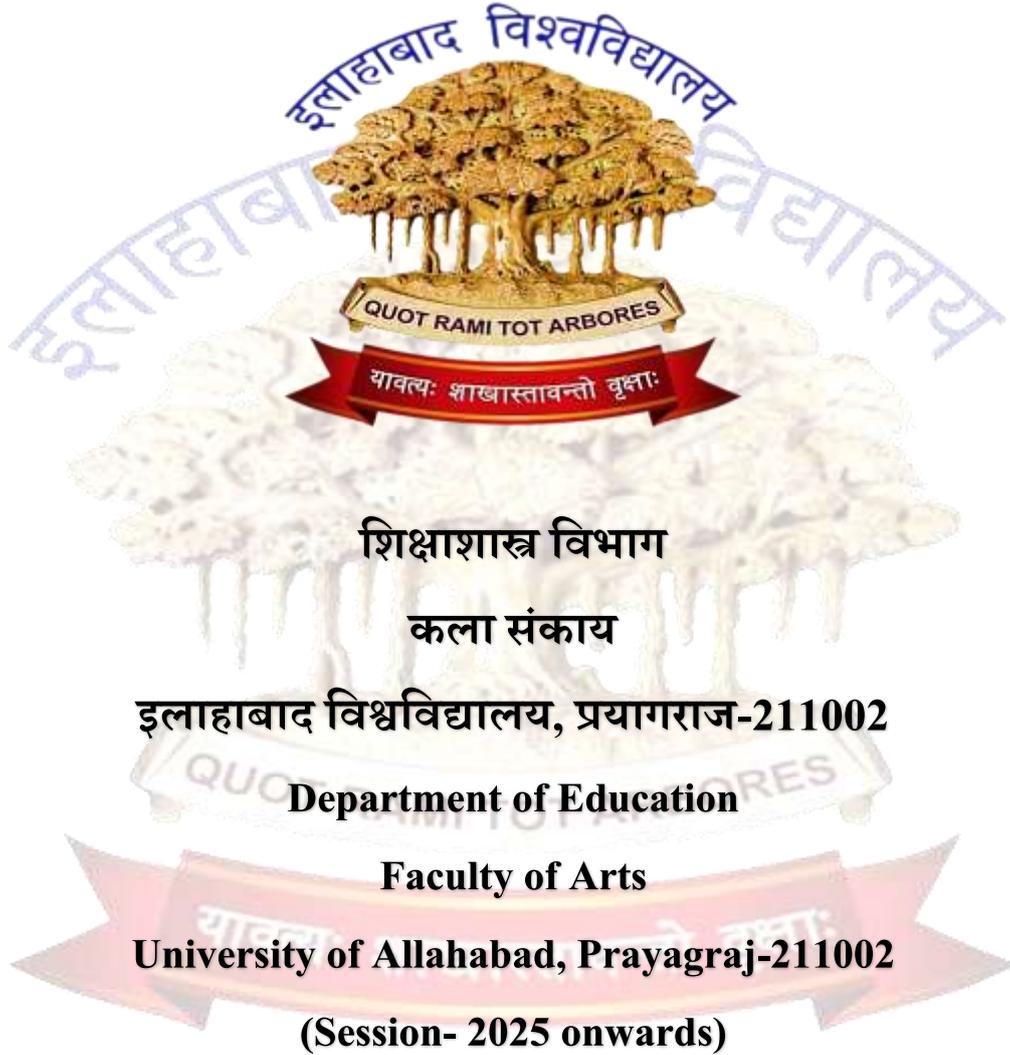


**Learning Outcome Based Syllabus of  
4-Years Bachelor of Arts (B.A.)-Education  
चतुर्थ वर्षीय कला स्नातक (बी. ए.)- शिक्षाशास्त्र पाठ्यक्रम**



## 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 4-year Bachelor of Arts with Major 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 in still 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.

<b>Descriptor</b>	<b>Knowledge and understanding:</b> The graduates should be able to demonstrate the acquisition of:
<b>P.O. 1.</b>	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.
<b>P.O. 2.</b>	knowledge of the current and emerging issues and developments within the chosen field(s) of learning.
<b>P.O. 3.</b>	procedural knowledge required for performing and accomplishing professional tasks associated with the chosen fields of learning.
<b>Descriptor</b>	<b>General, technical and professional skills required to perform and accomplish tasks:</b> The graduates should be able to demonstrate the acquisition of:
<b>P.O. 4.</b>	cognitive and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of learning.
<b>P.O. 5.</b>	cognitive and technical skills required to evaluate and analyze complex ideas,

<b>P.O. 6.</b>	cognitive and technical skills required to generate solutions to specific problems associated with the chosen fields of learning.
<b>Descriptor</b>	<b>Application of knowledge and skills:</b> The graduates should be able to demonstrate the ability to:
<b>P.O. 7.</b>	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,
<b>P.O. 8.</b>	employ the right approach to generate solutions to problems related to the chosen fields of learning.
<b>Descriptor</b>	<b>Generic learning outcomes:</b> The graduates should be able to demonstrate the ability to:
<b>P.O. 9.</b>	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.
<b>P.O. 10.</b>	communicate in writing and orally the constructs and methodologies adopted for the studies undertaken relating to the chosen fields of learning,
<b>P.O. 11.</b>	make coherent arguments to support the findings/results of the study undertaken to specialist and non-specialist audiences.
<b>P.O. 12.</b>	meet one's own learning needs relating to the chosen field(s) of learning,
<b>P.O. 13.</b>	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.
<b>P.O. 14.</b>	critically evaluate evidence for taking actions to generate solutions to specific problems associated with the chosen fields of learning based on empirical evidence.
<b>P.O. 15.</b>	make judgement and take decisions based on the analysis and evaluation of information for formulating responses to problems, including real-life problems,
<b>P.O. 16.</b>	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.
<b>Descriptor</b>	<b>Constitutional, humanistic, ethical, and moral values:</b> The graduates should be able to demonstrate the willingness and ability to:
<b>P.O. 17.</b>	Embrace constitutional, humanistic, ethical, and moral values, and practice these values in life.
<b>P.O. 18.</b>	identify ethical issues related to the chosen fields of study,
<b>P.O. 19.</b>	formulate coherent arguments about ethical and moral issues, including environmental and sustainable development issues, from multiple perspectives.
<b>P.O. 20.</b>	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.
<b>Descriptor</b>	<b>Employability and job-ready skills, and entrepreneurship skills and capabilities/ qualities and mindset:</b> The graduates should be able to demonstrate the acquisition of:
<b>P.O. 21.</b>	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,
<b>P.O. 22.</b>	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,
<b>P.O. 23.</b>	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:

**PSO<sub>1</sub> 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.

**PSO<sub>2</sub> Attitude-** Learner/graduates will develop an inclusive attitude, demonstrating fairness and justice in their interactions within educational contexts.

**PSO<sub>3</sub> 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.

**PSO<sub>4</sub> 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.

**PSO<sub>5</sub> 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.

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यावत्यः शाखास्तावन्तो वृक्षाः

## Programme Structure – 1<sup>st</sup> Year

Semester	Offer in Year	Course Number	Course Name	Nature of Course
Semester -I	<b>1<sup>st</sup> Year of Bachelor</b>	First Paper	Principles of Education-I	Major/ Minor
Semester -I		Second Paper	Problems of Indian Education-I	Major/ Minor
Semester -II		First Paper	Principles of Education-II	Major/ Minor
Semester -II		Second Paper	Problems of Indian Education-II	Major/ Minor

\* 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.

### Four Year Undergraduate Programme (According to NEP - 2020) First-Year B.A. Programme

**Major [8 Credits Each Semester] \***

The credit and marks distribution are as follows:

Component	Credits	Credits in Subject	External Exam	Sessional Exam (CIA)	Total Marks
Theory Paper I	4	8 (L/T)	70	30	100
Theory Paper II	4		70	30	100
<b>Total</b>	<b>8</b>	<b>8 (L/T)</b>	<b>140</b>	<b>60</b>	<b>200</b>

### Minor (4 Credits Each Semester)

The credit and marks distribution are as follows:

Component	Credits	Credits in Subject	External Exam	Sessional Exam (CIA)	Total Marks
Theory Paper I	2	4 (L/T)	35	15	50
Theory Paper II	2		35	15	50
<b>Total</b>	<b>4</b>	<b>4 (L/T)</b>	<b>70</b>	<b>30</b>	<b>100</b>

## Examination Pattern Subjects with Two Papers Only

### Question Paper Structure and Marking Scheme

For Major Course – 8 Credits per Semester: Written Examination

(One Comprehensive Paper, Maximum 140 Marks)

Sec./Paper	Question Type	Qs Given	Attempt	Marks per Question	Total Marks	Word Count/Answer	Time Allocation (Approx.)
A (70 Marks) Paper 1	Short Answer	6	4	7	28	80–120 words	~9–10 min each
	Descriptive/Comprehensive Questions	5	3	14	42	300–350 words	~30–35 min each
Section A Total	-	-	-	-	70	~1350–1400 words	1.5 Hours
B (70 Marks) Paper 2	Short Answer	6	4	7	28	80–120 words	~9–10 min each
	Descriptive/Comprehensive Questions	5	3	14	42	300–350 words	~30–35 min each
Section B Total	-	-	-	-	70	~1350–1400 words	1.5 Hours
Grand Total	-	-	-	-	140	~2700–2800 words	3 Hours

### For Minor Course – 4 Credits per Semester

- **Examination Type:** MCQ-based, through OMR Sheets
- **Maximum Marks:** 70
- **Duration:** 1.5 – 2 Hours
- **Coverage:** Same syllabus as the Major course, in the form of a single combined paper.
- **Structure:** 70 questions, drawn appropriately apportioned from the syllabi of both two papers.
- **Marking:**
  - Each question carries 1 mark.
  - Every correct response = 1 mark.
  - No negative marking for incorrect or unattempted answers.

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

शिक्षाशास्त्र विभाग  
कला संकाय  
इलाहाबाद विश्वविद्यालय, प्रयागराज-211002

Department of Education

Faculty of Arts

University of Allahabad, Prayagraj-211002

B.A. Semester -I  
बीए प्रथम सेमेस्टर

Semester	Offer in Year	Course Number / Course Code	Course Name	Nature of Course
Semester -I	1 <sup>st</sup> Year of Bachelor	First Paper	Principles of Education-I	Major/ Minor
Semester -I		Second Paper	Problems of Indian Education-I	Major/ Minor

QUOT RAMI TOT ARBORES

यावत्यः शाखास्तावन्तो वृक्षाः

बीए प्रथम वर्ष B. A. Part I		प्रथम सेमेस्टर Semester – I	
Paper-I (प्रथम प्रश्नपत्र)		Discipline Based Core MAJOR/MINOR	
Course Name	Principles of Education-I शिक्षा के सिद्धांत-I		
Credit	Major: 4 Cr Minor: 2 Cr	Contact Hours	45 (L) + 15 (T) Hours
Nature of the Course	Theory (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	As per the University of Allahabad Guideline for 4 Year Bachelor Degree		

#### 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 interdisciplinary approach to education.

#### 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. Differentiate among philosophical, psychological and sociological nature of education.

#### Mapping of Course outcomes:

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

Topic/Sub Topic	Contact Hours	Outcome Mapping
UNIT-1 EDUCATION & ITS SETTINGS शिक्षा और इसके परिप्रेक्ष्य	20 Hrs	

<ul style="list-style-type: none"> <li>• Education; concept &amp; definition. शिक्षा सम्प्रत्यय एवं परिभाषा</li> <li>• Formal, informal and nonformal settings of education. औपचारिक गैर औपचारिक व अनौपचारिक शिक्षा</li> <li>• Agencies of education: Home, School and State. शिक्षा के अभिकरण: गृह, विद्यालय तथा राज्य</li> </ul>	CO1 CO2 PSO1 PSO2 PSO5
<b>UNIT-II THEORETICAL CONTEXT OF EDUCATION</b> <b>शिक्षा का सैद्धांतिक संदर्भ</b>	<b>25 Hrs.</b>
<ul style="list-style-type: none"> <li>• Interdisciplinary nature of education in the context of: शिक्षा की अंतर्विषयक प्रकृति के संदर्भ में; <ul style="list-style-type: none"> <li>• Philosophy - knowledge, reason, belief, and rationality. दर्शन - ज्ञान, कारण, विश्वास और तर्कसंगतता.</li> <li>• Psychology- child's nature; growth &amp; development. मनोविज्ञान- बच्चे का स्वभाव; वृद्धि एवं विकास.</li> <li>• Sociology- dominance, conflict and resistance. समाजशास्त्र- प्रभुत्व, संघर्ष और प्रतिरोध.</li> </ul> </li> </ul>	CO3 CO4 PSO1 PSO2 PSO4
<b>SUGGESTED READINGS:</b> <ul style="list-style-type: none"> <li>➤ NCERT (2005) Position Paper of Focus Group on Education of SC and STs, NCERT, New Delhi</li> <li>➤ NCERT (2022-23) Sociology, (Text books for class XI and XII) NCERT, New Delhi</li> <li>➤ Nambissan, G. (2009). Exclusion and Discrimination in Schools: Experiences of Dalit Children, UNICEF.</li> <li>➤ Naik, JP &amp; Nurullah, S (1974) Edn A Students' History of Education in India, Macmillan</li> <li>➤ Pandey, R. S. (2020). <i>Principles of Education</i>. Agra: Shri Vinod Pustak Mandir</li> <li>➤ Agrawal. J.C. (2010). <i>Theory and Principles of Education</i>. New Delhi: S. Chand</li> <li>➤ कुमार, कृष्ण (1974). राज समाज और शिक्षा . दिल्ली : राजकमल पब्लिकेशन</li> <li>➤ कुमार, कृष्ण (1998). शैक्षिक ज्ञान और वर्चस्व. दिल्ली : ग्रन्थ शिल्पी</li> <li>➤ कुमार, कृष्ण (1974). शिक्षा और समाज . दिल्ली : ग्रन्थ शिल्पी</li> <li>➤ धनकर, आर. (2006). शिक्षा और समाज. गुरुग्राम : आधार प्रकाशन</li> <li>➤ दुबे, एस. सी. (2000). भारतीय समाज. नई दिल्ली: नेशनल बुक ट्रस्ट</li> </ul> <p style="text-align: center;">*****</p>	

बीए प्रथम वर्ष B. A. Part I		प्रथम सेमेस्टर Semester – I	
Paper-II (द्वितीय प्रश्नपत्र)		Discipline Based Core MAJOR/MINOR	
Course Name	Problems of Indian Education -I भारतीय शिक्षा की समस्याएँ -I		
Credit	Major: 4 Cr Minor: 2 Cr	Contact Hours	45 (L) + 15 (T) Hours
Nature of the Course	Theory (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	As per the University of Allahabad Guideline for 4 Year Bachelor Degree		

### 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
<b>UNIT-1 PRIMARY EDUCATION</b> <b>प्राथमिक शिक्षा</b>	<b>20 Hrs</b>
<ul style="list-style-type: none"> <li>● Concept, Historical Perspective and Problems related to: संकल्पना, ऐतिहासिक परिप्रेक्ष्य एवं समस्याएँ: <ul style="list-style-type: none"> <li>● Enrolment, retention and Dropout Rates नामांकन, धारण, ड्रॉपआउट दरें</li> <li>● Learning Burden &amp; MLL (Minimum Level of Learning) सीखने का बोझ और एमएलएल (सीखने का न्यूनतम स्तर)</li> <li>● Core Curriculum (कोर पाठ्यचर्या)</li> </ul> </li> </ul>	CO <sub>1</sub> PS01 PSO3 PSO5
<b>UNIT-II SECONDARY EDUCATION</b> <b>माध्यमिक शिक्षा</b>	<b>25 Hrs</b>
<ul style="list-style-type: none"> <li>● Concept, Historical Perspective and Problems related to: संकल्पना, ऐतिहासिक परिप्रेक्ष्य एवं समस्याएँ <ul style="list-style-type: none"> <li>● Diversification of courses (पाठ्यक्रम के विभिन्नीकरण)</li> <li>● Vocationalisation of Education (शिक्षा का व्यावसायीकरण)</li> <li>● Examination Reforms and Parents Teacher Association परीक्षा सुधार एवं अभिभावक शिक्षक संघ</li> </ul> </li> </ul>	CO2 PS01 PSO3 PSO5
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>➤ Dubey, S.N. (2018). Problems of Indian Education (Hindi). Anubhav Publishing House.</li> <li>➤ Mohanty, J. (1994). Indian Education in the Emerging Society. New Delhi: Sterling Publishers Pvt. Ltd, Pp. 262.</li> <li>➤ Aggarwal, J.C. (2012). Modern Indian Education: History, Development &amp; Problems. Shipra Publications (5<sup>th</sup> Edition).</li> <li>➤ Pathak, R.P. (2007). Education in the Emerging India. Atlantic Publishers &amp; Distributors.</li> <li>➤ Mathur, V.S. (1970). Crucial Problems in Indian Education. Arya Book Depot.</li> <li>➤ Tilak B. G. J. (2022). Education in India: Policy and Practice. SAGE Publications Pvt. Ltd.</li> <li>➤ Azad, L. A. (2021). Indian Education Since Independence: A Critical Study. Om Publications.</li> <li>➤ Chaube, S. P. (2016). History &amp; Problems of Indian Education. Shri Vinod Pustak Mandir (1<sup>st</sup> edition).</li> <li>➤ अग्निहोत्री, रविन्द्र (2008). आधुनिक भारतीय शिक्षा : समस्याएँ एवं समाधान जयपुर :राजस्थान हिंदी बुक अकादमी</li> <li>➤ अदावल एवं उनियाल भारतीय शिक्षा की समस्याएँ तथा प्रवृत्तियाँ . लखनऊ: हिंदी ग्रन्थ अकादमी</li> </ul> <p style="text-align: center;">*****</p>	

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

बीए प्रथम वर्ष (B.A. I<sup>st</sup> Year)  
द्वितीय सेमेस्टर (2<sup>nd</sup> Semester)

Semester	Offer in Year	Course Number	Course Name	Nature of Course
Semester -II	1 <sup>st</sup> Year of Bachelor	First Paper	Principles of Education-II	Major/Minor
Semester -II		Second Paper	Problems of Indian Education-II	Major/Minor



बीए प्रथम वर्ष B. A. Part I		द्वितीय सेमेस्टर Semester – II	
Paper-I (प्रथम प्रश्नपत्र)		Discipline Based Core MAJOR/MINOR	
Course Name	Principles of Education-II शिक्षा के सिद्धांत-II		
Credit	Major: 4 Cr Minor: 2 Cr	Contact Hours	45 (L) + 15 (T) Hours
Nature of the Course	Theory (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	As per the University of Allahabad Guideline for 4 Year Bachelor Degree		

#### 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. Enumerate the aims of education in a democratic society.

CO2. Elaborate the benefits of equality in educational opportunities.

CO3. Explain the procedure of curriculum construction.

CO4. Analyse the difference between the syllabus and the curriculum.

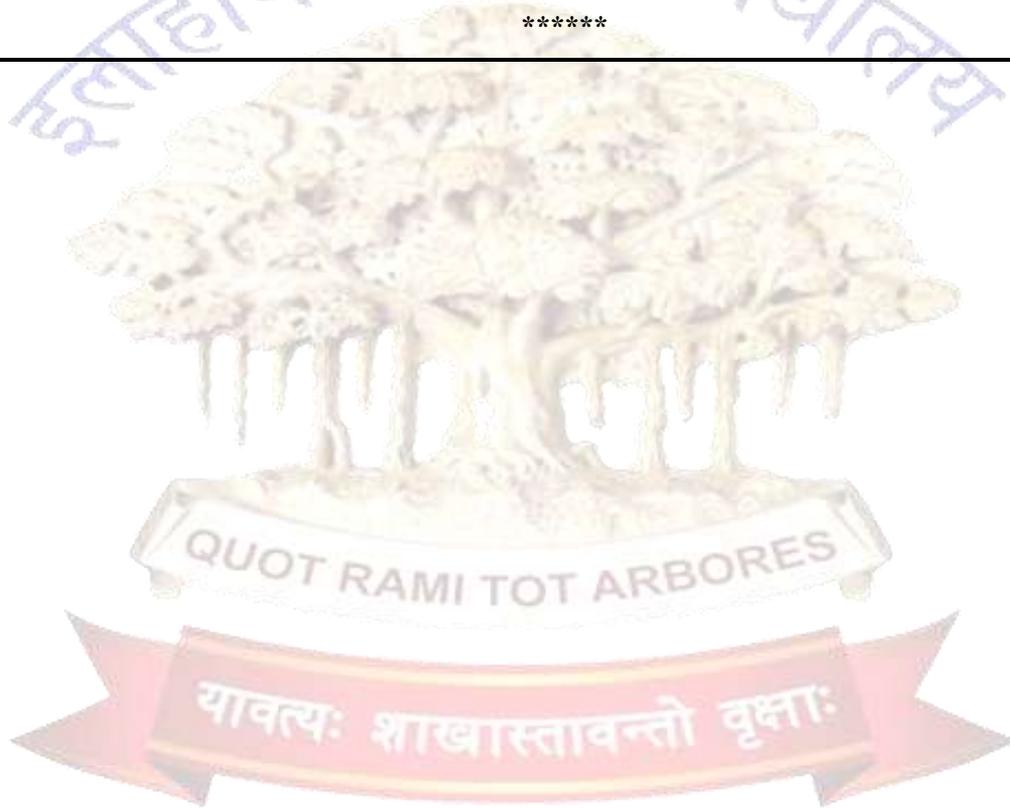
#### Mapping of Course outcomes:

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

Topic/Sub Topic	Contact Hours	Outcome Mapping
<b>UNIT-I PRIORITIZING AIMS OF EDUCATION</b> <b>शिक्षा के लक्ष्यों को प्राथमिकता देना</b>	<b>15 Hrs</b>	
<ul style="list-style-type: none"> <li>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</li> <li>Aims of education as per the national values enshrined in the Indian Constitution – Socialism, Secularism, justice &amp; liberty. भारतीय संविधान में निहित राष्ट्रीय मूल्यों के अनुसार शिक्षा के उद्देश्य - समाजवाद, धर्मनिरपेक्षता, न्याय और स्वतंत्रता।</li> <li>Aims as envisaged in National Policy-2020 -scientific temper &amp; self-reliance (contribution to the growing Indian economy). राष्ट्रीय नीति-2020 में परिकल्पित उद्देश्य - वैज्ञानिक स्वभाव और आत्मनिर्भरता (बढ़ती भारतीय अर्थव्यवस्था में योगदान)</li> </ul>		CO4 PO1 PSO2
<b>UNIT-II CULTURAL &amp; SOCIAL CONTEXT OF EDUCATION</b> <b>शिक्षा का सांस्कृतिक एवं सामाजिक संदर्भ</b>	<b>15 Hrs</b>	
<ul style="list-style-type: none"> <li>Cultural functions of Education- diffusion, acculturation &amp; cross-cultural understanding. शिक्षा के सांस्कृतिक कार्य - प्रसार, संस्कृतिकरण और अंतर-सांस्कृतिक समझ।</li> <li>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 (एसडीजी 4 के लिए विशेष संदर्भ)</li> <li>Equality in Educational opportunity ref.- Fostering social consciousness amongst learners. शैक्षिक अवसर में समानता संदर्भ - शिक्षार्थियों के बीच सामाजिक चेतना को बढ़ावा देना।</li> </ul>		CO5 PSO2 PSO4
<b>UNIT III CURRICULUM &amp; SYLLABUS</b> <b>पाठ्यचर्या एवं पाठ्यक्रम</b>	<b>15 Hrs</b>	
<ul style="list-style-type: none"> <li>Curriculum -concept, principles of curriculum construction, types of curricula. पाठ्यचर्या-अवधारणा, पाठ्यचर्या निर्माण के सिद्धांत, पाठ्यचर्या के प्रकार।</li> <li>Syllabus-concept, relevant incorporation of Indian Traditional Knowledge. पाठ्यक्रम-अवधारणा, भारतीय पारंपरिक ज्ञान का प्रासंगिक समावेश।</li> <li>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)</li> </ul>		CO6 CO7 PSO2 PSO5
<b>SUGGESTED READINGS:</b>		
➤ 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). *Principles of Education*. Agra: Shri Vinod Pustak Mandir
- Agrawal. J.C. (2010). *Theory and Principles of Education*. 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

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बीए प्रथम वर्ष B. A. Part I		प्रथम सेमेस्टर Semester – II	
Paper-II (द्वितीय प्रश्नपत्र)		Discipline Based Core MAJOR/MINOR	
Course Name	Problems of Indian Education -II भारतीय शिक्षा की समस्याएँ -II		
Credit	Major: 4 Cr Minor: 2 Cr	Contact Hours	45 (L) + 15 (T) Hours
Nature of the Course	Theory (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	As per the University of Allahabad Guideline for 4 Year Bachelor Degree		

#### Course Objectives:

The course will enable the students to -

1. Increase their understanding of the crucial issues of higher education.
2. Understand knowledge of the recent developments and the dynamics of adult education.
3. 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: Examine the role and purpose of higher education in current educational practices.

CO-2: Describe the recent developments in the field of adult education.

CO-3: Analyse the issues and concerns about education raised by the education policy document.

CO-4: Justify the role of education for equitable society.

#### Mapping of Course Outcomes:

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

Topic/Sub Topic	Outcome Mapping
UNIT-I HIGHER EDUCATION उच्च शिक्षा	15 Hrs
<ul style="list-style-type: none"> <li>• Concept, Historical Perspective and Problems related to: संकल्पना, ऐतिहासिक परिप्रेक्ष्य एवं समस्याएँ</li> </ul>	CO3 CO5

<ul style="list-style-type: none"> <li>• Admission (Multidisciplinary and Flexibility in Higher Education) प्रवेश (उच्च शिक्षा में बहुविषयक और लचीलापन)</li> <li>• Autonomy and Self- financing Programme discipline स्वायत्तता और स्व-वित्तपोषण कार्यक्रम अनुशासन</li> <li>• Ineffective Regulatory System अप्रभावी नियामक प्रणाली</li> </ul>	PS01 PSO4 PSO5
<b>UNIT-II ADULT AND CONTINUING EDUCATION</b> <b>प्रौढ़ एवं सतत शिक्षा</b>	<b>15 Hrs</b>
<ul style="list-style-type: none"> <li>• Adult Education: Its Meaning and Historical Perspective वयस्क शिक्षा: इसका अर्थ एवं ऐतिहासिक परिप्रेक्ष्य</li> <li>• National Literacy Mission राष्ट्रीय साक्षरता मिशन</li> <li>• 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</li> </ul>	CO4 CO5 PS01 PSO3 PSO5
<b>UNIT-III POLICY RELATED ISSUES</b> <b>नीति संबंधी मुद्दे</b>	<b>15 Hrs</b>
<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Language controversy भाषा विवाद</li> </ul>	CO1 CO2 CO3 CO5 PSO1 PSO2 PSO5
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>➤ Dubey, S.N. (2018). Problems of Indian Education (Hindi). Anubhav Publishing House.</li> <li>➤ Mohanty, J. (1994). Indian Education in the Emerging Society. New Delhi: Sterling Publishers Pvt. Ltd, Pp. 262.</li> <li>➤ Aggarwal, J.C. (2012). Modern Indian Education: History, Development &amp; Problems. Shipra Publications (5<sup>th</sup> Edition).</li> <li>➤ Pathak, R.P. (2007). Education in the Emerging India. Atlantic Publishers &amp; Distributors.</li> <li>➤ Mathur, V.S. (1970). Crucial Problems in Indian Education. Arya Book Depot.</li> <li>➤ Tilak B. G. J. (2022). Education in India: Policy and Practice. SAGE Publications Pvt. Ltd.</li> <li>➤ Azad, L. A. (2021). Indian Education Since Independence: A Critical Study. Om Publications.</li> <li>➤ Chaube, S. P. (2016). History &amp; Problems of Indian Education. Shri Vinod Pustak Mandir (1<sup>st</sup> edition).</li> <li>➤ अग्निहोत्री, रविन्द्र (2008). आधुनिक भारतीय शिक्षा : समस्याएँ एवं समाधान जयपुर : राजस्थान हिंदी बुक अकादमी</li> <li>➤ अदावल एवं उनियाल भारतीय शिक्षा की समस्याएँ तथा प्रवृत्तियाँ . लखनऊ: हिंदी ग्रन्थ अकादमी</li> </ul> <p style="text-align: center;">*****</p>	