

DISCIPLINE SPECIFIC ELECTIVE COURSE – 4 (DSE-4): COMPARATIVE EDUCATION

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ practice		
Comparative Education DSE 4	4	3	1	0	Class XII th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. Discuss the meaning, purpose and scope of Comparative Education.
2. Develop a historical perspective on the field of Comparative Education.
3. Understand the education systems of the G-20 Countries.
4. Describe the role of different agencies in examining diverse issues and concerns in education across political borders.

Learning Outcomes

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

1. Explain the meaning, purpose and scope of Comparative Education.
2. Trace the development of Comparative Education in a historical context.
3. Analyse the role of international organisations in comparative education.
4. Critically reflect on the similarities and differences of education systems across states and countries through comparative lens.
5. Identify common issues in education and ways to address them in different contexts.

Total Hours: 45

Unit I: Meaning, purpose and growth of Comparative Education (10 Hours)

- Need, scope and changing concept of comparison
- Approaches to comparative analysis.
- Different phases in the field of comparative education, Education for global citizenship

Samir
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- Bray, M. & Adamson, B. & Mason, M.(ed.)(2007).Comparative Education Research Approaches and Methods. Comparative Education Research Centre, University of Hong Kong:Springer.
- Choube,S.P. &Choube,A. (1986). Tulnaatmakshiksha ka adhyayan (revised 2nd ed.2020). Agra: Shri Vinod Pustak Mandir (in Hindi).
- Hans, N. (1967).Comparative Education: A Study of Educational Factors and Traditions. London:Routledge& Kegan Paul.
- Kubow,P.K. &Fossum,P.R.(2003).Comparative Education-Exploring Issues in International Context. New Jersey:Merrill Prentice Hall.
- Manzon,M.(2011).Comparative Education:The Construction of a Field.Comparative Education Research Centre, University of Hong Kong: Springer.
- Manzon,M., Bray,M. &Masemann,V.(2007). Common Interests, Uncommon Goals-Histories of the World Council of Comparative Education Societies and Its Members, Hong Kong: Comparative Education Research Centre, University of Hong Kong : Springer.
- Sodhi,T.S. (1983).Textbook of Comparative Education (revised 6th ed.2018),New Delhi:Vikas Publishing House.
- UNESCO, (2023). The Global Education Monitoring (GEM) Report on technology and education.

Additional Readings

- Kumar, K. (2001).Prejudice and Pride: School Histories of the freedom Struggle in India and Pakistan.NewDelhi:Penguin. (Also available in Hindi as Mera Desh Tumhara Desh (2007),Delhi: Rajkamal.
- NCTE (2009). National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher. New Delhi.
- MHRD, GoI. (2020). National Education Policy 2020. New Delhi.

Audio Visual Material: Across Units

1. Nil Battey Sannata.2015.Film- Directed by Ashwiny Iyer Tiwary
2. To Sir with Love. 1967. Film – Directed by James Clavell.
3. Children of War. 2014. A U.N. Film -Directed by Bryan Single.
4. Hindi Medium.2017. Film-Directed by Saket Choudhary

Sandeep

Teaching Learning Process:

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis and collaborative learning tasks. An understanding of the complexities of comparative study, the dangers of the misapplication of findings and an enduring centrality of the cultural context and educational transfer for the field as a whole will be encouraged. The assessment will be formative in nature and will factor in student participation towards evolving global outlook with cross-cultural sensitivities on educational concerns and critical reflections on the social realities and in a study of the solutions attempted.

Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words

Compare, Comparative education, Global citizenship, Adoption, Adaptation, Cross cultural perspectives, National Curriculum Framework on Teacher Education.

Note: Examination Scheme and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

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