

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.

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 – 1st Year

Semester	Offer in Year	Course Number	Course Name	Nature of Course
Semester -I	1st Year of Bachelor	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

Programme Structure – 2nd Year

Semester	Offer in Year	Course Number	Course Name	Nature of Course
Semester -III	2nd Year of Bachelor	First Paper	Philosophical Foundations of Education	Major/ Minor
Semester -III		Second Paper	Psychological Foundations of Education	Major/ Minor
Semester -IV		First Paper	Sociological Foundations of Education	Major/ Minor
Semester -IV		Second Paper	Educational Psychology	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
Total	8	8 (L/T)	140	60	200

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
Total	4	4 (L/T)	70	30	100

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

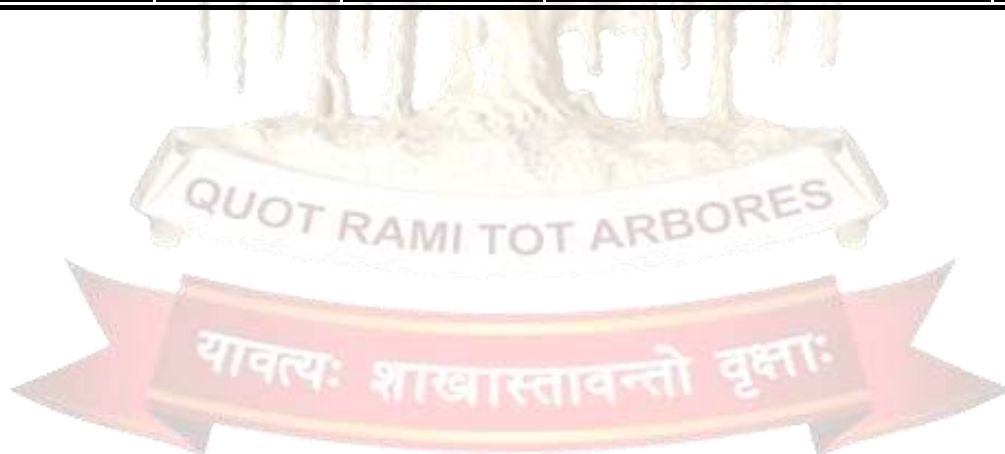
- **Examination Type:** MCQ-based, through OMR Sheets
- **Maximum Marks:** 70
- **Duration:** 1.5 – 2 Hours
- **Coverage:** Same syllabus as the Major course, in the form of a single combined paper.
- **Structure:** 70 questions, drawn appropriately apportioned from the syllabi of both two papers.
- **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 st Year of Bachelor	First Paper	Principles of Education-I	Major/ Minor
Semester -I		Second Paper	Problems of Indian Education-I	Major/ Minor



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 role of education in national integration.

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. Discuss aims of education.

CO4. Justify role of education in national integration & international understanding.

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 BASICS OF EDUCATION शिक्षा के आधार	20 Hrs	

• Education: Concept, Nature & Functions शिक्षा : अवधारणा, प्रकृति एवं प्रकार्य • Formal, Informal and Non-formal forms of Education शिक्षा के औपचारिक, अनौपचारिक एवं गैर-औपचारिक स्वरूप • Agencies of Education: Family, School, State, Society and Dharma. शिक्षा के अभिकरणा: परिवार, विद्यालय, राज्य, समाज एवं धर्म	CO1 CO2 PSO1 PSO2 PSO5
UNIT-II PERSPECTIVES OF EDUCATION शिक्षा के परिप्रेक्ष्य	25 Hrs.
• Education for National Integration & International Understanding राष्ट्रीय एकता एवं अंतर्राष्ट्रीय सद्भाव के लिए शिक्षा • Role of democracy in Education शिक्षा में लोकतंत्र की भूमिका • Aims of Education & Guiding principles as per National Education Policy -2020 राष्ट्रीय शिक्षा नीति-2020 के अनुसार शिक्षा के उद्देश्य	CO3 CO4 PSO1 PSO2 PSO4
SUGGESTED READINGS: ➤ NCERT (2022-23). <i>Basic of Education</i>. NCERT, New Delhi ➤ Nambissan, G. (2009). <i>Exclusion and Discrimination in Schools: Experiences of Dalit Children</i>, UNICEF. ➤ Naik, J. P. & Nurullah, S (1974). <i>A Students' History of Education in India</i>. Macmillan ➤ MHRD (2020). <i>National Education Policy</i>. Government of India, New Delhi. ➤ 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 ➤ लाल, बिहारी (2010). शिक्षा के सामाजिक एवं दार्शनिक आधार. आर .लाल *****	

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 Primary and Secondary education.
4. Understand knowledge of the recent developments and the dynamics of Primary and Secondary 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 primary education in current educational practices.

CO-4: Describe the recent developments in the field of Secondary 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	20 Hrs
• Concept and Historical Perspective of Primary Education प्राथमिक शिक्षा की अवधारणा एवं ऐतिहासिक परिप्रेक्ष्य • Problems related to Primary Education: Enrolment, Retention and Dropout Rates प्राथमिक शिक्षा से संबंधित समस्याएँ : नामांकन, धारण एवं ड्रॉपआउट दर • Foundation Literacy & Numeracy (FLN), Right to Education Act-2009, Learning Burden. आधारभूत साक्षरता एवं संख्यात्मकता (FLN), शिक्षा का अधिकार अधिनियम-2009 तथा अधिगम बोझ	CO1 PS01 PS03 PS05
UNIT-II SECONDARY EDUCATION माध्यमिक शिक्षा	25 Hrs
• Concept and Historical Perspective of Secondary Education माध्यमिक शिक्षा की अवधारणा एवं ऐतिहासिक परिप्रेक्ष्य • Problems related to Secondary Education: Assessment Practices, Infrastructure & Resource shortage, Professional development of Teachers माध्यमिक शिक्षा से संबंधित समस्याएँ : मूल्यांकन प्रक्रियाएँ, आधारभूत संरचना एवं संसाधनों की कमी, तथा शिक्षकों का व्यावसायिक विकास • Challenges related to Vocationalisation of Secondary Education माध्यमिक शिक्षा के व्यावसायिकरण से संबंधित चुनौतियाँ	CO2 PS01 PS03 PS05
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

बीए प्रथम वर्ष (B.A. Ist Year)

द्वितीय सेमेस्टर (2nd Semester)

Semester	Offer in Year	Course Number	Course Name	Nature of Course
Semester -II	1 st 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.
- Discuss the theoretical context 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 Education for sustainable development.

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
UNIT- THEORETICAL CONTEXT OF EDUCATION शिक्षा का सैद्धांतिक संदर्भ	15 Hrs	
- Philosophical, Sociological and Psychological Approaches of Education. शिक्षा के दार्शनिक, समाजशास्त्रीय एवं मनोवैज्ञानिक उपागम - Education for Sustainable Development (SDG-4) सतत विकास हेतु शिक्षा (SDG-4) - Delor's Commission: Fours Pillars of Education डेलर्स आयोग: शिक्षा के चार स्तम्भ	CO4 PO1 PSO2	
UNIT II CURRICULUM & SYLLABUS पाठ्यचर्या एवं पाठ्यक्रम	15 Hrs	
- Curriculum - Concept, Principles of curriculum construction, Types of curriculum and integration of Indian Knowledge Traditional in curriculum पाठ्यचर्या-अवधारणा, पाठ्यचर्या निर्माण के सिद्धांत, पाठ्यचर्या के प्रकार, पाठ्यचर्या में भारतीय ज्ञान परम्परा - Syllabus- Concept, Difference between syllabus and curriculum पाठ्यक्रम- अवधारणा, पाठ्यक्रम में भारतीय ज्ञान - Holistic approaches to curriculum design and implementation पाठ्यक्रम डिजाइन और कार्यान्वयन के लिए समग्र दृष्टिकोण	CO6 CO7 PSO2 PSO5	
SUGGESTED READINGS: ➤ NCERT (2005) Position Paper of Focus Group on Education of SC and STs, NCERT, New Delhi ➤ Nambissan, G. (2009). Exclusion and Discrimination in Schools: Experiences of Dalit Children, UNICEF. ➤ Naik, JP & Nurullah, S (1974) Education: 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 ➤ Sharma, R. (2002). <i>Modern methods of curriculum organisation</i>. Book Enclave. ➤ Sharma, S. R. (1999). <i>Issues in curriculum administration</i>. Pearl Publishing House. ➤ Sockett, H. (1976). <i>Designing the curriculum</i>. Pitman Press. ➤ Srivastava, H. S. (2006). <i>Curriculum and methods of teaching</i>. Shipra Publishers. ➤ कुमार, कृष्ण (1998). शैक्षिक ज्ञान और वर्चस्व. दिल्ली : ग्रन्थ शिल्पी *****		

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									20 Hrs
• Concept and Historical Perspective of Higher Education उच्च शिक्षा की अवधारणा एवं ऐतिहासिक परिप्रेक्ष्य									CO3 C05 PS01 PSO4

- Problems related to higher education: Admission, Ineffective Regulatory System, Lack of Autonomy, and Public-Private Partnership (PPP) model उच्च शिक्षा से संबंधित समस्याएँ : प्रवेश, अप्रभावी नियामक तंत्र , स्वायत्तता का अभाव तथा सार्वजनिक-निजी भागीदारी (PPP) मॉडल - Internationalization of Higher Education उच्च शिक्षा का अंतर्राष्ट्रीयकरण	PSO5
UNIT-II ADULT EDUCATION AND POLICY RELATED ISSUES प्रौढ़ शिक्षा एवं नीति संबंधी मुद्दे	25 Hrs
- Adult Education: Meaning and Historical Perspective प्रौढ़ शिक्षा : अर्थ एवं ऐतिहासिक परिप्रेक्ष्य - National Literacy Mission, ULLAS, Role of volunteer agencies राष्ट्रीय साक्षरता मिशन, उल्लास तथा स्वयंसेवी संस्थाओं की भूमिका - Constitutional Provisions of Education for all in relation to Access, Equity, Quality; Language controversy सभी के लिए शिक्षा से संबंधित संवैधानिक प्रावधान : पहुँच, समानता, गुणवत्ता संदर्भ में एवं भाषा विवाद	CO4 CO5 PS01 PSO3 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 ➤ Ullas: https://dsel.education.gov.in/sites/default/files/guidelines/scl_guidelines_ullas.pdf ➤ 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 *****	

B.A. Part II
बीए द्वितीय वर्ष
शिक्षाशास्त्र विभाग
कला संकाय

इलाहाबाद विश्वविद्यालय, प्रयागराज-211002

Department of Education

Faculty of Arts

University of Allahabad, Prayagraj-211002

B.A. Semester -III

बीए तृतीय सेमेस्टर

Semester	Offer in Year	Course Number / Course Code	Course Name	Nature of Course
Semester -III	2 nd Year of Bachelor	First Paper	Philosophical Foundations of Education	Major/ Minor
Semester -III		Second Paper	Psychological Foundation Education	Major/ Minor

QUOT RAMI TOT ARBORES

यावत्पुत्रः शाखास्तावन्तो वृक्षाः

बीए द्वितीय वर्ष B. A. Part II		तृतीय सेमेस्टर Semester – III	
Paper-I (प्रथम प्रश्नपत्र)		Discipline Based Core	MAJOR/MINOR
Course Name	Philosophical Foundations of Education शिक्षा के दार्शनिक आधार		
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:

- 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 perspectives in educational contexts.

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: Discuss the Indian philosophy.

CO-5: Analyze the role of philosophy in education context.

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	20 Hrs	
- 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: Indian & Western Schools of Philosophy भारतीय दर्शन की शाखाएँ	25 Hrs	
- Basic Features and Educational implications of Western Schools of Philosophy: Idealism & Naturalism पाश्चात्य दार्शनिक विचारधाराओं की प्रमुख विशेषताएँ तथा शैक्षिक निहितार्थ: आदर्शवाद एवं प्रकृतिवाद - Basic Features and Educational implications of Western Schools of Philosophy: Realism & Pragmatism पाश्चात्य दार्शनिक विचारधाराओं की प्रमुख विशेषताएँ तथा शैक्षिक निहितार्थ: यथार्थवाद एवं प्रयोजनवाद - Basic Features and Educational implications of Indian Philosophical Schools: Samkhya, Yoga, Nyaya and Vedant भारतीय दार्शनिक विचारधाराओं की प्रमुख विशेषताएँ एवं शैक्षिक निहितार्थ : सांख्य, योग, न्याय एवं वेदांत	CO3 PSO1 PSO2	
Suggested Readings: - 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. - Mooij, J. & Majumdar, M. (2010). <i>Education and Inequality in India: A Classroom View</i> (Routledge Contemporary South Asia Series) Routledge: Chapman & Hall. - Saxena, S. (2001). <i>Philosophical and Sociological Foundation of Education</i>. Surya - Sodhi, T. S. & Suri, A. (1998). <i>Philosophical and Sociological Foundation of Education</i>. Bawa Publication. - लाल, आर.बी. (2017). शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार. बुकमैन. *****		

बीए द्वितीय वर्ष B. A. Part II		तृतीय सेमेस्टर Semester – III	
Paper-II (द्वितीय प्रश्नपत्र)		Discipline Based Core	MAJOR/MINOR
Course Name	Psychological Foundations of Education शिक्षा के मनोवैज्ञानिक आधार		
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 learners to:

- know the connotations of educational psychology, growth and development
- become familiar with individual differences and intelligence
- understand the development of children.
- 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 theories of development.

CO4: Extrapolate the theory of intelligence.

CO5: Appraise the cognitive and language development.

CO6: Assess Intelligence Quotient.

Mapping of Course outcomes:

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

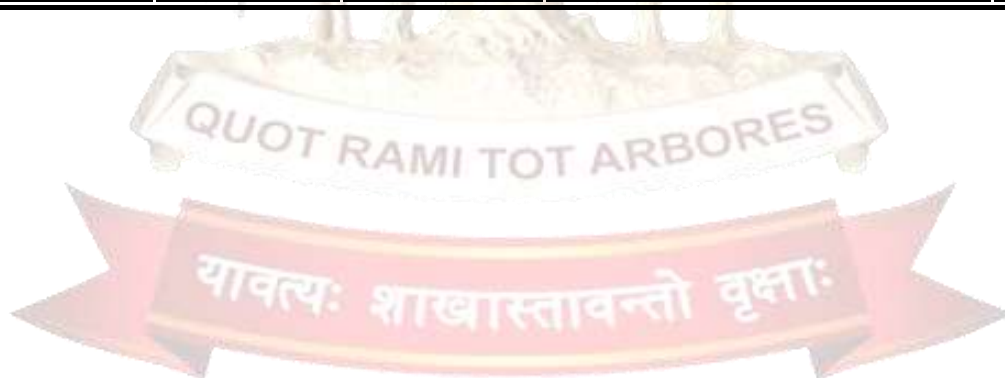
S. No	Topic/Sub Topic	Contact Hours	Outcome Mapping
UNIT-1 Growth and Development वृद्धि एवं विकास		20 Hrs	
	- Educational Psychology – Nature, Scope and Methods शैक्षिक मनोविज्ञान - प्रकृति, कार्यक्षेत्र और विधियाँ - Growth & Development – Concept, Issues and Principles वृद्धि और विकास - अवधारणा, मुद्दे और सिद्धांत - Cognitive development with reference to Piaget, Language development with reference to Chomsky संज्ञानात्मक विकास के संदर्भ में पियाजे, भाषा विकास के संदर्भ में चॉम्स्की		CO1 PS01 PSO2 PSO3
UNIT-II Individual Difference and Intelligence वैयक्तिक भिन्नताएँ एवं बुद्धि		25 Hrs	
	- 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		CO2 CO6 PS01 PSO2 PSO3 PS04 PSO5
Suggested Readings: ➤ Aggarwal, J.C. (2012). Educational Psychology. Shipra Publications. ➤ 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. ➤ 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. ➤ 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			

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. 2nd Year)
चतुर्थ सेमेस्टर (4th Semester)

Programme Structure – 2nd Year

Semester	Offer in Year	Course Number	Course Name	Nature of Course
Semester -IV	2nd Year of Bachelor	First Paper	Sociological Foundations of Education	Major/ Minor
Semester -IV		Second Paper	Educational Psychology	Major/ Minor



बीए प्रथम वर्ष B. A. Part II		चतुर्थ सेमेस्टर Semester – IV	
Paper-I (प्रथम प्रश्नपत्र)		Discipline Based Core	MAJOR/MINOR
Course Name	Sociological Foundations of Education शिक्षा के सामाजिक आधार		
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:

- Acquaint with foundational knowledge of Sociology.
- Become familiar with the basic understanding of education and culture.
- 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 Educational Sociology.

CO-2: Discuss the educational opportunity.

CO-3: discuss Concept of Deschooling, Critical Pedagogy

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: Society and Education समाज एवं शिक्षा	25 Hrs	
- Educational Sociology: Need and Scope शैक्षिक समाजशास्त्र : आवश्यकता एवं क्षेत्र - Culture and Education, Socialization, Social Stratification, Social Mobility: Concept and Factors affecting it. संस्कृति और शिक्षा, समाजीकरण, सामाजिक स्तरीकरण, सामाजिक गतिशीलता: अवधारणा एवं उन्हें प्रभावित करने वाले कारक - Equality of educational opportunity with reference to caste, class, gender and disability जाति, वर्ग, लिंग एवं दिव्यांगता के संदर्भ में शैक्षिक अवसरों की समानता	CO4 PSO1 PSO2 PSO3	
UNIT II: Education and Social Change शिक्षा एवं सामाजिक परिवर्तन	20 Hrs	
- Social Change, Modernization and Sanskritization and Education सामाजिक परिवर्तन, आधुनिकीकरण, संस्कृतिकरण एवं शिक्षा - Knowledge and Ideology of state in relation to Curriculum and Textbooks पाठ्यक्रम और पाठ्यपुस्तकों के संदर्भ में राज्य का ज्ञान और विचारधारा - Concept of Deschooling, Critical Pedagogy and Futurology विद्यालय-विहीनता, समालोचनात्मक शिक्षाशास्त्र एवं भविष्यवाद की अवधारणा	CO5 PSO1 PSO2 PSO3	
Suggested Readings: ➤ 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</i> (Routledge Contemporary South Asia Series) 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. ➤ 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 द्वितीय वर्ष B. A. Part II		चतुर्थ सेमेस्टर Semester – IV	
Paper-II (द्वितीय प्रश्नपत्र)		Discipline Based Core	MAJOR/MINOR
Course Name	Educational Psychological शैक्षिक मनोवैज्ञानिक		
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 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-I Personality and Mental Health व्यक्तित्व और मानसिक स्वास्थ्य		20 Hrs	
- Personality – Concept and Nature, Personality in Indian Tradition (Panchkosha) व्यक्तित्व – अवधारणा एवं प्रकृति, भारतीय परंपरा में व्यक्तित्व (पंचकोश) - Theories of Personality – Type, Trait - Allport, Eysenck, Psychoanalytical Theories - Freud व्यक्तित्व के सिद्धांत – प्रकार एवं गुण सिद्धांत : ऑलपोर्ट, आइज़ेक; मनोविश्लेषणात्मक सिद्धांत : फ्रायड - Mental Health – Concept, Principles, Factors Influencing Mental Health, Adjustment Mechanism मानसिक स्वास्थ्य – अवधारणा, सिद्धांत, मानसिक स्वास्थ्य को प्रभावित करने वाले कारक एवं समायोजन तंत्र		CO3 CO6 PS01 PSO2 PSO3 PS04 PSO5	
UNIT-II Learning and Motivation अधिगम एवं अभिप्रेरणा		25 Hrs	
- Learning – Concept, Approaches, Theories and their educational implications– Pavlov, Skinner, Thorndike, Kohler, Factor influencing learning. अधिगम – अवधारणा, उपागम, सिद्धांत एवं उनके शैक्षिक निहितार्थ : पावलॉव, स्किनर, थॉर्नडाइक, कोहलर; अधिगम को प्रभावित करने वाले कारक - Transfer of Learning – Nature, Types, Condition of transfer of learning अधिगम का स्थानांतरण – प्रकृति, प्रकार एवं अधिगम स्थानांतरण की परिस्थितियाँ - Motivation: Concept. Types of motives, Maslow’ theory अभिप्रेरणा : अवधारणा, अभिप्रेरकों के प्रकार एवं मैस्लो का सिद्धांत		CO4 PS01 PSO2 PSO5	
Suggested Readings: ➤ 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

