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

1. discuss role of psychology in education
2. understand various stages of physical, mental and emotional development
3. discuss various theories of Intelligence and its uses.
4. analyze the learning theories for practical implementation

UNIT-I

1. Meaning, Scope and relevance of educational Psychology
2. Meaning of development, its characteristics and importance for teachers
3. Physical development from infancy to adolescence
4. Stages of Mental development
5. Emotional development

UNIT-II Intelligence

1. Meaning and definition of Intelligence
2. Theories of intelligence – unifactor and multifactor theories
3. Guilford`s model of structure of Intellect (SOI)
4. Assessment of intelligence
5. Uses of intelligence test

UNIT-III Learning and Its Nature

1. Concept and definition of learning
2. Trial and error Theory of learning, its laws and implications
3. Classical conditioning theory of Pavlov and its educational implications
4. Skinner`s operant conditioning theory and its educational implications
5. Insight theory of learning and its implications

BOOKS RECOMMENDED:

1. Blair, G.M. : Educational Psychology
2. James, R.S. & Simpson, R.H. : Educational Psychology
4. Skinner, C.E. : Elementary Educational Psychology
5. Sorenson, H. : Psychology in Education
6. Kundu, C.L. : Educational Psychology
DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

SEGMENT- I
EDB- 152

B.A.Hons.

Fundamentals of Educational Theory-I

Objectives: After studying the course, the students will be able to

1. define the meaning and the different modes of education
2. distinguish between individual and social aims of education
3. analyze the role and importance of different agencies of education
4. enlist different agencies of education
5. recognize the importance of home, school, religion, state and mass-media as an agency of education

UNIT-I Meaning and Aims of Education

1. Meaning and definitions of education
2. Formal, informal and non-formal modes of education
3. Functions of educations
4. Social and individual aims of education and their synthesis
5. Aims of education in Indian context

UNIT-II Agencies of Education

1. Home as an Agency of Education
2. School as an Agency of Education
3. Religion as an Agency of Education
4. State as an Agency of Education
5. Mass Media as an Agency of Education

BOOKS RECOMMENDED:


03-03-16
DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

SEMESTER- II
EDB- 251

(Credits-04)

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

B.A.Hons.

Educational Psychology-II

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

1. understand the concept and types of memory and process of memorization
2. acquaint with process and theories of forgetting
3. understand concept and types of motivation and its importance
4. conduct the statistical analysis of data

UNIT-I Memory and Forgetting

1. Meaning and concept of memory
2. Mechanism of the process of memorization
3. Types of memory
4. Meaning and concept of forgetting
5. Theories of forgetting

UNIT-II Motivation

1. Meaning and concept of motivation
2. Maslow`s theory of motivation
3. Intrinsic and Extrinsic motivation
4. Factors affecting motivation
5. Achievement motivation

UNIT-III Elementary Statistics

1. Frequency distribution
2. Graphic representation of frequency distribution – Histogram, polygon, pie chart & cumulative frequency curve
3. Measures of central tendency – mean, median and mode
4. Standard deviation
5. Spearman`s rank order correlation

03-03-16

BOOKS RECOMMENDED:

7. Blair, G.M. : Educational Psychology
8. Garret, H.E. : Statistics in Psychology and Education
10. James, R.S. & Simpson, R.H. : Educational Psychology
11. Kundu, C.L. : Educational Psychology
12. Skinner, C.E. : Elementary Educational Psychology
13. Sorenson, H. : Psychology in Education
B.A.(Hons.)

Fundamentals of Educational Theory-II

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

1. state the meaning and importance of culture
2. establish the relationship between education and culture
3. acquaint with different national ideologies and their educational implications
4. recognize the importance of secular and democratic education in Indian context
5. realize the importance of education for achieving National Integration and International understanding

UNIT-I Culture and Education

1. Concept, definition and elements of culture.
2. Types and characteristics of culture.
3. Determinants of culture
4. Role of education in socio-cultural change.
5. Influence of culture on education.

UNIT-II Education and National Ideologies

1. Democracy and Education
2. Secularism and Education
3. Socialism and Education
4. Education for National Integration
5. Education for International understanding

BOOKS RECOMMENDED:

12. Taneja, V.R. Educational Thoughts and Practice: Jullundhar: Sterling Publications.
DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

SEMESTER- III
EDB- 351

B.A.Hons.

Education in India and Its Problems – I

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

1. know the meaning of Pre-primary and Primary Education
2. get acquainted with the various problems of primary and pre-primary Education
3. understand the concept of Universalization of Elementary Education
4. enlist the characteristics, merits and demerits of Basic Education
5. familiarize with the concept of adult education and community colleges
6. evaluate different governmental schemes for promoting adult education in India

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 Centers, Problems and their remedies of Adult Education.
3. Community Colleges - meaning, objectives and functioning.

BOOKS RECOMMENDED:

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

SEMESTER- III
EDB- 352

B.A.Hons.

History of Education in India-I

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

1. know the special features of education during Ancient period in India.
2. get acquainted with the structure of education during Ancient period in India.
3. understand the organization of education during Medieval period.
4. critically evaluate the strength and weakness of education system during Ancient and Medieval Period.
5. understand the contribution of various commissions and committees to strengthen Indian Education system dying nineteenth century.

UNIT-I   Education in Ancient and Medieval India

1. Special features of Brahminic Education.
2. Special features of Buddhist Education.
3. Special features of Education in medieval period.
4. Comparison of Brahminic, Buddhist and Medieval education.
5. Centers of higher learning in ancient and medieval India.

UNIT-II   Education in the Nineteenth Century

1. Indigenous System of Education at the beginning of the Nineteenth Century.

BOOKS RECOMMENDED:
DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

SEMESTER- III
EDB- 353

B.A.Hons.

**Computer Education**

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

1. know the meaning, scope and importance of computers in education
2. familiarize with generations and fundamentals of computers
3. know different types of computer languages and computer operating system
4. develop skills to use computer in teaching, evaluation and administration
5. know the instructional applications of internet and web resources

**UNIT-I**  **Introduction to computers**

1. Generations, types and characteristics of computers
2. Computer fundamentals: CPU, memory, storage devices, input and output
3. Computer languages: assembly language, machine language and high level language
4. Computer operating system: Basics of MS-DOS
5. Basics of MS-Windows

**UNIT-II**  **Computers in Education and Networking**

1. E – learning and Virtual classroom teaching
2. Computer in evaluation
3. Computer in educational administration
4. Internet, e-mail and World Wide Web (www)
5. Preparation of power point presentation

**BOOKS RECOMMENDED:**

Communication Skills

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

1. understand the four major skills of communication (listening, speaking, reading and writing)
2. understand the importance of verbal, non verbal communication and body language.
3. be enriched with good vocabulary and diction
4. enhance skill of comprehension

UNIT-I Communication Skills

1. Verbal communication and non verbal communication
2. Oral communication:-
   • Group Discussion
   • Interview
   • Debate
   • Public speaking

UNIT-II Reading and Writing Skills

1. Skimming and scanning skills
2. Intensive and extensive skills
3. Narration and paragraph development
4. Précis writing and report writing
5. CV and writing applications

BOOKS RECOMMENDED:
OBJECTIVES: After completion of the course content, the students will be able to understand:

1. know the meaning and aims of Secondary Education
2. categorize different types of school
3. acquainted with the problems of secondary education
4. understand the meaning and structure of vocationalization of secondary education in India
5. summarize the progress and problems of vocationalization of secondary education in India
6. enlist various problems and solution of higher education.
7. suggest causes and remedies of students unrest
8. analyze the current position of technical education in India

UNIT-I Secondary Education

1. Meaning and aims of Secondary Education in India.
2. Scope and importance of secondary education in India.

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.

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:


**Reports:**
History of Education in India-II

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

1. identify the problems of education at all stages of education in twentieth century
2. understand the contribution of Calcutta University Commission in accelerating the development of higher education in India
3. comprehend the recommendations of different committees on various aspects of education
4. get acquainted with the recommendations of university education commission & secondary education commission in regard to important aspects of university education & secondary education in India
5. comprehend the special features of national policy on education & its importance in reconstruction of Indian education
6. 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 -1950

2. Hartog Committee Report (1928-29)
4. Basic education

UNIT-II Education after Independence

1. University Education Commission (1948-49)
3. Education Commission (1964-66)
5. Special Features of NPE (1992)
BOOKS RECOMMENDED:


Reports

2. Govt. of India (1964-66), report of 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

SEMESTER- IV  
EDB- 453  
(Credits-02)

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

B.A.Hons.

Elementary Statistics

Objectives: After completing the course, the students will be able to:
1. understand the concept of statistics and its uses.
2. calculate measures of central tendency.
3. represent data in graphical form.
4. understand and calculate coefficient of correlation.
5. interpret various statistical measures

UNIT-I  Measures of Central Tendency and Graphical Presentation
1. Concept of Statistics
2. Measures of Central Tendency : Mean, Median and Mode
3. Graphical Representation of Data: Histogram, Frequency Polygon and Ogive
4. Standard deviation
5. Uses of measures of central tendency percentile

UNIT-II  Correlation and its Interpretation
1. Meaning and concept of Correlation
2. Pearson`s Coefficient of Correlation
3. Spearman`s Rank Correlation Coefficient
4. Interpretation of correlation Coefficient
5. Percentile and its uses

BOOKS RECOMMENDED:
B.A. Hons.

Stress Among Adolescent and Its Management

Objectives: At the end of the lesson, the student teachers will:

1. get acquainted with the complexities of Adolescent stage.
2. become aware of the sudden changes of Adolescent period and resultant hazards.
3. become aware of the abuses during Adolescent Period.
4. develop healthy habits among Adolescents.

UNIT I Stress During Adolescence

1.
2. Meaning and concept of Stress
3. Social Adjustment and Acceptance
4. Impact of Stress on Educational Achievement
5. Problem of heightened anxiety and its relief through: Drug addiction, Alcoholism, Tobacco chewing and intoxication
6. Assessment of stress through psychological tools

UNIT II Managing Stress during Adolescence

1.
2. Building a Positive Self Concept: Role of Family, Peer Group and Teachers
3. Group Dynamism: Developing Leadership
4. Adolescent Interests as a means to relieve stress: Personal, Social, Educational, Recreational, Vocational and Religious
5. Role of Creativity or Divergent thinking
6. Stress Management through: Meditation, Yoga, Physical exercise and Sports
BOOKS RECOMMENDED:

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

SEMESTER- V (Credits-04)
EDB- 551

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

B.A.(Hons.)

Educational Philosophy and Sociology

Objectives: After studying the course content, the students will be able to:
1. state the meaning and importance of philosophy
2. establish the relationship between philosophy and education
3. acquaint with the impact of education on social change and modernization
4. enlist the importance of rural education in India
5. suggest remedies for the educational problems of SC, ST & minorities

UNIT-I Philosophy, Education and Their Relationship

1. Meaning and functions of Philosophy.
2. Relationship between Philosophy and Education.
3. Fundamentals, principles and educational implications of Idealism.
4. Fundamentals, principles and educational implications of Naturalism
5. Fundamentals, principles and educational implications of Pragmatism

UNIT-II Sociology and Education

1. Meaning and importance of Sociology.
2. Meaning and scope of Sociology of Education.
3. Education and Social change.
4. Education and modernization
5. Education and manpower development.

UNIT-III 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 castes and Scheduled Tribes: importance, problems and suggested remedies.
5. Education of minorities: importance, problems and suggested remedies.

BOOKS RECOMMENDED:-

REPORTS:-

Environmental Education

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

1. understand meaning, definition and importance of environmental education
2. differentiate between ecology and eco-system
3. discuss various biotic and abiotic component of eco-system
4. explain flow of energy and cycling of nutrients in biosphere
5. explain sources, effects and measures to control air, water and noise pollution
6. get awareness of various environmental problems

UNIT-I Environmental Education

1. Meaning and Definition of Environmental Education.
2. Need and Importance of Environmental Education.
3. Development of Environmental Education - a historical perspective
4. Objectives of Environmental Education.
5. Place of Environmental Education in curriculum at various stages.

UNIT-II Environment and Ecology

1. Meaning and types of Ecology.
2. Concept of Ecosystem.
3. Components of ecosystem – Biotic and abiotic system.
4. Energy flow in Eco system

UNIT-III Environmental Pollution and Control

1. Air Pollution – sources, effects and measures to control.
2. Water Pollution – sources, effects and measures to control.
3. Noise Pollution – sources, effects and measures to control.
4. Green house effect and Global warming and its importance.
5. Acid rain and Ozone layer depletion.

BOOKS RECOMMENDED:

1. A. B. Saxena : Environmental Education
4. Salvano and David C. Pitt: New ideas in Environmental Education.
5. Desh Bandhu, G.S. Aulakh : Environmental Education
DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

SEMESTER- V  (Credits-04)
EDB- 553

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

B.A.(Hons.)

**Guidance and Counselling**

**Objectives:** After studying the course, the learners will be able to:

1. acquaint with the concept of guidance and counselling and its need and importance at school level.
2. understand the functions of guidance at elementary and secondary school stages.
3. know the different kinds of guidance and counselling and their importance.
4. know the standardized and non-standardized techniques used in pupil’s appraisal.
5. understand about different guidance services for helping them to achieve their life goals.

**UNIT-I**  **Basic Concept of Guidance & Counselling**

1. Meaning and definition of guidance and counselling
2. Principles of Guidance Philosophy
3. Need for guidance services in schools
4. Functions of Guidance at Elementary stage
5. Functions of Guidance at secondary school stage

**UNIT-II**  **Types of Guidance & Counselling**

1. Educational Guidance: Meaning, Objectives and Importance
2. Vocational Guidance: Meaning, Objectives and Importance
3. Social Guidance: Meaning, Objectives and Importance
4. Directive, Non Directive and Eclectic Counselling
5. Individual and Group Guidance

**UNIT-III**  **Organization of Guidance Programme**

1. Cumulative and Anecdotal record - meaning, contents and advantages
2. Psychological Tests: Kinds and Importance for Guidance programme
3. Guidance services: orientation, information, placement and evaluation
4. Content of Guidance Programme
5. Activities of a good school guidance programme

**Books Recommended:**

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

SEMESTER- V
EDB- 555

B.A.Hons.

Educational Technology

Objectives: After studying the course, the students will be able to:

1. define the meaning, scope and importance of educational technology
2. know hardware and software components of educational technology
3. acquaint with various types of educational technology
4. understand the concept of linear and branching programming and its uses
5. explain various interactive teaching techniques

UNIT-I Meaning and Scope of Educational Technology

1. Concept and definitions of educational technology
2. Scope of educational technology
3. Components of educational technology (hardware & software)
4. Types of educational technology – Teaching Technology, Instructional Technology & Behavioural Technology
5. System approach in educational technology

UNIT-II Programmed Learning and Computer Assisted Instruction

1. Basic concept of Programming
2. Linear Programming – meaning, principles and framing
3. Branching Programming – meaning, principles and framing
4. Teaching Machines
5. Computer Assisted Instruction

UNIT-III Innovative Practices in Education

1. Team Teaching – meaning, organization and advantages
2. Conference – meaning, organization and advantages
3. Seminar – meaning, organization and advantages
4. Symposium – meaning, organization and advantages
5. Workshops – meaning, organization and advantages

BOOKS RECOMMENDED:

Course Objectives: After completing the course, the students will be able to:

1. develop right attitude towards the various factors influencing health
2. understand about objectives of health education at various levels
3. acquire knowledge of working of different organs involved in digestion, respiration and excretion
4. identify the role and responsibility in total school health programme
5. acquire knowledge of structure of eye, ear and tooth and problems associated with them
6. help student teachers to realise the effects of drugs, tobacco, smoking and alcohol on human body
7. acquire knowledge of various communicable diseases and ways to protect from them
8. acquire knowledge of common accidents occurring in school, home and community and first-aid measures related to them
9. apply the knowledge of physical education to keep themselves physically fit

UNIT-I

1. Meaning and concept of Health.
2. Aims and objectives of health education.
3. Role of educators in promoting health education in the school.
4. Food and Nutrition.

UNIT-II

1. Drug addiction, effects of drugs and control measures.
2. Effects of alcohol and control measures.
3. Infection, carriers of infection, its prevention and control.
4. Communicable diseases- measles, chicken pox, whooping cough, tuberculosis, their symptoms, prevention and cure.
5. Accidents and first aid- cuts, burns, bites, sprain, fracture, drowning and poisoning.

UNIT-III

1. Meaning, definition and scope of physical education.
2. Meaning of physical fitness and factors influencing it.
4. Place of physical education in school programme.
5. Objectives of physical education at various levels.

BOOKS RECOMMENDED:

DEPARTMENT OF EDUCATION  
ALIGARH MUSLIM UNIVERSITY, ALIGARH  

SEMESTER- V  
EDB- 557  

B.A. (Hons.)  

PEACE EDUCATION  

Objectives:  
1. To comprehend the concept of peace education.  
2. To recognize the importance of peace education in national development.  
3. To impart to students knowledge about conflict, peace, war, power, gender and ethnic equity, economic justice, and the understanding of ecology for peace.  
4. To develop a sense of trust in association among humans, including self-introduction, respect of others, ability to manage the environment, broad-mindedness, the possession of life vision, and love for justice in building the sense of togetherness.  
5. To enable students to possess autonomous behavior, be visionary and responsible citizen in creating peace and civilized society.  
6. To acquaint with the dimensions of peace education and the efforts made by the various commissions/committees on peace and human rights.  

UNIT-I Introduction to Peace Education  
1. Meaning and concept of peace education  
2. Aims and objectives of peace education  
3. Scope of peace education  
4. History and emergence of the field of peace education.  
5. Democracy and Peace, secularism and peace, culture and peace.  

UNIT-II Commissions and Committees on Peace Education  
1. Delor’s Commission 1996.  
4. Conflict resolution as a fundamental type of peace education in diverse societies.  
5. Role of national human rights commission and state human rights commission and Judiciary  

UNIT-III Understanding Peace as a dynamic Social Reality  
1. Challenges to peace- stress, conflicts, crimes, terrorism, violence and wars.  
2. Role of family, religion, community and school.  
3. Role of NGO’s and government agencies in promoting peace education.  
4. Peace education and mass media.  
BOOKS RECOMMENDED:

OBJECTIVES:

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

1. understand the concept of population education.
2. sensitize themselves towards population explosion and its allied problems.
3. acquire a set of values and feelings of concern for the problems due to over population in the country.
4. inculcate rational attitude and responsible behaviour towards population and development issues.
5. to provide an opportunity to be actively involved at all levels in working towards resolution of problems related to population explosion.
6. acquire the skills for identifying and solving problems related to population explosion.

UNIT-I Introduction to Population Education

1. Meaning and concept of Population Education
2. Need and historical background of Population Education
3. Aims and Objectives of Population Education
5. Characteristics of Indian Population

UNIT-II Human Population Growth and Control in India

1. Structure and composition of Population in India.
2. Population dynamics: Determinants, Birth rates and death rates and Total fertility rates
3. Life expectancy and Infant mortality
4. Annual population change rate, Doubling time, Migration patterns and Age structure.
5. Population Control: Emerging trends, prevalent methods and suggestive measures to have planned Population Growth.

UNIT-III Impact of Population

1. Impact on Society
2. Impact on economic growth
3. Impact on education.
4. Impact on environment.
5. Impact on quality of life.

BOOKS RECOMMENDED:
4. National Council of Educational Research and Training, Draft syllabus on population education, New Delhi : (Memographed)
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:
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
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.
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- 656

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:

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:**

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
1. UNIT I Basic Language Elements

Identifiers

- Identifiers are used to name items in a VHDL model. Basic identifier:
  composed of a sequence of one or more characters: a basic identifier may contain only: capital A - Z, a - z, 0 - 9, underscore character _
  first character

The i-unit is an ultra-compact single seater four wheeled Toyota concept car. It debuted at the World Expo 2005, held in Aichi Prefecture, Japan. The vehicle is a cross between a microcar, a motorcycle, and a vehicular exoskeleton. The goal of Toyota is to provide a personal mobility, which can be used on roads but also does not hinder interaction with pedestrians. For this the i-unit has two possible setups. First, there is an upright low speed setup, where the rider has a higher position and can...