SECOND SEMESTER

DEPARTMENT OF EDUCATION

ALIGARH MUSLIM UNIVERSITY, ALIGARH

EDM-8001

M.A.(Education)  
Theory : 75  
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.

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.

**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 Uchchatar Shiksha Abhiyan (RUSA) for development of higher education, launched in 2013.
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:
SECOND SEMESTER

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
3. Chandra, Arvind & Anupama Shah (1987): Nor-formal Education for all (Sterling Publishers 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,
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:
2. Vocationalization of Secondary Education; Meaning, Objectives in present Indian scenario.
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. Continuous 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.
4. Problems of Rural education and possible remedies.

BOOKS AND REPORTS RECOMMENDED:
REPORTS:
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
3. Solid waste management: causes effects and control measures of urban and Industrial waste.

UNIT - III
1. Approaches to environmental education curriculum development.
3. Role of Information Technology in environmental education.
4. Environmental Protection Acts.

BOOKS RECOMMENDED:
9. Various Internet sources.
10. www.ugc.ac.in/Enrironmental Science-UGC-EVSBOOK