

MASTER OF ARTS (EDUCATION) – SECOND SEMESTER

Second Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Philosophical Bases of Education (Western)	4	100
2	Psychology of Learning	4	100
3	Trends in Indian Education (Since 1904 onwards)	4	100
4	Mental Health and Hygiene.	4	100
5	Early Childhood Education	4	100
6	History of Indian Education (upto 19th Century)	4	100
Total		24	

Subject Name: PHILOSOPHICAL BASES OF EDUCATION (WESTERN)

Objectives of the Subject: On completion of the course, the student will able to-

- Describe the concept, aims, functions and types of education
- Explain the basic tenants of the given western philosophies and their influence in Education.
- Explain the western educational thinkers their Aims of Education, Curriculum, and Methods of Teaching.

Subject Content:

UNIT I: INTRODUCTORY CONCEPTS.

1. Aims of education – proximate and ultimate.
2. Relationship between education and philosophy.
2. Philosophy of education – nature, need and scope.
3. Functions of educational philosophy
4. 5. Social philosophy of education – democracy and communism.

Unit – II: WESTERN SCHOOLS OF PHILOSOPHY

1. Idealism,
2. Realism,
3. Naturalism,
4. Pragmatism,
5. Existentialism, - with special reference to the Concepts of Knowledge, Reality, Values and their Educational Implications.

Unit – III: WESTERN EDUCATIONAL THINKERS

1. Plato: Education System, Organization and Curriculum, Teaching Methods, Objectives and Functions of Education and Education as a Function of the State.
2. Jean Jacques Rousseau: Aims of Education, Curriculum, Methods and Child-centric Education.

3. John Dewey: Aims of Education, Curriculum, Methods and Activity-Centred Education.
4. Friedrich Froebel: Aims of Education, Curriculum, Methods of Teaching.

UNIT IV: SCHOOLS OF WESTERN AND THEIR EDUCATIONAL IMPLICATIONS

1. Logical positivism
2. Dialectical materialism.
3. Existentialism.
4. Realisms.
5. Marxism- and their Implications on Education.

Suggested Readings:

1. Banerjee, A.C. & Sharma, S.R. (1999): Sociological and Philosophical Issues in Education. Jaipur: Book Enclave.
2. Bhatia, Kamala and Baldev Bhatia, (1994). The Philosophical and Sociological Foundations of Education, Doaba House: Delhi
3. Brubacher, John S. (ed) (1962): Modern Philosophy of Education. New Jersey: Prentice-Hall Inc., Englewood Cliffs.
4. Chandra, S.S; Sharma, R.K (2004) Principles of Education, New Delhi: Atlantic Publishers and Distributors.
5. Chaube, S. P. and Akhilesh Choube, (2000). Philosophical and Sociological Foundations of Education, Vinod PustakMandir: Agra
6. Chaube, S. P. and Chaube, Akhilesh. (2013): Philosophical and Sociological Foundations of Education, Vinod PustakMandir, Agra - 2.

Subject Name: PSYCHOLOGY OF LEARNING

Objectives of the Subject: On completion of the course, the student will be able to-

- Describe the meaning, concept, variables, types and theories of learning.
- Illustrate transfer of Learning: Concept, Types of Transfer of Learning.
- Explain the memory and forgetting Concept, Nature and, Strategies to Enhance Memory.
- Describe the concepts and types of Motivation.

Subject Content:

Unit I: LEARNING

1. Learning: Concept, Characteristics and Nature of Learning as a Process,
2. Factors Affecting Learning.
3. Theories of Learning and their Educational Implications
 - Classical Conditioning (Pavlov),
 - Operant Conditioning (Skinner),
 - Trial and Error (Thorndike)
 - Tolman's Sign Learning,
 - Information Processing Theory (Donald Norman)
 - Kurt Lewin's Field Theory

Unit II: TRANSFER OF LEARNING

1. Transfer of Learning: Concept, Types of Transfer of Learning and Strategies to Maximize Transfer of Learning.
2. Theories of Transfer of Learning and their Educational Implications.
3. Transfer of Learning and Role of Teacher in Transfer of Learning.

Unit III: MEMORY AND FORGETTING

1. Memory: Concept, Nature and, Strategies to Enhance Memory.
2. Forgetting - Nature,
3. Theories
 - Interference Theory,
 - Trace Change Theory,
 - Forgetting as Retrieval Failure.
4. Factors and Strategies to Minimize Forgetting

Unit IV: MOTIVATION

1. Motivation: Concept, Nature, Functions and Relationship with Learning.
2. Types of Motives; Strategies for Enhancing Motivation.
3. Maslow's Theory of Motivation.
4. Psycho-Analytic Theory of Motivation.

SUGGESTED READINGS

1. Bower G.H. and Hilgard E.R.: Theories of Learning Prentice Hall of India, New Delhi. 1980
2. Bower, G.H. and Hilgard, E.R. (1981) Theories of learning. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
3. C.L. Kundu (1989). Personality Development, Sterling Publishers Pvt. Ltd., New Delhi, 1989
4. Chauhan, S.S (2006). Advanced Educational Psychology New Delhi: Vikas Publishing House.
5. Crow L.D. & Crow Alice (2008) Human Development and Learning, New Delhi, Surjeet Publications.

Subject Name: TRENDS IN INDIAN EDUCATION (SINCE 1904 ONWARDS)

Objectives of the Subject: On completion of the course, the student will be able to-

- Evaluate the education system during British period with special emphasis on the commissions and committees.
- Evaluate the education system in free India with special emphasis on the commissions and committees.
- Acquaint with the recent Educational Development in India.

Subject Content:

UNIT – I: TRENDS IN EDUCATION IN PRE-INDEPENDENCE PERIOD IN INDIA – I

1. Lord Curzon's Education Policy
 - Indian University Commission 1902.
 - Indian University Act 1904.
2. Growth of National Consciousness and National Education Movement.
3. Critical Analysis of Calcutta University Commission (Sadler Commission)

UNIT – II: TRENDS IN EDUCATION IN PRE-INDEPENDENCE PERIOD IN INDIA – II

1. Hartog Committee Report, 1929
2. Abbot-Wood Committee Report 1937.
3. Wardha Scheme of Basic Education, 1937: Need, Characteristics and its Critical Evaluation.
4. Sargent Report, 1944: Recommendations and its Critical Evaluation.

UNIT – III: TRENDS IN EDUCATION IN FREE INDIA – I

1. Objectives and Recommendations of University Education Commission (Radhakrishnan Commission) 1948-49
2. Objectives and Recommendations of Secondary Education Commission (Mudaliar Commission) 1952-53
3. Objectives and Recommendations of National Education Commission (Kothari Commission) 1964-66.

UNIT – IV TRENDS IN EDUCATION IN FREE INDIA – II

1. Recommendations of National Policy on Education NPE-1986 and revised POA, 1992.

2. Universalization of Elementary and Secondary Education in terms of Norms, Standards and Implementation Mechanism of;
 - SarvaShikshaAbhiyan (SSA) and RTE Act, 2009.
 - RashtriyaMadhyamikShikshaAbhiyan (RMSA):
 - Mid-Day Meals Programme.
3. Expansion, Equity, Excellence and Privatization of Higher Education in context of RUSA.

Suggested Readings:

1. Aggarwal, J.C. (2013) Landmarks in the History of Modern Indian Education, Vikas Publishing House, New Delhi.
2. Chaube, S.P. (2014) History of Indian Education. Agra: Shri Vinod PustakMandir. Kohli, V.K. (1996) Indian Education and its Problems. Vivek Publishers, Ambala.
3. Mukherjee, S.N. (1966) History of Education in India; Modern Period. Acharya Book Depot, Baroda.
4. Narullah, S. & Naik, J.P. (1951) A History of Education in India. McMillan India Ltd. Pandey, R.S. (2005) Indian Education System. New Delhi: Adhyayan Publishers and Distributors.
5. Pathak, R.P. (2010) Education in Modern India: Global Trends and Development. Atlantic Publishers and Distributors, New Delhi.

Subject Name: MENTAL HEALTH AND HYGIENE.

Objectives of the Subject: On completion of the course, the student will able to-

- Acquaint with the Concept, Objectives and Scope of Mental Health and Hygiene.
- Differentiate between Normal and Abnormal behaviour.
- Acquaint with the adjustment process, mechanisms & mental symptoms.

Subject Content:

UNIT I: INTRODUCTORY CONCEPTS.

1. Concept of Mental Health and Hygiene.
2. Objectives and Scope of Mental Hygiene.
3. Characteristics of Mentally Healthy Person
4. Functions and Limitations of Mental Hygiene.

Unit II: NORMAL AND ABNORMAL BEHAVIOUR.

1. Concept of Normality and Abnormality.
2. Classifications of Abnormal Behaviour
3. Causes of Abnormal Behaviour
4. Neurosis, Psychosis, Psycho-Somatic and Psycho-Pathetic Behaviour

UNIT III: THE ADJUSTMENT PROCESS.

1. The process of Adjustment.
 - Frustration & conflict.
 - Reactions to frustration.
 - Problems of personal adjustment.
 - Adjustment with self.

- Adjustment with society
2. Adjustment Problems of Adolescents.
 3. Adjustment Mechanisms

UNIT IV: ADJUSTMENT MECHANISMS & MENTAL SYMPTOMS.

1. Defence mechanisms of the ego.
2. Mental symptoms.
3. Common neurotic symptoms.
4. Psychoses.

SUGGEST READINGS:

1. Brown, J.F.: The Psychodynamics of Abnormal Behaviour, Tata McGraw Hill, New Delhi.
2. Carrol, H.A.: Mental Hygiene: The Dynamics of Adjustment, Prentice Hall, New Jersey.
3. Coleman, J.C.: Abnormal Psychology and Modern Life, D.B. Taraporevala Sons and Co., Bombay.
4. Hall, C.S. & Lindzey, G., Theories of Personality, Wiley Publications, New York.
5. Kalein, D.B.: Mental Hygiene, Prentice Hall India Pvt. Ltd., New Delhi.
6. Page, J.B.: Abnormal Psychology, Tata McGraw Hill, New Delhi.
7. Ryan, W.C., Mental Health through Education, Appleton, New York.
8. Symonds, P., The Dynamics of Human Adjustment, Appleton, New York.

Subject Name: EARLY CHILDHOOD EDUCATION

Objectives of the Subject: On completion of the course, the student will be able to-

- Understand the concept, needs and importance of Early Childhood Education,
- Know the development of Pre-School Education in India.
- Critically examine the Needs and Rights of Children in the context of Social Issues and Problems.
- Know about different legislations for Children taken at National and International level.

Subject Content:

Unit I: INTRODUCTION TO EARLY CHILDHOOD EDUCATION

1. Need, Importance and Objectives of Early Childhood Education,
2. Significance of Child Rearing Practices & Learning.
3. Development of Pre-School Education in India

Unit II: POLICIES AND PROGRAMMES FOR CHILDREN

1. Needs and Rights of Children in the context of Social Issues and Problems.
2. Legislations for Children:
 - UN Convention on the Rights of the Child (1989);
 - National Policy on Children (1974);
 - The Juvenile Act (1986) and
 - The Child Labour (Prohibition and Regulation) Act (1986).

Unit III: CONTRIBUTIONS OF PHILOSOPHERS AND EDUCATIONISTS TO PRE-SCHOOL EDUCATION

1. Jean Jacques Rousseau (Pioneer),
2. Frederich Wilhelm August Froebel (KG),
3. McMillan Sisters (Nursery),

4. Maria Montessori (Montessori),
5. Mahatma Gandhi (Basic Education)

Unit IV: PRE-SCHOOL EDUCATION AND ITS AGENCIES

1. Activities and Programmes for Pre-School Education,
2. Anganwadi and Day Care Programmes.
3. Characteristics of a Balanced Pre-School Curriculum, Evaluation of Pre-School Curriculum and its Activities,
4. Role of Agencies involved in Management of Pre-School Education in India
 - Central Social Welfare Board,
 - State Social Welfare Board,
 - Indian Council for Child's Welfare

SUGGESTED READINGS:

1. Aggarwal, J.C. (1990). Methods and materials of Nursery Education, Delhi, Doaba House.
2. Cath Arnold (1999). Child Development and Hearing 2-5 years- Georgia's story, New Delhi, Sage Publication.
3. Day Barbara (1983). Early Childhood Education: Organising Learning Activities, New York, McMillan.
4. Mollics Davies Movement and Dance in Early Childhood, New Delhi, Paul Chapman Publishing, Sage Publication.
5. Riley J. (2003). Learning in the Early Years, A guide for teachers. New Delhi, Sage Publication.
6. Mohanty, J & Mohanty, B. (2007). Early Childhood Care and Education (ECCE), New Delhi, Deep & Deep Publications PVT.LTD.

Subject Name: HISTORY OF INDIAN EDUCATION (UPTO 19TH CENTURY)

Objectives of the Subject: On completion of the course, the student will able to-

- Recount the concept of education in the context of Indian heritage.
- Describe the education in ancient India, particularly Vedic Education and Buddhist Education.
- Critically examine the education system in Medieval India.
- Evaluate the education system during British period with special emphasis on the commissions and committees.

Subject Content:

UNIT-I: HISTORICAL PERSPECTIVE BEFORE 19TH CENTURY

- a. Vedic Education: Objectives and Characteristics.
- b. Brahmanic Education: Objectives and Characteristics.
- c. Buddhist Education: Objectives and Characteristics.
- d. Muslim Education: Objectives and Characteristics.

UNIT-II: HISTORICAL PERSPECTIVE IN FIRST QUARTER OF 19TH CENTURY

1. Development of Education during East India Company Period.
2. The Charter Act of 1813
3. The East-West Controversy.

UNIT-III: HISTORICAL PERSPECTIVE IN SECOND QUARTER OF 19TH CENTURY

- a. Macaulay's Minutes 1835: Recommendations and Criticism.
- b. Bentick's Resolution and

- c. Acceptance of Macaulay's Minutes.
- d. William Adam's three Reports on Education (1835-38)

UNIT-IV: Historical Perspective in Third Quarter of 19th Century

- a. Wood's Despatch (1854): Recommendations and Evaluation of Despatch.
- b. Hunter Commission (1882): Objectives and Recommendations.
- c. Influence of Hunter Commission on Subsequent Development of Education in India.

Suggested Readings:

1. Aggarwal, J.C. (2013) Landmarks in the History of Modern Indian Education, Vikas Publishing House, New Delhi.
2. Chaube, S.P. (2014) History of Indian Education. Agra: Shri Vinod PustakMandir. Kohli, V.K. (1996) Indian Education and its Problems. Vivek Publishers, Ambala.
3. M.H.R.D, Report of the University Education Commission (1948), Ministry Of Education, New Delhi, Govt. of India.
4. M.H.R.D, Challenges of Education (1985). A Policy Perspective, Ministry of Education, New Delhi, Govt. of India.
5. Mukherjee, S.N. (1966) History of Education in India; Modern Period. Acharya Book Depot, Baroda.