

CENTRAL UNIVERSITY OF HARYANA
School of Education

Teaching Plan

Programme: B.Ed.

Year: II

Course Code- SOE020433DCEC1102

Credit: 02

Name of Teacher: Dr. Amit Singh

Session: 2018-20

Semester-IV

Course Title: COMPARATIVE EDUCATION

Maximum Marks: 50

1. Teaching and Examination Scheme:

Teaching Scheme (Unit wise Division of Teaching hours)				Examination Scheme		
				CIA	TEE	Total Marks
Unit No.	L	T/P	(L+T+P)	15 Marks	35 Marks	50 Marks
I	12	4	16			
II	12	4	16			
TOTAL	24	8	32			

Legends: L- Lecture, T-Tutorial/Teacher Guided Student Activity, P- Practicum/Practical.
CIA-Continuous Internal Assessment and TEE- Term End Examination

2. Unit-wise Teaching Plan:

Unit/Topic	Approximate Hours (Lecture/Tutorial/ Practicum/ Practical)	Content Outlines/Teaching Points	Teaching Strategies	Learning Outcomes	Evaluation Strategies	Suggested Learning Resources
Unit-I Conceptual Understanding of Comparative Education (i) Concept of Comparative Education: History and Developmental Stages of Comparative Education	16 Hours	1.1. Concept of Comparative Education 1.2. History of Comparative Education 1.3. Developmental Stages of Comparative Education 2.1. Aims of Comparative Education	Lecture cum discussion, presentation, Use of PPT, Assignments on various topics,	On completion of this unit the students will be able to: (i) Acquaint with educational systems prevailing in various nations. (ii) Acquainted with the concepts of comparative education (iii) Recall history and developmental stages of comparative education	Students' will prepare assignment and present their views/ideas on various factors influencing of Education System and Comparative	Andrey, A. & Howard N. (1978). <i>Developing curriculum: A practical guide</i> . London:George Allen and Unwin. Baradey, G.Z.F. (1964). <i>Comparative methods in education</i> . New Delhi: Oxford and IBH Publishing Co. Cramer, I.F. & Brown, G.S. (1965). <i>Contemporary education: A comparative study of national system</i> . New York: Harcourt Brace & Company. Sodhi T.S. (1988). <i>A text book of</i>

<p>(ii) Aims of Comparative Education</p> <p>(iii) Need and scope of Comparative Education</p> <p>(iv) Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach</p> <p>(v) Factors affecting Education System and Comparative Education</p>		<p>3.1. Need of Comparative Education</p> <p>3.2. Scope of Comparative Education</p> <p>4.1. Approaches to Comparative Education:</p> <p>4.1.1. Historical</p> <p>4.1.2. Philosophical</p> <p>4.1.3. Sociological</p> <p>4.1.4. Problem Approach</p> <p>5.1. Factors affecting Education System and Comparative Education</p>		<p>(iv) Familiar with educational systems in terms of factors and approaches of comparative education.</p>	<p>Education after completion of the unit.</p> <p>&</p> <p>Unit test</p>	<p><i>comparative education</i>. New Delhi: Association of Indian Universities, IGNOU.</p> <p>Kandel, I.L. (1963). <i>Studies in comparative education</i>. New York: George Harrup.</p> <p>Hans, N. (1961). <i>Comparative education</i>. London: Routledge and Kegan Paul.</p>
<p>Unit-II</p> <p>Secondary Education in India, U.K. and U.S.A.</p> <p>(i) Secondary Education :Concept, meaning and need</p> <p>(ii) Secondary Education in India, U.K. and U.S.A. (Aims, Content, Methods & Instruction and Evaluation System) and its Vocationalization in India</p>	<p>16 Hours</p>	<p>1.1. Meaning and Concept of Secondary Education</p> <p>1.2. Need of Secondary Education</p> <p>2.1 Secondary Education in India (Aims, Content, Methods & Instruction and Evaluation System)</p> <p>2.2. Secondary Education in U.K. (Aims, Content, Methods & Instruction and Evaluation System)</p> <p>2..3. Secondary Education U.S.A. (Aims, Content, Methods & Instruction and Evaluation System)</p> <p>2.4. Comparison of Secondary Education in India, U.K. and U.S.A.</p> <p>2.5. Vocationalization of Secondary Education in India</p>	<p>Lecture cum discussion, debate on aims, content, methods & instruction and evaluation system in India, U.K. and U.S.A.</p>	<p>(i) Acquaint about the concept of secondary education and its implication in India.</p> <p>(ii) Assess the efficiency of educational systems of various countries in terms of prevailing trend in those countries.</p> <p>(iii) Create a perspective about the implications of educational policies and for solving the educational problems in India.</p> <p>(iv) Compare the Secondary Education in India, U.K. and U.S.A.</p> <p>(v) Interpret the need & importance of secondary education and its vocationalization..</p>	<p>Group discussion and debate on education system in India, U.K. and U.S.A., In depth analysis of various education system by the student teachers and presentations will be encouraged &</p> <p>Unit test</p>	<p>Parmaji, S, (1984). <i>Distance education</i>. New Delhi: Sterling Publishers Pvt. Ltd.,</p> <p>William, M. A. (1966). <i>Planning curriculum for schools</i>. New York: Holt, Rinehart and Winston.</p> <p>Rajput, J.S. (2004). <i>Encyclopedia of Indian Education</i>. New Delhi: NCERT.</p> <p>Dent, H.C. (1981). <i>Educational system of England</i>. London: George Allen and Unwon.</p> <p>Denis, L. (1986). <i>School curriculum planning</i>. London: Hodder ad Stoughton.</p> <p>Edward, A. K. (1960). <i>The secondary schools curriculum</i>. New York: Harper and Row Publishers.</p> <p>Harold A. & Elsic, J. A. (1957). <i>The curriculum</i>. New York: The MacMillan Company.</p>

Internal Assessment Strategies:

The fifteen marks have been allotted under Internal Assessment. The following activities will be executed under Internal Assessment:

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted(Best one will be considered)	Written Test	5
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) and any other activity under Practicum	Assignment & Presentation (PPT)	2.5+5
3	Percentage of attendance		2.5
	Total Marks		15