OBJECTIVES:

After studying the course the students will be able to:

1. recognise the contribution of women in social, economic and political development of the country
2. analyse the status of women in Indian society
3. apprise the efforts of government & NGO’s in empowering women
4. acknowledge the role of education in empowering the women
5. discuss the role of Media in empowering the women

UNIT-I   Women in Indian Society

1. A historical perspective of women in Indian society
2. Contribution of women in the development of society
3. Beginning of women`s movement in India
4. Participation of women in the freedom struggle
5. Contribution of women in the political development of the society

UNIT-II   Women, Laws and Policies

1. Constitutional guarantees, laws concerning women and family laws
2. Gender and Human rights
3. Efforts of women`s organisation and judiciary on violence against women
4. Issues related to reservation for women
5. Role of NGO`s : self help groups, Gender planning and Gender studies

UNIT-III   Education and Empowerment of Women

1. Women`s access to and participation in formal education
2. Women and non-formal education
3. Media and Women
4. Education and Health of the women
5. Skill development of women through education
BOOKS RECOMMENDED:

4. Kalia, N.N. : Sexism in Education, The Lies We Tell Children

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

SEMESTER- VI
EDB- 601

(Credits-04)

Sessional: 10
Mid-Sem: 30
End-Sem: 60

B.A. (Hons.)

Curriculum Development

Objectives: After completion of the course, the students will be able to:
1. know the concept of curriculum in narrow and broad sense.
2. understand the characteristics of various types of curriculum.
3. elaborate the foundation of curriculum development.
4. explain the process of curriculum evaluation.

UNIT-I Meaning and Definition of Curriculum

1. Concept of curriculum in narrow and broad sense.
2. Various approaches to curriculum: subject approach, activity approach and broad field approach.

UNIT-II Foundations of Curriculum Development

1. Philosophical foundations
2. Psychological foundations
3. Sociological foundations
4. Economical foundations
UNIT-III  Curriculum Process

1. Objectives of curriculum at primary and secondary level.
2. Curriculum content: Meaning and principles for the selection of curriculum content.
3. Learning Experiences: Meaning, types and principles for the selection of learning experiences.
4. Curriculum evaluation: Meaning, types, essay type test items and objective type test items.

BOOKS RECOMMENDED:


DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

SEMESTER- VI (Credits- 04)
EDB- 606

B.A. (Hons.)

Value Education

Objectives: After completion of the course the learners will be able to:

1. understand the meaning, scope and importance of value education
2. understand the moral development and role of teachers in moral education
3. analyze the role of teachers in moral education
4. orient themselves with therapeutic measures for value education

Unit-I  Concept of Values and Value Education

1. Meaning, aims, scope and importance of value education
2. Types of values: constitutional and national values, social, professional, religious, moral and aesthetic values.
3. Components of value education.

Unit-II  Moral Development

1. Concept, meaning and components of character.
2. Importance of truthfulness, sacrifice, sincerity, self control, altruism, tolerance and scientific vision.
3. Role of teachers in moral education.
4. Ethics in education
5. Changing values in global world.

Unit III  Therapeutic Measures for Value Education

1. Physical Exercises: types, effects and importance.
2. Meditation: types and importance.
3. Yoga: types and Asans.
4. Impact of religious education on value development.
5. Value development through the teaching of different religions.

Books Recommended:

Education System of U.S.A, Russia & U.K

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

1. know the system of elementary education in U.S.A, Russia and U.K
2. understand the system of secondary education in U.S.A, Russia and U.K
3. compare the system of higher education in U.S.A, Russia and U.K
4. evaluate the system of teacher education in U.S.A, Russia and U.K

UNIT-I Education System in U.S.A.

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

UNIT-II Education System in Russia

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

UNIT-III Education System in U.K.

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

BOOKS RECOMMENDED:

8. UNESCO: World Survey of Education

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

SEMESTER- VI
EDB- 602

(Credits-04)

Sessional: 10
Mid-Sem: 30
End-Sem: 60

B.A. (Hons.)

SCHOOL ADMINISTRATION

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

1. understand the meaning and scope of school administration
2. enlist the advantages of democratic administration
3. analyse the role of school principals
4. evaluate the causes of indiscipline and its remedies
5. frame an ideal time table for their schools

UNIT-I

1. Meaning and Scope of School Administration.
2. Process of School Administration.
3. Functions of School Administration.
5. Advantages of Democratic Administration.

UNIT-II

1. Role of the School Principal.
2. Qualities and Duties of a School Principal.
3. Principal’s relation with Staff, Students & Parents.
4. Role of the School Teacher.
5. Qualities and Duties of a good Teacher.
6. Teacher’s relation with Principal, Students and Parents.

UNIT-III

2. Foundations of good Discipline.
4. Meaning and need of School time table.
5. Types of School time table.
BOOKS RECOMMENDED:-

1. Aggarwal, J.C. : School Organisation and Supervision
2. Bossing, Nelson k. : Principles of Secondary Education
3. Bruce, William : Principles of Democratic Administration
4. Gaind, D.N. and Sharma R.P. : School Administration
5. Khan, M.S. : School Administration
7. Mukherjee, S.N. : Secondary School Administration
8. Parvez, M. : School Administration
9. Safaya & Shaida : Modern School Administration and Organisation
10. Sindhu, I.S. : Educational Administration and management

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

SEMESTER- VI
EDB- 603

B.A. (Hons.)

Psychology of Personality and Mental Health

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

1. understand the concept and definition of personality
2. enlist the determinants of personality
3. differentiate between type and trait theories of personality
4. apply different techniques to assess personality
5. learn how to adjust through learning
6. compare between adjustment by defense and adjustment by escape

UNIT-I Psychology of Personality

1. Concept, structure and definition of personality.
2. Determinants of Personality: Biological, Social and Cultural.
3. Trait theory of personality
4. Type theory of personality
UNIT-II  Assessment of Personality

1. Methods of Assessment of personality:
   (i) Interview and Questionnaire
   (ii) Projective techniques
   (iii) Observation and rating scale
2. Maslow’s theory of Self actualization.

UNIT-III  Meaning and Factors of Mental Health and Adjustment

1. Concept of Mental Health and Mental Hygiene and factors affecting it.
2. Concept of Adjustment and factors affecting it.
3. Adjustment through learning.
4. Adjustment by defense and escape.

BOOKS RECOMMENDED:

8. Louis Kaplan: Mental Health and Human Relation in Education.
EDB- 607

SEMESTER- VI

B.A. Hons.

**Education of Gifted, Creative & Mentally Retarded Learners**

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

1. know the meaning of gifted, creative and mentally retarded children
2. enlist the characteristics of gifted, creative and mentally retarded children
3. understand the role of family and teachers in educating such type of children
4. categorize different type of gifted, creative and mentally retarded children
5. suggest the ways to nurture the giftedness and creativity of the children

**UNIT-I  Education of Gifted Learners**

1. Meaning and concept of gifted children
2. Categories of gifted children
3. Characteristics of gifted children
4. Role of Family teachers & schools in nurturing giftedness
5. Education of gifted learners

**UNIT-II  Education of Creative Learners**

1. Meaning and concept of Creative children
2. Categories of creative children
3. Characteristics of creative children
4. Role of Family, teachers & schools in nurturing creativity of the children
5. Education of creative children

**UNIT-III  Education of Mentally Retarded children**

1. Meaning and concept of Mentally Retarded children
2. Categories of Mentally Retarded children
3. Characteristics of Mentally Retarded children
4. Identification of Mentally Retarded children
5. Education of Mentally Retarded children

**BOOKS RECOMMENDED:**