

# University of Poona

## Pre-Ph.D. Course in Education

### Structure :

Pre-Ph.D. Course in Education shall have the following three components :

*Component I* :—Compulsory Theory Courses.

As per M.Phil. in Educational courses namely

*Course 1* : Advanced Methodology of Educational Research.

*Course 2* : New Frontiers of Education.

*Component II* :—Optional Theory Courses.

Any one from the list provided in component two of the M.Phil. in Education Course.

- (1) Psychology of Learning
- (2) Personality
- (3) Educational Administration
- (4) Administration in Technical Education
- (5) Economics of Education
- (6) Comparative Education
- (7) Non-Formal Education.

OR

Any other course related to the problem of the candidate, developed by the respective guide, forwarded by the centre and approved by the M.Phil./Ph.D. committee of the University.

**Component-III :—Compulsory Practical Work.**

- (1) Two term papers per each theory course in component I to be assessed by the respective guide.
- (2) Conduct of two seminars based on term papers to be given at the centre.
- (3) Seminar based on the review of related literature to be given before the Ph. D. admission committee in the University Office.

**COMPONENT-I—COMPULSORY THEORY COURSES****Advanced Methodology of Educational Research****Objectives :**

- (1) To enable the student to acquaint himself with more details of the methodology of educational research in general.
- (2) Master the particular method of research chosen for his own project.
- (3) Acquaint himself with the procedures of preparing and standardizing the tools of research.
- (4) Acquaint himself with the procedures of data processing.
- (5) Understand the importance of inferential statistics in the interpretation of research findings.
- (6) Master the particular set of Statistics in the interpretation of his data.
- (7) Evaluate critically any research proposal and research report.
- (8) Become a consumer of research, at least in his own field.

**Content****Unit 1: Descriptive Research**

- (a) The survey, trend studies and follow-up studies,
- (b) The Case Study,
- (c) Correlational Study,
- (d) Ex-post fact study.

**Unit 2: Experimental Research**

- (a) Different variables—*independent, moderator, control, intervening, dependent, etc.*
- (b) Manipulation of variables—*internal and external validity,*
- (c) Experimental designs—*pre-experimental, quasi-experimental, true experimental.*

**Unit 3: Research and Theory Development**

- (a) Steps in research leading to a theory—*raw data—operation instrumentation—variables—hypotheses—conceptual frame work,*
- (b) Examples of theory development in Psychology and education—*theories of learning, motivation, personality, teaching, educational administration, etc.*

**Unit 4: Procedures for Observation and Measurement**

- (a) Development and Standardization of tests, e.g. intelligence, achievement, etc.
- (b) Construction and validation of different scales, e.g. personality, attitude, etc.
- (c) Construction of observation recording devices—e.g. Flanders', Bellack's, etc.

**Unit 5- Procedures of Data Processing**

- (a) Data coding and data rostering
- (b) The use of computer programme for data analysis
- (c) Correlational analysis on a desk calculator

**Unit 6- Parametric Tests of Significance**

- (a) The significance of difference between the means of two independent/correlated groups
- (b) Analysis of variance
- (c) Analysis of covariance
- (d) Statistical significance of coefficient of correlation

**Unit 7- Non-parametric Tests of Significance**

- (a) The Chi-square test
- (b) The median test
- (c) The Mann-Whitney test
- (d) The Sign test
- (e) The Wilcoxon Matched Pair signed rank test for N 10 pairs.

**Unit 8- Evaluation of a Research Report**

- (a) Mechanics of reporting- preliminaries, text of the report, reference matter
- (b) Contribution towards educational theory and practice, replication, modification, original contribution.

*References*

- (1) Donald Agy, Luck Cheser Jacobs, Asghar Razavich-  
'Introduction to Research in Education' (Holt Rinehart  
and Winston, New York. 1979)
- (2) Borg Walter and Meridith D. Gall- 'Educational Research  
An Introduction'
- (3) Kerlinger Fred N.—'Foundations of Behavioural Research  
(Holt, Rinehart and Winston, New York. 1973)

- (4) Tuckman Bruce W.—‘ *Conducting Educational Research* ’  
(Harcourt Brace Jovanovich, Inc, New York, 1978)
- (5) Garrett H. E.—‘ *Statistics in Education and Psychology* ’  
(Vakils Fetter & Simons, Pvt. Ltd. Bombay 1, 1976)
- (6) Albert Kurtz and Samuel T. Mayo—‘ *Statistical Methods  
in Education and Psychology* ’ (Narosa Publishing House,  
New Delhi, 1981)
- (7) Minimum Edward W.—‘ *Statistical Reasoning in Psycho-  
logy and Education* ’ (John Wiley & son, New York, 1978)
- (8) Buch M. B. (Ed.)—‘ *A survey of Research In Education* ’  
(Centre of Advanced Study in Education, M. S. Univer-  
sity, Baroda, 1974)
- (9) Buch M. B. (Ed) —‘ *Second Survey of Research in Edu-  
cation* ’ (Society for Educational Research and Develop-  
ment, Baroda, 1979)
- (10) Mitzel Harold E. (Ed.)—‘ *Encyclopaedia of Educational  
Research* ’ (The Free Press, A Division of Macmillan  
Pub. Co. Inc., New York, 1982)
- (11) Guilford J. P. and B. Fruchter—‘ *Fundamental Statistics  
in Psychology and Education* ’ (McGraw Hill, Koga  
Kusha, 1978)
- (12) Adams G. S.—‘ *Measurement and Evaluation in Education  
Psychology and Guidance* ’ (Holt, Rinehart and Winston  
New York)

### New Frontiers of Education

#### *Objectives :*

- To enable the student to
1. understand the importance of interdisciplinary approach and its use in finding out solutions to educational problems
  2. understand the concept of nonformal education

3. acquaint himself with the ways and means of implementing the concept of nonformal education in Indian situation
4. understand the concept of Life long education and its various types
5. acquaint himself with various uses of technology in the exposition and extension of education
6. interpret the concept of equalization of educational opportunity in its proper spirit
7. acquaint himself with various means of extending educational opportunities to the weaker sections of the society
8. understand the changing demands of the modern society from the teaching profession
9. review the researches in modern trend in education.

#### *Content*

#### *Unit 1- Interdisciplinary approach to problems of education*

- (a) Sociological approach
- (b) Political approach
- (c) Economic approach

#### *Unit 2- Non formal education*

- (a) Relation of non formal education with formal education
- (b) Non formal education for dropouts and adults
- (c) Nonformal education in various professions and fields of development

#### *Unit 3- Life long education*

- (a) Need for continuous education - the demands of 'nineties
- (b) Education for man power and education of manhood
- (c) Various types of continuous education, correspondence education, distance education, open schools and universities

**Unit 4- Use of modern technology in education**

- (a) Demands of formal, nonformal and continuing education in developing and developed countries
- (b) Types of educational technology - Radio and T. V., audio and video tapes, film strips and films, calculators and computers, etc.

**Unit 5- Equalization of educational opportunities**

- (a) Education as a fundamental right and its interpretation corresponding to changing social contexts in developing and developed countries
- (b) Education of weaker sections of the Indian Society, women, rural poor, urban slumdwellers, landless labourers, scheduled Castes, Scheduled Tribes, Nomadic Tribes, etc.

**Unit 6- Changing roles of the teaching profession**

- (a) Teacher in the Traditional Society and the learning society
- (b) Teacher and Educational Technology
- (c) Teacher as the leader of developing society

**Unit 7- Review of researches in modern trends in education**

- (a) Methodology and tools of research in the field of modern trends in education
- (b) Salient findings of these researches

*References*

- (1) Mirra Komarovsky (Ed.)—*Common Frontiers of Social Sciences* (The Free Press, Glencoe, 1957)
- (2) Norman Mackenzie (Ed.)—*A Guide to the Social Sciences* (Weidenfeld and Nicolson, London, 1966)
- (3) Gore M. S. et al.—*Papers in the Sociology of Education* (N.C.E.R.T., New Delhi, 1975)
- (4) Rudolph S. H. and L. I. Rudolph (Ed.)—*Education and Politics in India* (Oxford Uni. Press, Bombay, 1972)

- (5) Goel S. C.—‘*Education & Economic Growth in India*’, (The MacMillan Company of India, Ltd., Bombay, 1975)
- (6) Peter Mandi—‘*Education and Economic Growth in the Developing Countries*’ (Academias Kado, Budapest, 1981)
- (7) Naik J. P.—‘*Some Perspectives on Non-Formal Education*’ (Indian Institute of Education, Pune, 1977)
- (8) Niehoff Richard O. (Ed.)—‘*Report on Conference and Work-shop on Non-formal education and the Poor*’, (Michigan State University, 1977)
- (9) Barbara Baird Israel (Ed.)—‘*New Paths to Learning For Rural Children and Youth*’ (Vidya Mandal, Delhi, 1976)
- (10) Bruce Rusk (Ed.)—‘*Alternatives in Education*’ (University of London Press Ltd., London, 1972)
- (11) Bruce Rusk (Ed.). ‘*Life Long Education*’ (Asian Institute for Educational Planning and Administration, N. Dalhi, 1970)
- (12) Bruce Rusk (Ed.)—‘*Recurrent Education - A Strategy for Life Long Learning*’ (Organization of Economic Co-operation, Paris, 1973)
- (13) V. Eshwara Reddy (Ed.)—‘*Life Long Learning*’ (State Resource Centre for Adult Edu. Osmania Uni., Hyderabad, 1983)
- (14) Hutchins Robert M.—‘*The Learning Society*’ (Pall Mall Press, London, 1968)
- (15) David Stewart, et al. (Ed.) ‘*Distance Education*’ (Croom Helm St. Martin’s Press, London, New York 1983)
- (16) Taneja, V. R.,—‘*Trust with Education in the Technetronic Society*’ (Itaring Publishers Pvt. Ltd., New Delhi-1983)
- (17) Devck Rowntree—‘*Education Technology in Curriculum Development*’ (Harper and Row Publishers, London, 1982)
- (18) B. Anand Rao and R. Ravishankar—‘*Readings in Educational Technology*’ (Himalaya Publishing House, Bombay, 1982)



- (19) Fred Percival and Henri Ellington— '*A Handbook of Educational Technology*' (Kogan Page, London, 1984)
- (20) Andre Beteille (Ed.), '*Equality and Inequality—Theory and Practice*' (Oxford University Press, Bombay, 1983)
- (21) Victor S. D'Souza, '*Inequality and Its Perpetuations*' (Manohar Publication, New Delhi, 1981)
- (22) 'Harvard Educational Review' '*Equal Educational Opportunity*' (Harvard Uni. Press, 1969)
- (23) Fredrick Mosteller (Ed.)— '*The Equality of Educational Opportunity*' (Vitage Books, New York, 1977)
- (24) Shah A. B. (Ed.),— '*The Social Context of Education*' (Allied Publishers, Pvt. Ltd. 1978)
- (25) Shah Vimal,— '*The Educational Problems of Scheduled casts and Scheduled Tribes School and College Students in India*' (Allied Publishers Pvt., Ltd., New Delhi, 1982)
- (26) Jona Mason Everett,— '*Women and Social Change in India*' (1979)
- (27) Harold E. Mitzel, et al, (ed.)— '*Encyclopaedia of Educational Research*' (The Free Press, New York, 1982)
- (28) Buch M. B. (Ed.)— '*Second Survey of Research in Education*' (Society for Educational Research and Development, Baroda, 1979)

## COMPONENT-II—OPTIONAL THEORY COURSES

### (1) Psychology of Learning

#### Objectives :

- (1) To acquaint the students with different theories of learning
- (2) To provide a comprehensive review of the major phenomena of human learning and memory
- (3) To acquaint the student with recent research work in the field of learning.

*Contents :*

1. **The Learning Approach :** Human learning and conditioning, Conditioning: General principles, basic concepts and phenomena, Generalization—Discrimination theory: Conditioning in human, behaviour technology.
2. **Associative Learning :** Serial learning methods, early findings and recent developments, Paired associate learning—Methods and theory, some theoretical issues, Forgetting : General theoretical positions, Retroactive and Proactive Interference and forgetting. Two factor theory; Factors influencing transfer and retention.
3. **The Information Processing Approach :** Multiprocess views of memory Dual process theory of memory, Short-term memory and dual processing; Storage and retrieval processes, General theoretical approaches. Organization in Memory: Input as a predictor of output. Free recall, Coding and organization: Memory structure and organization.
4. **Theories of Learning :** Continuity theory—Guthrie, Reinforcement theory—Hull—Spence, Skinner, Cognitive theory—Tolman.
5. **Review of Recent Research Work in the field of Learning.**

*Books for Reading*

- |  |  |
|--|--|
| (1) Horton, D. L. and Turnage T. W.            | .. Human Learning, Prentice-Hall, 1976                               |
| (2) Hulse S. H., Deese James and Egeth, Howard | .. The Psychology of Learning, 4th Edition, McGraw-Hill, 1975        |
| (3) Hilgard, E. R. and Bower G. H.             | .. Theories of Learning, Prentice Hall, 1975.                        |
| (4) Hill W. F.                                 | .. Learning A Survey of Psychological Interpretations, Methuen, 1967 |
| (5) Hall J. F.                                 | .. The Psychology of Learning Lippincott Co., 1966                   |

- (6) Chaplin J. P. and Krawiec T. S. .. Systems and Theories of Psychology, Holt Rinehart and Winston, 3rd Edn.
- (7) Buch M. B. (Ed.) .. Second Survey of Research in Education, Society for Educational Research and Development, Baroda, 1979.

## (2) Personality

### *Objectives*

To acquaint the students with

- (i) the concept of personality and its assessment,
- (ii) the various approaches to the study of personality and
- (iii) various recent researches.

### *Contents*

1. Concept of Personality : Popular misconceptions, Definitions; Individuality and Personality, Ideographic and Nomothetic approaches, Type and Trait approaches, Reconciliation of the Type and Trait approaches. Normal and Abnormal personality.
2. The Experimental study of Personality : Personality, performance and perception; Personality and verbal behaviour; Personality and social behaviour. Experiments as social situations.
3. Assessment of Personality : Clinical approach; Objective approach; Projective and Objective techniques.
4. Theories of Personality : Psychoanalytic theory-Freud and Neo-Freudian; Psychosocial theory-Erik Erikson; Behavioristic - Learning theory - Skinner, Humanistic theory - Maslow; Phenomenological theory - Rogers; Factor-analytic theory-Cattell.
5. Review of research in personality studies.

*Books for Reading*

- (1) Sarason I. G. .. Personality : An objective approach, Wiley, 1972.
- (2) Guilford J. P. .. Personality, McGraw-Hill, 1969,
- (3) Holt R. R. .. Personality assessment, Jovanovich Harcourt, Brace, 1971.
- (4) Hjelle L. A. and Ziegler D. J. .. Personality Theories : Basic assumptions, Research and Applications, McGraw Hill, 1976.
- (5) Stagner Ross .. Psychology of Personality, 4th Edition, McGraw-Hill, 1974.
- (6) Lanyon R. I. and Goodstein L. D. .. Personality assessment, Wiley 1971.
- (7) Hall C. S. and Lindzey G. .. Theories of Personality, 1970.
- (8) D'icaprio N. S. .. The Good Life-Models for a Healthy Personality, Prentice Hall, 1976.
- (9) Huch M. B. .. Second Survey of Research in Education, Society for Educational Research and Development Baroda, 1979.

**( 3 ) Educational Administration***Objectives*

To enable the student to —

Acquire knowledge of the machinery and procedure of educational administration in India.

Develop understanding of the problems of educational administration in India.

Develop appreciation of the financial problems of educational administration.

Develop an understanding of the planning of education in India and its socio economic context.

Develop skills in planning and implementing conventional administrative procedures.

Get some insights into supervision and inspection procedures and know new trends and developments.

**Outline :**

1. The concept of Educational Administration, Administrative functions, management and organization, control and direction, character of Educational Administration and its contrast with that in other fields. Trends of modernisation.
2. Trends in educational administration, authoritarian, democratic, delegatory and decentralised.
3. A comparative study of the structure of administration under Government of India Acts of 1919, 1955 and the directives for education and other provisions in the Indian constitution.
4. Educational Planning : Its meaning and scope : Education in the Five Year Plans; man-power surveys and planning with special reference to society and social needs; Decentralization of planning; basis of policy for future educational planning.
5. Educational finance; Principles of educational finance; Method of financing education; Sources of income-Government, Private and Community; Patterns of investment in education past; present, future; Grant-in-aid principles, practices, types and procedures, in respect of primary to university level.
6. Review of Researches in the field of Educational Administration

*Required Reading*

- (1) Mukherji S. N. ..Administration of Education in India, Acharya Book Depot; 1962,
- (2) Mukherji S. N. .. Problems of Administration of Education in India
- (3) N. C. E. R. T. .. NCERT - First, Second and Fourth year Book of Education
- (4) Ministry of Education .. Education Commission Report (1964-66) (Kothari Commission)
- (5) UNESCO .. Financing of Education
- (6) UNESCO .. Economics and Social aspects of Educational Planning, 1963
- (7) Naik J. P. .. Education Commission and After, 1982. Allied Publishers
- (8) Naik J. P. .. Educational Planning in India, 1965 Allied Publishers
- (9) Rao V. K. R. V. Education and Human Resource Development, Allied Publishers, 1965
- (10) Kneshevich T. J. .. Administration of Public Education, New York, Harpar, 1962
- (11) Naik J. P. .. The Role of Government of India in Education, Ministry of Education, Government of India, New Delhi, 1963
- (12) Mishra Atmavaud .. The Financing of Indian Education, Asha Publishing Bombay, 1962
- (13) Mathur S. S. .. Educational Administration, Principles and Practices, Krishna Brothers, Jullendar, 1969
- (14) Camp-bell R.F. JE .. Introduction to Educational Administration (4th Ed.)  
Corbally and J. A. .. Allen and Bacon, Boston, 1971.
- (15) Boardman C. W. H. R. .. Democratic Supervision in School  
Houghton Mifflin c. 19.

- (16) Dodd W. A. Primary School Inspection in New Countries Oxford University Press, London, 1968
- (17) Hicks, Hanne J. Educational Supervision in Principles and Practice. The Ronald Press Co. New York, 1960.
- (18) Rellet T. L. and E. L. Merphet Comparative Educational Administration (2nd Edn.) Eageewood cliffs N. J. Prentice-Hall Inc. 1964.
- (19) Barr, Burton and Bruchnor Supervision
- (20) Kandel Comparative Education
- (21) Year Book of Education Latest Edition ( Portions relating to Organisation )
- (22) Wans W. Comparative Education
- (23) Aggarwal J. C. Educational Administration, Inspection, Planning and Financing in India, Arya Book Depot, New Delhi.
- (24) Tead O. Arts of Administration, McGraw Hill, New York
- (25) Krishmachari V. T. Planning in India, Longman, New Delhi
- (26) Vaizey J. Cost of Education, Allen and Unwin Publisher
- (27) NCERT Administration of Education in Maharashtra
- (28) Govt. of Maharashtra Educational Development in Maharashtra, 1968
- (29) Gadgil A. V. Supervision in Education, Shubhada Saraswat, Pune 1982
- (30) Sears J. B. The Nature of the Administrative Process, McGraw Hill. New York

- (31) Government of B'bay .. A Review of Education in Bombay State ( 1855-1955 ) 1958
- (32) Baron G. and W. Taylor .. Educational Administration and the Social Sciences, London, Athlone, 1963
- (33) Davies T. I. .. School Organisation, Oxford, Pergamon, 1969
- (34) Glatler, R. .. Management Development for the Education Profession, London, Harrap, 1972  
 Modern Management Techniques in Educational Administration, New Delhi: Asian Institute of Educational Planning of Administration 1971
- (35) Report, NCERT .. Report of the Study Group on Supervision and Inspection, New Delhi: NCERT, 1969
- (36) Camp-bell R. F. and R. T. Gregg .. Administrative Behaviour in Education, New York Harper and Row, 1957
- (37) Getzels J. M., J. M. Lipman, and R. F. Camp-ball .. Educational Administration As a Social Process Theory - Research Practice - New York - Harper and Row, 1968

#### ( 4 ) Administration in Technical Education

##### Objectives :

To enable the student to

- ( 1 ) acquaint himself with the concept of Educational Administration
- ( 2 ) understand different aspects of Education Administration
- ( 3 ) understand different theories of Educational Administration



- (4) trace the development of Technical Education in India during 1882-1984
- (5) acquaint himself with different problem of Administration in Technical Education and their remedies
- (6) review the researches in Administration in Education in general and in Technical Education in particular in India and other countries

*Content :*

*Unit 1- Concept of Educational Administration*

- (a) Administration and management
- (b) Administration in general and in the field of education

*Unit 2- Aspects of Educational Administration*

- (a) Structure of Educational Administration
- (b) Finance and planning
- (c) Policy making and legislation
- (d) Levels of control and guidance - Government, Management and Institutional

*Unit 3- Theories of Educational Administration*

- (a) Axiomatic
- (b) General System
- (c) Bureaucracy
- (d) Contingencies of Leadership effectiveness
- (e) Leader behaviour
- (f) Need press

*Unit 4- Development of Administration in Technical Education in India during 1882-1984*

- (a) Administration in Technical Education before Independence
- (b) Administration in Technical Education after Independence

*Unit 5 :*

Problems and Remedies in Administration in Technical Education in India.

- (a) Problems in Policy making and planning
- (b) Problems in implementing the policies
- (c) Problems of quality control.

*Unit 6 :*

Researches in Administration in Education in General and Technical Education in particular in India and abroad.

- (a) Status studies regarding structure, policymaking and control, etc.
- (b) Theoretical studies -development of theories, analysis of various aspects based on theories, etc.

*Reference Books*

- (1) Camp-bell, et al. ' *Introduction to Educational Administration* ' ( Allen and Bacon, Boston, 1971 ( 4th Edn. ).
- (2) Charters W.W ( Jr. ) et al, ' *Perspective on Educational Administration and the Behavioural Sciences* ' ( Centre for Advanced Study in Educational Administration, Uni. of Oregon, 1965 ).
- (3) Coldarce A. P. and Getzels J. B., ' *The Use of Theory in Educational Administration* ' ( Standford University, Standford, 1955 ).
- (4) Haplin A. W., ' *Theory and Research in Administration* ' ( Collier Macmillan, London, 1966 ).
- (5) Silver Paula F., ' *Educational Administration : Theoretical Perspectives on Practice and Research* ' ( Harper and Row Publishers, New York, 1983 ).
- (6) Willard R. Lane, et al., ' *Foundations of Educational Administration - A Behavioural Approach* ' ( The Macmillan Co. New York, 1982 ).

- (7) William G. Mohnan and H. R. Heust. 'Contemporary Educational Administration' (Macmillan Publishing Co, New York, 1982).
- (8) Mukherji S. N., 'Problems of Administration of Education in India'
- (9) Ministry of Edn. 'Education Commission Report' 1964-66.
- (10) Naik J. P., 'Education Commission and After' (Allied Pub. 1982).

### (5) Economics of Education

#### Objectives

1. To acquaint the student with the economic involvements of education.
2. To provide for theory relating to the basic concepts of economics of Education.
3. To acquaint the student with the concept that education is a major determinant of economic development.
4. To acquaint the student with the idea of planning in education to attain the student with the idea of planning in education to attain defined economic targets.
5. To introduce the students to broad trends in research in the field.

#### Course outline :

1. Scope and Status of Economic Education
  - (a) Definition of terms—Education as good, Education as want, Education as capital, Education as consumption— Education as investment etc.
  - (b) The development of Economic of Education as a field of study—the place of Education in Economics as highlighted by economists classical as well as modern. Factors responsible for the development of the subject.

## 2. Education and Economic Growth

(a) Education as (1) a prerequisite (2) as an accelerator under development—lack of Education as a cause- Role of education in Economic Growth with States role; Universities—Teacher and the teaching process. Adult Education, Correspondence Course Guidance Programme, Vocational Education, Agricultural University.

(b) The concept of human capital and its status with physical capital—Education as investment (Private and Social). The economic value of education. Human resource development through Education and its psychological aspects.

## 3. Costs of Education

Costs of education as formation of productive capital—Accelerator theory in Education.

Types of educational costs; Direct costs, opportunity costs, unit costs. Method of determining costs, Factors determining costs.

## 4. Returns to Education - Returns - Direct and indirect Problems of measurement

Various Approaches: Correlation approach, Rate of Returns approach, Wage differential, approach - The profitability and productivity of human investment

## 5. Educational Planning : Nature and Scope

Scope of Educational Planning, Classification of Different Types of planning. Education and Social Welfare. Problems of Educational Policy making - Educational needs. Necessity for raising the level of education. The role of State in education. The impact of the educational system on technological change & modernisation. Economic and social aspects of the planning of education. Allocation of resources in higher education. The impact of science and Technology.

6. *The content of education and its economic effectiveness :*

General and technical Education. Vocational Education  
Agricultural Development and education Adult Literary

7. *Economic order and Education in India :*

Education as a right—Equality of Educational opportunity  
The case for educational planning in India – Education and five  
year plans. The rational behind work experience and basic  
education.

8. *Practical Work :*

Collection of statistics needed for studies in

1. Educational Planning
2. Demography
3. Labour
4. Economic Growth

(from reports, records, Journals ect.)

Collection of needed statistics from a ward of the Panchayath  
or Corporation relating to Economic growth and Education

Collection of needed statistics to show the relationship between  
level of Income from the area specified above.

Construction of and Age-Earning Profile.

*Text Books*

- |                   |  |
|-------------------|--|
| (1) M. Blaug      | .. <i>An Introduction to Economics of Education</i> (1970) |
| (2) J. Vaizey     | .. <i>Economics of Education</i> (1962)                    |
| (3) T. W. Schultz | .. <i>Economics value of Education</i> (1963)              |
| (4) E. Cohn       | .. <i>Economics of Education</i> (1975, 3rd edn.)          |

*Essential Readings*

- |                    |  |
|--------------------|--|
| (1) M. Blaug (Ed.) | .. <i>Economics of Education</i> (Vols. I & II) 1968 |
| (2) G. S. Becker   | .. <i>Human Capital</i> (1974, 2nd Edn.)             |
| (3) T. W. Schultz  | .. <i>Investment in Human Capital</i> (1971)         |

- (4) G. Psacharopoulos .. *Returns to Education* (1973)
- (5) F. Hartison and C. Myers .. *Education, Manpower and Economic Growth* (1964)
- (6) M. Blaug, P. R. G. Layard and M. Woodhall .. *Causes of Graduate Unemployment in India* (1969)
- (7) T. Burgess et al .. *Manpower and Educational Development in India* (1968)
- (8) V. N. Kothari & P. R. Pancharukhi .. "A Survey of Research in Economics of Education in India" (mimeo); Reprinted in *A Survey of Research in Economics: Vol. VI: Infra-Structure* (New Delhi, Allied, 1980)

#### *Additional Readings*

- (1) Gunnar Myrdal .. *Asian Drama* Vol. III, 1968 (Chs. 29, 31 and 33)
- (2) UNESCO .. *Readings in Economics of Education* (1968)
- (3) C. A. Anderson and M. J. Bowman (Eds.) .. *Education and Economic Development* (1965)
- (4) C. Baxter et al (Eds.) .. *Economics and Education Policy: A Reader* (1977)
- (5) UNESCO .. *Economic and Social Aspects of Educational Planning* (1964)
- (6) S. Bowles .. *Planning Education for Economic Growth* (1971, 2nd Edn.)
- (7) J. Mineer .. *Schooling, Experience and Earnings* (1974)
- (8) P. Foster and J. R. Sheffield (Eds.) .. *Education and Rural Development* (1973)
- (9) D. P. Chaudhari .. *Education, Innovations and Agricultural Development* (1979)
- (10) S. Bowles and H. Gintis .. *Schooling in Capitalist America* (1976)

- (11) 'Investment in Education' Equity Efficiency Quandary' .. Edited by T. W. Shultz, *Journal of Political Economy* Vol. 80, No. 3, Part 2 ( May-June 1972 ) Supplement.
- (12) H. N. Pandit (Ed.) .. *Measurement of Cost Productivity and Efficiency of Education* (1969).

### ( 6 ) Comparative Education

#### *Course Objectives :*

1. To get student acquainted with educational problems and their attempted solutions in different socio-economic as well as political and cultural contexts.
  2. To teach the student the technique of comparative analysis in the field of social sciences and in particular in the field of education.
  3. To orientate and equip the student to investigate the problems of Indian education from a comparative view point. This comparison could be inter-national, inter-state, inter-class, inter-culture. etc.
  4. The comparative method in education . definition, meaning and scope; methodology of study—micro studies and macro-approach; Utility and limitations of comparative study.
- Comparative study of the educational systems in developed and developing countries operating within different kinds of social, political, and economic framework. A comparative study in relation to two or three specified countries will be taken up every year. International experiments in education:
6. Research in comparative education; the policy-oriented task of comparative education : Problems in Indian education and the validity of comparative study approach.

*Required Reading*

- (1) Mallinson, Vernon : *Introduction to the Study of Comparative Education* ( 4th Ed. ), London, Heineman, 1977.
- (2) Bereday, C.Z.E : *Comparative Method in Education*, New York, N. Y., Holt, Rinehart and Winston, 1964,
- (3) Peignant, Raymond : *Education in the Industrialized Countries*, The Hague, Martinus Nijhoff, 1973.
- (4) Ghosh, S. C. : *Educational Strategies in Developing Countries*, 1976.

*Recommended Reading*

- (1) Jones, Phillip E. : *Comparative Education—Purpose and Method*, Crane-Russak Co., 1971.
- (2) Edwards, Reginald and Others ( eds ) : *Relevant Methods in Comparative Education*, 1973 ( Report of a meeting of International experts ), UNESCO Institute for Education, Hamburg).
- (3) Peaker, G.F. : *An Empirical Study of Education in Twenty-one Countries*, Wiley, 1975.
- (4) Coombs, Philip H. : *The World Educational Crisis : A Systems Analysis*, New York, O.U.P , 1968.
- (5) Bouden R., *Education, Opportunity and Social Inequality Changing Perspectives in Western Society*, New York Wiley, 1973.
- (6) O.E.C.D. : *Review of National Policies for Education*.
- (7) UNESCO : *World Survey of Education*.
- (8) I.E.A. Studies : ( International Educational Achievement Studies ).
- (9) Brickman, W. W., *Bibliographical Essays on Comparative and International Education*, Norwoods, 1975.

*Journals :*

1. *Comparative Education*.
2. *International Review of Education*.
3. *Comparative Education Review*.
4. *Prospects*.



## (7) Non-Formal Education.

*Course Objectives :*

1. To study the concept, content, methods, and organization of programmes of non-formal education;
2. To study the linkages between formal and non-formal education; and
3. to study the planning and development of non-formal education in India.

*Course Outline :*A. *General Perspectives :*

1. Three channels of education : formal, non-formal and incidental. Interdependence and linkages.
2. Concept of non-formal education : objectives; need and significance; clientele; recurrent education, and the learning society.
3. Non-formal education and development.
4. Processes of non-formal education : content, teaching and learning techniques; evaluation.
5. Organization : institutional and individual networks; training of personnel; different types of non-formal education finance.

B. *Non-formal Education in the Indian context :*

1. Brief history of non-formal education in India.
2. Surviving traditions in non-formal education : their relevance to future development.
3. Non-formal education for personal and social development.
4. Non-formal education at the elementary stage.
5. Non-formal education at the secondary stage.
6. Non-formal education at the university stage.
7. Non-formal education for adults : the National Adult Education Programme.
8. Role of mass media in education.
9. Future development in non-formal education.

*Required Reading*

- (1) Naik, J. P. : *Some Perspectives on Non-Formal Education* Allied Publishers, New Delhi, 1976.
- (2) Freire, Paulo : *Pedagogy of the Oppressed*, Penguins, 1970.
- (3) Bordia, Anil (Ed.) : *Adult Education in India : A Book of Readings*, Nachiketa Publications, Bombay, 1973.
- (4) Ministry of Education : *National Adult Education Programme*, 1978.
- (5) Gole, E. K. and Tarnsend : *Adult Education in Developing Countries*, Pergamon Press, Oxford, 1973.
- (6) Coombs, P. H. and Manzoor, A. : *Attacking Rural Poverty : How Non-formal Education Can Help*, 1973.

*Recommended Reading*

- (1) Brembeck, Cole and Grand, Staff M. : *Non-Formal Education as an Alternative to Schooling*, East Lansing, Michigan State University, 1974.
- (2) Kidd, J. R. : *How Adults Learn*. Associated Press, New York, 1968.
- (3) UNESCO, *A Retrospective International Survey of Adult Education, Montreal to Tokyo*, 1972.
- (4) Ministry of Education : *Publications on the National Adult Education Programme*.
- (5) Howe, M.A. (Ed.) : *Adult Learning Psychological Research and Applications*, John Wiley and Sons, London, 1977.

**Pre-Ph.D. Course in Education (Interdisc.)***Structure :*

Pre-Ph. D. Course in Education (Interdis.) shall have the following three components :-

*Component 1 :*

Compulsory Three Courses.

As per the M. Phil. in Educational (Inter. disc) Courses namely

*Course 1* :—Research Methodology in Social Sciences

*Course 2* :—Education and Society in India : Problems and perspectives.

*Component II :*

Optional Theory Courses.

Any one from the list provided in component two of the Pre-Ph.D. in Education Course—

- ( i ) Philosophy of Education
- ( ii ) Sociology of Education
- ( iii ) Planning of Education in India
- ( iv ) Non-Formal Education
- ( v ) Comparative Education.

OR

Any other course related to the problem of the candidate, developed by the respective guide, forwarded by the Centre and approved by the M.Phil. / Ph.D. Committee of the University.

*Component III :*

Compulsory Practical Work —

- (1) Two term papers per each theory course in component I to be assessed by the respective guide.
- (2) Conduct of two seminars based on term papers to be given at the Centre.
- (3) For the Seminar—The Seminar Based on the review of related literature to be given before the Ph. D. admission Committee in the University Office. The Ph.D. Committee dependent of Success of this seminar is the continuation of the course by the candidate. This seminar is to be given within two years from the date of registration.

**Pre-Ph.D. Education ( Interdisciplinary )  
SYLLABUS**

**COMPONENT 1 : COURSE 1**

**Research Methodology in Social Sciences**

**Objectives**

To familiarise the student with nature of science and the scientific method, to train him into the design and conduct of scientific inquiry, to analyse the findings of the inquiry and to draw valid conclusions from them with a view to confirming or refuting the hypothesis, if any.

**Outline**

*Introduction :*

Social Science and social research, scope of field; interdisciplinary aspects; applications.

Methodology of social sciences-problem of value.

*Science and Scientific Method :*

1. Meaning fullness of scientific hypotheses; inductive method, verifiability and falsifiability, operationalist method, deductive method.
2. The concept "normal science"; problem-solving; testing for inconsistency and falsification.
3. The logic of scientific discovery versus the structure of scientific revolutions.

*Research Process in Social Sciences :*

1. The research process; theory and research; problems, hypotheses, constructs, variables, definitions; experimental research; data collection procedures.
2. Research methods :
  - (a) quantitative; sampling techniques, surveys, questionnaires, scales and measurement, tests of significance;
  - (b) qualitative; case studies, life histories; participant observation; interviewing.
3. Research report; analysis and interpretation of data; writing up the report.

*Required Reading*

- (1) K. R. Popper, *The Logic of Scientific Discovery*, Routledge and Kegan Paul, London, 1959
- (2) W. J. Goode and P.K. Hatt, *Methods in Social Research* McGraw Hill, Kogakusha, Tokyo, 1972
- (3) Leon Festinger and Daniel Catz, *Research Methods in the Behavioural Sciences*, Amerind (HRW), 1953, 4th ed. 1976
- (4) F. N. Kerlinger, *Foundations of Behavioural Research*, Holt, Rinehart and Winston, 1964
- (5) J. P. Guilford and B. Fructer, *Fundamental Statistics in Psychology and Education*, McGraw Hill, Kogakusha, 6th edition, 1978.
- (6) T. S. Kuhn, *The Structure of Scientific Revolutions*, Chicago, 1962.
- (7) A. B. Shah, *Scientific Method*, Allied, 1964.
- (8) M. Weber, *The Methodology of the Social Sciences*, ed. by E. Shils and H. Finch, Blanceoe, Ill., 1949.

*Recommended Reading*

- (1) B. S. Phillips, *Social Research—Strategy and Tactics*, Macmillan, Third edition, New York, 1966
- (2) John Gattung, *Theory and Methods of Social Research*. George Allen and Unwin, 1967
- (3) Maurice Duverger, *Introduction to the Social Sciences with Special Reference to Their Methods*, George Allen and Unwin, 1964
- (4) Baidya Nath Varma (Ed.), *A New Survey of the Social Sciences*, Asia, 1969
- (5) John T. Doby, *An Introduction to Social Research*, Appleton-Century-Crofts, 1967
- (6) P. V. Young, *Scientific Social Surveys and Research*, Prentice Hall (India), 1964
- (7) H. E. Garret, *Statistics in Psychology and Education*, Vakils, Feffer and Simons, Fifth edition, 1976

- (8) S. Amsterdamski, *Between Experience and Metaphysics*, Boston Studies in the Philosophy of Science, Vol. XXXV, 1975
- (9) H. Rose, and S. Rose, *Science and Society*, Allen Lane, The Penguin Press, 1969.

### COMPONENT I : COURSE 2

#### Education and Society in India : Problems and Perspectives

##### Objectives

To study the evolution of education and society in India and other countries from ancient times to the present day, to relate education to its social, economic, political and cultural context in India, to examine major issues in Indian education from an interdisciplinary point of view, to familiarise the student with major educational issues in a comparative global perspective.

##### Outline

1. The evolution of education and society :
  - (a) The educational tradition : Hindu, Buddhist, Jain and Islamic in India; Graeco-Roman, Chinese and Jude-Christian.
  - (b) Education in the nineteenth century India; the development of the formal educational system; the impact of British rule, industrialisation and the communication evolution in the twentieth century; national education (Tagore, Gandhi, Nehru) upto 1947; education and social change in independent India.
2. Education and social transformation in India : The interaction of education with language, caste and religion, the family, position of woman, problems of Scheduled Castes and Tribes and minorities.

## 3. Issues in education :

- (a) Relation of education to nation-building, the Constitution and its aims, equality of opportunity, economic development, educational systems in other countries.
- (b) A selected topic in education from the following :  
Pre-school education, universal elementary education, higher education and research, vocational and professional education, adult education, alternatives to the formal system.

*Required Reading*

- (1) Nurullah, S. and J. P. Naik,—A Students' History of Education in India, Macmillan and Co., Delhi, 1974.
- (2) J.P. Naik,—Equality, Quality and Quantity: The Elusive Triangle in Indian Education, Allied Publishers, New Delhi, 1976.
- (3) J. P. Naik,—Education for our People, Allied Publishers New Delhi, 1977.
- (4) Education and National Development, Report of the Education Commission 1964-66, Govt. of India.
- (5) Gore, M. S., Desai J. P. and Chitnis, S.—Papers in the Sociology of Education, N.C.E.R.T., 1967.
- (6) Illich, Ivan. Deschooling Society, Penguin, 1971.
- (7) Freire, Paulo, Pedagogy of the Oppressed, Penguin, 1972.
- (8) UNESCO, Learning to Be, Report of the International Commission of Education, Delhi, 1973.

*Recommended Reading*

- (1) Basu, A. N.—Adams' Reports, Calcutta, 1948.
- (2) Rudolph, L. and S. Rudolph, (eds.)—Education and Politics in India, Oxford University Press, 1972.
- (3) Myrdal, G —Asian Drama, three vols., Random House, 1968.

- (4) Halsey, A., J. Floud and Anderson (eds.)—*Education Economy and Society*, Free Press, 1961.
- (5) Halsey, A. et al. (eds.)—*Power and Ideology in Education*, Oxford University Press, 1977.
- (6) *Indian Education Review*, N.C.E.R.T. (Journal).
- (7) *Harvard Educational Review*, Harvard (Journal).
- (5) *Prospectus, Quarterly Review of Education*, UNESCO (Journal).

*Reference Works*

Encyclopaedia of Higher Education  
 Encyclopaedia of Educational Research  
 Yearbooks of Education.

**COMPONENT II : COURSE (i) (OPTIONAL)**

**Philosophy of Education**

**Objectives**

The objectives of the syllabus in Philosophy of Education are two-fold : analytical and constructive.

Analytically, the syllabus aims at making explicit and clarifying the philosophical issues underlying approaches to :

Aims of education and educational procedures and practices, and

Principles governing the distribution of education as a good within a given society.

Constructively, it aims at preparing the ground for building up a philosophical theory of education which will be in tune with our understanding of the nature of human knowledge and the human personality, and sound principles of social justice, with special reference to India.

**Outline**

It will be useful to keep in mind the following remarks while trying to give specific substance to a syllabus in Philosophy of Education at the present stage of the development of the subject. To claim, however, that philosophy of education is and



should be a branch of philosophy is not to suggest that it is a distinct branch in the sense that it could exist apart from established branches of philosophy such as epistemology, ethics and philosophy of mind. Rather it draws on such established branches of philosophy and brings them together in ways which are relevant to educational issues. Drawing on existing work in such cases is not at all a matter of mechanical application: for analysis and arguments often fail to fit easily into educational contexts. But not all philosophy of education consists in attempting to apply existing work to a new context. There are many central issues, most of which fall within philosophy of mind, on which no work exists at all."

Introduction, pages 3 and 4, R.S. Peters, (ed.), *The Philosophy of Education*, Oxford University Press, 1978.

The paper will be taught with special reference to the Indian tradition.

#### *Conceptual Analysis*

1. Concept of education; aims of education; education distinguished from training; socialisation; indoctrination.
2. Intrinsic value and instrumental value; forms of good life.

#### *Nature of Human Knowledge and the Content of Education*

Concept of knowledge; Forms of human knowledge and experience; mathematics, natural sciences, history and social sciences, literature and art, philosophy, applied knowledge and technology; Faculties and powers of the human mind; logical thinking, creative imagination, evolution of the concept of liberal education, inter-relationship of cognitive disciplines and curriculum integration.

#### *Teaching and Learning*

Concepts of teaching, learning and education; Content and procedure in education; Personal relationships in teaching and respect for persons; Authority, discipline and punishment in education.

*Justification of Education*

Education and the public interest :

- (a) The role of education in promoting and sustaining democratic and social order;
- (b) The form and content of education as an activity which is integral to a just social order;
- (c) The role of education in promoting social justice.

*Required Reading*

- (1) R. S. Peters (Ed.), *The Philosophy of Education*, Oxford University Press, 1978.
- (2) W. Frankena, *Philosophy Education*, Macmillan, 1965.
- (3) P. H. Hirst, *Knowledge and the Curriculum*, Routledge and Kegan Paul, London, 1974.
- (4) Jane Martin (Ed.), *Readings in the Philosophy of Education : A Study of Curriculum*, Rockleigh, N.J., Allyn and Bacon, 1970.
- (5) R. S. Peters, (Ed.), *The concept of Education*, Routledge and Kegan Paul, London, 1976.
- (6) R. S. Peters, *Ethics and Education*, Allen and Unwin, London, 1969.

## COMPONENT II : COURSE (ii) (OPTIONAL)

**Sociology of Education****Objectives**

*To introduce the student to—*

- Interrelations of education and society :
- Sociological concepts and theories that further the understanding of these interrelations; and
- study of education itself as a social system.

*Education and the Social System*

- 1. Theories of Mannheim, Durkheim, Waller and Dewey, Illich, Freire, Husen.
- 2. Comparative study of educational systems in India and elsewhere, with focus on socialisation, casual or incidental learning, formal and non-formal education.

3. Education and the social system: Its place in a stratified class and caste society, and in plural society; Education and social mobility; problems of the imperial heritage in India.
4. Education and social change; Economic development; politics and Politicisation; Social change; Modernisation.
5. The school in the local community: Its role in a developing country.

*Education as a Social System :*

1. The school as a social system; Small group theory and the school.
2. Teachers, pupils, parents: Interactions in the context of school, educational system and society.
3. The organisation of education at the national and state levels  
Case study of an educational institution.

*Required Reading*

*For Education and the Social System :*

- (1) K. Mannheim, Stewart, *An Introduction to the Sociology of Education*, Routledge and Kegan Paul, London 1962.
- (2) N. Keddie, (Ed.) *Tinker : Tailor : The Myth of Cultural Deprivation*, Penguin, England, 1976.
- (3) E. Durkheim, *Education and Sociology*, Free Press of Glencoe, 1956.
- (4) I. Illich, *Deschooling Society*, Penguin, 1971.
- (5) P. Freire, *Cultural Action for Freedom*, Penguin, 1972.
- (6) T. Husen, *Social Class Influence on Educational Attainment* Paris, 1975.
- (7) P. Freire, *Pedagogy of the Oppressed*, Penguin 1972.
- (8) I. P. Desai, *High School Students in Poona*, Deccan College Monograph No. 12, 1954.
- (9) B. Bernstein, *Class and Control*, Vol. I, Routledge and Kegan Paul, London, 1971.

*For Education as a Social System :*

O. Banks, *The Sociology of Education*, 1968 (Relevant portions only).

T. Parsons, "The School as a Social System: Some of its Functions in American Society," in Halsey and others (Eds.), *Education, Economy and Society*. Free press of Glencoe, 1961, pp. 434-455.

*Recommended Reading**For Education and the Social System :*

- (1) Morrish—*The Sociology of Education*, London, 1972.
- (2) Floud and Halsey—*Current Sociology Series (Sociology of Education)*, Vol. 7, No. 3, UNESCO, 1958.
- (3) M. S. Gore—*Field Studies in the Sociology of Education*, N.C.E.R.T., 1970.
- (4) J. Middleton (Ed)—*From Child to Adult: Studies in the Anthropology of Education*. American Museum Source Books, 1970.

*For Education as a Social System :*

A. C. Stewart, "Philosophy and Sociology in the Training of the Teacher," *Sociological Review*, 1950.

*School in the Community*, Central Institute of Research and Training in Public Cooperation, New Delhi, 1970.

**COMPONENT II : COURSE (iii) (OPTIONAL)****Planning of Education in India****Objectives**

1. To study the evolution of educational planning in India Since 1950.
2. To familiarize the students with the objective and processes of educational planning, and
3. To study the implementation of educational plans, with special reference to desired educational reforms.

### Outline

1. Objectives and processes of educational planning in India. Integration of education with other sectoral plans.
2. Role of the central and state governments, local authorities and voluntary agencies in the formulation and implementation of educational plans. Planning at the national, state, district, community and institutional levels.
3. Quantitative and qualitative aspects of educational planning. Reason for the comparative neglect of the latter.
4. Strength and weaknesses of educational planning in India. Reform of the planning system.
5. System of educational finance in India; Sources and objects of educational expenditure; Different sharing patterns in educational expenditure; Relative priorities of different sectors; Basic problems of the inadequacy and ineffectiveness of expenditure.
6. Determination of priorities and planning and investment decisions.
7. Implementation of plans; Roles of political leadership, social workers, general public, teachers, students and bureaucracy.
8. Achievements and failures of the first five plans.
9. Monitoring and evaluation of educational plans.
10. Streamlining of implementation. Improvement of monitoring and evaluation.

### *Required Reading*

- (1) First Five-Year plan (1951-56)
- (2) Second Five-Year plan (1956-61)
- (3) Third Five-Year plan (1961-66)
- (4) Fourth Five-Year plan (1969-74)
- (5) Fifth Five-Year plan (1974-78)
- (6) Sixth Five-Year plan (1978-83)

The emphasis of study is on the educational plans and their relationship to the plan as a whole.

*Recommended Reading*

- (1) John A. Laska—*Planning and Educational Development in India*, New York. Teachers, College. New York, 1967.
- (2) J. P. Naik—*Policy and Performance in Indian Education (1947-74)*. Orient Longman, New Delhi, 1976.
- (3) *Educational Planning in the Asian Region*, UNESCO, Bangkok, 1975.
- (4) A. Misra—*The Financing of Indian Education*, Asia Publishing House, Bombay, 1967.
- (5) Willis H. Griffin, Udai Pareek, *The Process of Planned Change in Education*, Somaiya Publications, Bombay, 1970.

**COMPONENT II : COURSE ( iv ) ( OPTIONAL )****Non-Formal Education****Objectives***General Perspectives*

1. Three channels of education : Formal, non-formal and incidental. Interdependence and linkages.
2. Concept of non-formal education : Objectives; Need and significance; Clientele; Recurrent Education; and Learning Society.
3. Non-formal education and development.
4. Processes of non-formal education : Content, Teaching and Learning Techniques; Evaluation.
5. Organisation; Institutional and individual networks; Training of personnel; Different types of non-formal education; Finance.

*Non-formal Education in the Indian Context*

1. Brief history of non-formal education in India.
2. Surviving traditions in non-formal education : Their relevance to future development.
3. Non-formal education for personal and social development.
4. Non-formal education at the elementary stage.

5. Non-formal education at the secondary stage.
6. Non-formal education at the university stage.
7. Non-formal education for adults : The National Adult Education Programme.
8. Role of mass media in education.
9. Future developments in non-formal education.

*Required Reading*

- (1) J. P. Naik—Some Perspectives on Non-formal Education, Allied, New Delhi, 1976.
- (2) Paulo Freire—Pedagogy of the Oppressed, Penguin, 1970.
- (3) Anil Bordia (Ed.)—Adult Education in India : A Book of Readings, Nachiketa Publications, Bombay, 1973.
- (4) National Adult Education Programme, Ministry of Education 1978.
- (5) E. K. Cole, Tarnsend—Adult Education in Developing Countries, Pergamon Press, Oxford, 1973.
- (6) P. H. Coombs, A. Manzoor—Attacking Rural Poverty : How Non-Formal Education can Help, 1973.

*Recommended Reading*

- (1) Bremback, Cole, Grand, M. Staff—Non-Formal Education as an Alternative to Schooling, East Lansing, Michigan State University, 1974.
- (2) J. H. Kidd—How Adults Learn, Associated Press, New York 1968.
- (3) A Retrospective International Survey of Adult Education, Montreal to Tokyo, UNESCO, 1972.
- (4) Publications on the National Adult Education Programme, Ministry of Education, Government of India.
- (5) M. A. Howe (Ed.)—Adult Learning/Psychological Research and Applications, John Wiley and Sons, London, 1977.

## COMPONENT II : COURSE (v) ( OPTIONAL )

### Comparative Education

#### Objectives

1. To get the student acquainted with educational problems and their attempted solutions in different socioeconomic as well as political and cultural contexts.
2. To teach the student the technique of comparative analysis in the field of social sciences and in particular in the field of social sciences and in particular in the field of education.
3. To orientate and equip the student to investigate the problems of Indian education from a comparative view-point. This comparison could be international, inter-state, inter-class, inter-culture, etc.

#### Outline

1. The comparative method in education : definitions, meaning and scope; methodology of study—micro studies and macro approach; utility and limitations of comparative study.
2. Comparative study of the educational systems in developed and developing countries operating within different kinds of social, political and economic framework. A comparative study in relation to two or three specified countries will be taken up every year. International experiments in education
3. Research in comparative education; the policy-oriented task of comparative education; Problems in Indian Education and the validity of comparative study approach.

#### Required Reading

- (1) Vernon Mullinson—Introduction to the Study of Comparative Education ( Fourth Edition ), Heineman, London, 1977.
- (2) C. Z. E. Bereday—Comparative Method in Education, Holt, Rinehart and Winston, New York, N. Y., 1964.
- (3) Raymond Poignant—Education in the Industrialised Countries Martinus Nijhoff. The Hague, 1973.
- (4) S. C. Ghosh—Educational Strategies in Developing Countries 1976.



*Recommended Reading*

- (1) Phillip E. Jones—*Comparative Education—Purpose and Method* Crane-Russak Co., 1971.
- (2) Reginald Edwards and Others (Eds.), *Relevant Methods in Comparative Education (Report of a Meeting of International Experts)*, Unesco Institute for Education, Hamburg, 1973.
- (3) G. F. Peaker—*An Empirical Study of Education in Twenty-one Countries*, Wiley, 1975.
- (4) Philip H. Coombs, *The World Educational Crisis: A System Analysis*, Oxford University Press, New York, 1968.
- (5) R. Bouden, *Education, Opportunity and Social Inequality: Changing Perspectives in Western Society*, Wiley, New York, 1973.
- (6) *Review of National Policies for Education*, Organization for Economic Cooperation and Development, Paris.
- (7) *World Survey of Education*, U.N.E.S.C.O.
- (8) I. E. A. Studies (International Educational Achievement Studies).
- (9) W. W. Brickman—*Bibliographical Comparative and International Education*, Norwoods, 1975.

*Journals*

Comparative Education  
 International Review of Education  
 Comparative Education Review  
 Prospects.

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