

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

ED-101
Credits)

B.A. Education (I Semester)

(4

FUNDAMENTALS OF EDUCATIONAL THEORY

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

1. meaning, functions and different modes of education.
2. the aims of education in Indian context.
3. importance of education in socio cultural change.
5. relationship between education and philosophy and various western philosophy.
6. understand the importance of national ideologies and role of education in achieving them.

Unit I : Meaning, Aims and Agencies of Education & Socio-cultural Change.

1. Meaning, functions and modes of education.
2. Social and Individual aims of education and their synthesis. .
3. Agencies of Education : home, schools, state and mass media.
4. Culture : concept, characteristics and determinants of socio-cultural change.
5. Role of Education in Socio-cultural change.

Unit – II : Educations and Philosophy :

1. Meaning of philosophy and relationship between philosophy and education.
2. Idealism and Education.
3. Pragmatism and Education.
4. Naturalism and Education.

Unit – III : Education and Ideologies.

1. Democracy (meaning & definitions, principles & values, democracy & various aspects of education.)
2. Socialism (meaning and definitions, principles & values, socialism & various aspects of education.)
3. Secularism (meaning and definitions, need in Indian context, characteristics of secular education.)
4. National Integration (Meaning and definitions, obstacles to National Integration, recommendations of national integration committee).

Books Recommended :

1. Mereer & Carr (1958) Education and Social Order, New York : Rinehart and Company, Inc.
2. Mohanty, J. (1994) Indian Education in the Emerging Society, Sterling Publicher Private Ltd.
3. Nunn, T.P. (1947) Education its data and first Principles, London : Edwar Arnold and Comp.
4. Ottaway, A.K.C. (1962) Education and Society, London : Roulledge and Kegan Paul.
5. Ross, J. (1962) Groundwork of Educational Theory, London : George and Harper Company Limited
6. Salamatuallah (1958) Can Education do it? Jalandhar : Punjabi Publication.
7. Taneja, V.R. (1989) Socio and Philosophical approach to Education, New Delhi : Atlantic Publishing House.
8. Saxena, N.R.S. & Dutt, N.K. (2008). Philosophical and Sociological Foundations of Education, Meerut : Raj Printers.

9. Butler, T.D. (1968). Four Philosophies and their practice in Education, London, Harper and Row.

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

ED-201
Credits)

B.A. Education (II Semester)

(4

EDUCATIONAL PSYCHOLOGY

Objectives : After the completion of the syllabus, the students will be able to understand :

1. Meaning, Scope and Significance of Educational Psychology.
2. Meaning and importance of growth and development.
3. Theories of learning and their education implications.
4. Concept of adjustment, mental health and maladjustment.
5. Meaning and types of intelligence and intelligence tests.
6. Personality and its determinants.

Unit – I :

1. Meaning, Scope and relevance of Educational Psychology.
2. Meaning and importance of growth and development.
3. Characteristics and developmental stages of :
 - i. Physical Development
 - ii. Emotional and Social Development.
 - iii. Mental Development.
4. Importance of developmental stages of the learners for teachers.

Unit – II

1. Concept and definitions of learning.
2. Theories of learning – Trial and error, Classical conditioning and insightful theory of learning
3. Retention and Forgetting.
4. Motivation : Meaning and characteristics.
5. Concept of Mental Health and Adjustment.
6. Symptoms of Maladjustment and educational of Maladjusted children.

Unit-III

1. Concept, nature and types of Intelligence.
2. Types of Intelligence Tests.
3. Personality and its Determinants.
4. Graphic representation of frequency distribution : Histogram, Ploygon and Cumulative frequency curve.
5. Measures of Central Tendency – mean, median and mode.

BOOKS RECOMMENDED :

1. Blair, G.M. (1962). Educational Psychology, N.Y. : Mac Millan Company.
2. Chauhan, S.S. (2009). Advanced Educational Psychology, New Delhi : Vikas Publishing House Pvt. Ltd.
3. Hurlock, E.B. (1997). Developmental Psychology, N.Y.: Mc Grew Hill.

4. Kuppuswamy, B. (1993). Advanced Educational Psychology, New Delhi : Sterling Publishers Pvt. Ltd.
5. Mangal, S.K. (2009). Essentials of Educational Psychology, New Delhi : PHI Learning Pvt Ltd.
6. Skinner, C.E. (2009). Educational Psychology, New Delhi : Prentice – Hall of India Pvt. Ltd.
7. Talwar, K. (2011). Conceptual Framework of Educational Psychology, New Delhi : Adhyayan Publishers and Distributors.
8. Crow, L.D. & Crow, A. (1979). Readings in Educational Psychology, New Delhi : Eurasia Publishing House Pvt. Ltd.
9. Garret, H.E. (2004). Statistics in Psychology and Education, New Delhi : Paragon International Publishers.
10. Kakkar, S.B. (2007). Educational Psychology, New Delhi : Prentice – Hall of India Pvt. Ltd.
11. Mangal, S.K. (2008). Advanced Educational Psychology, New Delhi : PHI Learning Pvt. Ltd.
12. Sengupta, M. (2010). Educational Psychology, Kolkata : New Centre Book Agency Pvt. Ltd.
13. Sharma, Y.K. (2004). Textbook of Educational Psychology. New Delhi : Kanishka Publishers & Distributors.

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

ED-302

B.A. (Education)

Theory : 80

Sessional : 20

EDUCATION IN INDIA AND ITS PROBLEMS - I

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

- * Meaning, objectives, problems and remedies of pre-primary Education.
- * Meaning, objectives, problems and remedies of primary Education.
- * Meaning, aims, problems and measures of Universalization of Elementary Education.
- * Meaning, characteristics, merits, demerits and place of Basic Education.
- * Meaning, objectives and problems of adult education.
- * Govt. Schemes for promoting adult education
- * Community Colleges – meaning and functions

Unit – I : Pre-Primary and Primary Education

1. Meaning and objectives of pre-primary education.
2. Problems and suggestions for improving pre-primary education.
3. Meaning and objectives of primary education.
4. Problems and possible remedies of primary education.

Unit – II : Universalization of Elementary Education and Basic Education

1. Concept and Aims of Universalization of Elementary Education.
2. Problems and possible remedies for UEE RTE Act-2009
3. Meaning and characteristics of Basic Education.
4. Merits, Demerits and place of Basic Education in National System of Education.

Unit – III :: Adult Education

1. Meaning, objectives and importance of Adult Education with special reference to India.
2. Organization of Adult Education Centres, Problems and their remedies of Adult Education.
3. Community Colleges - meaning, objectives and functioning.
4. Govt. Schemes for promoting Adult Education (NAEP, MPFL & NLM, Continuing Education through ISN).

BOOKS RECOMMENDED :

1. Agarwal, J.C. (1982) Development of Modern Education, New Delhi : Vikas Publishing Book House, Pvt.Ltd.
2. Chauhan, C.P.S. (2004) Modern Indian Education – Policies, Progress and Problems, New Delhi : Kanishka Publishers, Distributors.
3. Kohli, V.K. (1983) Current Problems of Indian Education, Jallundhar : Krishna Brothers.
4. Laurence, J.C. (2010). Educational Problems, New Delhi :Rajat Publications.
5. Mohanty, J. (2002). Adult and Non Formal Education, New Delhi : Deep & Deep Publications Pvt.Ltd.
6. Thakur, D. (1993). Adult Education and Mass Literacy New Delhi : Deep & Deep Publication.

THIRD SEMESTER

(4 Credits)

DEPARTMENT OF EDUCATION

ALIGARH MUSLIM UNIVERSITY, ALIGARH

ED-301

B.A. (Education)

Theory : 80

Sessional : 20

HISTORY OF EDUCATION IN INDIA - I

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

- * know the special features of education during Ancient Period in India.
- * get acquainted with the structure of education during Ancient Period of India.
- * understand the organization of education during Medieval Period.
- * critically evaluate the strength and weaknesses of education system during Ancient Period, Medieval Period and British Period.
- * understand the contribution of various commissions and committees to strengthen Indian Education System during nineteenth century.

Unit – I : Education in Ancient India

1. Special Features of Brahminic Education
2. Special Features of Buddhist Education.
3. Comparison of Brahminic and Buddhist Education.
4. Centres of Higher Learning in Ancient India.

Unit – II : Education in Medieval India.

1. Education under the Sultans of Delhi.
2. Education during Mughal Period.
3. Critical Evaluation of Medieval Education System.
4. Centers of Higher Learning in Medieval India.

Unit – III : Education in the Nineteenth Century.

1. Indigenous System of Education at the beginning of the Nineteenth Century.
2. Anglicist and Classicist Controversy and solution.
3. Major recommendations of Macaulay's Minutes.
4. Major recommendations of Hunter Commission.

RECOMMENDED BOOKS :

1. Altekar, A.S. (1965), Education in Ancient India, Varansi : Nand ji Kishor and Brothers.
2. Aggarwal, J.C. (1982), Development and Planning of Modern Education, New Delhi; Vikas Publishing House Pvt.Ltd.
3. Bhatnagar, S. (19873), Indian Education Today and Tomorrow, Meerut; Loyal Book Depot.
4. Chaube, S.P. (1968), Some Foundations and Guidelines of Modern Education, Agra : Ram Prasad and Sons.
5. Chauhan, C.P.S. (2005), Modern Indian Education-Policies, Progress and Problems, New Delhi : Kanishka Publishers, Distributors.
6. Jaffar, S.M. (1972), Education in Muslim India, Delhi : Idarak-i-Adabiyat-I
7. Mookerji, R.K. (1947), Ancient Indian Education, London : MacMillan and Co. Ltd.
8. Mukherji, S.N. (1976). Education in India - Today and Tomorrow, Vadodra : Acharya Book Report.
9. Mukerji, S.N. (1966), History of Education in India, Baroda, Acharya Book Depot.
10. Safaya, R.N. (2005), Development Planning and Problems of Indian Education, New Delhi :Dhanpat Rai and Sons.

FOURTH SEMESTER

(4 Credits)

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

ED-402

B.A. (Education)

Theory : 80

Sessional : 20

EDUCATION IN INDIA AND ITS PROBLEMS – II

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

- * Meaning and aims of Secondary Education, with types of schools.
- * Problems and remedies of secondary education.
- * Meaning and structure of vocationalization of secondary education in India.
- * Progress and problems of vocationalization of secondary education.
- * New pattern of education (10+2+3).
- * Meaning, aims, problems and solution of higher education.
- * Student unrest – causes and remedies.
- * Meaning, importance, problems and solution of technical education.

Unit – I : Secondary Education

1. Meaning and aims of Secondary Education in India.
2. Problems of Secondary Education and its possible remedies.
3. New Pattern of Education (10+2+3 system of education) : characteristics, merits & demerits.

Unit – II : Higher Education

1. Meaning and aims of higher education.
2. Methods of selection for admission in higher education.
3. Problems and solutions of higher education.
4. Student Unrest : Causes and Remedies.

Unit – III : Vocationalization of Secondary Education and Technical Education.

1. Meaning, problems & possible remedies of vocationalization of Secondary Education.
2. Meaning of technical education and types of technical education institutions.
3. Need for Coordination among various agencies of technical education and enterprises.
4. Problems of technical education and the suggested remedies.

BOOKS RECOMMENDED :

1. Bhatnagar, S. (1983). Indian Education – Today and Tomorrow, Meerut : International Publishing House.
2. Mukherji, S.N. (1976). Education in India - Today and Tomorrow, Vadodra : Acharya Book Report.
3. Nanda, S..K. (1982). Indian Education and its problems - Today, New Delhi : Kalyani Publishers.
4. Safaya, R.(2008). Current Problems in Indian Education . New Delhi : Dhanpat Rai Publishing Co. (P) Ltd.
5. Sharma, R.N. & Sharma, R.K. (2004). Problems of Education in India. New Delhi :Atlantic Publishers and Distributors.
6. Sharma, Y.K. (2006). History and Problems of Education. New Delhi : Kanishka Publishers, Distributors.

Reports :

1. Govt. of India : University Education Commission Report (1948-49), Ministry of Education, New Delhi.

2. Govt. of India : Secondary Education Commission Report (1952-53), Ministry of Education, New Delhi.

FOURTH SEMESTER

(4 Credits)

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

ED-401

B.A. (Education)

Theory : 80

Sessional : 20

HISTORY OF EDUCATION IN INDIA – II

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

- * identify the problems of education in all stages of education in twentieth century.
- * understand the contribution of Calcutta University Commission in accelerating the development of education.
- * comprehend the recommendations of different committees on various aspects of education.
- * get acquainted with the recommendations of university education commission & secondary education commission in regard to important aspects of university education & secondary education.
- * comprehend the special features of national policy on education & its importance in reconstruction of Indian education.
- * evaluate the present education system in the light of the needs and aspirations of the people of India.

Unit – I : Development of Education during (1915 -47)

1. Calcutta University Commission (1917-19) : Major Recommendations.
2. Hartog Committee Report (1928-29)
3. Zakir Hussain Committee Report (1938).
4. Sargent Report (1944).

Unit – II : Education just after Independence :

1. University Education Commission (1948-49)
 - (a) Introduction and terms of reference.
 - (b) Recommendations regarding Standard of Teaching.
 - (c) Recommendations regarding Religious Education.
 - (d) Recommendations regarding Medium of Instructions.
2. Secondary Education Commission (1952-53)
 - (a) Introduction and terms of reference.
 - (b) Recommendations regarding reorientation of Aims and Objectives.
 - (c) Recommendations regarding Curriculum in Secondary Schools.
 - (d) Recommendations regarding Education for Character.

Unit – III : Education in Modern Period

1. Indian Education Commission (1964-66)
 - (a) Introduction and Terms of Reference
 - (b) Recommendations regarding Education and National Objectives.
 - (b) Recommendations regarding Equalization of Educational Opportunities.
 - (d) Recommendations regarding School Education problems and expansion.
 - (e) Recommendations regarding Higher Education Objectives and Improvement.
2. National Policy on Education (1986).
 - (a) Salient Features.
 - (b) Recommendations about the Essence and Role of Education.
 - (c) Recommendations about National System of Education.

- (d) Recommendations about Education for Equality.
- (e) Special Features of NPE (1992)

BOOKS RECOMMENDED :

1. Ahmad, F. and Garg, S. (2007), Forty Years of Kothari Commission-Reforms and Reflections, New Delhi : Viva Books Private Ltd.
2. Altekar, A.S. (1965), Education in Ancient India, Varansi : Nand jKishor and Brothers.
3. Aggarwal, J.C. (1982), Development and Planning of Modern Education, New Delhi: Vikas Publishing House Pvt.Ltd.
4. Bhatnagar, S. (19873), Indian Education Today and Tomorrow, Meerut; Loyal Book Depot.
5. Chaube, S.P. (1968), Some Foundations and Guidelines of Modern Education, Agra : Ram Prasad and Sons.
6. Chauhan, C.P.S. (2005), Modern Indian Education-Policies, Progress and Problems, New Delhi : Kanishka Publishers, Distributors.
7. Jaffar, S.M. (1972), Education in Muslim India, Delhi : Idarak-i-Adabiyat-I
8. Mookerji, R.K. (1947). Ancient Indian Education, London : MacMillan and Co. Ltd.
9. Mukherji, S.N. (1976). Education in India - Today and Tomorrow, Vadodra : Acharya Book Report.
10. Mukerji, S.N. (1966), History of Education in India, Baroda, Acharya Book Depot.
11. Safaya, R.N. (2005), Development Planning and Problems of Indian Education, New Delhi :Dhanpat Rai and Sons.

Reports

1. Government of India (1986), National Policy on Education 1986, New Delhi, Department of Education, Ministry of Human Resource Development, Govt. of India.
2. Govt. of India (1964-66), report of Education Commission, New Delhi, Ministry of Education, Govt. of India.
3. Govt. of India (1952-53), Report of the Secondary Education Commission, New Delhi, Ministry of Education, Govt. of India.
4. Govt. of India (1948-49), The University Education Commission, New Delhi, Ministry of Education, Govt. of India.

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

ED301 B.A. (III YEAR)
Sessional - 15

Theory - 60

EDUCATIONAL PHILOSOPHY AND SOCIOLOGY

UNIT-I : Philosophy, Education and their Relationship :

1. Meaning and functions of Philosophy.
2. Meaning and functions of Education.
3. Relationship between philosophy and education.
4. Meaning and importance of philosophy of education.

UNIT-II Philosophy of Education :

1. Modern Indian Philosophy of Education.
2. Zakir Hussain and his educational philosophy.
3. Radha Krishnan and his educational philosophy.
4. M.K. Gandhi and his educational philosophy (Basic Education).

UNIT-III Sociology and Education :

1. Meaning and importance of Sociology.
2. Meaning and scope of Sociology of Education.
3. Need and importance of Sociology of education for teachers.
4. Education and Social Change.

UNIT-IV Education, Modernization and Development:

1. Meaning and characteristics of modernization.
2. Role of education in modernization.
3. Education and economic development.
4. Education and manpower development.

UNIT-V Rural Education and the Education of Scheduled Caste and Scheduled Tribes:

1. Meaning and importance of rural education in India.
2. Education in rural areas at various levels.
3. Problems of rural education and possible remedies.
4. Education of Scheduled Caste and Scheduled Tribes, importance, problems and suggested remedies.

BOOKS AND REPORTS RECOMMENDED :

A. BOOKS

1. Agrawal, J.C. : 'Theory and Principles of Education, Vikas Publishing House, Pvt. Ltd. Delhi-1981.
2. Anderson, W.A. & Parker, : 'Society' – Its Organization and Operation, D.Van F.S. Nostrand Co. Inc. Princeton, New Jersey, 1964.
3. Brubachor, J.S. : 'Modern Philosophies of Education', 3rd Edition, McGraw Hill Book Co. New York, 1962.
4. Bhatia, B.D. : Theory and Principles of Education, Boaba House, Delhi, 1981.
5. Kenller, G.F. : Foundations of Education, John Wile, & Sons, Inc., New York, 1967.
6. Kabir, H. : Indian Philosophy of Education, Asia Publishing House New Delhi, 1964.
7. Ohaway, A.K.C. : Education and Society – An Introduction to Sociology of Education, Routledge and Kegan Paul, London, 1960.
8. Ross, James, S. : Ground Work of Educational Theory, Oxford University Press, Delhi, 1981.

9. Rusk, Robert, R. : The Philosophical Baes of Education, Houghton, Miffin Co., Boston, 1956.
10. Ruhela, S.P. and Vyas, K.C. : Sociological foundations of Education in Contemporary India, Dhanpat Rai & Delhi, 1970.
11. Saxena, S. : Sociological Perspective in Indian Education, Ashajanake Publications, New Delhi, 1975.
12. Taneja, V.R. : 'Educational Thought and Practice', Sterling Publications, Jullundhar,
13. Verma, M. : The Philosophy of Indian Education, Meenakshi Prakashan, Meerut, 1969.

REPORTS :

1. Govt. of India. : Indian Education Commission (1964-66), Ministry of Education, New Delhi, 1966.
2. Govt. of India : National Policy on Education and Its Programme of Action, 1986, Ministry of Human Resource Development, New Delhi, 1986.

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

UNIT-I Environmental Education

1. Meaning, definition and importance of Environmental Education.
2. Development of Environmental Education – a historical perspective.
3. Objectives of Environmental Education.

UNIT-II Environment and Ecology.

1. Meaning of ecology and the ecosystem.
2. Components of ecosystem – Biotic and abiotic factors.
3. Functions of ecosystem-
 - a) Energy flow
 - b) Nutrient Cycle.

UNIT-III Environmental pollution and control :

1. Major global environmental problems and international strategies for their solution.
2. Air pollution – sources, effects and measures to control.
3. Water pollution – sources, effects and measures to control.
4. Noise pollution – sources, effects and measures to control.

UNIT-IV Environmental Management and Conservation :

1. Conservation of natural resources – forests, wildlife, land and energy resources.
2. Environmental management in the context of sustainable development.
3. Environmental education for community development.

UNIT-V Environmental education and the Curriculum :

1. Environmental education in the curriculum at the various levels of education – Primary, Secondary, University and Non-formal education systems.
1. Incorporation of Environmental Education in the curriculum.
 - a) Environmental Education as a separate subject.
 - b) Integration of Environment Education in the existing subject.
 - c) Occasional programmes.
 - d) Environmental Education as core curriculum.

BOOKS RECOMMENDED :

1. A.B. Saxena : Environmental Education.
2. Robert N. Saveland : Hand book of Environmental Education.
3. UNESCO : Source book in Environmental Education for

Secondary School Teachers.

4. Rout P. : Environmental concept development in children.
5. UNESCO : Environmental Education in Asia and the Pacific.
6. Salvano and David C. Pitt. : New ideas in Environmental Education.
7. Desh Bandhu, G.S. Aulakh : Environmental Education.

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH.

ED303 B.A. (III YEAR)

Theory - 60

Sessional - 15

CURRICULUM DEVELOPMENT

UNIT-I Meaning and Definition of Curriculum.

1. Concept of Curriculum in narrow and broad sense.
2. Undifferentiated and differentiated curriculum.
3. Components of curriculum.
4. Need for change of Curriculum.

UNIT-II Types of Curriculum :

1. Subject curriculum

2. Activity and experience curriculum.
3. Balanced curriculum.
4. New trends in curriculum development.

UNIT-III Foundation of Curriculum Development :

1. Philosophical.
2. Sociological
3. Psychological.

UNIT-IV Curriculum Process :

1. Objectives of curriculum at Primary and Secondary level.
2. Selection of curriculum material.
3. Organization of Curricular Material.

UNIT-V Evaluation :

1. Meaning of new concept of Evaluation.
2. Types and technique of Evaluation.
3. Essay types tests; Objective type tests; Their limitations and advantages.

BOOKS RECOMMENDED :

1. Elasic, J.A. Harold, B.A. : the Curriculum, the content of Education : Interim Report of Council for Curriculum Reforms. Curriculum in Transation, NCERT.
2. Aggarwal, J.C. : Developmental Planning of Modern Education.
3. Taneja. : Educational thought and Practice.
4. Gwynn, J.M. : Curriculum Principles and Social Methods.

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DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

ED304 B.A. (III YEAR)

Theory : 60

Sessional: 15

PSYCHOLOGY OF PERSONALITY & MENTAL HEALTH

- UNIT-I **Psychology of Personality and Mental Health :**
1. Concept, structure and definition of personality.
 2. Determinants of Personality, Biological, Social and Cultural.
 3. Structure of Personality : Traits, Attitudes, Values, concept and development of self.

- UNIT-II **Assessment of Personality :**
1. Methods of assessment of Personality.
 2. Concept of Healthy personality.
 3. Self-actualisation

- UNIT-III **Meaning and Factors of Mental Health and Adjustment.**
1. Concept of Mental Health and Adjustment – Factors.
 2. Adjustment from individuals' point of view conflict, frustration, self-esteem.
 3. Adjustment from social point of view.

- UNIT-IV **The Adjustment Process:**
1. Adjustment through learning.
 2. Adjustment by defence and escape.
 3. Integrative & Non-integrative adjustment.

- UNIT-V **Mental Hygiene**
1. Mental Health and Human Relationships-Home, School and Peergroup.
 2. Special Approaches to mental Health.
 - i. Art as Approach to mental health.
 - ii. Writing for understanding and self reliance.
 - iii. Uses of Drama to promote mental health.

BOOKS RECOMMENDED :

1. G.W. Allport : Pattern and Growth in Personality Holt, Rinehart and Winston, 1967.
2. Harold W. Bernard : Mental Hygiene for classroom teachers, McGraw Hill Book Co. Inc. 1952.
3. Herbart A. Carroll : Mental Hygiene prentice _ Hall Inc, 1951.
4. Norman Fenton : Mental Hygiene in School Practice, Standford University Press, 1951.
5. Louis Kaplan : Mental Health and Human Relation in Education.
6. Thope : Harper & Brothers Publishers, New York, 1978.
7. Richard M. Rychman : Theories of Personality D. Ran Nostrand Co. New York, 1978.
8. L.P. Shaffer and Edward J. Shoben : The Psychology of Adjustment. The Riverside Press Cambridge, 1956.

9. Feldman : Understanding Psychology Tata McGraw Hill 1997.
10. Zaidi, S. : 1998
11. Mangal : Advanced Educational Psychology Prentice – Hall, 2000.
12. Ross Stranger : The psychology of Personality McGraw Hill Book Co., Inc. 1961.
13. Fredendurg, Franz : Psychology of Personality & Adjustment Cummings Publishing Co., 1971.
14. Jourard, Sydney M. : Personal Adjustment Mc Millan, 1968.
15. W.D. Wall : Education and Mental Health, UNESCO, 1950.
16. Barnard M. Bass & Irwin A. Berg. : Objective Approaches to Personality. Assessment D. ran Nostrand Com. Inc. 1966.
17. Irving Sarnoff : Personality Dynamics and Development. John Willey & Sons, Inc. New York, 1967.
18. Elizabeth B. Hurlock : Personality Development McGraw Hill Book Co., 1974.
19. Robert M. Liebert & Michael D. Spiegler : Personality Strategies and Issues.
20. Samuel Messick & John Ross : Measurement in Personality and Cognitic John Wiley and Sons, Inc., New York, 1967.

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH.

ED305 B.A. (III YEAR) Theory - 60
Sessional - 15

EDUCATION SYSTEMS OF USA, RUSSIA & UK.

- UNIT-I **System of Education :**
1. Need and importance of study of various system of education.

2. Aims of study of various system of education.
3. Factors influencing system of education.

UNIT-II EDUCATION IN U.S.A. :

1. Elementary Education .
2. Secondary Education
3. Higher Education.

UNIT-III EDUCATION IN RUSSIA :

1. Elementary Education .
2. Secondary Education.
3. Higher Education.

UNIT-IV EDUCATION IN U.K. :

1. Elementary Education.
2. Secondary Education.
3. Higher Education.

UNIT-V Comparative study of Teacher Education Programmes in USA, RUSSIA and UK.

BOOKS RECOMMENDED :

1. Bereday, G.Z.F. : Comparative Methods in Education, Oxford & IHB Publishing Co., New Delhi, 1967.
2. Chaube, S.P. : Comparative Education, Ram Prasad & Sons, Agra, 1974.
3. Chaube, S.P. : Text book of comparative Educational System, Prakashan Kendra, Locknow. 1978.
4. Hans, Nachols : Comparative Education, outledge & Kegan Paul Ltd., London, 1967.
5. King, E.J. : Others Schools and Ours, Rinehart & Co., Inc., New York, 1967.
6. Sodhi, T.S. : Textbook of Comparative Education, Vikas Publishing House Ltd., 576, Masjid Road, Jangpura, New Delhi, 1993.
7. Postlethwaite, T.N. : Encyclopedia of Comparative Education. Pergamon Press, 1988
8. UNESCO : World Survey of Education.

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

ED306

B.A. III YEAR

Theory - 60

Sessional - 15

SCHOOL ADMINISTRATION AND HEALTH EDUCATION

UNIT-I

1. Meaning and scope of school administration.
2. Process of school administration.
3. Educational Administration at the Centre.
4. Educational administration at the State (U.P.)

UNIT-II

1. Role of the School Principal, qualities needed in a school Principal and his duties.
2. Principal's relation with staff, students and parents.
3. Role of the school teachers, qualities of a good school teacher and duties of school teachers.
4. Teachers relation with Principal, students and parents.

UNIT-III

1. School discipline. Its need and changing concept.
2. Rewards and punishment, their place in school discipline, problems of indiscipline.
3. Meaning and need of student activities.
4. Objective and types of students activities.

UNIT-IV

1. School plants, site building and its essential requirement, lighting, ventilation
School furniture.
2. Meaning and need of school time table.
3. Types of school time table.
4. Criteria for an ideal time table.

UNIT-V

2. Meaning importance and objectives of Health Education.

3. School Health Services : Need and importance.
1. Personal health practices.
1. First Aid.

BOOKS RECOMMENDED :

1. Khan, M.S. : School Administration.
2. Khan, M.S. : Education Administration.
3. Ryburn, N.M. : School Organisation.
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