

FIRST SEMESTER

(4 Credits)

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

EDM-7001

M.A.(Education)

Theory : 75

Sessional : 25

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Objectives : After completing this course the pupils will understand :

- * the meaning, functions and relationships of philosophy and education.
- * the national values as enshrined in Indian constitution and develop the qualities of democratic citizenship.
- * the major postulates of different schools of philosophies and their relevance for aims, methods, curriculum and role of teacher in an education system.
- * Indian philosophies and modern western theories and their relevance to education.

Unit – I : Philosophy as General Frame of Reference :

1. Meaning and functions of philosophy (of different areas).
2. Relationship between philosophy and Education.
3. Meaning and functions of philosophy of Education.
4. National values as enshrined in Indian Constitution and their educational implications.
5. NPE-1986 and its revision and modifications.

Unit –II : Schools of Philosophy :

Major schools of philosophy with special reference to their ontology, epistemology and their educational implications for aims, methods, curriculum, values, discipline and role of teacher :

- (i) Idealism
- (ii) Realism
- (iii) Naturalism
- (iv) Pragmatism

Unit – III : Indian Philosophies and Modern Theories of Education :

1. Western theories of education (with special reference to the concept of reality, knowledge and values), and their educational implications for aims, methods, curriculum, values, discipline and role of teacher :
 - (i) Reconstructionism
 - (ii) Existentialism
 - (iii) Marxism
 - (iv) Philosophic Analysis
 - (v) Progressivism
2. Major Indian philosophies and their educational implications for aims, teaching method, curriculum, values, discipline, place of teacher and pupil.
 - (i) Sankhya
 - (ii) Vedic / Vedanta
 - (iii) Buddhist,
 - (iv) Jainism
 - (v) Islam

RECOMMENDED BOOKS

1. Archibault, Reginald : Philosophical Analysis and Education (Oxford University Press, New Delhi)
2. Brubacher, John S. (1971) : Modern Philosophies of Education (Tata McGraw Hill, Pvt., Ltd., New Delhi,)
3. Butties, J.Donald (1968) : Four Philosophies & their Practice in Education and Religion (Harper and Row Publishers, New York), 3rd Ed..
4. Conner, D.T. (1961) : Introduction to the Philosophy of Education (Methuen and Co., London .)
5. Henry, Nelson, B (Ed.) (1955): Modern Philosophical and Education, 54th year Book of NSSE, Part –I (Univ. of Chicago Press, Chicago,).
6. Kneller, G.F. (1963) : Foundations of Education (John Wiley & sons, Inc., New York,.)
7. Kneller. G.F. (1964) : Introduction to Philosophy of Education (John Wiley, New York.).
8. Morris, Van Cleve (1961) : Philosophy and the American School Houghton Mifflin Co., Boston)
9. Park, Joe (Ed.) (1975) : Philosophy of Education (Sterling Publishers Pvt. Ltd. New Delhi)
10. Phenix, P.H.(Ed) (1961) : Philosophies of Education. John Wiley & Sons, New York, .
11. Prince, Kingsley (1962) : Education and Philosophical Thought (Englewood Cliffs, N.J. : Allyn and Bacon, Inc.,).
12. Rusk, robert, R. (1962) : Philosophical Bases of Education (Warwick Square, Univ. of London ,).
13. Weber, C.O. (1968) : Basic Philosophies of Education (Holt, Rinehart and Winston Inc., New York,)
14. Wingo, G. Max (1975) : Philosophical Bases of Education : An Introduction (Sterling Publishers, Pvt.Ltd. New Delhi,)
15. Wyan, J.P. (1963) : Theories of Education (Harper & Row Publishers Inc., New York,).

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

EDM-7011**M.A. (Education)****Theory : 75****Sessional : 25****PSYCHOLOGY OF LEARNING****Objectives** : After completing the syllabus the learners will be able to understand :

- * the concept and definitions of learning.
- * Early theories of learning and their relevance.
- * the concept of Transfer of Learning and educational implications of transfer of learning.
- * the concept of Programme Learning, Types of Programme Learning and their educational implications.
- * Computer Assisted Instruction and its importance for effective teaching.

UNIT – I : Definition of learning.

1. Concept of Learning Theory
2. Early theories of Learning.
 - (i) Theory of mental discipline.
 - (ii) Theory of Unfoldment or Self-Actualization.
 - (iii) Theory of Apperception.

UNIT - II

1. Meaning and Definition of Transfer of Learning/Training :
2. Type of Transfer of Learning.
3. Theories of Transfer of Learning.
 - i. Theory of Identical Elements
 - ii. Theory of Generalizations.
4. Educational Implications of Transfer of Learning.

UNIT - III

1. Rotters' Social Learning Theory and its educational implications :
2. Bandura's Social Learning Theory and its educational implications.
3. Programmed Instruction :
 - i. Concept and definition.
 - ii. Linear Programming & its Educational Implications.
 - iii. Branching Programming and its Educational Implications.
 - iv. Computer Assisted Instructions and its Educational Implication.

BOOKS RECOMMENDED :

1. Bigge, M.L. (1982) : Learning Theory for Teachers, IV Edition, London. Harper & Row.
2. Bigge, M.L. & Hunt M.P. (1963) : Psychological Foundations of Education. Harper & Row. New York.
3. Hilgard, E.R. (1948) : Theories of Learning, New York, Appleton,
4. Hilgard E.R. & Bower, G.H. (1966) : Theories of Learning New York.
5. Meman, Sharan (2007) : Learning in Adulthood – A comparative guide (3rd Ed.), San Francisco, Jossy-Bass
6. Ormrod, Jeanne (2012) : Human Learning 6th Ed., Boston, Pearson.
7. Woolfolk, Anita (2004) : Educational Psychology, Pearson.

FIRST SEMESTER

(Optional/4 Credits)

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

EDM-7013

M.A. (Education)

Theory : 75
Sessional : 25

FOUNDATION OF CURRICULUM PLANNING

Objectives : After completing the course the pupils will understand :

- * understand the meaning, concept and components of curriculum.
- * the contemporary trends in Curriculum.
- * foundations of Curriculum Planning.
- * the principles and patterns of organization of curriculum.
- * the importance of evaluation in Curriculum and various techniques of curriculum evaluation.

Unit – I : Conceptual Framework of Curriculum :

1. Meaning and Definition of Curriculum
2. Approaches to Curriculum Planning.
3. Modern concept of a Curriculum.
4. Contemporary trends in curriculum planning.

Unit – II : Foundations of Curriculum Planning.

1. Philosophical Foundation of Curriculum.
2. Socio-cultural Foundation.
3. Historical and Political Foundation.
4. Core Curriculum, its merits - demerits

Unit – III : Curriculum Organisation –

1. Principles of organization of Curriculum.
2. Patterns of organization of Curriculum.
3. Unit Planning.
4. Curriculum Evaluation. Types of evaluation. Formative and Summative evaluation.

Book Recommended :

1. Aggarwal, J.C. (1990) : Curriculum Reforms in India : World Overview, New Delhi, Daoba, House.
2. Aggarwal J.C. (2009) : Psychological Philosophical and Sociological foundation of education Shipra Publications, New Delhi
3. Albery and Albery (1962) : Reorganizing the High School Curriculum
4. Arora, G.L. (Ed.) (1988) : Curriculum and quality in Education, New Delhi, NCERT.
5. Bhargava, Rajive (2010) : Indian Psychology and Perception ABD Publisher, Jaipur.
6. Dhiman, O.P. (1987) : Foundations of Education, Philosophy and Sociology, Rashtravani Printers, New Delhi.
7. Khan, M.S. (1995) : School Curriculum, APH Publishing Corp. 5, Ansari Road, New Delhi.
8. Smith, O.Stasnlay, W. (1950) : Fundamentals of Curriculum Development , Yonkers, Hudson, New York.
9. Sharma Shastri (2004) : Psychological Foundation of Education, Verma Publishers, New Delhi.
10. Stratemyer, H.Fokner (1954) : Developing Curriculum for Modern living, Bureau of Publications, New York.
11. Saylor, & Alexander W. (1989) : Curriculum Planning Runchart and Comp. INC. New York.

12. Shrivastava K.K. (2003) : Philosophical Foundation of Education, Kanishka Publishers, New Delhi..
13. Saxena, S. & Dutt (2008) : Philosophical and Sociological Foundation of Education, Viney Rakheya R. Lal. Book Depot, Meerut.
14. NCERT (2000)National Curriculum Frame work for School Curriculum.
15. Vashisht, R.P. (2004) : Curriculum Development, Common Wealth Publishers, New Delhi.

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

EDM-7014**M.A. (Previous)****Theory : 75****Sessional : 25****HIGHER EDUCATION IN INDIA**

Objectives : After completing the course the students will be able to understand

- * aims, importance, availability, access, accountability and autonomy in higher education.
- * various problems of higher education in Indian and their solution.
- * problems and to develop research skills
- * a need and level of aspiration for higher education for national development.

UNIT - I

- Need and importance of Higher Education.
- Aims and objectives of Higher Education.
- Historical development of Higher Education in India.
- Access and Equity in Higher Education.
- Definition and components of Higher Education.

UNIT - II

- Accountability in Higher Education : Meaning , types, standards and importance.
- Autonomy in Higher Education : Concept, meaning , types, and importance
- Academic freedom and Educational responsibilities of Higher Education Institutions
- Total quality management in Higher Education, concept, definitions, principles and Importance.
- Role of higher education and national development.

UNIT - III

- Professional Role and responsibilities of University teachers
- Problems of planning, financing and management of Higher Education.
- Teacher Education at University stage : Role of Academic Staff College in enhancing the quality of teachers.
- Globalization of Higher Education.
- Multi-media and Higher Education.

BOOKS RECOMMENDED :

1. Agarwal, Bined C. (Ed.) (2003), Higher Education through Television, concept publication, New Delhi.
2. Amrik Singh and Altback P.G. (ed.) (1924) :Higher Education in Inidia, Vikas Publishing, Delhi
3. Amrik, Singh (1985) : Redeeming Higher : Essays in Educational Policies, Ajanta Delhi.
4. Carser, Charles (1980) : Higher Education for the future, Oxford.
5. Chauhan, C.P.S. (1990) : Higher Education in India, Ashish Publishing Corporation, New Delhi.
6. Jeramiah, M.S. (2012) : The quality of Higher Education : Income, Expenditure, disparity and its effects, Shipra Publication, Delhi.
7. Kaul, J.N. (1924) : Higher Education in India : two Decades of Planned Drift, Shimla, IIAS.
8. Government of India (2013) : Twelve Five Year Plan

9. Mishra, Loknath (2013) : Internationalization of Higher Education, Shipra Publication, New Delhi,
10. Reddy, G. Ram (1945) : Higher Education in India, Sterling Publication, New Delhi.
11. Siddiqui, M.H. (2003) : Higher Education : A Research Approach, Aligarh Muslim University Press, Aligarh.

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

EDM-7015**M.A. (Education)****Theory : 75**
Sessional : 25

CHILD DEVELOPMENT AND EDUCATION

Objectives : After completing the course the students will be able to understand :

- * the concept and characteristics of Child Development.
- * about the solution of the problems of Child Development.
- * the skills to understand child's problems in our society..
- * various developmental aspects of the child.

UNIT - I

1. Concept and characteristics of child development – Deference between growth and development.
2. Principles of Child Development.
3. Foundations of Developmental Patterns
4. Obstacles to Scientific Studies of Child Development.
5. Effects of Birth on Development.

UNIT-II

1. Physical Development : Concept, characteristics and developmental across various stages.
2. Moter development : Concept, characteristics and changes across various stages.
3. Language development : Concept, characteristics and changes across various stages.
4. Mental and intellectual development of child : Concept, characteristics and changes across various stages.

UNIT-III

1. Social Development : Concept, characteristics and changes across various stages
2. Moral and Ethical development : Concept, characteristics and changes across various stages.
3. Cognitive development : Concept, characteristics and changes across various stages with special reference to Piaget's theory of cognitive development.
4. Personality : concept, types, theories and measurement.
5. Development of Creativity : concept, characteristics and ways of encouraging creativity in children.

BOOKS RECOMMENDED :

1. Allport, G.W. (1961) : Pattern and Growth in Personality, New York, HoltReinehart and Winster.
2. Bee, Helen & Boyd Denise (2004) : The developing child – Pearson Education (Singapore) Pvt, Ltd., Indian Branch, 482, F.I.E., Delhi.
3. Carmichael, L.(1970) : Manual of Child Psychology (Sec. Edu.) N.Y. Willey (1956).
4. Feldman, R.S. (1997) : Understanding Psychology, Tata Mc. Graw Hill, Pub. Company, Ltd., New Delhi.
5. Friedman, H.S. & Schustack, M.W. (2004) : Pesonality – Classic Theories and Modern Research Pearson Education (Singapore) Pvt. Ltd. Indian Branch, 482, F.I.E. Delhi.
6. Hurlock, E.B. (1955) : Personality Development.
7. Hurlock, E.B. (1978) : Adolescentent Development, N.Y. Holt, Mc. Graw Hill.

8. Hurlock, E.B. (1998) : Child Development (Sixth Edi.) N.Y., Mc. Graw Hill.
9. Jersild, T.A. (1963) : Child Psychology (5th Edi.) London,
10. Jersild, T.A. (1978) : The Psychology of Adolescence (3rd Edi.) London,
11. Paul H. Mussen (Ed.) (1970) : Manual of Child Psychology, Vol., I & II John Willey
12. Siddiqui, M.,H. (2004) : Early Childhood Education, Ashish Publishing Corporation, New Delhi.
13. Srivastava, A.K. (1998) : Child Development – The Indian Perspective NCERT
14. Woolfolk, Anita, (2004) : Educational Psychology – Pearson Education (Singapore) Pvt. Ltd., Indian Branch, 482, F.I.E., Delhi.

SECOND SEMESTER

(4 Credit)

DEPARTMENT OF EDUCATION ALIGARH MUSLIM UNIVERSITY, ALIGARH

EDM-8001

Theory : 75

M.A.(Education)

Sessional : 25

SOCIOLOGICAL FOUNDATION OF EDUCATION

Objectives : After completing this course the pupils will understand :

- * the meaning, functions and relationship of Sociology and education.
- * the structure of Indian society for initiating social engineering through education.
- * the nature, types and characteristics of culture with a view to develop cohesiveness & tolerance in a heterogeneous society.
- * the social ideologies and a critical analysis of these ideologies for the solution of social problems in India.

Unit – I : Sociology as a frame of reference in education :

1. Meaning of sociology and its various functions with special reference to its relevance to the society.
2. Relationship between sociology and education.
3. Education as a social sub-system :its structure and functions.
4. A critical analysis of National Educational Policy in Sociological Perspective (NPE 1986 and its revision thereafter).

Unit – II : Relationship of society and education :

1. Society : its structure, functions and interdependence with education.
2. Social Stratification, Social Mobility socialization and Acculturation.
3. Culture : definition, types and characteristics. Social change,- education as a catalyst for social change, constraints against social change in India.
4. The concept of equality of educational opportunity and social equity, with special reference to Indian society – caste, religion, ethnicity, class and regional imbalances.

Unit – III : Major social ideologies and their relevance to education

1. An understanding and critical appraisal of the following social ideologies and their educational implications.: Democracy, Socialism, Secularism, Modernization and national Integration.
2. Education of the socially and economically disadvantaged sections of the society with special reference to minorities, scheduled castes, scheduled tribes, women and rural population.

RECOMMENDED BOOKS

1. Abraham, M. Francis : Contemporary Sociology – An introduction to concept and theories.
2. Hallinan, Maureen T. (Ed.) (2000) : Handbook of the Sociology of Education (eBooks).
3. Kneller, George, F. (1965) : Educational Anthropology : An Introduction New York.) (John Wiley & Sons, Inc.,)
4. Kallenbach, W. Warren & Harold M. Hodges, Jr.(1963) : education and society Columbus, Ohio. (Charles E. Merrell Books, Inc.,)
5. Ottaway, A.K.C. (1960) : Education and Society : An Introductin to Sociology of Education London, Routledge & Kegan Paul.

6. Brenback, Cole, S. (1971): Social Foundation of Education : Environment Influences on Teaching and Learning New York .(John Wiley & Sons. Inc.)
7. Atoskowska, Antonina & Guide Martinotti (1977) : Education in a Changing Society, London (Sage Publications Ltd..)

Reports of various Government Committees.

- * Sarva Shiksha Abhiyan (SSA)/ Right to Education (RTE) – 2009
- * National Programme for Education of Girls at Elementary Level (NPEGEL)
- * Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for development of secondary education, launched in 2009.
- * Inclusive Education for the Disabled at Secondary Stage (IEDSS)
- * Saakshar Bharat (Saakshar Bharat)/Adult Education.
- * Rashtriya Uchcharat Shiksha Abhiyan (RUSA) for development of higher education, launched in 2013.
- * “Rashtriya Mudhyamik Shiksha Abhiyan”Ministry of Human Resource Development. National Informatics Centre.

SECOND SEMESTER

(Optional/4 Credits)

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

EDM-8011

M.A. (Education)

Theory : 75

Sessional : 25

HISTORY OF EDUCATION IN MODERN INDIA-I

Objectives : the students will understand :

- * the educational developments in India during the Pre-independence period.
- * the historical factors that contributed to present education in India.
- * the important features of Commissions and Committee and their recommendations during Pre-independence period.

UNIT-I

- Educational activities of East India company (1600-1765).
- Educational Policy of the East India Company (1765-1813).
- Danish Mission (1706-92).
- Work of Serampore Trio and others in Bengal (1758-1813).
- Indigenous education in early 19th century : Reports of Madras, Bombay and Bengal.

UNIT-II

- Missionary educational enterprise (1813-53).
- Private educational enterprise by British Officials and non-officials (1813 – 53)..
- Private Indian enterprise in education (1813-53).
- Macaulay's minutes on education (1835) & its main recommendations.
- Wood's Despatch (1854), & its importance in Indian Education; Salient features.

UNIT-III

- Indian Education Commission (1882-83) & its main recommendations.

- Indian Universities Commission (1902)
- Calcutta University Commission (1917-19) & its critical appraisal.
- Hartog Committee Report (1928-29).
- Zakir Husain Committee Report (1938) & its importance in Indian Education.
- Postwar educational developments (Sargent Committee, (1944) .

BOOKS RECOMMENDED :

1. Agrawal, J.C.(1984) : Landmarks in the History of Modern Indian Education, Vikas Publishing House, Pvt. Ltd., New Delhi.
2. Chauhan, C.P.S. (2008) : Modern Indian Education Policies” Progress and Problems, Kanishka Publisher, New Delhi.
3. Mohanty J. (1987) : Trust with Education, Sterling Publishing, New Delhi.
4. Nurullah & Naik, J.P. (1992) : A students’ History of Education in India. MacMillan India, Ltd., New Delhi.

5. Kaur, N. (2005) : History of Education, Mittal Publications, New Delhi.
6. Rawat, P.L. (1956) : History of Indian Education. Ram Prasad & Sons, Agra-3.
7. Sharma S.K. and others (2011) : History and development of education in modern India, Sarup Book Publishers, New Delhi.
8. Sharma .K. Y. (2008) : History and problems of education volume- I, Kanishka Publishers and distributors, New Delhi.

SECOND SEMESTER

(Optional/4 Credits)

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

EDM-8012

M.A. (Education)

Theory : 75

Sessional : 25

NON FORMAL AND ADULT EDUCATION IN INDIA

Objectives : To help the students to develop :

- * an understanding of the concept and need of Non-Formal Education for achieving universalisation of elementary education.
- * an understanding of the meaning and concept of Adult education and Higher methods and techniques of Adult Learning.
- * An understanding of the role of open university, continuing education and correspondence courses for the illiterate adults for their development.

UNIT-I Non-formal Education:

- Concept need and purpose of NFE;
- National Scheme of NFE;
- Methods of teaching of NFE and materials for NFE;
- Selection and Training of personnel for NFE;
- Monitoring, evaluation and research in NFE;

UNIT-II Adult Education :

- Concept, need and purpose of Adult Education;
- National Adult Education Programme (NAEP) and National Literacy Mission (NLM);
- Methods of teaching adults and materials for Adult Education;
- Training of teachers for Adult Education
- Monitoring, evaluation and research in Adult Education

UNIT-III Some Special Aspects of NFE & A.E.

- Role of Universities in NFE and A.E. Programmes.
- Continuing education and Extension Programmes.
- Correspondence education and open University System, their need and advantages.
- Mass Programme for Functional Literacy (MPFL).

RECOMMENDED BOOKS

1. Gupta, Y.K. & Vyast, Jaipal (1999): "Literacy at Cross-Roads" Vidya Prakashan Mandir, Singh, Ltd. Meerut.
2. Nail, J.P (1977) : Some Perspectives on Non-formal Education (Allied Publishers Pvt. Ltd., Bombay).
3. Chandra, Arvind & Anupama Shah (1987): Non-formal Education for all (Sterling Publishers Pvt. Ltd., New Delhi,
4. Singh, R.P (1987) : Non-formal Education : An alternative Approach (Sterling Pubs. Pvt. Ltd., New Delhi .
5. Singh, R.P. and Neerja (1979) : Non-formal Education : An alternative to formal system (Bahri Publications Pvt. Ltd. , New Delhi,
6. Ansari, N.A. (1984) : Adult Education in India (S. Chand & Co. ,Ltd. New Delhi).

7. Anand, Satayapal, (1979) : University without Walls : Correspondence Education in India (Vikas Publishing House Pvt., Ltd., New Delhi,
8. Report of the Education : Ministry of Education, Govt. of India, Govt. of India Commission (1964-66) Press, New Delhi, 1966
9. Mohanty, J. (1995) : Adult and Non-formal Education, Deep and Deep Publications, New Delhi.
10. National Policy on Education : Ministry of Human Resource Development, Govt. of India (Deptt. Of Education) New Delhi, 1986
11. National Literacy Mission : Ministry of Human Resource Development, Govt. of India, New Delhi.
12. Reddy, R.S. (2003) : Recent trends in Non-formal Education, Rajat Publications, New Delhi.
13. Husain, M. (2003) : Encyclopedia of Non-formal Education, Rajat Publications, New Delhi.

SECOND SEMESTER

(Optional/4 Credits)

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

EDM-8013

M.A. (Education)

Theory : 75

Sessional : 25

PROBLEMS OF SECONDARY EDUCATION

Objectives : After completing the course the students will be able to understand :

- * types of secondary school in India & their objectives and problems.
- * 10+2+3 system of education.
- * curriculum, vocationalization of secondary education.
- * evaluation & their types.
- * education of minorities, SC, ST, Girls and rural youth.

UNIT – I Pattern and Objectives :

1. Pattern (Structure) of School Education in India.
2. Features and problems of 10+2+3 system.
3. Types of Secondary Schools : Govt . Schools , Private Schools and Aided Schools –their merits and demerits. .
4. Problems and objectives of Secondary Education in India .

UNIT – II Curriculum and Evaluation :

1. Meaning and principles of curriculum construction, critical study of Secondary School curriculum, curriculum and its improvements.
2. Vocationalization of Secondary Education ; Meaning , Objectives in present Indian scenario. .
3. Vocationalization of Secondary Education : Problems and their remedies.
4. Evaluation : Meaning , objectives , defects in the present system of evaluation
5. Types of Evaluation , internal and external steps to improve the present evaluation system. Continous and Comprehensive Evaluation (CCE).

UNIT – III Some Special Aspects of Secondary Education :

1. Education of Minorities : Problems and their Remedies .

2. Education of Schedule Caste & Schedule Tribes : Problems and their remedies.
3. Education of Girls : Problems and their Remedies .
4. Problems of Rural education and possible remedies.

BOOKS AND REPORTS RECOMMENDED :

- 1 . Agarwal , J . C . : Development and Planning of Modern Education , Vikas Publishing Book House , Pvt . Ltd . , New Delhi .
- 2 . Kohli , V . K . : Current Problems of Indian Education , Krishna Brothers , Jallundhar .
- 3 . Mukhreji , S . N . : Education in India – Today and Tomorrow , Acharya Book Deport , Vadodra , 1976 .
- 4 . Nurullah , S . and Naik , J . P . : A students' History of Education in India Macmillan & Co . Ltd . , Bombay , 1951 .
- 5 . Saiyidain , KG : Problems of Educational Reconstruction , Asia Publishing House , Bombay , 1957 .
- 6 . Saxena , S . : Sociological Perspectives in Indian Education , Ashajanak Publications , New Delhi , 1975 .
- 7 . Chauhan, C.P.S. (2004) : Modern Indian Education, : Policies, Progress & Problem, Kanishka Publishers, Distributors, New Delhi.

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) ,
- 3 . Govt. of India : Indian Education Commission Report (1964-66) , Ministry of Education, New Delhi.
- 4 . Govt. of India : Challenge of Education – A policy Perspective, ministry of Education, New Delhi. August, 1985.
- 5 . Govt. of India : National Policy on Education – 1986 , Ministry of Human Resource Development, New Delhi, May, 1966.
- 6 . Govt. of India : National Policy on Education (1986) – Programme of Action, Ministry of Human Resource Development, New Delhi, November, 1986.
- 7 . Govt. of India Report of the Committee for Review of National Policy on Education – 1986 (Rama Murthi Committee Report) : Towards an Enlightened and Human Society , Govt. of India Press, New Delhi, 1990.
- 8 . Govt. of India : A Report of the CAFE Committee on Policy Ministry of Human Resource Development, January, 1992.

SECOND SEMESTER

(Optional/4 Credits)

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

EDM-8015

M.A. (Education)

Theory : 75

Sessional : 25

ENVIRONMENTAL EDUCATION

Objectives : After completing the course the students will understand

- * the meaning, scope and history of Environmental Education,
- * the concept of natural hazards, disaster management and solid waste management.
- * the environmental ethics in their daily life activities.
- * the role of information technology in environmental education.
- * the environmental Protection Act.

UNIT - I

1. Meaning and concepts relating to environment.
2. Scope of Environmental Education.
- 3.- History of Environmental Education.
4. Objectives of Environmental Education.

UNIT - II

1. Natural Hazards : meaning and concept
2. Disaster management : Earthquaks, Tsunami, Landslides, Floods and draughts. .
3. Solid waste management : causes effects and control measures of urban and Industrial waste.

UNIT - III

1. Approaches to environmental education curriculum development.
2. Environmental Ethics : Issues and Possible solutions.
3. Role of Information Technology in environmental education.
4. Environmental Protection Acts..

BOOKS RECOMMENDED :

1. Bandhu, D., and Ramanathan, N.L. (1982) : Education for Environmental Planning and conservation, New Delhi,
2. Dhar, N.D. Kumar, S. and Vaish, T. (2009) , Environment and Ecology, Vayu Education of India, New Delhi
3. Gautam, A. (2007), Environmental Geography, Sharda Pustak Bhawan, New Delhi.
4. Manoharachary (2009), Principles of Environmental Studies, R.K. Books , New Delhi (Agency Publication).
5. Nasrin (1999) , Environmental Education, APH Publishing Corporation, New Delhi.
6. Nasrin (2006) , Education, Environmental and Society, , APH Publishing Corporation, New Delhi.
7. Rasure, K.A. (2007), Environment and Sustainable Development, Serials Publications, New Delhi.
8. Singh, S. (2008), Environmental Geography, Prayag Pustak Bhawan, Allahabad.
9. Various Internet sources.
10. www.ugc.ac.in/Enrironmental Science-UGC-EVSBOOK

THIRD SEMESTER

(Compulsory/4 Credits)

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

EDM-9001

M.A. Education

Theory : 75
Sessional : 25

EDUCATIONAL PSYCHOLOGY – PSYCHOLOGY OF DEVELOPMENT
PERSONALITY AND INTELIGENCE

Objectives : After completing the syllabus the learners will be able to -

- * understand the process of various stages & aspects of growth & development.
- * comprehend the concept and assessment of personality.
- * understand different theories of Personality.
- * comprehend the characteristics of creative children and Children with special needs and their education.

UNIT - I Developmental Psychology :

- Importance of Educational Psychology for a teacher
- Methodological Issues in Child Research.
- Child growth and development at various stages.
 - * Motor development.
 - * Physical development.
 - * Emotional development.
 - * Social development.
 - * Cognitive development.
 - * Language development.

- * Moral development.
- * Physical development..

UNIT - II Personality :

- Concept and assessment of Personality.
- Type Theories of Personality --
 - * Freud
 - * Adler
 - * Jung
 - * Kretschmer.
- Trait Theories of Personality–
 - * Allport
 - * Cattell
 - * Eysenck
- Humanistic Theories of Personality –
 - * Maslow
 - * Roger.

UNIT - III Intelligence and Special need Children :

- Nature and Theories of Intelligence,
- Guilford's Model of Intellect.
- Measurement of Intelligence.
- Children with special needs.
- Gifted Children – Characteristics and their education.
- Mentally Retarded Children – Characteristics and their education.
- Learning Disabled Children – Characteristics and their education.
- Creative Children – Characteristics and their education.

RECOMMENDED BOOKS :

1. Allport, G.W. (1961) : Pattern and Growth in Personality, New York : Holt Reinhart and Winster.
2. Ausubel, D.F., and Robinson, F.S. (1969) : An introduction of Educational Psychology, N.Y. Holt Renhart Winston, Inc.,
3. Bee, Helen & Boyd Denise (2004) : The Developing child – Pearson Education (Singapore) Pvt. Ltd., Indian Branch 482, F.I.E. Delhi.
4. Blair, G.M., Jones, R.S. and R.H. (1963) Educational Psychology (Second Ed.) N.Y> : The Macmillan & Co.,
5. Carrison, Kaul, C., and Graw (1955) : Educational Psychology, N.Y. : Applitee Century Crafts.
6. Cronbach, L.C. (1962) Educational Psychology (2nd Ed.) N.Y.'s Harcourt Brace and World, Inc.,
7. Crow, L.D. and Crow A. Educational Psychology (Revised Ed.) New Delhi, Asia Publishing House, Indian Reprint.
8. Feldman, Robert (2004) : Understanding Psychology. Tata Mc. Graw Hill.
9. Gardner Howard (1983). Frames of mind : The theory of Multiple Intelligence, New York, Basic Books.
10. Gates, Jersild and others (1965) : Educational Psychology, N.Y. :Macmillan.
11. Londgren, R.Q. (1968) Educational Psychology in the classroom, N.Y. Wiley

12. Stanovick, Keith (2009). What Intelligence tests miss : The psychology of rational thought
New Haren (CT) : Yale Unit Press.
13. Woolfolk, A. (2004). Educational Psychology. Pearson.

THIRD SEMESTER

(Compulsory/4 Credits)

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

EDM-9002

M.A. (Education)

Theory : 75
Sessional : 25

BASIC STATISTICS IN EDUCATION

Objectives : The students will be able to :

- * to know the concept of statistics in education.
- * understand the concept of mean, medium and mode.
- * apply use of mean, medium and mode in treatment of statistical data.
- * draw the statistical graphs with the help of given data with their uses.
- * interpret the results of testing hypothesis used for research purposes in the field of education.
- * apply the chi-square test in treatment of statistical data.
- * understand the meaning of correlation.
- * calculate correlation from given data with the help of various methods, Pearson's coefficient and Spearman's Rank correlation coefficient method
- * apply and interpret the statistical data with the help of various statistical techniques.

UNIT - I Measures of Central Tendency and Graphical Presentation :

1. Concept of Statistics and its uses in Social Science Research.
2. Measures of Central Tendency : Mean, Median and Mode.
3. Graphical Representation of Data : Histogram, Frequency Polygon and Ogive.
4. Use of computer in graphical presentation of data.

5. Uses of graphical representation in Education..

UNIT - II Statistical Inference – Testing Hypothesis :

1. The meaning of statistical inference.
2. Significance of Difference between Means : **t-Test.**
3. Chi-Square test (X^2).
4. Normal Probability curve – Properties of NPC.
5. Application of normal probability distribution.
6. Standard Deviation.

UNIT - III Correlation and its Interpretation :

1. Correlation : Meaning, Types and Importance of Correlation
2. Pearson's Coefficient of Correlation.
3. Spearman's Rank Correlation Coefficient.
4. Further methods of correlation
 - i. Correlation from Ranks
 - ii. Biserial correlation.

BOOKS RECOMMENDED :

1. Kurtz. And Mago (1980) : Statistical Methods in Education and Psychology, Narosa Pub. House, New Delhi
2. Garrett, and Wookworth : Statistics in Psychology and Education, David McKag Camp. New York :
3. Levy, S.G. (1968) : Inferential Statistics in the Behavioural Sciences Holt, New York
4. Guilford, J.P. (1950) : Fundamental Statistics in Psychology and Education, 2nd. Ed. McGraw Hill, New York :
5. Wright, S.E. (1986) : Social Science Statistics Boston : Allyn and Bacon, Inc
6. Mac Nemar, Q (1962) : Psychological Statistics New York : John Wiley,

III Semester

Credit 4/optional

**DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH**

EDM-9012

**M.A. (Education)
EDUCATIONAL TECHNOLOGIES**

**Theory: 75
Sessional: 25**

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

- Describe the meaning and scope of educational technology.
- Explain various types of educational technology.
- Describe various innovative techniques used in educational technology.
- Explain the concept of instructional technology in educational with special reference to ICT in education.

UNIT-I INTRODUCTION TO EDUCATIONAL TECHNOLOGY

1. Meaning perspective and the current status of Educational Technology
2. Bloom's Taxonomy of Instructional Objectives
3. Teaching Technology and Instructional
4. Instructional Techniques and Technology their use in teaching (ICT)

UNIT-II E-LEARNING AND LEARNING THROUGH DISTANCE MODE

1. Concept of e-learning, open learning and distance education
2. e-learning-the benefits, constraints and problems
3. Concept and use of digital libraries
4. Emerging technologies: Internet and web-based learning

UNIT-III INNOVATIVE PRACTICES IN EDUCATION

1. Use of various Instructional materials and media in education (teaching and learning)
2. E-learning resources-audio, video, text, skype, l-tune, youtube etc.
3. Merits and demerits of e-learning resources, limitations of using these resources.
4. The digital divide-concepts, problems and issues

BOOKS RECOMMENDED:

1. Sampath, k.(1969): Introduction to Educational technology, Sterling Publishers, New Delhi.
2. Bejpal, A.C. and Leedham, J.F.(1970):Aspects of Educational Technology, Pitman Publishing Co., New Delhi.
3. Open Tech programme News-Manpower Servviews Commission, U.K.
4. Indian Journal Of Educational Technology-IGNOU, Maidan Garhi, New Delhi.
5. Sharma R.A.(2000):Technological Foundation Of Education, Meerut.
6. Richardson Will : Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms.
7. Johnson Doug :The Classroom Teacher's Technology Survival Guide.
8. Prensky Mare: Teaching Digital Natives: Partnering for Real Learning
9. Jones H. Fredric: Fred Jones Tools for Teaching.

III Semester

Credit 4/optional

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

EDM-9013

M.A. (Education)

Theory: 75

Sessional: 25

PRINCIPLES, METHODS AND TECHNIQUES OF GUIDANCE

Objectives: After completing the course the students will be able to understand:

- The concept of guidance and types of guidance.
- Records, scales, tests, communication of results
- Techniques of guidance and counseling
- Meaning and concept of counseling

Unit – I **Meaning and Nature of Guidance**

1. Concept, need and Scope of Guidance and counseling.
2. Organizing Guidance Services at different level of education.
3. Types of Guidance- Educational, Vocational, Personal & Social

Unit – II **Tools of Guidance**

1. Records: Anecdotal Record, cumulative record.
2. Scale & Tests – Rating Scale, Intelligence Tests, Achievement Tests, Aptitude Tests, Interest Inventories, Personality Assessment.
3. Communication of Results.

Unit – III **Techniques of Guidance and Counseling**

1. Individual Guidance.
2. Group Guidance.
3. Aims and values of Group Guidance.
4. Activities in Group Guidance Programme.
5. Techniques – Directive Counseling, Non-directive Counseling, eclectic Counseling.

Books Recommended:

1. Adams, James F (1965): Counseling and Guidance: the Macmillan Company, New York.
2. Baqer Mehdi (1966): Guidance in school NCERT.
3. Baqer Mehdi (1999): Guidance & Counseling, Vikas Publishing Pvt. Ltd.
4. Bennet, Margret E (1963): Guidance & Counseling in Groups, Mc Graw Hill Company.
5. Gibson, R.L. & Mitchell M.H. (2009): Introduction to Counseling & Guidance PHI Learning Pvt. Ltd. N. Delhi.
6. Gladding, S.T. (1992): Counseling: A comprehensive Profession, Mac Millan Publishing Co. New York.
7. Hopson, Barrie & Hayes, John (1963): Theory & Practice of vocational Guidance. A selection of readings, Pergoman Press Ltd., Heaington Hill Hall, Oxford.
8. Johnson, Walter F (1965): Theories of Counseling Mc Graw Hill Book Company, New York.
9. Johnson, Walter F. (1961): Stefflre and Edefelt, Roya: Pupil Personal and Guidance Services, Mc Graw Hill Book Company, Inc.
10. Jones, A.J. (1970): Principles of Guidance Mc Graw hill Book Co.
11. Lewis, Edein (1970): The Psychology of Counseling Renehart and Winston, Inc Hot.
12. Mathewson, Robert Hendry (1962): Guidnace, Policy & Practice Harper and Row Publishers, New York.

13. Miller Frank W Guidance (1961), Principles & Services Charles E. McMillan Book Inc.
14. Mosher Ralph I, Carle Richard F. Kehas, Chris (1952): An Examination Harcourt, Brace & Work Inc New York.
15. Patterson Cecil R (1967): The Counsellor in the School, Mc Graw Hill Book Com New York.
16. Roeber Edward C, Smith Gleen E & Clifferd E (1955): Organization & Administration of Guidance Services Mc Graw Hill Book Co. New York.
17. Stewart, N.R. (19780: Systematic counseling Prentice Hall, Inc, Englewood cliffs New Jersey.
18. Shostrom, Evertt I, BRammer, Lawerence M (1952): The Dynamics of Counseling Mc Graw Hill Book Co. New York.

III Semester

Credit 4/optional

EDM-9014

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH
M.A. (Education)

Theory: 75
Sessional: 25

EDUCATION OF EXCEPTIONAL CHILDREN

Objectives: After completing this course, the pupils will understand:

- The meaning of various terms used in the field of special education.
- The process of identification, classification and teaching strategies for various groups of special children.
- The characteristics, teaching strategies and enrichment educational programmes for the intellectually superior groups of children (creative and gifted)
- The methods of identification, characteristics and categories of Mentally Retarded Children.
- Learning methods, training and educational programmes for TMRs and EMRs.

UNIT I SOME BASIC CONCEPTS:

1. Concept of Exceptional, Individual, Special Education and Inclusive Education.
2. Concept of Maintaining, Normalization and Least Restricted Environment.
3. Major Groups of Exceptional Children: Identification, Classification and Prevalance.
4. Historical perspective of education of exceptional children.

Unit – II Education of Intellectually Superior (Gifted and Creative Children)

1. Definition, Identification and Characteristics of the gifted children.
2. Studies on giftedness with special reference to Terman's longitudinal study.
3. Nurturing giftedness with educational adaptation in relation to content, learning methods and learning environment.
4. Role of parents in understanding & nurturing gifted children.
5. Definition, concept and characteristics of creative children.
6. Educational programmes for creative children.

Unit – III Education of Mentally Retarded

1. Definition, Characteristics and classification of Mentally Retarded Children.
2. The Trainable Mentally Retarded: Identification, Characteristics, Education and Training of TMRs.
3. The educable Mentally Retarded (EMR):- Identification, Characteristics and Educational Programmes for EMRs.
4. Teaching strategies, Remedial Programmes etiology and prevention.

Books Recommended:

- Kirk, S.A. and. : Educating Exceptional Children. 1961., Bouston, Gallagher, J.J Houghton.
Wood, J.W. : Adapting Instruction for the Mainstream, Columbus Chand, Merrill Publishing Co., 1984.
Shukla, R.S. and : Disabled Children in Normal Schools Udaipur, Vidyabhavan, G.S.
Pathak, A.D. : Teachers College, 1983.
Kauffman, J.M : Exceptional Children - An Introduction to Special Education. Prentice Hall, Englewood Cliff, N.J. 1978.
Harring Norris G : Exceptional Children and Youth - An Introduction to Special Education. 3rd ed. Ohio. Charles E. Merril, 1982.
Blackhurst, A.E. : Introduction to Special Education Boston, Berdine Little, Brown and Camp. (and) W.H. P. 1981.

**DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH**

EDM-7014

M.A.

**Theory: 75
Sessional: 25**

History of Education in India

Objectives: The students will be able:

- After completing the course, the student will be able to understand the aims, importance, availability, access, accountability and Autonomy in higher education.
- Various problems of higher education in India and their solution.
- Problems and to develop research skills.
- A need and level of aspiration for higher education for national development.

Unit – I

1. Need and importance of Higher Education.
2. Aims and objectives of Higher Education.
3. Historical development of Higher Education in India.
4. Access and equity in Higher Education.
5. Concept, definition and components of Higher Education.

Unit – II

1. Accountability in higher education: meaning, types, standards and importance.
2. Autonomy in Higher Education: Concept, Meaning, Types and Importance.
3. Academic Freedom and Educational Responsibility of Higher Education Institution.
4. Total Quality Management in Higher Education: Concept, Definitions, Principles and Importance.
5. Role of Higher Education and National Development.

Unit – III

1. Professional role and responsibilities of University teachers.
2. Problems of Planning financing and management of Higher Education.
3. Teacher Education at University Stage: Role of Academic Staff College in enhancing.
4. Globalization of higher the quality of teachers.
5. Multimedia and Higher Education.

Books Recommended:

1. Agarwal, Binod C. (Ed) (2000): Higher Education Through Television, Concept Publication, New Delhi.
2. Amrik Singh and Altbach P.G. (Ed.) (1974): Higher Education in India, Vikas Publishing Delhi.
3. Amrik Singh (1985): Redeeming Higher: Essays in Educational Policies, Ajanta Delhi.
4. Carser, Charles (1980): Higher Education for the Future, Oxford.
5. Chauhan, C.P.S. (1990): Higher Education in India, Ashish Publishing Corporation, New Delhi.
6. Jeremiah, MS (2012): The Quality of Higher Education: Income, Expenditure Disparity and its effects, Shipra Publications, Delhi.
7. Kaul, J.N. (1974): Higher Education in India: Two Decades of Planned Drift, Shimla IAS.
8. Government of India (2013): Twelve Five Year Plan.
9. Mishra, Loknath (2013): Internationalization of Higher Education, Shipra Publication, New Delhi.
10. Reddy, G. Ram (1995): Higher Education in India, Sterling Publication, New Delhi.
11. Siddiqui, Mujibul Hasan (2003): Higher Education: A Research Approach, Aligarh Muslim, University, Aligarh.

IV semester

Credit 4/optional

EDM-X001

DEPARTMENT OF EDUCATION

M.A. (Education)

Theory: 75

Sessional: 25

EDUCATIONAL PSYCHOLOGY - LEARNING, MOTIVATION-AND COGNITION

Objectives : After completing the syllabus, the learners will be able to:

- Understand various theories of learning, underlying principles & their educational implications.
- Comprehend concept and theories of motivation, memory, forgetting and transfer of learning.
- Understand the concept of sensation metacognition and laws of perception.

UNIT - I Learning :

- Behaviourist theories of learning
 - Thorndike's theory of learning
 - pavlov theory of learning
 - Skinner's theory of learning
- Cognitive theories of Learning -
 - Learning by Insight
 - Tolman's theory of learning.
- Hull theory of learning.
- Lewin's theory of learning.
- Gagne's eclectic theory of learning.

UNIT - II Motivation, Retention and Transfer of Learning :

- Concept and Theories of Motivation. Memory and Forgetting -
- Methods to improve memory,
 - Short term memory
 - Long term memory
 - Information processing
 - Models of Memory,
 - Theories and Causes of forgetting.
- Theories of Transfer and its application,
- Recent Experiments in learning.

UNIT - III Cognition and Concept Development :

- Sensation
- Perception Laws of Perception
- Cognitive strategies.
- Piaget's Theory of cognitive development.
- Basic concept of Meta cognition
- Belief, knowledge and Monitoring.

RECOMMENDED BOOKS:

1. Ausubel, D.F.. and Robinson, F.S. (1969) : An introduction of Educational Psychology, N.Y. Holt Renhart Winston, Inc.,
2. Blair. G.M., Jones, R.S. and R.1-I. (1963) Educational Psychology (Second Ed.) N.Y.: The Macmillan & Co.,
3. Garrison, Kaul, C., and Gray (1955). Education Psychology. N.Y.: Applitee Century-crafts.

4. Cronbach, L.C. (1962) educational Psychology (2nd Ed.) N.Y.'s Harcourt Brace and World, Inc.
5. Crow. L.D. and Crow A (1985) Educational Psychology (Revised Ed.) New Delhi. Asia Publishing House, Indian Reprint. 1989.
6. Gates. Jersild and others (1963): Educational Psychology, N.Y.: Macmillan.
7. Londgren, R.Q. (1968) Educational Psychology in the classroom, N.Y. Wiley.
8. Merriam, Sharan (2007). Learning in Adulthood. A Comprehensive Guide (3rd ed.) San Francisco : Jerr'y Bass.
9. Ormred. Jearms (2012). Human Learning (6th Ed.) Boston. Pearson.
10. Skinner, C.E. (1950). Educational Psychology (Second Edition) N.Y. Mc. GrawHill.
11. Wool folk, Anita (2004). Educational Psychology Pearson.

FOURTH SEMESTER

(Compulsory/4 Credits)

DEPARTMENT OF EDUCATION

ALIGARH MUSLIM UNIVERSITY, ALIGARH

EDM-X002

Theory : 75

M.A. Education

Sessional : 25

METHODS OF EDUCATIONAL RESEARCH

Objectives : The students will be able to:

- Know the concept and importance of educational research.
- Elaborate the purposes of educational research.
- Describe the purposes of educational research.
- Explain the general research procedure.
- Understand the various sources of research problem.
- Know the concept of hypothesis.
- Explain the characteristics of research hypothesis, null hypothesis, directional hypothesis.

UNIT – I Meaning, Purposes and Types of Educational Research

1. Meaning, definitions and importance of educational research.
2. Purposes of educational research.
3. Procedure of educational research.
4. Research problem – identification of the problem and its sources.
5. Hypothesis: concept, null hypothesis, directional and non-directional hypothesis classification.

UNIT – II Designs and Types of Research

1. Fundamental and applied research.
2. Historical
3. Descriptive
4. Experimental research.
5. Ex-post facto research.

UNIT – III Tools and Techniques of Research

1. Characteristics of a good research tool.
2. Rating scales and their uses.
3. Questionnaire and interviews.
4. Projective techniques
5. Socio-metric techniques and their uses.

Books Recommended

- Best, J.W. and Kahn, J.V. (2009): Research in Education, Tenth edition, PHI Learning, Pvt. Ltd. N. Delhi.
- Beiger, G.R. and Gerlach, G.J. (1996): Educational Research, A practical Approach Thomson WADSWORTH, U.S.A.
- Deeshmukhm S.J. (2011): E-Research Methodology Shree Niwas Publications, Jaipur.
- Kerlinger, F.N. (2010); Foundation of behavioral research second edition,. Surjeet Publication.
- Prakash, Ravi (2003); Problems of educational research, common wealth.
- Phophalia, A.K. (2010); Modern Research Methodology PARADISE publishers, Jaipur.
- Siddiqui, M.H.(2007); Research in Teaching of Science and Mathematics, APH Publishing Corporation, N. Delhi.
- Sharma, A, (2010); Education Research and Statistics, Global Publications, N. Delhi.

FOURTH SEMESTER

(Compulsory/4 Credits)

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

EDM-X011

Theory : 75

M.A. Education

Sessional : 25

SECONDARY SCHOOL ADMINISTRATION

OBJECTIVES – After the completion of the course, the students will be able to understand.

- a. The basic concept, functions and principles of educational administration.
- b. What an ideal principal should be like.
- c. What should an ideal teacher be like.
- d. Basic concept of leadership and its theories.
- e. The changing concept of discipline.
- f. Causes of indiscipline.
- g. The necessity and criteria of an ideal time-table.
- h. Basic concept and need of students activities.

Unit – I

1. School administration: Meaning and Scope.
2. Process of Educational Administration.
3. Types of Educational Administration.
4. Functions of Educational Administration.
5. Principles of Educational Administration.

Unit – II

1. Role of School Principal as an administrator.
2. Qualities of an Ideal Principal.
3. Role and duties of teaching staff.
4. Qualities of school teachers.
5. Leadership theories – Fiedler's Theory X and Y theory.

Unit – III

1. Meaning, Definition and changing concept of discipline.
2. Causes of indiscipline among students.
3. Meaning, necessity and criteria of time-table.
4. Meaning, Need, Principles and objective of students activities.
5. Types of students activities.

BOOKS RECOMMENDED

1. Gatzel, L. & Campbell – educational administration as Social Progress Harper Row (1968).
2. Kocher, S.K. – Secondary School Administration – Sterling Publishers Pvt. Ltd., New Delhi – 110020 (2005).
3. Khan, M.S. – School Administration Jackson, New Delhi (1983).
4. Parvez, M. – School Administration Threeway Printers, Aligarh (2010)
5. Mukherjee, S.N. – Secondary School Administration, Acharya Book Depot, Baroda (1963).
6. Mathur, S.S. – Educational Administration and Management, Ambala Contt, the Indian Publications (1990)
7. Bhatnagar, R.P. and Agarwal Vidya Educational Administration, Meerut, Loyal Book Depot. (1986).
8. Morphet, Eddgar, L. – Educational Administration and Organization Engle Wood Cliff: Prentice of India (1974).
9. Kreitner – Fundamentals of Management AITBS, New Delhi (2000).
10. Sidhu, K.S. School Organization and Administration, Sterling Publishers Pvt. Ltd. New Delhi – 110016 (1996).

FOURTH SEMESTER

(Compulsory/4 Credits)

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

EDM-X012

Theory : 75

M.A. Education

Sessional : 25

LEARNING THEORIES AND MODELS OF TEACHING

Objectives: After completing this course the pupils will understand:

- (i) Pavlov and Skinner's conditioning and Gagne's Learning theory.
- (ii) Implication of learning theories in daily life.
- (iii) Concept and characteristics of various models of teaching
- (iv) 'Advance Organizer Model' of teaching.
- (v) The importance of multi-media approach and computer assisted instruction in education.
- (vi) Communication process in class-room.

UNIT – I LEARNING THEORIES

- CLASSICAL CONDITIONING by Pavlov.
- OPERANT CONDITIONING by Skinner.
- Hierarchy of LEARNING by Gagne.
- Factor's influencing Learning.
- Verbal learning.

UNIT – II MODELS OF TEACHING

- Concept and definition of models of teaching.
- Characteristics of models of teaching.
- A brief introduction of families of models of teaching.
- Advance Organizer Model of Teaching.
- Role Playing Model of Teaching.

UNIT – III MULTIMEDIA, TEACHING STAGES AND COMMUNICATION

- Multi-media approach in educational technology.
- Computer Assisted Instruction.
- Stages of Teaching – Pre-active, interactive and Post-active.
- Communication Process: Concept, Principles, mode and barriers of communication, class-room communication (interaction, verbal and non-verbal).
- Bloom's Mastery Learning.

Books Recommended:

1. Chahuhan, S.S. (1982). A Text Book of Programmed Instruction, Sterling Publishing House, N. Delhi.
2. Goel, D.R. (2000), Educational Media in India, Bhartiya Kala Prakashanm Delhi.
3. Khirwadkar, A. and Pushpandham (2005), Information and Communication Technology in Education, Kanishka Publishers, N. Delhi.
4. Sharma, M. and S.K. Yogendra (2006), Educational Technology and Management, Kanishka Publishers, N. Delhi.
5. Sharma, Y.K. (2007), Fundamental Aspects of Educational Technology, Kanishka Publishers, N. Delhi.
6. Sampath, K.S. and others (1990), Introduction to Educational Technology, Sterling Publsihers Pvt. Ltd.
7. Siddiqui, K.S. and others (2008), Models of Teaching, Ashish Publishing Corporation. New Delhi.

8. Siddiqui, Mujibul Hasan (2008): Encyclopedia of Education Vol. 5 Ashish Publishing Corporation, New Delhi.

IV Semester

Credit 4/optional

EDM-X013

**DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH
M.A.(Education)**

**Theory: 75
Sessional: 25**

COMPARATIVE STUDY OF EDUCATION IN INDIA, U.S.A., U.K. AND RUSSIA

Objectives : After completing the course, the learner will understand :

- * the nature, meaning and scope of Comparative Education.
- * various factors affecting the national system of education of any country.
- * the pattern of primary, secondary and open education systems of various countries like U.S.A. , U.K. , & Japan

Unit – I The Content and Method of Comparative Education:

1. Meaning and Scope of Comparative Education.
2. Foundations of National System of Education.
3. Intangible forces in Education.

Unit – II Factors Affecting the National System of Education in India, U.S.A., U.K. & Russia

1. Socio-Political factor.
2. Philosophy, Religion and ethnicity.
3. Geography
4. Economy

5. Technology

Unit – III Pattern of Primary, Secondary and Open Education System:

1. India
2. U.S.A.
3. U.K.
4. Japan

Books Recommended

1. G.Z.F. Beraday – Comparative Methods in Education, Oxford & IBH Publishing Co, New Delhi, 1976.
2. Nicholas Hans, - Comparative Education ROUTLEDE & KEGAN PAUL Ltd. London, 1971.
3. I.L. Kandel – The New Era in Education – A Comparative Study, Houghton Mifflin Co. Cambridge, 1955.
4. Beatrice King – Russia goes to Schools.
5. T.S. Sodhi – A Text Book of Comparative Education, Vikas Publishing House, New Delhi, 1983.
6. Comparative Education Review – A Journal.
7. Ben Eklof & Edward Denprov – Democracy in the Russian School, Westriew Press, Oxford, 1993.

IV Semester

Credit 4/optional

**DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH**

EDM-X014

M.A.

Theory: 75

Teacher Education in India

Sessional: 25

Objective: after studying the course students will understand:

- The concept, aims & objectives of Teacher Education.
- Historical perspective of Teacher Education.
- Different types of Teacher Education Programmes.
- The role & functions of various agencies associated with Teacher Education.
- The methods & strategies used for the modification of Teacher Trainees' behavior.
- The evaluation strategies adopted in Teacher Education Programme & understand the importance of Research for improving the quality of the Teacher programme.

Unit – I Concept and Historical Perspective

1. Concept, need and Significance of Teacher Education.
2. Aims and Objectives of Teacher Education at Elementary, Secondary and College Level.

Historical Perspective: Development of Teacher Education Programmes during:

1. Pre-independence Period: Ancient, Medieval & British Periods.
2. Post- Independence Period: Recommendations of Various Commissions (Kothari Education Commission (1964-1966), NPE (1968), NPE (1986 & 2002).

Unit – II Types of Teacher Education Programme and Agencies

1. In-Service and Pre-Service Teacher education Programmes.
2. Teacher education Institutions: Elementary, Secondary and Higher education.
3. Distance education and teacher education.
4. Role and Functions of NCTE, DIETs, IASE.

Unit – III **Transacting the Curriculum & Evaluation**

1. Methods of Teaching School Subjects: Lecture Method, Lecture Demonstration Methods, & Project Method.
2. Modification of Teaching Behavior: Micro Teaching, Simulated Teaching and Communicative skills.
3. Evaluation strategies at Different Levels of Teacher Education.
4. Areas of Research in Teacher Education: Teaching Aptitude, Teacher Effectiveness, Job satisfaction, Methods of Teaching & Training.

Recommended Books

1. Tounsend and Tony (2014), International Perspectives on Teacher Education, London: Routledge, Taylor & Francis Group.
2. Chakraborti Mohit (1998) Teacher Education (Modern Trends), New Delhi: Kanishka Publishers & Distributors.
3. Taylor, William (1969). Society and the Education of Teachers, London: Faber & Faber.
4. Srivastava, R.C. (1997), Teacher Education in India – Issues and Perspective, New Delhi, Regency Publication.
5. Sing, U.K. & Sudersan, K.N. (2003), Teacher Education, New Delhi: Discovery Publishing House.
6. Kothari, D.S. (1964-66), Education Commission.
7. National Policy on Education (1986), A Policy Perspective, Ministry of Human Resource, Govt. of India, New Delhi.
8. National Curriculum Framework (2009), NCTE, New Delhi.
9. Howard, B.L. (1992), Issues & Problems in Teacher Education: An International Handbook, New York: Greenwood Press.
10. National policy on Education (Modified) (1992), Department of Education, Ministry of Human Resource Development, Govt. of India, New Delhi.
11. Sle Kirk, Anthony & Ticher, Maria (Ed.) (2009) Teacher Education: Policy, Practice and Research, New York: Nova Science Publishers, Inc.
12. Hemchand, T.K. (2009), Problems of Teacher Education, New Delhi, Crescent Publishing Corporation.
13. Mohalik, Ramakanta (2010) Inservice Teacher Education, New Delhi: Mahamaya Publishing House.
14. Paneer Selvam, S.K. (2009) Global Trends in Teacher Education, New Delhi: APH Publishing Corporation.

IV Semester

Credit 4/optional

**DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH**

EDM-X015

**M.A. (Education)
Management of Education**

**Theory: 75
Sessional: 25**

Objectives: After completing the course the pupils will understand:

- Different aspects of management of education.
- The perspective of management, principles and practices in education.
- Importance of educational resources and their effective management for quality education.
- Various aspects of management in education.
- Healthy attitude and qualitative management.
- Critical thinking and creatively power for implementation of Management process in the area of education.

Unit – I

1. Concept and characteristics of Management.
2. Principles of Management and its types.
3. Need and importance of management.
4. Areas of Educational Management.
5. History of Management of Education in India.

Unit – II

1. Educational Management Skills: Meeting Skills, Time Management Skills, Presentation Skills, and Team building Skills.
2. Decision Making Process: definitions, principles steps, types, factors affecting decision making problems and its solutions.
3. Total Quality Management of Education: Concept, issues, characteristics and importance.
4. Hierarchy of Quality Management.
5. Factors Affecting Quality Management.

Unit – III

1. Quality Control.
2. Quality Indicators in Service Sectors.
3. Quality in Education:
 - a. Western viewpoint
 - b. Indian viewpoint
4. Financial resources of education.
5. Budgeting: Concepts, Steps and Characteristics of Good budget.

Books Recommended

1. Agarwal, Rashimi (2010): Educational Technology Management and Evaluation, Shipra Publication, Delhi.
2. Bush, Tony (1986): Theories of Educational Management, Harper and Row Publishers, London.
3. Bush, Tony and Les, Bell (2002): The Principles and Practice of Educational Management, Paul Chapman Publishing, London.
4. Chaudhary, Namita Roy (2001): management in Education, Ashish Publishing Corporation, New Delhi.

5. Paul C Nutt & David C. Wilson (2010): Google: e-book: Handbook of Decision Making, John Willey & Sons, UK.
6. Khanna, S.D. (1989): Educational Administration, Planning, Supervision and School Management, Deep and Deep Publishers, New Delhi.
7. Mukhopadhyay, M (2005): Total Quality Management in Education, Sage Publication, New Delhi.
8. Pandya, SR (2001): Administration and Management of Education, Himalaya Publishing House, New Delhi.
9. Suchdeva, Ms (2011): School Organization and Administration, Vinod Publication.
10. Siddiqui, Mujibul Hasan (2008): Encyclopedia of Education, Vol 5, Ashish Publishing Corporation, New Delhi.

IV Semester

Credit 4/optional

**DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH**

EDM-X016

**M.A.
Distance of Education**

**Theory: 75
Sessional: 25**

Objectives: After completing the course the pupils will understand:

- The concepts of Distance Education.
- The concepts of correspondence distance and open learning.
- The concept skills of communication technology.
- Attitude required in Distance learners towards distance education.
- Critical thinking, reasoning and creativity power among the distant learners.

Unit – I Meaning and Concept of Distance Education

1. Concept and characteristics of distance education.
2. Need and importance of Distance Education.

3. Different Contemporary System of Distance Education: Correspondence, Distance and Open Education.
4. Historical Development of Distance Education.
5. Distance Education and National Development.

Unit – II Distance Learning and Evaluation

1. Structural pattern of open universities in India.
2. Administration of Distance Education.
3. Student Services in Education through distance mode.
4. Evaluation strategies in Distance Education.
5. The Role of Study Centers in Distance Education.

Unit – III Education Technology and Distance Education

1. Production of Self Learning Material (SLM) in Distance Education.
2. Counseling Methods in Distance Education.
3. ICT in Distance Education.
4. Personal Contact Programme in Distance Education.
5. Multi-media in Distance Education.

Books Recommended

1. Holmberg B. (1981): Status and Trends of Distance Education, London, Kogan Press.
2. Keegan, D. (1986): The Foundations of Distance Education, USA, Croom Helm.
3. Fred Lockwood (1995): Open and Distance, Learning Today, Routledge, London.
4. Rumble, G. & Harry K. (1982): The Distance teaching Universities, London, Croom Helm.
5. Singh B. (1982): Correspondence Education in India, Patiala NCCE Publication.
6. Eyre, E.C. (1979): effective Communication, William Heinemann Lt. London.
7. Maherzi, Lofti (1997): World Communication Report UNESCO, Paris.
8. Rogers Everett M. (1986): Communication Technology: the New Media in Society, the Free Press, New York.
9. Siddiqui, Mujibul Hasan (2007): Distance Education: Theory and Research, Ashish Publishing Corporation, New Delhi.

