none"> Educational Research: Concept, Meaning and Purpose शैक्षिक अनुसंधान: अवधारणा, अर्थ और उद्देश्य Action Research: Concept, Meaning, Need and Scope 		CO3 PS01

<ul style="list-style-type: none"> क्रियात्मक अनुसंधान: अवधारणा, अर्थ, आवश्यकता और क्षेत्र Characteristics of Action research क्रियात्मक अनुसंधान के लक्षण Difference among fundamental, Applied and Action research मौलिक, अनुप्रयुक्त और क्रियात्मक अनुसंधान के बीच अंतर 	<p>PSO2</p> <p>PSO5</p>
<p>UNIT-VI Conducting an Educational Action Research शैक्षिक क्रियात्मक अनुसंधान का आयोजन</p>	<p>10 Hrs</p>
<ul style="list-style-type: none"> Types of Action Research Design: Practical Action Research & Participatory Action Research क्रियात्मक अनुसंधान प्रारूप के प्रकार: व्यावहारिक क्रिया अनुसंधान और सहभागी क्रिया अनुसंधान Steps involve in Conducting action research क्रियात्मक अनुसंधान के क्रियान्वयन में शामिल पद Implication of Action Research क्रियात्मक अनुसंधान का निहितार्थ Preparation of the Action Research Proposal and Report क्रियात्मक अनुसंधान का शोध प्रस्ताव और रिपोर्ट तैयार करना Ethical reflections for an action researcher क्रियात्मक अनुसंधान शोधकर्ता के लिए नैतिक चिंतन 	<p>CO4</p> <p>PS01</p> <p>PSO3</p> <p>PS04</p> <p>PSO5</p>
<p>UNIT-V Statistical Tools Used in Measurement & Action Research मापन एवं क्रियात्मक अनुसंधान में प्रयुक्त सांख्यिकीय उपकरण</p>	<p>10 Hrs</p>
<ul style="list-style-type: none"> Graphical Representation of Data, Central Tendency: Mean, Median and Mode प्रदत्तों का आलेखी प्रतिनिधित्व, केंद्रीय प्रवृत्ति: माध्य, माध्यिका और बहुलांक Measurement of Variability: Standard deviation and Quartile deviation परिवर्तनशीलता का मापन: मानक विचलन और चतुर्थक विचलन Standard scores: Percentile, Z-Scores and T-Scores मानक स्कोर: प्रतिशतक, जेड-स्कोर और टी-स्कोर Normal Probability Curve: Characteristics and Application सामान्य संभाव्यता वक्र: विशेषताएँ और अनुप्रयोग Corelation: Rank order, Pearson product moment corelation सहसंबंध: श्रेणी क्रम, गुणनफल अघूर्ण सहसंबंध 	<p>CO5</p> <p>PS01</p> <p>PS04</p> <p>PSO5</p>
<p>Suggested Readings:</p> <ul style="list-style-type: none"> ➤ Anderson, R., & Helms, J. V. (2001). The ideal of standards and the reality of schools: Needed research. Journal of Research in Science Teaching, 38, 3-16. ➤ Antonellis, P. J. (2014). Revisiting action research. Journal of Social Science, 1(1), 12-20. http://scholarworks.merrimack.edu/mgtfacpub/1 	

- Bloom, B. S., Hastings, J. H., & Madaus, G. F. (1971). Handbook on formative and summative evaluation of student learning. New York: McGraw Hill.
- Corey, S. M. (1953). Action research to improve school practices. New York: Teachers College Press.
- Ebel, R. L., & Frisbei, D. A. (1986). Essentials of educational measurement. New Delhi: Prentice Hall.
- Miller, M. D., Linn, R. L., & Gronlund, N. E. (2009). Measurement and assessment in teaching (10th ed.). New Jersey: Pearson Education Inc.
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- Baumfield, V., Hall, E., & Wall, K. (2013). Action research in education learning through Practitioners enquiry (2nd ed.). London: Sage Publications.
- Guilford, J. P. (1954). Psychometric methods. New York: McGraw Hill.
- Singh, A. K. (1986). Tests, measurement and research methods in behavioural sciences. New Delhi: McGraw Hill
- Raja, B.V.D., & Sasikala, V. (2020). Action research in Education: A call for action. Tirunelveli: Manonmaniam Sundaranar University.

यावत्यः शाखास्तावन्तो वृक्षाः

बीए तृतीय वर्ष द्वितीय प्रश्न पत्र B.A. Part III Paper-II	
Course Name	Indian and Western Thinkers भारतीय एवं पाश्चात्य विचारक
Nature of the Course	Theory (Core)
Special Nature/ Category of the Course	Value Based (Human Values /Ethics/ Constitutional Values etc.)/Indian Knowledge System/ Lok Vidya)
Mode of Transaction	Lecture, Tutorials, Group discussion, presentations by students, field work etc
Assessment	Annual Examination (75Marks)

Course Objectives:

The course will enable the students to –

- Understand the philosophical ideas of different schools of thoughts.
- Understand about educational aims and its framing.
- Increase their understanding of the critical thoughts and issues of school education.
- Comprehend the linkages between philosophical institutions and education
- Critically assess and methodically consider the main ideas of educational Philosophies of philosophers.

Course Outcomes

On the completion of this course, the students will be able to-

CO-1: Understand how the aims of education are influenced by the philosophical aspects of human life.

CO-2: Investigate the kinds of thoughts of educational philosophers and their experiment.

CO-3: Examine the role and purpose of different educational practices of schools of thoughts.

CO-4: Describe the educational Implication of philosophers and their experiments.

CO-5: Analyze the different educational ideas of different philosophers.

Mapping of Course outcomes:

C.O.	PSO1	PSO2	PSO3	PSO4	PSO4	PO3	PO10	PO18
CO1	✓		✓	✓		✓		✓
CO2	✓	✓		✓	✓	✓		✓
CO3	✓		✓		✓		✓	
CO4		✓		✓			✓	✓
CO5	✓	✓	✓	✓	✓	✓		✓
CO6						✓		✓

Topic/Sub Topic	Contact Hours	Outcome Mapping
UNIT I: Indian Philosophers भारतीय दार्शनिक	10 Hrs	
<ul style="list-style-type: none"> ● Rabindranath Tagore रबीन्द्रनाथ टैगोर ● Mahatma Gandhi महात्मा गांधी 	CO1, CO2, CO3, CO5	PS01 PSO2 PSO3 PSO4
UNIT II: Educational Experiment of Indian Thinker भारतीय विचारकों के शैक्षिक प्रयोग	10 Hrs	
<ul style="list-style-type: none"> ● Jiddu Krishnamurti: Rishi Valley School जिदु कृष्णमूर्ति: ऋषिवेली विद्यालय ● Sri Aurobindo: Auro Schools श्री औरोबिंदो: औरों विद्यालय ● Gijubhai Badheka: Diwaswapn गिजुभाई बधेका: दिवास्वप्न 	CO1, CO2, CO4, CO5	PS01 PSO2 PSO4 PSO5
UNIT III: Contribution of Woman Philosophers महिला दार्शनिकों का योगदान	10 Hrs	
<ul style="list-style-type: none"> ● Mary Wollstonecraft मैरी वोल्स्टनक्राफ्ट ● Savitribai Phule सावित्रीबाई फुले 	CO1, CO2, CO4, CO5	PS01 PSO2 PSO3 PSO5
UNIT IV: Western Philosophers पाश्चात्य दार्शनिक	10 Hrs	
<ul style="list-style-type: none"> ● Plato प्लेटो ● Jean-Jacques Rousseau जीन-जैक्स रूसो 	CO1, CO2, CO3	PS01 PSO2 PSO4 PSO5
UNIT V: Educational Experiment of Western Thinker पाश्चात्य विचारकों के शैक्षिक प्रयोग	10 Hrs	
<ul style="list-style-type: none"> ● John Dewey जॉन डेवी ● Paulo Freire पाउलो फ्रेरे 	CO1, CO2	PS01 PSO4 PSO5

Suggested Readings:

- Badheka, G., & Pathak, C. (1990). Divaswapna. New Delhi: NBT. (Available in Hindi also)
- Brint, S. (2017). Schools and societies. California: Pine Forge Press. (Chapter 1 and 5)
- Berges, S., Coffee A. (2016) The Social and Political Philosophy of Mary Wollstonecraft. United Kingdom: Oxford University Press.
- Dewey, J. (1923). Democracy and education: An introduction to the philosophy of education. New York: MacMillan.
- Dewey, J. (1915). The school and society. USA: The University of Chicago Press.
- Freire, P., & Freire, A. M. A. (2004). EPZ pedagogy of hope: Reliving pedagogy of the oppressed. A&C Black.
- Krishnamurti, J. (1953). Education and the significance of life. San Francisco, CA: Harper.
- Rousseau, J. (1984). The origin of inequality. Penguin Books.
- डिवी, ज (9999) शिक्षा और लोकतंत्र, ग्रंथ शिल्पी, दिल्ली।
- डिवी, ज (9999) स्कूल और समाज, आकार बुक्स, दिल्ली।
- फ्रेरे, पाउलों (9999) आलोचनात्मक चेतना के लिए शिक्षा, ग्रंथ शिल्पी, दिल्ली।
- फ्रेरे, पाउलों (9999) उत्पीड़ितों का शिक्षाशास्त्र, ग्रंथ शिल्पी, दिल्ली।
- फ्रेरे, पाउलों (9999) उम्मीदों का शिक्षाशास्त्र, ग्रंथ शिल्पी, दिल्ली।
- मैरी वोल्स्टनक्राफ्ट (2014) स्त्री अधिकारों का औचित्य साधन, राजकमल, दिल्ली
- कृष्णमूर्ति, जे. (2014) शिक्षा और जीवन का तात्पर्य, के फाउंडेशन इंडिया पब्लिकेशन।

यावत्तः शाखास्तावन्तो वृक्षाः

बीए तृतीय वर्ष B.A. Part III तृतीय प्रश्नपत्र Paper-III	
Course Name	Emerging Trends in Education शिक्षा में उदीयमान प्रवृत्तियां
Nature of the Course	Theory (Core)
Special Nature/ Category of the Course	Value Based (Human values, constitutional values, sustainable values), Technology oriented, environmental awareness
Methods of Content Interaction	Lecture, Tutorials, Group discussion, seminar, presentations by students, field work etc.
Evaluation	Annual Examination (75 Marks)

Course objectives:

This course will enable students to:

- Understand the concept of value and peace education.
- Develop awareness about the human rights and organizations dealing with protection of human rights.
- Develop environmental awareness and understanding of human-environmental interaction.
- Gain insight into the recent technologies and its' use in teaching learning process.
- Understand concept of open and distance education.

Course outcomes:

After the completion of course, students will be able to:

CO1: Explain the significance of value education and peace education.

CO2: Describe the scope of Human Rights Education and constitutional provisions of human rights in India

CO3: Develop the understanding of environmental education and its' significance in curriculum

CO4: Explain recent trends of education technology and its' implications in classrooms.

CO5: Discuss the significance of open and distance education.

Mapping of Course Outcome:

C.O.	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO6	PO14
CO1	√					√		√
CO2	√	√				√	√	√
CO3	√	√		√	√	√	√	√
CO4	√		√	√		√	√	
CO5	√			√	√	√	√	

Topic and Subtopic	Contact Hour	Outcome Mapping
Unit I: Value Education मूल्य शिक्षा	10 Hrs	
<ul style="list-style-type: none"> • Concept, Need and Aims of Value Education; Types of values (Personal, Social, cultural, aesthetic and moral values) मूल्य शिक्षा की अवधारणा, आवश्यकता और उद्देश्य; मूल्यों के प्रकार (व्यक्तिगत, सामाजिक, सांस्कृतिक, सौंदर्यात्मक और नैतिक मूल्य) • Role of curricular and co-curricular activities in development of values मूल्यों के विकास में शैक्षिक एवं सह-शैक्षिक गतिविधियों की भूमिका • Sustainable development: meaning, goals and values सतत विकास: अर्थ, लक्ष्य और मूल्य • Peace Education: meaning, Concept and Scope शांति शिक्षा: अर्थ, अवधारणा और विषय क्षेत्र 	CO1 PSO1	
Unit II: Human Rights Education मानवाधिकार शिक्षा	10 Hrs	
<ul style="list-style-type: none"> • Meaning of Human rights; Aims and needs of Human Right Education मानवाधिकार का अर्थ, मानव अधिकार शिक्षा के उद्देश्य एवं आवश्यकताएँ • National and International agencies of human rights मानवाधिकार की राष्ट्रीय और अंतर्राष्ट्रीय अभिकरण • Constitutional provisions of human rights in India भारत में मानवाधिकारों के संवैधानिक प्रावधान • Rights of women, SC/ST, Minorities and Persons with Disabilities महिलाओं, अनुसूचित जाति/अनुसूचित जनजाति, अल्पसंख्यकों और विकलांग व्यक्तियों के अधिकार 	CO2 PSO1 PSO2	
Unit III: Population and Environmental Education जनसंख्या और पर्यावरण शिक्षा	10 Hrs	
<ul style="list-style-type: none"> • Environmental Education: Meaning and aims पर्यावरण शिक्षा: अर्थ एवं उद्देश्य • Human-Environmental interaction मानव-पर्यावरण अंतःक्रिया • Environmental pollution: Causes, effects and preventive measures पर्यावरण प्रदूषण: कारण, प्रभाव और निवारक उपाय • Population Education: Meaning and aims. जनसंख्या शिक्षा: अर्थ एवं उद्देश्य 	CO3 PSO1 PSO2 PSO4 PSO5	
Unit IV: Educational Technology शैक्षिक प्रौद्योगिकी	10 Hrs	

<ul style="list-style-type: none"> • Educational Technology: Meaning and Approaches (Hardware, software and system) शैक्षिक प्रौद्योगिकी: अर्थ और दृष्टिकोण (हार्डवेयर, सॉफ्टवेयर और सिस्टम) • Communication: Concept, process, principles and barriers संचार: अवधारणा, प्रक्रिया, सिद्धांत और बाधाएं • Flipped and Blended learning: Concept and significance in contemporary classrooms फ्लिप्ड और मिश्रित शिक्षा: समकालीन कक्षाओं में अवधारणा और महत्व • Recent trends of educational technology: Mobile learning, Gamification and MOOCs. शैक्षिक प्रौद्योगिकी की समसामयिक प्रवृत्तियाँ: मोबाइल लर्निंग, गेमिफिकेशन और एम.ओ.ओ.सी. 	<p>CO4</p> <p>PSO1</p> <p>PSO3</p> <p>PSO4</p>
<p>Unit V: Distance Education दूरस्थ शिक्षा</p>	<p>10 Hrs</p>
<ul style="list-style-type: none"> • Open and Distance Education: Meaning, principles and need मुक्त एवं दूरस्थ शिक्षा: अर्थ, सिद्धांत और आवश्यकता • Types of distance learning दूरस्थ शिक्षा के प्रकार • Open School and Open University: Aims, educational programmes and organizational pattern मुक्त विद्यालय और मुक्त विश्वविद्यालय: उद्देश्य, शैक्षिक कार्यक्रम और संगठनात्मक प्रतिरूप • Advantages and limitations of distance education. दूरस्थ शिक्षा के लाभ और सीमाएँ 	<p>CO5</p> <p>PSO1</p> <p>PSO4</p> <p>PSO5</p>
<p>Suggested Readings:</p> <ul style="list-style-type: none"> • Shukla, R. P. (2004). <i>Value Education and human rights</i>. Sarup & Sons. • Mangal, S. K., & Mangal, U. (2009). <i>Essentials of educational technology</i>. PHI Learning Pvt. Ltd. • Panda, S. K. (2017). <i>Planning & Management in distance education</i>. Routledge, Taylor & Francis Group. • Bates, A. W. (2001). <i>Technology, open learning and distance education</i>. Routledge. • Rizvi, A. H. (2021). <i>Open and distance education: Global practices and emerging trends</i>. Atlantic Publishers & Distributors (P) Ltd. • Mohanty, J. (2005). <i>Educational Technology</i>. Deep And Deep Publications. • Sahoo, P. K. (2002). <i>Educational Technology in Distance Education</i>. Aravali Books International • Juss, S. (2020). <i>Human rights in India</i>. Routledge. • Chauhan, S. S. (2002). <i>Innovations in teaching learning process</i>. Vikas Publications. • Dhand, H. (2013). <i>Teaching Human Rights: A Handbook for Teacher Education</i>. Authors Press • उपाध्याय, पी. (२०२२) भारतीय शिक्षा में उदीयमान प्रवृत्तियाँ. शारदा पुस्तक भवन, प्रयागराज. • पाण्डेय, आर. एस. एवं मिश्र के.एस. (२०२०) मूल्य शिक्षण. विनोद पुस्तक मंदिर, आगरा • शर्मा, आर. ए. & चतुर्वेदी, एस. (२०१६). शिक्षक, शिक्षण एवं तकनीकी. आर. लाल प्रकाशन, • शर्मा, आर. ए. (२०१६). पर्यावरण शिक्षा . आर. लाल प्रकाशन. • विमल कुमार (२०१६) मानवाधिकार और शिक्षा. ग्रीन लीफ पब्लिकेशन. • गुप्ता, एस. पी. & गुप्ता ए. (२०२२) मुक्त एवं दूरस्थ शिक्षा. शारदा पुस्तक भवन, प्रयागराज. 	