SEMESTER-III

SEMESTER-III

(Foundation Course)

16EDF11   COMPARATIVE EDUCATION-I

Time: 3 hours   Max. Marks: 100
 Credits-5   (External: 80, Internal: 20)

Note: Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
1. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
2. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE OBJECTIVES:-
To enable the students to:
1. Aquatint the student with educational systems in terms of factors and approaches of Comparative Education
2. Orient the students with skills to assess the efficiency of educational systems of various countries in terms of prevailing trends in those countries
3. Acquaint the students about the concept of Universalization of Primary Education and its implication for Indian Education.
4. Help the students to understand the concept of Secondary Education and its vocationalization.
5. Create a perspective in the students about the implications of Education for solving the prevailing problems of Education in India.

COURSE CONTENTS

UNIT-I
- Concept and aims of Comparative Education
- Historical Development of Comparative Education
- Need and scope of Comparative Education

UNIT-II
- Factors influencing Education System
- Approaches of Comparative Education – Historical, Philosophical, Sociological and Problem approach

UNIT-III
- Salient features of Education system of U.S.A., U.K. & India
- Pre-Primary Education in U.S.A., U.K & India
UNIT-IV
- Primary Education in U.S.A., U.K. & India (Aims, Content, Methods of Instruction and Evaluation system)
- Concept of Universalization of Elementary Education in India: its implications,
- District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA).

SELECTED READINGS

- Andrey, A. & Howard N. (1978). Developing curriculum: A practical Guide. London: George Allen and Unwin.
- Baradey, G.Z.F. (1964). Comparative methods in education. New Delhi: Oxford and IBH Publishing Co.
- Cramer, I.F. & Brown, G.S. (1965). Contemporary education: A comparative study of National System. New York: Harcourt Brace & Company.
- Dent, H.C. (1981). Educational system of England. London: George Allen and Unwon.
- Denis, L. (1986). School curriculum planning. London: Hodder ad Stoughton.
- Edward, A. K. (1960). The secondary schools curriculum. New York: Harper and Row Publishers.
- (7) Hans, N. (1961). Comparative education. London: Routledge and Kegan Paul.
- Harold A. & Elsic, J. A. (1957). The curriculum. New York: The MacMillan Company.
- International encyclopedia of curriculum. (1991) London: Pergamon Oxford.
- Sodhi T.S. (1988). A text book of comparative education New Delhi: Association of Indian Universities, IGNOU.
- Kandel, I.L. (1963). Studies in comparative education. New York: George Harrup.
- Parmaji, S, (1984). Distance education, New Delhi: Sterling Publishers Pvt. Ltd.,
- Reddy, R. G. (1988). Studies in Distance Education Association of Indian Universities, Delhi New: IGNOU.
- William, M. A. (1966). Planning curriculum for schools. New York: Holt, Rinehart and Winston.

(Core Course)
16EDC12   CONTEMPORARY ISSUES IN INDIAN EDUCATION-I

Time: 3 hours   **Max. Marks: 100**
  Credits-5   **(External: 80, Internal: 20)**

Note: Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
1. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
2. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE OBJECTIVES:-
To enable the students to:
1. Get a historical insight into the development of Education in pre-independence in India
2. Get the knowledge of the development of the Education in free India
3. Have a critical understanding of the development of Education as a distinct discipline

COURSE CONTENTS

UNIT-I
- ❖ Education in India during:
  - Vedic

- Buddhist, and
- Medieval period

UNIT-II
- Maculay's Minutes and Bentick Resolution of 1835
- Adam's report and its recommendations
- Wood's Despatch of 1854
- Lord Curzon's Educational Policy
- Growth of national consciousness and National Education movement

UNIT-III
- Recommendations of Indian Education Commission 1882, its influence on the subsequent development of Education
- Essential features of Sadler commission report – 1917
- Terms of reference & recommendations of Hartog Committee 1928-1917

UNIT-IV
- Wardha Scheme of education 1937
- Sargent Report 1944
- University Education Commission (1948-1949)
- Secondary Education commission (1952-53)

SELECTED READINGS
- Govt. of India, report of the University Education Commission, (1949) Vol-I, Simla.
- Niak J.P. (1963). The role of govt. of India, Ministry of Education.
- Nurullah S., Naik J.P. and Oad L.K. (1970). A student history of education in India, Mumbai: McMillan and Co.
- M.H.R.D, Report of the University Education Commission (1948), Ministry of Education, New Delhi, Govt. of India.
- M.H.R.D. Report of the Secondary Education Commission (1952). Ministry of Education, New Delhi, Govt. of India.
- M.H.R.D. Challenges of Education (1985). A policy perspective, Ministry of Education, New Delhi, Govt. of India.
- Shukla, P.D. (1969) Towards the New Pattern of Education in India, New Delhi Sterling Publishers.

(Core Course)
16EDC13 GUIDANCE AND COUNSELLING

Time: 3 hours   **Max. Marks: 100**
  Credits-5   **(External: 80, Internal: 20)**

Note: Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
1. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

---

2. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE OBJECTIVES:-
The students will be able to:
- Explain life and the world around.
- Explain the importance of making right choice in life, education, vocation etc.
- Describe the importance of working with a group, for a group and in a group.
- Explain as every individual is capable of making some unique contribution to the all
- round growth and development of the society because of his unique potentialities.
- Assess the needs of the individual correctly.

COURSE CONTENTS
UNIT-I
❖ Concept, meaning, principles, need and importance of guidance.
❖ Types of Guidance – Educational Guidance, Vocational Guidance and personal Guidance
❖ Organization of guidance services in schools – need, principles, steps & strategies for effective organization of Guidance services at school level.

UNIT-II
❖ Group Guidance – Meaning, advantages, principles and kinds of group guidance.
❖ Guidance of exceptional children – Physically Handicapped, Gifted and children with Behavioral Problems
❖ Study of the individual, data collection techniques of Information – Standardized and Non-Standardized techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation and Interview and Commutative Record Card.

UNIT-III
❖ Counseling – Meaning, Need, Procedure and Types
  • Directive counseling – concept, advantages and limitations
  • Non-Directive Counseling-concept, advantages and limitations
  • Elective counseling – concept, advantages and limitations
❖ Occupational information – meaning and need. Methods of imparting occupational information. Sources of occupational information in India.

UNIT-IV

❖ Job Analysis-Meaning, Types and Purposes of Job Analysis
❖ Job Satisfaction- Meaning & Factors affecting Job Satisfaction
❖ Placement Service –Meaning, Functions and Principles
❖ Follow-up Service – Meaning, purposes and characteristics

SELECTED READINGS:

- Bernard, H. W & Daniel F.W. (1977). Principles of Guidance, Second Edition, New York – Thomas Y. Crowell Company.
- Jones, J.A.: (1970). Principles of Guidance, Bombay: Tata McGraw Hill.
- Miller, F.W. (1961). Guidance Principles and Services, Columbia : Ohio Merrill
- Pandey, K.P. (2000). Educational and Vocational Guidance in India,Varanasi: Vishwa Vidyalaya Prakashan Chowk
- Tolbert, E.L. (1967) Introduction of Counseling, New York: McGraw Hill.
- Strang, Ruth. (1949). Counseling Technics in colleges and Secondary Schools, New York: Harpar
- Taxler, A.E.(1964): Techniques of Guidance, New York: Mc Grwa Hill
- Robinson, F.P (1950) Principles and Procedures in student counseling, New York: Harper & Brother
- Super, D.E.,(1949) Apprising Vocational Fitness, New York: Harper and Brother

(Core Course)
16EDC14 EDUCATIONAL TECHNOLOGY

Time: 3 hours   **Max. Marks: 100**
 Credits-5   **(External: 80, Internal: 20)**

Note: Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
1. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
2. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE OBJECTIVES:-
To enable the students to:
- Develop the understanding of concept, scope and characteristics of educational Technology
- Enable the students to differentiate between hardware and software
- Describe the difference among Teaching, Indoctrination, instruction and training.
- Learn about different types of programmed instruction.
- Understand various instructional strategies and strategies for modifying teacher behaviour
- Explain the process of communication
- Elucidate the role of educational technology in distance education
- Learn about the models of teaching and different families of models

COURSE CONTENT
UNIT-I

- ❖ Meaning, Concept and scope of educational technology
- ❖ Systems approach to Education and its characteristics.

❖ Components of Educational Technology –Hardware and software
❖ Multi-Media Approach in Educational Technology-Meaning, Uses and Limitation.

UNIT-II

❖ Modalities of teaching – Teaching as different from indoctrination, instructions, conditioning and training.
❖ Stages of teaching – Pre-active, Interactive and Post active
❖ Teaching at different levels – Memory, understanding and reflective levels of organizing teaching and learning
❖ Communication process: Concept of communication, principles, Modes and Barriers to communication, class room communication (Interaction, Verbal and Non-Verbal.

UNIT-III

❖ Programmed Instruction: origin, principles and characteristics, Types : Linear, Branching and Mathetics
❖ Development of a Programmed Instruction: Preparation, Writing, Try out and Evaluation
❖ Modification of Teacher Behavior: Micro teaching, Flanders Interaction Analysis and Simulation
❖ Designing Instructional System: Formulation of instructional objectives & task Analysis.

UNIT-IV

❖ Models of Teaching: Concept, Different families of Teaching Models and following models in detail-Concept Attainment Model, Inquiry Training Model, Glaser's Basic Teaching Model, Mastery learning Model, Inductive Thinking Model
❖ Designing of Instructional Strategies: Lecture, team Teaching, Discussion, Seminar, tutorial and Brain storming sessions; Norms Referenced Tests and Criterion referenced tests
❖ Application of Educational Technology in Distance Education: • Concept of Distance Education • Differentiate between Distance and Open Learning Systems • Students Support Services in Distance Education • Evaluation process in Distance Education • Counseling in Distance Education

SELECTED READINGS

• Davies, I.K., " The Management of Learning", London: Mc Graw Hill, 1971
• Dececco, J.P., "The psychology of Learning and Instruction", New Delhi, prentice Hall, 1988
• Kulkarni, S.S. (1986) Introduction to Educational technology", New Delhi, Oxford & IBH Publishing Company.
• Kumar, K.L. (1996).Educational technology. New Delhi: New Age International Publishers.
• Locatis, C.N. and Atkinson, F.D. (1984) Media and technology for education and training. London: Charles E. publishing Co.
• Mavi, N.S. (1984). Programmed Learning-An Empirical Approach", Kurukshetra ,Vishal Publishers,
• Joyce, B. & Weil, M. (1992). Models of teaching. New Delhi: Prentice Hall. Merrit, M.D. (1971). Instructional design. New York:
• Mukhopadhyay, M.(1990). Educational technology. New Delhi: Sterling.

- (10)Pandey, K.P. (1980). A first course in instructional technology. Delhi: Amitash Parkashan,
- Pandey, S.K. (1997). Teaching communication. New Delhi: Commonwealth Publishers.
- Pandey, K.P. (1997). Dynamics of teaching behavior. Gaziabad, Amitash Prakashan.
- Prcival, F. and Ellington, H. (1998). A handbook of educational technology. New York, Kogan Page.
- Skinner, B.F. (1968).The technology of teaching. New York: Appleton Century C

(Core Course)
16EDC15 CURRICULUM STUDIES-I

Time: 3 hours   Max. Marks: 100
 Credits-5   (External: 80, Internal: 20)

Note: Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
1. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
2. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE OBJECTIVES

After completing the course, the students will be able to:
- conceptualize the meaning and different perspectives of curriculum
- understand the epistemological, sociological and the psychological basis of curriculum development
- understand the different types of curriculum with respect to their main orientation and approaches
- Explain the role of teacher as curriculum maker

COURSE CONTENTS

UNIT – I
- Concept of 'Curriculum' and 'Syllabus' and their scope
- Components of curriculum
- Bases of curriculum

UNIT-II
- Process of curriculum development
- Principles of curriculum development
- Factors affecting curriculum development

UNIT – III

- Types of curriculum - Knowledge based, Activity based, Skill based and Experienced based, core curriculum, hidden curriculum , spiral curriculum, integrated curriculum and their relevance

- Approaches in Curriculum Development - Developmental approach, Functional approach and Eclectic approach

UNIT-IV

- Curricular trends- Lifelong learning, Futuristic education, Collaborative curriculum, core curriculum and collateral curriculum
- Role of teacher as a curriculum maker

SELECTED READINGS

- Bobbitt, F. (1918).*The Curriculum*. Boston: Houghton Miffilin. Co.
- Denis, L. (1986). *Social Curriculum Planning*. Sydney: Hodder&Stonghton, London.
- Edward, A. K. (1960). *The Secondary School Curriculum*. New York: Harper and Row Publishers.
- Gakhar, S. C. (2008). *Curriculum Development*.Panipat: N. M. Publishers.
- Goodland, J. (1979). *Curriculum Enquiry – The Study of Curriculum Practices*. New York: McGraw Hill.
- Hamilton, D. (1976). *Curriculum Evaluation*. London: Open Books Publishing Limited.
- Hass, G. (1991). *Curriculum Planning: A New Approach*. Boston: Allyn Bacon.
- Hooer, R. (1971). *Curriculum: Context, Design and Development*. New York: Longmans.
- Lewy, A. (1977). *Handbook of Curriculum Evaluation*. New York: Longman, Inc.
- Lewy, A. (1977).*Studying Curriculum*. Buckingham: Open University Press.
- Oliver, A. (1977). *Curriculum Improvement – A Guide to Problems, Principles and Processes*. New York: Harper and Row.
- Payne, D. A. (1973).*Curriculum Evaluation: Commentaries on Purpose, Process and Product*. Boston: D. C. Heath.
- Pratt, D. (1980). *Curriculum Design and Development*. New York: Harcourt, Brace and Jovanvich.
- Saylor, J. G. & Alexander, W. M. (1960).*Curriculum Planning*. New York: Holt, Rinehart and Winston.
- Socket, H. (1976).*Designing the Curriculum*. London: Open Books Publishing Ltd.
- Taba, H. (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace and World Inc.
- Tanner, D. & Tanner, L. (1980).*Curriculum Development: Theory into Practice*. Chicago: University of Chicago Press.
- Tyler, R. S. (1976). *Curriculum Principles and Foundations*. London: Harper and Row Publishers.