

Semester	III
Paper Number	
No.of credits	5 + 1
Paper Title	DSE1.2.-ComparativeEducation
Theory/Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/ objective	<p>The students will be able to-</p> <ul style="list-style-type: none"> • <i>understand the concept, scope, need, and importance of Comparative Education</i> • <i>understand Comparative Education as a discipline</i> • <i>compare Comparative Education and International Education</i> • <i>understand the factors and forces of Comparative Education</i> • <i>develop understanding of the system of education in India and developed countries, and develop the sense of international understanding</i> • <i>Know the problems of developing countries (SAARC), their causes and solutions through education.</i> • <i>Describe the development of the field of Comparative Education.</i>
	<ul style="list-style-type: none"> • <i>Gain Knowledge about the history of Comparative Education.</i> • <i>Understand the methods of Comparative Education.</i> • <i>Identify the field of Comparative Education and its related areas for studies.</i> • <i>Understand different approaches within Comparative Education</i> • <i>Develop skill to use and evaluate different methods in comparative studies.</i> • <i>Understand the principles behind analyses of educational systems in different countries.</i>

<p>Syllabus</p>	<p>Module1:(30 marks)</p> <p>Unit-I:ConceptofComparativeEducation</p> <ul style="list-style-type: none"> • GenesisandDevelopmentofComparativeEducation • ConceptandscopeofComparativeEducation • AimsandPurposeofComparativeEducation • UtilityandlimitationofComparativeEducation • ChallengesfacingtheStudyofComparative Education • CurrenttrendsandpracticesinComparativesEducation • ImportanceofComparativeEducation • Comparative EducationasanAcademic Discipline • ComparisonbetweenComparativeEducationand International Education <p>UnitII:MethodsComparativeEducation</p> <ul style="list-style-type: none"> • MethodsinComparativeEducation- <ul style="list-style-type: none"> ○ Description ○ Interpretation ○ Juxtaposition ○ Comparison <p>UnitIII:ApproachesComparativeEducation</p> <ul style="list-style-type: none"> • ApproachesofComparative Education • SystematicAreaStudiesApproachGeorgeZ.FBereday • ProblemapproachBrian Holmes • Scientific methodNoah’sandEcksein’s. • HistoricalApproachNicholasHans. • CrossDisciplinaryApproachesusedinComparative Education <p>UNITIV:InfluencesandImpactofVariousFactorson Development of the Education System</p> <ul style="list-style-type: none"> • AComparativePerspective: • Philosophical&Religious • Socio-cultural&Economical
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	<ul style="list-style-type: none"> • Geographical & Political • Lingual & Technological <p>Module 2: (30 marks)</p> <p>Unit-V: Boundaries of Comparative Education</p> <ul style="list-style-type: none"> • Equality of education • Normative boundaries • Poverty • Unemployment • Population • Explosion • Terrorism • Illiteracy <p>Unit VI: National Perspectives</p> <ul style="list-style-type: none"> • Primary Education: West Bengal and other States of India • Secondary Education: West Bengal and other States of India • Higher Education: West Bengal and other States of India • Teacher Education: West Bengal and other States of India • Adult Education: West Bengal and other States of India • Vocational Education: West Bengal and other States of India <p>Unit VII: Problems Prevailing in Developing (SAARC) Countries with Special Reference to India, Their Causes and Solution through Education</p> <ul style="list-style-type: none"> • Primary Education: SAARC Countries and India • Secondary Education: SAARC Countries and India • Higher Education: SAARC Countries and India • Teacher Education: SAARC Countries and India • Adult Education: SAARC Countries and India • Vocational Education: SAARC Countries and India <p>Unit VIII: Comparative Study of Educational Systems among Different Countries and India</p> <ul style="list-style-type: none"> • Primary Education: USA, UK, Finland, Japan, and India • Secondary Education: USA, Russia, and India • Higher Education: UK, France, and India • Teacher Education: USA, Germany, Japan, Finland and India • Adult Education: Australia, Brazil, and India
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Seminar
Practicum	Seminar on comparative analysis of education system of any two countries : USA, Canada, Australia, Finland, UK, European Countries, Japan, any SAARC Countries, any ASEAN Countries

<p>Readings</p>	<ul style="list-style-type: none"> • Andrey,A.&HowardN.(1978).Developingcurriculum:A practical Guide. London: George Allen and Unwin. • Baradey,G.Z.F.(1964).Comparativemethodsineducation. New Delhi: Oxford and IBH Publishing Co. • Cramer, I.F. & Brown, G.S. (1965). Contemporary education:AcomparativestudyofNationalSystem.New York: Harcourt Brace & Company. • Dent,H.C.(1981).EducationalsystemofEngland.London: George Allen and Unwon. • Denis,L.(1986).Schoolcurriculumplanning.London: Hodder ad Stoughton. • Edward,A.K.(1960).Thesecondaryschoolscurriculum. New York: Harper and Row Publishers. • Hans,N.(1961).Comparativeeducation.London: Routledge and Kegan Paul • HaroldA.&Elsic,J.A.(1957).Thecurriculum.NewYork: The MacMillan Company. • Internationalencyclopediaofcurriculum.(1991)London: Pergamon Oxford. • SodhiT.S.(1988).Atextbookofcomparativeeducation New Delhi: Association of Indian Universities, IGNOU. • Kandel,I.L.(1963).Studiesincomparativeeducation.New York: George Harrup. • Parmaji,S,(1984).Distanceeducation,NewDelhi: Sterling Publishers Pvt. Ltd., • Reddy, R. G. (1988). Studies in Distance Education AssociationofIndianUniversities,DelhiNew:IGNOU. • William,M.A.(1966).Planningcurriculumforschools. New York: Holt, Rinehart and Winston. • AtextbookofComparativeEducation:Philosophy,patterns and problems of national systems: (UK, USA, USSR, INDIA), T.S Sodhi, ISBN-13: 978-0706922257. • AggarwalandBiswas:ComparativeEducationAryaBook Depot, Delhi. • Altbach,P.G.TrendsinComparativeEducation.In: Comparative Education• Review, 35(3) • Bereday,GeorgeZ.F.Comparativemethodineducation. New York. Holt, 1964• Reinhart & Winston, 1964. • BrainHolmes;ComparativeEducation:Someconsiderations of method- Unwin• Education Book, Boston. • Chaube and Chaube., Comparative Education 4. ComparativeEducation•Research–Approachesand Methods edt Mark Bray et.al. • ComparativeEducationwithSpecialReferenceto ElementaryEducation,C.•Naseema&VKJibin.Shipra Publications,2013,ISBN:8175416904,9788175416901.
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	<ul style="list-style-type: none"> • Comparative Education: A Comparative Study of Educational Systems, •Yogendra K. Sharm, Kanishka Publishers, 2004, 9788173916120 5 • Comparative Education: Exploring Issues in International Context by Patricia K. • Kubow and Paul R. Fossum (11 January 2006). • Comparative Education: The Construction of a Field (CERC Studies in • Comparative Education) by Maria Manzon (7 July 2011). • Comparative Education: The Dialectic of the Global and the Local by Robert F. • Arnove and Carlos Alberto Torres (13 September 2007). • Comparative Education: A Study of Educational Factors and Traditions, • Nicholas Hans, Routledge, 2011 - Education, Volume 4. Geoffery Wilford : Choice and Wquity in Education- Cassells, London. • Govinda, R. India Education Report- NIEPA, 2002. • • Hans, Nicholas: Comparative Education Routedge and Kagan Paul, London, • 1990. • Human Development Report in South Asia 2000- the Gender Question OUP, • 2002. • International and Comparative Education (Ice Magazine): Issue 1: Volume 1 by • Stephen Griffin (27 January 2011) • International Handbook of Comparative Education (Springer International • Handbooks of Education) by Robert Cowen and Andreas M. Kazamias (26 August 2009). • International Handbook of Comparative Education, Robert Cowen; Andreas M. • Kazamias, ISBN: 9781402064036.
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End-Semester Theory Examination: 60 marks
Paper Structure for End Semester	<p>Full Marks: 60 Time: 3 Hours</p> <p>Common Instructions:</p> <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p> <p style="text-align: center;">Group B (From Module 2)</p>

	<p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>
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